

# Paterson Public Schools



## Instructional Mentor Practice Rubric

# Professional Educator Performance Standards

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1. **Instructional Program (x2)**
  - ❖ **Instructional Mentors prepare for quality instructional program support using a comprehensive approach.**
  
2. **Use of Data to Inform Instruction (x2)**
  - ❖ **Instructional Mentors develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being through the use of data.**
  
3. **Delivers Quality Service (x3)**
  - ❖ **Instructional Mentors deliver quality service to support professional capacity and practice of school personnel.**
  
4. **Interventions to Meet Diverse Needs (x3)**
  - ❖ **Instructional Mentors increase the probability of advancing individual student achievement.**
  
5. **Data Responsive Environment (x2)**
  - ❖ **Instructional Mentors establish a culture that is conducive to student well-being and learning.**
  
6. **Leadership (x2)**
  - ❖ **Instructional Mentors are responsible for professional growth and positive leadership.**
  
7. **Professional Responsibilities (x1)**
  - ❖ **Instructional Mentors have a responsibility to parents, students, the district, the public and to the education profession.**

# PERFORMANCE STANDARD #1: INSTRUCTIONAL PROGRAM

**Instructional Mentors prepare for quality instructional program support using a comprehensive approach.**

Service and Support		Level of Performance			
		The Mentor performing at this level:			
<i>The Mentor should know and be able to:</i>		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
1a	<b>Demonstrate knowledge of current trends in specialty area and professional development.</b>	Has a working knowledge of specialty area, but is ineffective in providing support services that advance the quality of instruction.	Demonstrates knowledge of specialty area and trends in professional development, but is not always skilled in delivery of support services to others.	Demonstrates thorough knowledge of specialty area and knowledgeable about trends in professional development. Promotes improved practice among school professionals in improving the quality of instruction. Remains current in their field so they can serve as resources to colleagues.	Has advanced knowledge, understanding and skill in area of specialty. Mentor is recognized for expertise and sought after by colleagues for assistance. Incorporates a wide range of professional development activities to meet the needs of diverse audiences.
1b	<b>Use the grade or course aligned curriculum, content knowledge and pre-requisite skills.</b>	Does not use the aligned district adopted curriculum maps or instructional calendars when planning with others. Makes content errors.	Sometimes uses the aligned district adopted curriculum or pacing guides when planning with others. Displays good content knowledge in area of expertise. Information presented is generally accurate, but may not reflect contemporary knowledge.	Consistently uses the aligned district adopted curriculum or pacing guides when planning with others. Displays solid content knowledge in area of expertise. Information presented is accurate and consistent with well-established concepts or sound practices of the discipline.	Consistently uses the aligned district adopted curriculum or pacing guides when planning with educators or working with students. Displays extensive content knowledge in area of expertise. Information presented to others is accurate and consistent with well-established concepts or sound practices of the discipline.
1c	<b>Analyze and use results from multiple sources or assessments in decision making.</b>	Does not collect appropriate history or assessment data to determine needs.	Only collects basic history and assessment data to complete requirements.	Collects and analyzes data from a variety of sources to inform decision-making. Analysis of data is shared with PLC/professional forums and/or intervention teams and other school personnel in designing effective student instructional or intervention plans.	Systematically collects data from a variety of sources (social history, achievement trend data, communication, rating scales, and discipline history) to inform decision making when coaching regarding comprehensive student instructional or intervention plans.
1d	<b>Recommend academic interventions.</b>	Does not provide recommendations of academic interventions.	Provides some recommendations of academic interventions.	Demonstrates thorough knowledge of the school and district action plans and works to support educators to remove barriers to learning.	Demonstrates extensive knowledge of research-based interventions by including these principles in the implementation of academic interventions.
<b>Standard #1</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Score</b>	<b>Unsatisfactory</b>	<b>Progressing I</b>	<b>Progressing II</b>	<b>Proficient I</b>	<b>Proficient II</b>	<b>Proficient III</b>	<b>Exemplary</b>
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## PERFORMANCE STANDARD #2: Use of Data to Inform Instruction

