

My Name: _____ Mentor Name: _____ Campus: _____

DRAFT

MICAT Rating Form

| | Full Implementation | Accomplished Implementation | Beginning Implementation | No Implementation | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------|-----------------------------|----------------------|----------|
| I. Facilitates teacher growth by providing support and learning opportunities. | | | | | |
| 1. Builds supportive relationship with the mentee teacher. | 4 | 3 | 2 | 1 | |
| 2. Supports professional learning activities. | 4 | 3 | 2 | 1 | |
| 3. Helps mentee teacher to become a reflective practitioner. | 4 | 3 | 2 | 1 | |
| II. Collaborates with teachers to develop a positive behavioral environment. | | | | | |
| 1. Collaborates with mentee teacher in developing strategies for managing classroom procedures. | 4 | 3 | 2 | 1 | |
| 2. Collaborates with teacher in developing strategies for managing student behavior. | 4 | 3 | 2 | 1 | |
| III. Collaborates in planning for learning-centered instruction. | | | | | |
| 1. Collaborates with teacher in creating a classroom culture for learning. | 4 | 3 | 2 | 1 | |
| 2. Helps teacher to effectively assess student learning and maximize student strengths to support differentiated instruction. | 4 | 3 | 2 | 1 | |
| 3. Assists teacher in analyzing a variety of relevant student data in order develop, monitor, and assess classroom improvement strategies. | 4 | 3 | 2 | 1 | |
| IV. Participates in ongoing professional development to grow as a professional leader. | | | | | |
| 1. Works with colleagues, administrators and school communities to advance the teaching profession | 4 | 3 | 2 | 1 | |
| 2. Establishes professional goals and pursues opportunities to grow professionally. | 4 | 3 | 2 | 1 | |

I: Facilitates teacher growth by providing support and learning opportunities.

| | 4 Full Implementation | 3 Accomplished Implementation | 2 Beginning Implementation | 1 No Implementation |
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| 1. Builds supportive relationship with the mentee teacher. | <p>Fosters strong trusting relationship that contributes to mentee's willingness to take responsible risks to address complex situations and promote professional growth.</p> <p>Communicates availability and accessibility.</p> <p>Maintains confidentiality.</p> <p>Demonstrates consistent follow-through.</p> <p>Provides resources for mentee to become familiar with and understand campus & district policies and norms.</p> | <p>Builds and maintains a positive relationship with mentee.</p> <p>Listens actively.</p> <p>Maintains confidentiality.</p> <p>Is generally accessible and available as needed/expected.</p> <p>Follows through with commitments.</p> <p>Satisfies initial need for information and resources as the school year begins and plans for future needs.</p> | <p>Communicates positively with mentee.</p> <p>Discusses strategies for obtaining resources.</p> <p>Follows through with commitments.</p> <p>Guides mentee to school resources.</p> | <p>Does not engage in rapport building.</p> <p>Is not usually accessible or available to beginning teacher.</p> <p>Does not consistently follow through with commitments.</p> |
| 2. Supports professional learning activities. | <p>Encourages observation of master teacher to improve instruction. Accesses campus and district experts to model lessons designed to address specific student needs and improvement goals, and to enrich mentee's content knowledge.</p> <p>Collaborates with mentee to seek/ modify instructional strategies in response to mentee needs, student needs and school context.</p> <p>Collaborates with mentee to integrate knowledge of content with effective instructional strategies.</p> <p>Encourages professional learning that promotes increased student achievement.</p> | <p>Articulates the benefits of professional learning.</p> <p>Utilizes campus and district experts to support mentee's ongoing development of content knowledge.</p> <p>Provides support for mentee's ongoing development of content knowledge that focuses on student achievement</p> <p>Uses a few methods to enrich content knowledge (e.g., available literature, joint lesson development, professional development sessions).</p> | <p>Cites examples of useful methods to acquire content knowledge.</p> <p>Discusses the value of ongoing professional learning.</p> | <p>Does not provide support for teacher's ongoing development of content knowledge.</p> |
| 3. Helps teachers to become reflective practitioners. | <p>Uses a variety of methods to help mentee to become a reflective practitioner</p> <p>Develops mentee's ability to self-assess practice based on evidence and to set professional goals based on need.</p> <p>Integrates multiple methods of observation & data collection to create opportunities for examination & improvement of practice.</p> <p>Uses reflective conversations to engage in collaborative problem solving to promote self-directed learning</p> | <p>Assists mentee in developing an action plan for professional development based on need.</p> <p>Engages in pre- and post-observation conferences to set next steps within the instructional context.</p> <p>Models a reflective cycle of plan, teach & reflect to improve teaching practices.</p> | <p>Provides feedback.</p> <p>Discusses how reflection process can be used to improve instruction.</p> <p>Engages in some reflective conversations.</p> | <p>Does not encourage reflection to improve instruction.</p> <p>Does not provide feedback.</p> |

