

Continuum of Mentor Development

NEW TEACHER CENTER

**FORMATIVE
ASSESSMENT
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WHO AM I MISSING???

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Introduction to the Continuum of Mentor Development

The *Continuum of Mentor Development* describes mentor knowledge, abilities, and dispositions that focus on advancing beginning teacher professional practice and promoting student learning. Informed by nearly two decades of experience supporting the development of thousands of mentors, the *Continuum* was initially developed in 2004 for use by the Santa Cruz/Silicon Valley New Teacher Project. Induction program leaders use the *Continuum of Mentor Development* to support the mentors' reflective practice and goal-setting, of mentors and to guide the design of strategic professional development for mentor

The *Continuum of Mentor Development* presents a holistic view of mentoring is aligned with the six Professional Standards for Mentors developed by the New Teacher Center at the University of California, Santa Cruz. These include:

- Engages, supports and advances the professional learning of each teacher
- Creates and maintains collaborative and professional partnerships to support teacher growth
- Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards
- Designs and facilitates professional development for teachers
- Utilizes assessments to promote teacher learning and development
- Develops as a professional leader to advance mentoring and the profession

The order in which the six standards are presented does not represent an hierarchy or a suggested sequence of mentor development. Each standard contains a set of specific elements that describe mentoring practice; these detailed elements form the foundation of the *Continuum of Mentor Development*. They are interrelated and work together to provide a complete picture of effective mentoring practice.

The *Continuum of Mentor Development* describes three levels of development.

These levels are labeled **Beginning/Emerging, Applying, and Integrating/Innovating**. Each level addresses what a mentor should know and be able to do in the different Mentor Professional Standards areas. The levels do not represent a *chronological* sequence in a mentor's growth, but each row describes *developmental* levels of practice. A mentor may be at a beginning or emerging level of development in some places on the *Continuum* and at advanced levels in some others, no matter how many years she or he has been mentoring. Any practice described on the left of the *Continuum of Mentor Development* is carried across to those on the right even if not explicitly stated. A mentor's level of practice may fluctuate depending upon a number of contextual factors: adjustments in the number of beginning teachers a mentor assists; changes in/at the school sites where the mentor supports new teachers; curriculum changes; alterations in the induction program's expectations or practices; expanded or decreased responsibilities as mentor; etc.

How to Use the *Continuum of Mentor Development*

The *Continuum of Mentor Development* can be used for a variety of purposes. Each of these uses supports a reflective, formative professional growth process for mentors. Effective instructional mentors will likely engage their beginning teachers/mentees in similar processes of reflection, assessment, and ongoing development.

Self-Assessment

The *Continuum of Mentor Development* allows mentor teachers to deepen their understanding of their own professional development in that it serves as a tool with which mentors assess their own mentoring practice. To self-assess, mentors read across each row of descriptors from left (**Beginning/Emerging**) to right (**Integrating/Innovating**). They will want to keep in mind that each level of practice includes all the descriptors contained in the levels to the left. As they locate the descriptors that best describe their *current* mentoring practice, mentors might consider entering the date of their self-assessment in that continuum box. Thus, a mentor can revisit the *Continuum* at a later date and easily note specific areas of professional growth.

Goal-Setting

By describing the various levels of practice, the *Continuum of Mentor Development* helps mentors interpret their mentoring and make informed decisions about their ongoing development as professionals. With the support of mentor colleagues or program leaders, mentors can be guided through a collaborative process for setting and discussing goals. An individual learning plan or professional growth plan can help them strategize some next steps or actions that could assist their development while also serving as a documentation of their growth. Periodic “check-ins” at mid-year and at the end of the year can help mentors celebrate the extent of their advancing practice while encouraging them to revise and continue their personal learning process.

Mentor Professional Development

The *Continuum of Mentor Development* is not meant to be used as a rubric to define performance standards or expectations, nor is it intended to be an isolated observation instrument. But by providing a common language that describes mentoring practice, the *Continuum* helps induction program

leaders engage mentors in discussions of practice and subsequently plan meaningful professional development to advance that practice. The *Continuum* helps program leaders support the development of their mentors in the same responsive ways in which they expect mentors to support their beginning teachers.

Glossary of Terms

Continuum: a document describing different levels of practice or knowledge across various stages of development.

Descriptor: an individual cell, or “box,” corresponding to the developmental levels in the *Continuum*.

Standard: one of six areas of mentoring practice that comprise the *Continuum*.

