**NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS**

**Mentor Competencies Self-Assessment Rubric**

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|  | Beginning | Emerging | Developed | Well developed |
| **COMPETENCY #1:**  **An effective mentor sets high expectations for self-development in high quality professional growth opportunities.** |  |  |  |  |
| * *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. |
| * *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. |
|  | Beginning | Emerging | Developed | Well developed |
| **COMPENTENCY #2:**  **An effective mentor has knowledge of and utilizes mentoring and coaching best practices**. |  |  |  |  |
| * *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. |
| * *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 |
| * *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. |
| * *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 occasionally 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. |
|  | Beginning | Emerging | Developed | Well developed |
| **COMPENTENCY #3:**  **An effective mentor is active in instructional leadership.** |  |  |  |  |
| * *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 leadership and shares this knowledge with others. |
| * *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. |
| * *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. |
|  | Beginning | Emerging | Developed | Well developed |
| **COMPETENCY #4:**  **An effective mentor respects confidentiality and a code of ethics in the mentor protégé relationship.** |  |  |  |  |
| * *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. |
| * *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. |
| * *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. |
|  | Beginning | Emerging | Developed | Well developed |
| **COMPETENCY #5:**  **An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.** |  |  |  |  |
| * *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. |
| * *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. |
| * *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. |
|  | Beginning | Emerging | Developed | Well developed |
| **COMPETENCY #6:**  **An effective mentor fosters a culture that promotes formal and informal mentoring relationships.** |  |  |  |  |
| * *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. |
| * *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. |

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In Development 5/30/12