

FCUSD Teacher Induction Mentor ILP

Mentor Name:

Date:

I. WORKING WITH ADULT LEARNERS

Given all of my strengths and areas of need in <i>working with adult learners</i>, where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
<p>I motivate others to build trusting relationships that promote collaborative inquiry, disrupt existing assumptions, value diversity of opinion, and foster mutual responsibility for learning. I affect Candidate change by planning and implementing work based on the knowledge of my Candidate's needs as an adult learner and that are grounded in reflective practice. I help others to create an environment that encourages risk taking and innovative thinking.</p>	<p>I build trusting relationships that promote collaborative inquiry, disrupt existing assumptions, value diversity of opinion, and foster mutual responsibility for learning. I plan and implement intentional work that engages my Candidate as an adult learner and is grounded in reflective practice. I create an environment that supports risk taking.</p>	<p>I promote a friendly relationship with my Candidate that encourages open conversations and creates a cooperative environment. I plan appropriate conversations that engage my Candidate as an adult learner and move them to reflect on practice. I act on constructive feedback in order to model risk-taking in my own practice.</p>	<p>I understand the need for building trusting relationships with my Candidates. I have participated in cooperative learning activities. I understand the need to value my colleagues' ideas and the power of reflection on my own practice.</p>
<p>What patterns do I see in my <i>Working with Adult Learns</i> self-assessment? What are my next steps?</p>			
<p>Additional questions to ponder:</p> <ol style="list-style-type: none"> 1. What strategies might be most effective in working with my Candidate? 2. What concerns do I have about working with adult learners? What might I do to ease my concerns about working with adult learners? 3. To what degree do I hold the same patience with adult learners as I do/did with my students? 			

II. COLLABORATIVE WORK

Given all of my strengths and areas of need in *collaboration*, where do I fall on this continuum?

Refining	Proficient	Developing	Emerging
I share responsibility for developing collaborative leadership and empowering my Candidate. I actively seek new tools that help my Candidate function effectively and introduce these tools when appropriate. I believe in the power of collaboration and model that belief in ways that motivate others.	I consistently use a wide variety of skills and strategies, such as norm setting and protocols, to achieve goals with my Candidate. I am comfortable with diverse points of view. I document meetings, access appropriate resources, and delegate responsibility to help my Candidate move toward solutions. I am flexible in facilitation and open to compromise in order to move toward common goals.	The skills and strategies I use with my Candidate meet with some success. I strive to master the collaborative skills needed to help my Candidate move toward solutions. I am actively working to demonstrate my commitment to collaborative work processes.	I recognize the power of collaboration and seek to increase my skills in working with colleagues. I have observed effective collaborative strategies that I will work to develop. I desire to work with Candidates but face challenges in facilitating collaboration.

What patterns do I see in my *Collaborative Work* self-assessment? What are my next steps?

Additional questions to ponder:

1. Who do I know with exceptional collaborative skills? Specifically, how do they model collaboration?
2. How could I gain more experience facilitating collaborative work with my Candidate?
3. Where does collaboration work the best? Are there situations in which collaboration is not helpful?

III. COMMUNICATION

Given all of my strengths and areas of need in <i>communication</i> , where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
I empower others to build relationships through effective communication. I help others develop technical communication skills and hone their ability to work with Candidates using reflective conversation. I model inclusive practices that support the contributions of my Candidate toward our shared goals.	I build relationships through effective communication in order to help my Candidate accomplish tasks. I use my technical skills to effectively facilitate learning-focused conversations and data-driven dialogue. I value the professional experience and expertise of others and foster a sense of community.	I have some success using effective communication to build relationships. My technical skills are effective in some contexts but not all. I am actively working to demonstrate that I value the professional experience and expertise of others.	I am aware of the importance of effective communication in building relationships. I intend to increase my technical skills in order to become a more effective communicator. I strive to approach this work with an open mind to help my Candidate improve.
<p>What patterns do I see in my <i>Communication</i> self-assessment? What are my next steps?</p>			
<p>Additional questions to ponder:</p> <p>1. Who in my professional context exemplifies effective communication in working with Candidates? What do I admire about his/her competence in communicating?</p> <p>2. What concerns do I have about communicating with my Candidate? What might I do about alleviating my concerns?</p>			

IV. KNOWLEDGE OF CONTENT AND PEDAGOGY

Given all of my strengths and areas of need in <i>knowledge of content and pedagogy</i> , where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
I consistently and fluently apply my expert knowledge of content, pedagogy, strategies, and assessment with my Candidate. I frequently find myself leading colleagues in this area in both formal and informal roles. I constantly seek new learning challenges and opportunities for deep professional reflection.	I consistently and fluently apply my expert knowledge of content, pedagogy, strategies, and assessment with my Candidate. I am regularly invited to share my practices with colleagues to improve Candidate support and student achievement. I thrive on new learning challenges and continuously reflect on my practice.	I am increasing my expert use of the content, pedagogy, strategy, and assessment skills needed to be effective with my students and learn from and with my colleagues. I accept learning opportunities with enthusiasm and am working to develop reflective practices.	I reflect on my practice and solicit and value the input of others to build my capacity in content, pedagogy, strategies, and assessment.
What patterns do I see in my <i>Knowledge of Content and Pedagogy</i> self-assessment? What are my next steps?			
Additional questions to ponder: <ol style="list-style-type: none"> 1. What strategies keep me aware of research findings, a variety of perspectives, and thought leaders in my content area? 2. How do I contribute to my learning community and the broader profession at large? 3. How do I build a community that keeps me professionally relevant? 			

V. EQUITY LENS

Given all of my strengths and areas of need in applying an <i>equity lens</i> , where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
<p>I am willing to be the facilitator and initiator of tough conversations around equity. I am consistently working on my understanding of myself and others and thinking about how history, power, culture, and identity play in relationships and systems. I am willing to advocate for voices not heard and hold myself accountable to the empowerment of others to learn and work with an equity lens.</p>	<p>I have knowledge and skills about equity that I intentionally apply in all professional settings. I am aware of my own biases and how they impact my perspective and mentoring. I model and facilitate learning around equitable practices and take an active role in discussions. I mediate conversations on sensitive topics.</p>	<p>I am building awareness and skills around my own biases and equitable practices with students and adult learners. I am working on using equity skills more readily and participating more in spreading those skills and knowledge to other educators.</p>	<p>I am exploring my practices, biases, and perspectives. I am working to understand the power and privilege around me to better understand equitable practices and employ them.</p>
<p>What patterns do I see in my knowledge and skills in bringing an <i>equity lens</i> to my work? What are my next steps?</p>			
<p>Additional questions to ponder:</p> <ol style="list-style-type: none"> 1. Who do I know in my professional context who exemplifies an understanding and application of equity? What do I value in them? 2. What fears arise for me when I am asked to have conversations or address topics that deal with race and identity? 3. Whose story is being told? Whose voice is the loudest? What's the other side of the story? Who has or doesn't have the power? Who's absent from the conversation? 			