II: Collaborates with teachers to develop a positive behavioral environment.

| | 4 Full Implementation | 3 Accomplished Implementation | 2 Beginning Implementation | 1 No Implementation |
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| <p>1. Collaborates with teacher in developing strategies for managing classroom procedures.</p> | <p>Collaborates with mentee as s/he plans procedures for the classroom with an emphasis on campus norms where appropriate.</p> <p>Collaborates with mentee to plan procedures for the classroom to prevent problems.</p> <p>Assists in organizing classroom physical space.</p> <p>Collaborates with mentee to develop efficient time management techniques.</p> | <p>Discusses the importance of planning procedures for classroom to prevent problems.</p> <p>Advises teacher on time management & efficient record keeping.</p> <p>Discusses the organization of physical space.</p> | <p>Discusses classroom procedure planning as problems arise.</p> <p>Provides some guidance on time management, record keeping and the organization of the classroom.</p> | <p>Responds to questions about classroom procedures.</p> |
| <p>2. Collaborates with teacher in developing strategies for managing student behavior.</p> | <p>Collaborates with mentee in the development of strategies to promote positive relationships with and among students with respect to developmental levels and cultural traditions.</p> <p>Collaborates with mentee to set classroom rules/consequences and norms for behavior with respect to campus-wide initiatives (e.g. PBS) and rules.</p> <p>Facilitates ongoing conversations about adaptability and flexibility with respect to classroom management; models/provides alternative solutions and strategies where appropriate to help build the teacher's repertoire</p> | <p>Assists mentee in the development of strategies to promote positive relationships with and among students.</p> <p>Assists mentee on setting classroom rules/consequences and norms for behavior, with respect to campus wide initiatives (e.g. PBS) and rules.</p> | <p>Suggests various strategies for managing student behavior.</p> <p>Discusses managing student behavior as problems arise.</p> | <p>Responds to questions about managing student behavior.</p> |

