

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Mentor Competencies Self-Assessment Rubric

	Beginning	Emerging	Developed	Well developed
COMPETENCY #1: An effective mentor sets high expectations for self-development in high quality professional growth opportunities.				
<ul style="list-style-type: none"> Continues adult learning practices and seeks ongoing professional development 	Mentor seldom participates in professional development and/or adult learning.	Mentor occasionally participates in professional development and/or adult learning, although participation is uneven.	Mentor regularly participates in professional development activities and/or adult learning in order to stay current in educational practices/issues.	Mentor demonstrates ownership of his/her own learning by ambitiously seeking out and participating in multiple and varied professional development opportunities.
<ul style="list-style-type: none"> Practices professional reflection and networking 	Mentor seldom participates in professional reflection and/or networking.	Mentor occasionally participates in professional reflection, although participation is uneven.	Mentor regularly participates in reflection and networking in order to stay current with educational practices and issues.	Mentor ambitiously participates in reflection and networking and documents this journey.

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COMPETENCY #2: An effective mentor has knowledge of and utilizes mentoring and coaching best practices. <ul style="list-style-type: none"> Utilizes effective oral and written communication skills 	Mentor seldom demonstrates effective oral/written communication skills; message often unclear.	Mentor occasionally demonstrates effective oral/written communication skills; message somewhat apparent.	Mentor routinely demonstrates effective oral/written communication skills; message readily apparent.	Mentor consistently demonstrates clear, concise and well-developed oral/written communication skills; message is well-articulated and crystal clear.
<ul style="list-style-type: none"> Applies effective listening skills and provides constructive feedback 	Mentor ignores and/or pretends to listen; feedback is irrelevant and/or unclear	Mentor selectively listens; feedback is clear although too directive in nature	Mentor utilizes attentive and effective listening skills; feedback is constructive and geared towards problem solving.	Mentor utilizes empathic, active and reflective listening; feedback is guiding in nature
<ul style="list-style-type: none"> Possesses the ability to communicate a clear vision 	Mentor's vision is not apparent.	Mentor's vision is unclear and/or not fully articulated.	Mentor has a clear vision and is able to articulate it.	Mentor's vision is compelling.
<ul style="list-style-type: none"> Understands and practices adult learning theory 	Mentor seldom demonstrates understanding and/or awareness of adult learning theory.	Mentor occasionally demonstrates understanding of adult learning theory and/or awareness puts awareness into practice.	Mentor routinely demonstrates understanding of the principles of adult learning and puts that understanding into practice.	Mentor consistently demonstrates clear understanding of the principles of adult learning and effectively puts this knowledge into daily interactions.

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COMPETENCY #3: An effective mentor is active in instructional leadership.				
<ul style="list-style-type: none"> Keeps current on educational and leadership issues 	Mentor seldom appears current on educational and/or leadership issues.	Mentor occasionally appears current on educational and leadership issues.	Mentor routinely articulates and demonstrates knowledge of current practices on educational and leadership issues.	Mentor actively and extensively articulates knowledge of current practices and issues in education and shares this knowledge with others.
<ul style="list-style-type: none"> Participates in professional organizations and local, state, and national events (i.e. conferences, workshops, seminars, etc.) 	Mentor does not belong to professional organizations and/or attend conferences/workshops on a yearly basis.	Mentor occasionally attends conferences/workshops and may belong to at least one professional organization.	Mentor routinely attends at least one conference/workshop per year and belongs to two or more professional organizations.	Mentor actively attends more than one conference/workshop per year (perhaps as a presenter/speaker), and/or writes for professional publication. Mentor belongs to multiple professional organizations, often serving in a leadership capacity.
<ul style="list-style-type: none"> Takes a leadership role in the development and study of professional practice 	Mentor seldom engages in developing or studying professional practice.	Mentor occasionally engages in the development and/or study of professional practice.	Mentor routinely engages in the study of professional practice and establishes professional learning communities.	Mentor actively pursues information on professional practice and shares this information with others.

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COMPETENCY #4: An effective mentor respects confidentiality and a code of ethics in the mentor protégé relationship.				
<ul style="list-style-type: none"> Initiates routine discussions pertaining to confidentiality 	Mentor seldom maintains confidentiality and/or discusses its importance.	Mentor usually maintains confidentiality and speaks to its importance.	Mentor respects confidentiality in all settings and articulates this respect with protégé.	Mentor always respects confidentiality under all circumstances and in all settings; is a model to be emulated. Mentor actively promotes the same behavior in protégé.
<ul style="list-style-type: none"> Exhibits trustworthy behavior 	Mentor seldom exhibits trustworthy behavior.	Mentor occasionally exhibits trustworthy behavior.	Mentor demonstrates behavior that is trustworthy in all settings.	Mentor always demonstrates behavior that is trustworthy and is a model to be emulated.
<ul style="list-style-type: none"> Encourages open and reflective conversations initiated by protégé 	Mentor seldom encourages reflective conversations.	Mentor occasionally encourages reflective conversations.	Mentor encourages reflective conversations with all experiences, often modeling this practice.	Mentor always models and encourages reflective conversations and encourages the protégé to develop the practice as well.

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COMPETENCY #5: An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.				
<ul style="list-style-type: none"> Conducts action research in collaboration with protégé 	Mentor discusses action research with protégé but the plans are not actualized.	Mentor plans for and begins action research with protégé.	Mentor plans and conducts action research with protégé related to the mentoring relationship.	In collaboration with the protégé, mentor plans and conducts action research related to the mentoring relationship and shares the outcomes with others.
<ul style="list-style-type: none"> Utilizes assessment information to adjust the mentoring process as needed 	Mentor does not utilize mechanisms to examine the mentoring process.	Mentor utilizes some tools for gathering information about the mentoring relationship but does not analyze the results or change behavior.	Mentor utilizes the tools provided by NAESP for analyzing the mentoring relationship, reflects on the results and adjusts behavior accordingly.	Mentor utilizes the tools provided by NAESP, along with other tools, to analyze the mentoring relationship. Mentor shares results with protégé and adjusts behavior accordingly.
<ul style="list-style-type: none"> Maintains reflection portfolio for self and encourages the protégé to do the same 	Mentor does not maintain a portfolio.	Mentor maintains a portfolio although it is underdeveloped.	Mentor maintains a portfolio and/or reflective log that shows evidence of the mentoring journey and encourages the protégé to do the same.	Mentor collaboratively maintains a portfolio with the protégé that shows evidence of the mentoring journey.

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COMPETENCY #6: An effective mentor fosters a culture that promotes formal and informal mentoring relationships.				
<ul style="list-style-type: none"> Engages in professional outreach activities which include the use of technology and networking 	Mentor does not engage in professional outreach activities.	Mentor engages in some outreach activities that include networking.	Mentor engages in professional outreach activities that include technology and/or networking.	Mentor actively engages in several professional outreach activities and encourages the protégé to do the same.
<ul style="list-style-type: none"> Acknowledges the need for mentoring and coaching throughout the career continuum 	Mentor questions the need for mentoring and/or coaching.	Mentor acknowledges the need for mentors/coaching when given the opportunity to express an opinion.	Mentor publicly advocates for the need for mentors and/or coaches for school administrators and promotes the importance of developing such programs.	Mentor actively advocates and campaigns for the need for mentors and/or coaches for school administrators, both within his/her own district and beyond.

Deborah K. Alder, NAESP Certified Mentor

In Development 5/30/12