**Instructional Mentors develop the professional capacity and practice of school personnel to promote *each* student’s academic success and well-being through the use of data.**

Service and Support		Level of Performance			
		The Mentor performing at this level:			
The Mentor should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
2a	<b>Establish clear procedures for educators to gain access to instructional support.</b>	Has not created or communicated the procedures for accessing instructional support. When teachers want to access assistance from the Mentor, they are not sure how to go about it.	Has some procedures (e.g. setting up after school workshops) that are clear to teachers, whereas others (e.g. receiving informal support) are not.	Has established clear procedures for teachers to use in gaining access to support and/or professional development from the Mentor to advance their skills.	Has a procedure for accessing support that is clear to all teachers and has been developed following consultation with administrators and educators. (e.g. email correspondences, calendar scheduling)
2b	<b>Coach teachers to plan interventions, accommodations &amp; modifications to maximize likelihood of student success.</b>	Demonstrates minimal knowledge of curriculum, instructional strategies, assessment and/or special programs resulting in plans that are not suitable for students, or interventions are mismatched with the findings of the identified needs. Provides minimal suggestions for improving student achievement.	Demonstrates basic knowledge of curriculum, instructional strategies, assessment and/or special programs which is reflected in plans for students that are partially suitable for them or are sporadically aligned with identified needs. Provides input when working with educators.	Uses thorough knowledge of curriculum, instructional strategies, assessment and/or special programs when recommending comprehensive instructional and/or intervention plans for students. Instruction and/or interventions are both suitable and aligned with identified needs. Plans, developed in collaboration with other educators, are appropriate for the situation and are geared toward maximizing the likelihood of student success.	Demonstrates extensive knowledge in the field of curriculum, instructional strategies, assessment and/or special programs and is adept at recommending the most suitable interventions for the students and the situation. Considers results from multiple assessments and sources when working collaboratively with educators to develop comprehensive student plans. Finds ways to creatively meet student needs, thus, maximizing the likelihood of student success.
2c	<b>Utilize technology to gather data and enhance the learning environment.</b>	Does not use available technology. Unaware of how to access or use electronic data management systems to store and retrieve student information to monitor progress or generate reports.	Demonstrates some technology skills that support instruction and/or interventions. Has a working knowledge of how to access student information, achievement results, track progress monitoring and is able to generate reports.	Uses computer programs that assist with effectiveness of using data to drive instruction. Uses district electronic data management tools to access student information, track progress monitoring and analyze	Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in using data to drive instruction or interventions. Uses district electronic data management tools proficiently to

				achievement results to generate reports.	create reports and analyze progress-monitoring data.			
2d	<b>Establish session goals or meeting outcomes.</b>	Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the staff or situation.	Appears to know what they want to accomplish by the end of a session with staff, although it may be unclear to others.	Establishes a clear purpose appropriate to the situation when working with staff. Outcomes for sessions with staff are stated in advance.	Facilitates staff understanding of the purpose for each session or meeting. Session goals and/or meeting outcomes are clarified in advance and participants know what is expected of them.			
2e	<b>Model lessons and provide professional development.</b>	Delivers poor quality professional development that is inappropriate to the needs of the educators being served. Model lessons or workshops contribute little to the advancement of skills for educators.	Delivers professional development sessions with mixed reviews. Some of the material is appropriate to the needs of the educators being served. Partially successful in engaging educators in acquiring new skills.	Provides high quality professional development that aligns with the District or Building Action Plans. The quality of the model lessons and workshops is uniformly high and appropriate to the needs of the educators being served. Evaluates the effectiveness of the professional development workshop.	Consistently provides uniformly high and appropriate professional development that aligns with the District or Building Action Plans. Provides high quality model lessons and demonstration workshops that extend and enhance educator expertise. Professional Development sessions are highly engaging and appropriate to the needs of the teachers being served. Conducts extensive follow-up work with educators.			
2f	<b>Facilitate individual growth of teachers.</b>	The mentor does not provide for opportunities for professional development and limits teacher growth.	The mentor is disinterested in professional development activities, leaving it to the individual teachers to address on their own.	The mentor provides opportunities for and encourages staff members to grow professionally.	The mentor works with individual staff members to set improvement goals, and provides opportunities for staff members to improve instructionally, providing aligned professional development and establishing effective PLCs (i.e. vertical and horizontal articulation, data meetings). The actions of the mentor help teachers grow professionally.			
<b>Standard #2 Overall Score</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