III: Collaborates in planning for learning-centered instruction

| | 4 Full Implementation | 3 Accomplished Implementation | 2 Beginning Implementation | 1 No Implementation |
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| 1. Collaborates with teacher in creating a classroom culture for learning. | <p>Collaborates with mentee in creating an environment built on rigor, relevance, and relationships by sharing strategies that communicate high expectations.</p> <p>Collaborates with mentee to integrate research-based practices and strategies based on student need and developmental level.</p> <p>Reinforces/models ways to encourage students to value high-quality instruction</p> <p>Collaboratively plans instructional strategies & curriculum plans for presence of Principles of Learning.</p> | <p>Discusses the importance of rigor and supports strategies that create a classroom culture for learning.</p> <p>Discusses research-based practices and encourages mentee to integrate them into the curriculum.</p> <p>Discusses ways to encourage students to value high-quality instruction.</p> <p>Discusses Principles of Learning and how to include in instruction.</p> | <p>Discusses classroom culture and the importance of rigor.</p> <p>Discusses ways of encouraging students to be engaged and to stay motivated.</p> <p>Describes Principles of Learning.</p> | Does not address classroom culture. |
| 2. Helps teacher to effectively assess student learning and maximize student strengths to support differentiated instruction. | <p>Collaborates with mentee in employing content-specific best practices, and in embedding Principles of Learning into lesson design.</p> <p>Collaborates with mentee in using information about learning styles, characteristics of age group, students' skills, knowledge, interests and cultural heritage to plan instruction.</p> <p>Collaborates with mentee in planning assessment of students and in teaching students to monitor their own progress in achieving key knowledge and skills.</p> <p>Collaborates with mentee in planning instruction that addresses students' different levels of experience and need.</p> | <p>Discusses instructional issues with mentee and describes learning strategies to address student needs.</p> <p>Assists mentee in using information about learning styles, characteristics of age group, students' skills, knowledge, interests and cultural heritage to plan instruction.</p> <p>Discusses assessment of students as well as the importance of teaching students to monitor their own progress in achieving key knowledge and skills.</p> <p>Assists mentee in recognizing that students have different levels of experience and need.</p> | <p>Discusses student characteristics as well as the importance of rigorous assessment.</p> <p>Responds to questions about how to use assessment to inform instruction.</p> <p>Discusses with mentee students different levels of experience and need.</p> | Does not address differentiated instruction. |
| 3. Helps teacher to effectively analyze a variety of relevant student data in order to develop, monitor, and assess classroom improvement strategies. | <p>Reviews student achievement results with the mentee to identify high priority learning goals, and identifies new instructional procedures to increase learning.</p> <p>Collaborates with mentee to use a variety of student data to monitor and guide instruction. Assists mentee in making data-driven decisions.</p> <p>Helps mentee to become familiar with District data systems, assessment tools, etc.</p> <p>Facilitates the development, monitoring, and assessment of SLOs.</p> <p>Collaborates with mentee to use data to plan instruction that addresses student achievement gaps.</p> | <p>Provides assistance in choosing baseline data and assessment tools.</p> <p>Provides guidance in interpreting data and how to use data to monitor and guide instruction. Assists mentee in making data-driven decisions.</p> <p>Helps mentee to become familiar with District data systems, assessment tools, etc.</p> <p>Discusses options for appropriate SLOs.</p> | <p>Provides feedback to mentee about SLOs.</p> <p>Responds to questions about assessment and monitoring.</p> <p>Discusses importance of using data to inform instruction.</p> | <p>Does not assist mentee with analyzing relevant student data in order to monitor and revise instruction.</p> <p>Does not work with mentee to develop and monitor SLOs.</p> |

IV: Participates in ongoing professional development to develop as a professional leader

| | 4 Full Implementation | 3 Accomplished Implementation | 2 Beginning Implementation | 1 No Implementation |
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| <p>1. Works with colleagues, administrators and school communities to advance the teaching profession.</p> | <p>Communicates and problem solves to build effective working relationships between colleagues, administrators and other partners.</p> <p>Uses knowledge of policies and procedures of the school context to foster collaboration.</p> <p>Participates in professional development specific to AISD/campus initiatives in order to better assist mentee with implementation and integration into instruction.</p> <p>Facilitates connection between mentee and relevant campus experts (instructional coaches, department heads, etc).</p> | <p>Works to build working relationships between colleagues, administrators and other partners.</p> <p>Understands the policies and procedures of the school context.</p> <p>Participates in professional development specific to AISD/campus initiatives.</p> <p>Meets with mentees to discuss how their professional development activities apply to their classroom practice.</p> <p>Arranges meetings with campus experts and mentee.</p> | <p>Participates in required professional development.</p> <p>Encourages mentee to build relationships with colleagues and support team members.</p> | <p>Does not participate in professional development.</p> <p>Mentee and mentor work in isolation without benefit of other team members or campus experts.</p> |
| <p>2. Establishes professional goals and pursues opportunities to grow professionally.</p> | <p>Uses models and research-based mentoring practices to grow as mentor and educational leader. Sets short- and long-term goals based on self-assessment.</p> <p>Designs and leads professional development for other mentor teachers and teacher leaders to support their growth toward professional goals.</p> <p>Actively seeks constructive feedback from colleagues.</p> | <p>Reflects on mentoring practice to make ongoing improvements. Develops professional goals.</p> <p>Seeks professional development opportunities within and outside the mentoring program to reach professional goals.</p> <p>Elicits feedback from colleagues.</p> | <p>Participates in professional growth opportunities as part of the mentoring program requirements.</p> <p>Welcomes constructive feedback.</p> | <p>Rarely participates in professional growth opportunities.</p> |
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