

Mentoring Relationship: Self-Assessment Rubric¹

Rubrics are a useful way to identify and qualify the desired characteristics of a mentoring relationship. Use this inventory to self-assess the developing mentor/protégé relationship. Choose the level that represents the best fit, rather than expecting an exact match with each statement.

4	3	2	1
- Contact between mentor and protégé is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership as well as advancing the goals of the district.	- The mentor and protégé maintain regular contact.	- Contact occurs as scheduled and satisfies the protégé's needs for information.	- Mentor-protégé contact is irregular and generally precipitated by a need for information or assistance.
- Both the mentor and the protégé consistently initiate learning-focused conversations regarding teacher and student learning.	Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results.	- Throughout the relationship, information production remains higher for the mentor.	- Interactions are limited to the transfer of critical, basic information.
- The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the protégé's capacity to generate information.	The mentoring relationship is mutually beneficial and information production is equal.	- The mentor conducts conferences employing strategies to fix current problems and add to the protégé's list of activities.	- The mentor provides suggestions and advice as requested.
- Mentoring interactions promote connection making between instructional practice and student results. Personal learnings are transferred and applied to other content and contexts. These learnings inform future actions.	- Learning-focused conversations center on the implementation of curriculum and generally recognized best practice.	- Discussions center on specific episodes and situations. Meeting protégé needs may become time intensive for the mentor.	- The protégé's collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty.
- The mentor models problem-solving processes and reflective practice which protégés adopt.	- The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities.	- The mentor provides orientation and introduction to the professional school community.	- The greatest learnings for the protégé are within the management domain and generally do not progress to the examination of impact.
The protégé participates in school-wide goal achievement and gradually interacts as a collective member of the professional school community.			- Survival strategies are the emphasis of the protégé's learning.

¹ Mentoring Relationship: Self-Assessment Rubric is from *Mentoring Matters: A Practical Guide to Learning-focused Relationships*. Laura Lipton and Bruce Wellman © 2001 by MiraVia, LLC, used with permission of the authors and publisher.