Element: a sub-area or sub-domain of teaching practice within any of the six *Continuum* standards.

Level: the levels of teacher development that represent what a teacher should know and be able to do.

Beginning/Emerging: a level of professional development in which the mentor relies on ongoing assistance from more experienced colleagues for support, guidance, and survival, and is trying to internalize and apply what she or he has learned about mentoring. The mentor is moving toward becoming more self-directed and independent in her or his practice.

Applying: a level of development in which the mentor is able to mentor independently, internalizes and easily applies what she or he has learned about mentoring.

Integrating/Innovating: a level of development in which the mentor is fully skilled, confident, and able to integrate such complex elements as reflective conversations, formative assessment, differentiated support, and the design of professional development into that practice. The **Integrating/Innovating** mentor often becomes a leader among peers by contributing to the broader educational community through staff development, research, articles in professional journals, etc.

Engages, supports and advances the professional learning of each teacher

	Beginning/Emerging	Applying	Integrating/Innovating
Uses reflective conversation skills to engage Participating Teachers in collaborative problem-solving, and reflective thinking to promote self-directed learning.	Learns protocols of mentoring language. Listens attentively to respond appropriately. Engages Participating Teacher in problem solving.	Uses mentoring language to facilitate reflective conversations in positive and productive ways. Applies instructive, collaborative, and facilitative mentoring strategies as appropriate. Collaborates with Participating Teacher in problem solving and reflective thinking.	Strengthens repertoire of reflective conversation skills. Moves fluidly among strategies and promotes Participating Teacher autonomy. Addresses sensitive issues and handles resistance effectively. Promotes critical thinking and risk-taking to promote self-directed learning.
Uses a variety of strategies and resources, including technology, to respond to Participating Teacher's professional needs and to the learning needs of all students.	Provides resources and materials as requested by Participating Teacher and makes suggestions for additional resources. Uses technology as a resource and encourages Participating Teachers use of technology.	Selects from a repertoire of strategies and resources to support Participating Teacher's expansion of teaching knowledge and skills. Engages Participating Teacher in selection of strategies and resources that promote student achievement. Models and encourages use of technology.	Seeks and shares new knowledge of strategies and resources related to on-going learning from the professional community. Facilitates Participating Teacher's strategic integration of those resources to influence practice, promote student achievement, and differentiate instruction. Facilitates integration of technology use.
Uses data to engage Participating Teachers in examining and improving practice.	Uses data gathering tools and data analysis of formative assessment and any other appropriate data to guide Participating Teacher in setting next steps within the instructional context.	Uses data gathering tools and data analysis to guide Participating Teacher in problem-solving and decision making to meet short and long term instructional goals.	Integrates multiple methods of observation and data collection to create and utilize opportunities for examination and improvement of practice.
Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.	Models inquiry and reflection process through the examining practice cycle of lesson planning, observation, and analysis of student work.	Collaborates with Participating Teacher in utilizing the inquiry cycle of plan, teach, reflect to improve teaching practices.	Fosters Participating Teacher's ability to lead ongoing inquiries into practice.

Creates and maintains collaborative and professional partnerships to support teacher growth

	Beginning/Emerging	Applying	Integrating/Innovating
Creates an environment of trust, caring and honesty with all Participating Teachers to establish and maintain strong relationships and promote professional growth.	Builds positive relationships with Participating Teacher. Listens actively, maintains confidentiality and follows through on commitments.	Builds and maintains an effective collaborative relationship with Participating Teacher and engages Participating Teacher in honest and caring dialogue that identifies challenging issues in practice.	Fosters strong trusting relationship based on caring and honesty that contributes to Participating Teacher's willingness to take responsible risks to address complex situations and promote professional growth.
Uses coaching and collaboration time effectively, implementing procedures and routines that support Participating Teachers' learning.	Respects Participating Teacher time, meets individual needs, and completes program requirements.	Prioritizes and balances program and Participating Teacher's needs. Completes program requirements in a timely manner.	Integrates mentoring processes and program requirements seamlessly, utilizing appropriate time and energy to effectively meet Participating Teacher's needs.
Understands each Participating Teacher's school and community and builds relationships with school and community members to foster Participating Teachers' success and student achievement.	Gathers information about classroom, site, and community context and builds relationships with site administrator and other site personnel. Supports school goals.	Strengthens relationships with administrators and staff and engages in site programs as appropriate. Develops thorough knowledge of school improvement plans and makes connections to mentoring.	Becomes an integral part of the school/district community, as a leader and as a collaborative partner for Participating Teacher and student success.
Promotes development of Participating Teachers' professional responsibility and collaboration with families and broader school community.	Guides Participating Teacher in linking to people and resources on site. Building relationships and partnerships with families, and within the school and the community.	Supports Participating Teacher in working collaboratively with families, site staff and community members. Supports Participating Teacher in developing leadership skills and actively contributing to the learning community.	Engages Participating Teacher in applying leadership skills and utilizing a wide range of strategies to ensure effective interactions with families and within and across site and community groups.

Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards

	Beginning/Emerging	Applying	Integrating/Innovating
Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development.	Uses knowledge of pedagogy and instructional strategies to support Participating Teacher to develop and build a repertoire of skills and strategies to improve classroom practice and student learning in targeted areas.	Expands repertoire of pedagogical skills and strategies to support Participating Teacher. Analyzes needs of Participating Teacher and selects strategies to improve practice and student achievement.	Collaborates with Participating Teacher to seek, adapt, and modify pedagogical skills and instructional strategies in response to Participating Teacher's needs, student needs, and school context.
Utilizes knowledge of content standards to advance teacher and student development.	Broadens knowledge of content standards, pedagogy and student development to support Participating Teacher in improving student achievement. Assists Participating Teacher in acquiring and clarifying content standards.	Supports Participating Teacher in integrating student content standards, pedagogy, and student development to advance teacher practice.	Integrates broad knowledge of content standards with effective instructional strategies while mentoring. Promotes Participating Teacher's deepening skills to independently integrate content standards and student development to advance practice throughout the curriculum.
Uses knowledge of professional teaching standards to advance teacher and student development.	Develops knowledge of Professional Standards and recognizes them in Participating Teacher's teaching and student development.	Uses knowledge of Professional Standards and levels of practice to identify Participating Teacher practice and to foster professional growth that promotes student achievement.	Guides Participating Teacher to independence/autonomy in understanding and applying the Professional Standards and levels of practice to foster professional growth that ensures increased student achievement.

Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards

	Beginning/Emerging	Applying	Integrating/Innovating
Uses knowledge of equity principles to deepen Participating Teachers' application of standards.	Promotes Participating Teacher's understanding, valuing and building upon student cultures, knowledge, languages and experiences. Uses data to guide Participating Teacher's awareness of achievement gaps for groups of students.	Guides Participating Teacher to assess how their own life experiences, perspectives, culture, language and racial identity impact their teaching and their students' learning. Uses data to guide Participating Teacher's examination of contributing factors affecting student access to content. Supports Participating Teacher to implement strategies to improve student achievement through access to content.	Facilitates Participating Teacher's abilities to examine curriculum and materials for inequities, to plan lessons that effectively lessen identified inequities. Facilitates Participating Teacher's analysis of resulting student work to increase student achievement through access to content.

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Designs and facilitates professional development for teachers

	Beginning/Emerging	Applying	Integrating/Innovating
Builds on and values prior knowledge, background, interests, experiences and needs of Participating Teachers.	Plans professional development with basic knowledge of audience. Recognizes the importance of formally and informally assessing prior knowledge of audience.	Is mindful of diversity of learners and takes steps to learn about audience and context before presentation. Connects new learnings with audience's current understandings, knowledge, experiences, interests, needs, and purpose for learning.	Designs professional development that includes deliberate and multiple opportunities for Participating Teachers to build on their own knowledge, experiences, and interests to improve their practice.
Designs professional development to promote understanding and application of Program Standards.	Presents professional development to Participating Teachers and provides descriptions of applications in ways that develop understanding of Program Standards.	Utilizes strategies within professional development to demonstrate Program Standards to Participating Teachers. Engages Participating Teachers in application of knowledge and understanding of Program Standards.	Designs and presents professional development that engages Participating Teachers in multiple activities that explicitly and seamlessly teach and apply Program Standards. Stimulates deliberate and reflective application/demonstration of Program Standards by Participating Teacher.
Creates an effective environment for professional learning.	Arranges the physical environment to accommodate the participants. Plans time frames for presentation and includes some opportunities for participation and interaction among participants.	Organizes the physical environment to support easy distribution of materials and to promote interaction between participants and with presenters. Plans time frames to include presentation and participant inquiry and dialogue. Promotes participation and interactions among participants and with presenters.	Designs physical environment to match the planned sequence of activities and to meet the needs of participants. Is able to adapt strategies and use time frames flexibly as needed. Embeds varied strategies to actively engage participants that demonstrate outcomes and applications.