Name: \_\_\_\_\_ .

Date: \_\_\_\_\_

**PERFORMANCE STANDARD #3: DELIVERS QUALITY SERVICE**  
*Instructional Mentors deliver quality service to support professional capacity and practice of school personnel.*

Service and Support		Level of Performance			
		The Mentor performing at this level:			
<i>The Mentor should know and be able to:</i>		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
3a	<b>Use a variety of materials, methods and strategies to remove barriers to learning.</b>	Rarely assists staff members in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.	Adequately assists staff members in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	Effectively assists staff members in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	Proactively assists staff members in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.
3b	<b>Use problem solving techniques to support staff members to increase academic success.</b>	Have ineffective problem-solving techniques to help staff members acquire skills in decision-making, problem solving and goal setting for increased academic success.	Displays a limited repertoire of problem-solving techniques to help staff members acquire skills in decision-making, problem solving and goal setting for increased academic success.	Effectively applies problem solving techniques to help staff members acquire skills in decision-making, problem solving and goal setting for increased academic success.	Highly skilled with depth and range of effective problem-solving techniques to help staff members acquire skills in decision making, problem solving and goal setting for increased academic success.

3c	<b>Design and deliver district aligned professional development and support.</b>	Plans <b>Professional development and support</b> that has no clearly defined structure, or structure is chaotic. Activities do not follow an organized progression and time allocations are unrealistic. <b>Professional development and support</b> is not thought-out and planning is inadequate. <b>Professional development and support</b> are unfocused and/or consistently limit engagement.	Plans <b>professional development and support</b> that has a recognizable structure, although the structure is not uniformly maintained throughout. The progression of activities is uneven, with most time allocations reasonable. There is not a general plan for the <b>Professional development and support</b> being delivered. The <b>Professional development and support</b> activities are only loosely tied to concepts and objectives. <b>Professional development and support</b> is not designed to maximize productive time, as activities tend to be strung together.	Designs and delivers <b>district aligned professional development and support</b> that have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocation. <b>Professional development and support</b> are planned in fair detail. <b>Professional development and support</b> are designed to teach concepts thoroughly, with time for follow-up. <b>Professional development and support</b> are designed to maximize productive time and engagement.	Designs and delivers <b>district aligned professional development and support</b> that allows for different pathways according to diverse staff member needs. The progression of activities is highly coherent to the school goals. <b>Professional development and support</b> are fully planned with explicit attention to detail student data. <b>Professional development and support</b> are structured around concepts and objectives and the relevancy of content and skill development of student needs. <b>Professional development and support</b> are designed to maximize productive time, self-reflection and critical thinking skills.
3d	<b>Ensure sessions or meetings are focused and productive while promoting active participation.</b>	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging active participation.	Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings. Action items are shared with timelines at the end of each session.
3e	<b>Access building, district and community resources.</b>	Displays little or no knowledge of building, district and community resources or resources are mismatched with the findings of the identified needs.	Has knowledge of and accesses building and district resources for students.	has knowledge of building, district and community resources. Connects Student/family with resources in a timely manner and does appropriate follow-up.	Has knowledge of existing building, district and community resources and develops additional resources, which are used in prevention efforts with students and their families. Relentless in seeking ways to make resources available to students through the school, district and in the community.

