**PeBL Mentor Rubric**

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| **Mentor Expectations** | **Actively Involved Mentor** | **Involved Mentor** | **Buddy System Mentor** | **Non-involved Mentor** |
| **Availability** | The mentor is available to the staff.  The mentor frequently initiates contact with the staff member. Regular mentor sessions are planned. | The mentor is usually available whenever the staff member has concerns.  The mentor initiates several contacts with the staff member. | The mentor is often available whenever the staff member has concerns. The mentor initiates some contact with the staff member. | The mentor is rarely available to meet with the staff member. The mentor initiates no contact with the staff member. |
| **Problem Solving** | The mentor frequently leads the staff member into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor includes reference to how he or she would handle the situation. | The mentor suggests several ideas or possible solutions to the staff member. The mentor occasionally leads the staff member into discovering solutions and answers on his or her own by asking questions of the new teacher. | The mentor suggests several ideas or possible solutions to the staff member. When asked for advice, the mentor often explains how he or she would handle the situation. | When asked for advice, the mentor exclusively tries to solve problems by telling the staff member how he or she would have handled the situation. |
| **Reflective Questions** | The mentor frequently takes the opportunity to ask reflective questions of the staff member. The mentor utilizes reflective questioning skills to invite the staff member to look at his or her practices with an eye for improvement | The mentor asks questions to clarify the actions of the staff member and occasionally takes the opportunity to ask reflective questions of the staff member. | The mentor asks questions to clarify the actions of staff member but infrequently extended the questioning to include reflection on practices. | The mentor does not invite the staff member to reflect on his or her practices. The mentor imparts his or her knowledge rather than asking questions. |
| **Confidentiality** | The mentor is sensitive to and closely adheres to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions are not shared with other staff or administration. | The mentor closely adheres to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions are not shared with other staff or administration. | The mentor adheres to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions are not shared with other staff or administration. | The mentor is unfamiliar with the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions are shared with other staff or administration inappropriately. |
| **Feedback** | The mentor engages in observing the staff member classroom when asked. The mentor provides positive peer coaching feedback that is specific and evidence based in a timely manner. The feedback is designed to increase the new staff member ‘s skills by reinforcing “Best Practices” that are observed. Feedback also includes reflective questions centered on areas for improvement. | The mentor engages in observing the staff member when asked. The mentor provides positive peer coaching feedback that was specific and evidence based in a timely manner. Feedback also includes reflective questions centered on areas for improvement. | Feedback for the staff member is based on information gathered and not via observation. The mentor provides positive feedback, reinforcing “Best Practices”. | Feedback to the staff member is not based on observations or contact with the staff member. Feedback consists mostly of the mentor telling how he or she would handle a situation. |
| **Encouragement** | The Mentor encourages the staff member to try new things, expand his or her PeBL skills and become actively involved with students, parents, staff and community. The mentor models a positive attitude toward the school, the district and the community at large. The encouragement to succeed is genuine. | The Mentor encouraged staff member to try new things, expand his or her PeBL skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district and the community at large. The encouragement to succeed is genuine. | The mentor encourages the staff member to keep up his or her hard work and efforts. The encouragement is genuine. | The mentor provides little or no encouragement to the staff member. |
| **Knowledge of Content** | The Mentor demonstrates an in depth understanding of personalization, content, pedagogy and curriculum as well as assessment. The mentor actively interprets how PeBL can be put into practice in the classroom using effective instructional models | The Mentor demonstrates a solid understanding of personalization, content, pedagogy and curriculum as well as assessment. The mentor occasionally interprets PeBL can be put into practice in the classroom using effective instructional models. | The Mentor demonstrates a range of understanding of personalization, content, pedagogy and curriculum as well as assessment. The mentor rarely interprets how the PeBL can be put into practice in the classroom using instructional models, unless asked. | The mentor does not demonstrate an understanding of personalization, content, pedagogy and curriculum as well as assessment although they may actually possess it. The mentor puts no effort into assisting in understanding PeBL. |
| **Technology** | The mentor frequently utilizes information age learning and technology to enhance the mentoring experience. | The mentor often utilizes information age learning and technology to enhance the mentoring experience. | The mentor has the ability to utilize information age learning and technology in the mentoring experience when asked. | The mentor’s ability to utilize information age learning and technology to in the mentoring experience is not evident. |

Adapted from: <http://assist.educ.msu.edu/ASSIST/classroom/mentoring/activementor.htm>