Designs and facilitates professional development for teachers

	Beginning/Emerging	Applying	Integrating/Innovating
Uses a variety of research-based instructional strategies to differentiate professional development for Participating Teachers.	Recognizes that participants have different levels of experience, interests and needs. Uses available literature, checklists, program guidance and content in selecting content and strategies for sessions. Identifies the use of effective teaching strategies during sessions.	Provides options for grouping participants to better meet their identified needs and to support the sharing of learnings with colleagues. Selects and models instructional strategies that promote concept understanding, skill attainment, and application to match the developmental needs and interests of the audience.	Provides for flexible grouping. Integrates thorough knowledge of research-based practices and seamlessly integrates strategies based on needs, learning styles, developmental levels and goals of participants.

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Utilizes assessments to promote teacher learning and development

	Beginning/Emerging	Applying	Integrating/Innovating
Plans and organizes for implementation of formative assessments to advance classroom practice.	Follows guidelines for implementing formative assessment system. Occasionally integrates formative assessment into ongoing work with participating teacher.	Plans and organizes for integration of formative assessments in ways that are matched appropriately to meet individual Participating Teacher's needs. Supports Participating Teacher in reaching long-term professional development goals.	Matches needs and interests of Participating Teacher by embedding formative assessment into coaching conversations. Integrates Professional Teaching Standards, Student Content Standards, and Induction Program Standards into formative assessment.
Uses results of formative assessments to guide mentoring	Develops an understanding of the role of formative assessment related to Participating Teacher's professional development. Uses formative assessments to focus conversations with Participating Teacher and to identify immediate needs.	Expands skills, knowledge, and use of formative assessment. Uses results of formative assessments to analyze progress in Professional Standards and Program Standards. Based on analysis and reflection, selects next steps to achieve short-term goals for mentoring.	Deepens understanding of power and limitations of formative assessment processes and tools. Collaborates with Participating Teachers and mentor colleagues in ongoing analysis and reflection on formative assessments to gauge and calibrate Participating Teacher progress toward both short and long-term goals.
Develops Participating Teacher's abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress.	Guides Participating Teacher to develop professional learning goals and assess progress based on collaborative analysis of formative assessment.	Builds Participating Teacher's capacity to reflect on evidence of practice of strengths and areas for growth and to design short and long-term plans. Builds Participating Teacher's capacity to use formative assessments to reflect on practice and set next steps.	Supports Participating Teacher in ongoing self-assessment process. Redirects to promote Participating Teacher development as needed. Ensures that Participating Teacher understands why each formative assessment tool was selected and how to use the tool to guide self-assessment. Builds self-assessment processes as a habit of professional practice.

Develops as a professional leader to advance mentoring and the profession

	Beginning/Emerging	Applying	Integrating/Innovating
Establishes professional goals and pursues opportunities to grow professionally.	Uses Professional Mentor Standards to self assess and reflect on strengths and areas for growth. Develops professional goals. Participates in professional growth opportunities as part of the induction program requirements.	Sets long and short-term professional goals based on self-assessments aligned with mentor teacher standards. Seeks professional development opportunities within and outside the induction program to reach professional goals.	Uses and models research based mentoring practices to grow as a mentor and educational leader. Designs and leads professional development for other mentor teachers and teacher leaders to support their growth toward professional goals.
Works with colleagues, administrators and school communities to advance the teaching profession.	Builds a network of professional contacts and collaborates with colleagues and administrators. Advocates for working conditions that promote teacher success. Understands the policies and procedures of the school community context.	Communicates, problem solves, and advocates to build effective working relationships between colleagues, administrators, parents and other partners. Uses knowledge of policies and procedures of the school context to foster collaboration, inquiry, and reflection on practice.	Collaborates with others to initiate innovative practices that support the professionalization of teaching. Advocates for equitable professional opportunities and a diverse teaching population.
Reflects on mentoring practice and program.	Learns from reflecting on analysis of practice and welcomes constructive feedback. Collaborates with mentor colleagues to analyze Participating Teacher feedback to make program improvements.	Elicits feedback from colleagues. Collaboratively reflects on both mentoring practice and program elements to make ongoing improvements and to ensure a high quality program.	Actively seeks constructive feedback. Contributes to the professional growth of self and others to elaborate on and extend professional practice. Uses multiple sources of feedback routinely to analyze impact of mentoring practice and induction program with mentor colleagues. Leads collective actions to elaborate on and extend professional practice.