3f	<b>Implement and evaluate a yearly mentoring program.</b>	Does not implement and/or distribute a yearly calendar of staff mentoring services/activities. Services/activities are not based on need or are evaluated for effectiveness.	Occasionally implements and distributes a yearly calendar of staff mentoring services. Staff members are not properly identified. Makes modest changes in the teacher mentoring services when data indicates ineffectiveness.	Consistently implements and distributes a yearly calendar of staff mentoring services. Makes appropriate revisions in the teacher mentoring services in response to program evaluation data.	Effectively and consistently implements and distributes a yearly calendar of staff mentoring services in conjunction with school leadership and ScIP team. Continually seeks ways to improve mentoring services and makes targeted changes and/or provide feedback to leadership team and ScIP as needed in response to program evaluation data.		
<b>3. PERFORMANCE SCORE</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>



# PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS

*Instructional Mentors increase the probability of advancing individual student achievement.*

Service and Support		Level of Performance The Mentor performing at this level:			
<i>The Mentor should know and be able to:</i>		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
4a	<b>Accesses Data</b>	No evidence of the analysis of surveys, focus group interviews, attendance data or discipline data.	Accesses and analyzes the data from surveys, focus group interviews, attendance data and discipline data to identify accomplishments and areas in need of improvement.	Accesses the data from surveys, focus group interviews, attendance data and discipline data to improve achievement results for individuals and groups of students. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.	Regularly accesses and systematically uses data from surveys, focus group interviews, attendance data and discipline data to organize tables and create profiles on multiple measures of culture and climate implementation achievement results. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
4b	<b>Analyzes Data</b>	Although the surveys and focus group interviews are implemented and the discipline, attendance, and truancy data are collected, there is no evidence that the information is used to make decisions to create positive climate and culture.	Attempts to make decisions linked to analysis of data may not be complete to create positive climate and culture.	Makes accurate use of data from surveys, focus group interviews, discipline incidents, attendance and truancy when making decisions to create positive climate and culture. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.	Accurately draws inferences from multiple data sources such as surveys, focus group interviews, discipline incidents, attendance and truancy reports to make decisions about next steps and timeline activities for a positive climate and culture. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.

4c	<b>Implements an effective feedback system</b>	A single type of a feedback method is used that is not aligned with the evidence outcomes from the data.	Uses a limited number of feedback methods to assess implementation, which are not clearly aligned with the evidence outcomes from the data.	Appropriately uses a number of feedback methods to assess implementations, which are loosely aligned to the evidence outcomes from the data.	Evidence of a well-balanced feedback system is in place which uses a variety of methods (i.e.: Focus groups, surveys, reflections, agendas, and other feedback methods) that matches the intended purpose of the strategy to promote a positive climate and culture. Strategies are closely aligned with evidence outcomes from the data. Implements Paterson Effective School model.
4d	<b>Provides quality feedback</b>	Feedback methods are of poor quality and do not support the development of a positive climate and culture.	Uses feedback methods not Relative to the action plan. Collaborates with most stakeholders, such as students, staff, and parents to implement evaluations to assess the action plan and compare results.	Collaborates with all stakeholders, such as students, staff, and parents to develop and create a variety of feedback methods to assess the relevancy of the action plan to promote a positive climate and culture. Reinforce the concept of discipline as the process of teaching the difference between acceptable and unacceptable behavior.	Designs high-quality feedback methods to accurately measure the success of each objective and activity in the action plan's objectives, activities, timeline and its implementation. Reinforce the concept of discipline as the process of teaching the difference between acceptable and unacceptable behavior. Promote the goal of discipline to help change impulsive, random behavior into controlled, purposeful behavior, and discipline should be reinforced with teaching, firmness, and reminders.

4e	<b>Response to Intervention</b>	Assumes minimal responsibility in providing academic intervention academic needs and does not collaborate with special service providers to support students with unique learning needs.	Attends meetings to discuss concerns for specific students.	Participates in providing students with academic intervention to provide differentiated instruction and consults with special service providers to support students needs.	Assumes an active role as a member of the team providing academic intervention to provide differentiated instruction and works collaboratively with special service providers to support students with unique needs.			
4f	<b>Intervention Implementation</b>	Makes no effort to support staff member's implementing interventions or maintaining fidelity to the intervention model for students who have learning differences.	Requires additional skill development in effectively supporting staff member's implementing selected interventions for students who have learning differences.	Supports staff member's implementation of interventions for individual students who have learning differences while maintaining fidelity to the intervention model.	Strategically support staff member's implementation and management of various research-based interventions for multiple students while maintaining fidelity to the intervention model(s).			
4g	<b>Progress Monitoring</b>	Progress monitoring data is not accessed and made available.	Progress monitoring data is recorded.	Records progress monitoring data to determine if interventions are effective. Discuss with staff member's students who require more intense interventions, the frequency of progress monitoring is increased.	Maintains progress monitoring data and support staff member's analysis of discreet data points to improve intervention effectiveness. Uses many forms of progress monitoring tools appropriately and accurately interprets results to adjust instruction accordingly. Share analysis with staff and school leadership team.			
<b>4. PERFORMANCE SCORE</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

# PERFORMANCE STANDARD #5: Data Responsive Environment

*Instructional Mentors establish a culture that is conducive to student well-being and learning.*

Service and Support  <i>The Mentor should know and be able to:</i>		Level of Performance The Mentor performing at this level:			
		<b>Unsatisfactory</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
5a	<b>Provides support for positive climate and culture</b>	Provides no support for analyzing data and using data throughout the school.	Provides limited support for data analysis and usage for analyzing data and using data throughout the school.	Supports stakeholders in understanding a data process for analyzing data and using data throughout the school.	Strategically selects from an extensive repertoire of effective focused interventions to support data analysis and usage. Staff members data analysis and usage are evidenced throughout the school to foster a culture of data informed decision making.
5b	<b>Analyze and use results from multiple sources or assessments in decision making.</b>	Shows minimal effort to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	Attempts to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	Often collects data and integrates assessment results to influence planning and interventions available in the school and for students.	Continually collects data and integrates assessment results to influence planning and interventions available in the school and for students.
5c	<b>Selects Effective strategies</b>	Provides staff members with no strategies that foster positive communication with students and does not contribute to the learning environment.	Provides staff members with limited strategies that foster positive communication with students and may or may not contribute to the learning environment.	Provides staff members with some strategies that foster positive communication with students which contribute to the learning environment.	Provides staff with various strategies that foster positive communication with students which contribute to the learning environment.
5d	<b>Clearly outlines Directions and Expectations</b>	Allows others to fulfill the goals and priorities outlined in the School Action Plan.	Works collaboratively with leadership to fulfill the goals and priorities outlined in the School Action Plan.	Actively participates in positively contributing to fulfillment of the goals and priorities outlined in the School Action Plan by serving in a building leadership capacity.	Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the District/School Action Plan.

5e	<b>Exhibits a Growth Mindset</b>	Does not engage in professional development activities other than for licensure renewal.	Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.	Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.	Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices, enhancing effectiveness.			
5f	<b>Serves as a Mentor</b>	Does not seek or accept feedback from mentors or peers.	Seeks and accepts support from a mentor and/or peers.	Positively impacts the work of other educators through mentorship and/or peer feedback.	Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.			
5g	<b>Sets clear expectations</b>	Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	Develops individual performance goals and monitors as required.	Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.	Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.			
<b>5. PERFORMANCE SCORE</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

# PERFORMANCE STANDARD #6: LEADERSHIP

**Instructional Mentors are responsible for professional growth and positive leadership.**

Service and Support		Level of Performance			
		The Mentor performing at this level:			
<i>The Mentors should know and be able to:</i>		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
6a	<b>Collaborate with educators in the design of instruction.</b>	Declines to collaborate with classroom teachers in the design of instructional lessons and units or interventions for specific students. Is often too busy with tasks to work with others.	Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. Generally available to meet with others.	Initiates collaboration with classroom teachers in the design of instructional lessons and units. Prioritizes schedule to be able to work with educators to improve the quality of instructions.	Initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources within or outside the school or District, when necessary. Aligns schedule to the highest priority; working with educators to improve the quality of instruction.
6b	<b>Establish a culture of ongoing instructional improvement.</b>	Conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Offers support for educators interested in improving their skills.	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional development.	Has established a culture of professional inquiry in which teachers initiate instructional development with the support of the Mentor.
6c	<b>Maximize potential.</b>	The mentor removes most decision-making from the instructional development. Rules and requirements stifle creativity. Expectations for performance are low and staff members demonstrate little growth.	The mentor allows workers some control over their instructional development. However, employees feel that they have to get permission to do anything out of the ordinary. Some rules and requirements stifle creativity. Expectations for performance are low or staff members do not feel challenged.	The mentor creates an environment in which workers are able to exert influence and have reasonable control over instructional development. The mentor provides clear direction and sets parameters, but staff members have wide latitude to accomplish operational objectives.	The mentor creates an environment of shared decision making in the instructional development. Opportunities for growth are provided by the mentor and high expectations are set to maximize effectiveness. Staff members take advantage of those growth opportunities.
6d	<b>Inspire staff.</b>	The mentor has a negative attitude or is pessimistic about the work of the school. The mentor does not know how to rally the staff and employees feel disconnected from the school. Morale in the school is low and commitment to the goals of the school or success of the students is low.	The mentor shows a positive attitude and belief that the organization can be successful. While the mentor models having a positive attitude, few deliberate steps are taken to motivate the staff and rally them to reach shared aspirations.	The mentor takes deliberate actions to motivate the staff and rallies them to reach shared aspirations. The mentor shows enthusiasm for what the school is doing.	The mentor continually motivates the staff to reach higher goals. Staff members feel supported and challenged and strive to do their best work. As a leader, the mentor models the way and demonstrates personal conviction toward the success of the teacher. The mentor shows enthusiasm for the school's vision and goals.

6e	<b>Promote the concept of Professional Learning Communities through purposeful involvement.</b>	Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's.	Demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's.	Actively participates in PLCs to analyze relevant assessment data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC.	Assumes a leadership role for the effective implementation of PLCs within the department or subject area. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLCs effectiveness.			
6f	<b>Recommend or monitor academic interventions.</b>	Does not participate in the design or monitoring of academic interventions.	Provide some recommendations, monitoring and follow-up of academic interventions.	Uses knowledge of research based interventions to guide the monitoring of instructional strategies and interventions that meet the individual learning needs of students. Supports educators in monitoring measurable academic interventions.	Demonstrates extensive knowledge of research-based strategies by including these principles in the planning of academic interventions. Supports educators by ensuring progress monitoring systems are in place to determine intervention effectiveness and promptly takes action to adjust when necessary.			
6g	<b>Manage his/her individual time well.</b>	The mentor does not prioritize his/her use of time. Time for observing and monitoring the academic program is not sufficient to do the work well. Less important issues are allowed to consume the time.	The mentor makes time to observe instruction. Tasks and authority are delegated where feasible. However, the mentor does not attend to priorities, allowing less important issues to consume the time.	The mentor sets goals and timelines which aims to keep instruction the main focus. Tasks are delegated where feasible to concentrate on building priorities. Deadlines are sometimes met and tasks accomplished mostly on time.	The mentor consistently prioritizes the goals and allocates his time accordingly. Time is allocated to keep instruction the main focus. Deadlines are met and tasks accomplished on time. Time is managed in a way that enables others to work effectively.			
6h	<b>Help staff learn what great looks like.</b>	Helping staff visualize what instruction looks like is not purposeful or is an afterthought. The mentor neither trains staff to recognize "good, first instruction" nor sets high expectations for teaching and learning.	The mentor trains staff to recognize "good, first instruction," and explains what highly effective teaching looks like. However, the mentor does not help teachers visualize great instruction nor provides models and exemplars. He/she does not set high expectations or the picture of success is not rigorous.	The mentor ensures students receive "good, first instruction" and trains staff to recognize and teach it. In multiple ways, the mentor helps staff understand what highly effective or distinguished teaching looks like. Models and exemplars are provided for teachers. High expectations for teaching and learning are established.	The mentor ensures students receive "good, first instruction" and trains staff to recognize and teach it. In multiple ways, staff is helped to visualize great instruction and what highly effective or distinguished teaching looks like. Models and exemplars are provided for teachers. High expectations are established and steps are outlined for staff members.			
<b>Standard #6 Overall Score</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>

# PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

**Instructional Mentors have a responsibility to parents, students, the district, the public and to the education profession.**

Service and Support  <i>The Mentor should know and be able to:</i>		Level of Performance The Mentor performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
7a	<b>Model positive and respectful rapport.</b>	Demonstrates little to no appreciation of the staff and/or students as individuals and, at times, embarrasses and/or devalues staff and/or student through words or actions. Clear lack of rapport exists between the mentor and staff and/or students.	Shows an awareness of staff and/or student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Rapport is impersonal.	Recognizes student and/or teacher individuality and diversity. The Mentor interacts positively with staff and/or students and respectful rapport is demonstrated.	Mentor teacher respects individuality and diversity among all. Interactions consistently demonstrate positive and respectful rapport. The Mentor is someone who staff and/or students seek out; reflecting a high degree of comfort and trust in the relationship.
7b	<b>Continue professional growth.</b>	Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices. Supports others in leadership roles.	Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving teaching practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school/district.	Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the school/district.
7c	<b>Maintain positive relations with district and community.</b>	The mentor's cooperation is given begrudgingly. Little concern is shown for the overall success of the school/District. The mentor does little to help and is not a team player.	The mentor works collaboratively with colleagues, but does not demonstrate a commitment to their success. The mentor effectively communicates staff needs to the administration. The mentor fulfills school requirements, but does not exert any energy in the overall success of the school/District. The mentor is not a school/District team player.	The mentor works collaboratively with colleagues and is committed to their success. His/her relationships are professional. The mentor effectively communicates and coordinates with staff, supports the school/District's goals and contributes to the overall success of the school/District.	The mentor is a team player who works collaboratively with colleagues and is committed to their success. His/her relationships are professional. The mentor communicates and coordinates with staff, supports the District's goals and contributes to the overall success of the school/district.



7d	<b>Demonstrate professionalism.</b>	Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	Displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	Models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges.			
7e	<b>Effectively communicate.</b>	Inconsistently communicates to students, staff, families, colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion.	Communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.	Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	Effectively communicates and collaborates with students, colleagues, administrators and/or families and the community in a manner that supports the welfare and success of students and the organization.			
7f	<b>Perform assigned and related duties.</b>	Is absent from assignment and assigned duties and/or is habitually late.	Performs assignment and other duties as assigned. Is usually present and on time.	Assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	Consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned.			
7g	<b>Maintain confidentiality.</b>	Disregards the legal and professional aspects of confidentiality practices.	Seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice.	Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	Consistently demonstrates respect for sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.			
<b>Standard #7 Overall Score</b>		<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Progressing I</b>	<input type="checkbox"/> <b>Progressing II</b>	<input type="checkbox"/> <b>Proficient I</b>	<input type="checkbox"/> <b>Proficient II</b>	<input type="checkbox"/> <b>Proficient III</b>	<input type="checkbox"/> <b>Exemplary</b>