Continuum of Mentoring Practice
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CONTINUUM OF MENTORING PRACTICE

HOW TO USE
The Continuum of Mentoring Practice can be used for a variety of purposes. Each of these uses supports a reflective, formative professional growth process for mentors. Effective instructional mentors will likely engage their beginning teachers in similar processes of reflection, assessment, and ongoing development.

SELF-ASSESSMENT
The Continuum of Mentoring Practice allows mentors to deepen their understanding of their own professional growth in that it is a tool that mentors use to assess their own mentoring practice. To self-assess, mentors read across each row of descriptors from left to right. Each practice level includes all the descriptors contained in the levels to the left. As mentors locate the descriptors that best describe their current mentoring practice, they may enter the date of their self-assessment in the appropriate box and/or highlight those accomplishments. In this way, a mentor can later consult the Continuum and easily note specific areas of professional growth.

GOAL-SETTING
By describing the various levels of practice, The Continuum of Mentoring Practice helps mentors examine their mentoring and make informed decisions about their ongoing development as professionals. With the support of mentor colleagues and program leaders, mentors engage in a collaborative process for setting goals. Individual learning plans or professional growth plans can provide strategies to assist mentors’ development while also documenting their progress. “Check-ins” at mid-year and year-end help mentors identify and celebrate achievements as well as analyze and revise goals for continuous growth.

MENTOR PROFESSIONAL LEARNING
The Continuum of Mentoring Practice is not meant to be used as a rubric to define performance standards or expectations, nor is it intended to serve as an isolated observation instrument. However, by providing a common language that describes mentoring practice, this document helps induction program leaders and mentors engage in discussions of practice and subsequently plan meaningful professional learning to advance that practice. The Continuum of Mentoring Practice helps program leaders support the development of their mentors in the same responsive ways that mentors support their beginning teachers.

GLOSSARY OF TERMS
Continuum: a document describing different levels of practice or knowledge across various stages of development
PTS: Professional Teaching Standard(s)
Descriptor: an individual cell, or box, corresponding to the developmental levels in the continuum
Standard: one of six areas of mentoring practice that comprise the continuum
Element: a sub-area of teaching practice within any of the six standards
Level: the stages of mentor development that indicate what a mentor should know and be able to do.

• Exploring/Emerging: a level of professional development in which the mentor relies on ongoing assistance from more experienced colleagues for support, guidance, and survival. The mentor is trying to internalize and apply what s/he has learned about mentoring. The mentor is moving toward becoming more self-directed and independent in her or his practice.

• Applying: a level of development in which the mentor is able to mentor independently, internalizes, and easily applies what s/he has learned about mentoring.

• Integrating/Innovating: a level of development in which the mentor is fully skilled, confident, and able to integrate such complex elements as reflective conversations, formative assessment, differentiated support, and the design of professional development into practice. The Integrating/Innovating mentor often becomes a leader among peers by contributing to the broader educational community through staff development, research, or publication in professional journals.
FOUNDATIONAL

1.0  Develops as an instructional leader to advance mentoring, the teaching profession, and equitable outcomes for every student.

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<td>Develops professional growth goals and implements action plans aligned with mission, mentor standards, and expectations. Follows program requirements for reviewing available data of practice and student learning data to assess own progress toward mentor goals.</td>
<td>Uses evidence of mentoring practice to identify strengths and areas for growth and to develop respective goals and action plans that address mentor practice to strategically accelerate beginning teacher instruction and student learning outcomes. Examines and reflects on mentor and beginning teacher data of practice and student learning data with colleagues and/or program leader to assess own progress toward mentor goals.</td>
<td>Uses quantitative and qualitative mentor and beginning teacher data of practice and current student learning data to inform development, regular review, and adjustment of goals and action plans that address mentor practice to strategically accelerate beginning teacher instruction and student learning outcomes. Engages with mentor colleagues and program leader to strategically design next steps to increase beginning teacher abilities to foster equitable outcomes for every student.</td>
<td>Engages in ongoing examination of and reflection on data of practice and current student learning data with mentor colleagues and program leader to inform and advance goals, action plans, and next steps that improve beginning teacher instruction and equitable learning for every student. Leads mentor colleagues in developing individual and collective goals and using innovative approaches to their implementation to advance program mission, extend instructional influence, and maximize equitable learning within the school, district, and beyond.</td>
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- When I assess my practice using the mentor standards and expectations, what areas of strength can I identify and what areas of growth can I prioritize?
- In what ways do my mentor professional growth goals serve the program’s mission to improve beginning teacher effectiveness and foster equitable outcomes for every student?
- What knowledge and skills do I need to identify inequities in the classroom in order to pursue equitable outcomes for every student with the beginning teacher? How do I improve my observation skills and use strategies, stances, tools, and entry points to ensure equitable outcomes for every student?
- What processes and protocols can I use to continually assess qualitative and quantitative mentor data, beginning teacher data, and student learning data to measure progress toward my mentor goals? How can my mentor colleagues and/or program leader support me in this process?
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<td>Follows program guidelines for collection of mentor and beginning teacher data of practice. Engages with mentor colleagues and/or program leader in structured opportunities to analyze data of practice in relationship to professional teaching standards and beginning teacher goals to guide mentoring decisions. Participates in at least one in-field coaching cycle with program leader or lead coach. Responds positively to constructive feedback from program leader and mentor colleagues.</td>
<td>Uses mentor expectations provided by program to guide collection and analysis of mentor and beginning teacher data of practice. Plans instructional mentoring decisions that include using entry points to engage beginning teacher in connecting aspects of their practice with professional teaching standards. Uses in-field coaching cycle and resulting formative assessment and feedback to improve mentoring strategies in alignment with mentor goals. Elicits feedback from beginning teacher on mentoring process.</td>
<td>Collects beginning teacher data of practice keeping knowledge of professional teaching standards in mind. Analyzes mentor and beginning teacher data of practice regularly and consistently plans for opportunities to use entry points, tools, and protocols to strategically advance beginning teacher practice and ability to reflect on practice in alignment with professional teaching standards and address the academic, social, and emotional learning of every student. Engages with mentor peers, program leader, or lead coach in in-field coaching cycles to refine strategic use of stances, strategies, tools, and protocols and better advance beginning teacher practice and student learning. Seeks constructive feedback from mentor colleagues and program leader.</td>
<td>Uses knowledge of beginning teacher data of practice, beginning teacher reflections on own practice using professional teaching standards, and students’ academic, social, and emotional learning to inform instructional mentoring decisions regarding strategic use of entry points, tools, and protocols to further advance beginning teacher practice and student learning. Leads mentor professional learning community in calibrating interpretations of mentoring and beginning teacher data based on professional teaching standards and analyzing outcomes of mentoring decisions to expand collective knowledge of effective resources and strategies for instructional mentoring. Leverages use of in-field coaching cycles and feedback to inform and deepen reflection on mentoring practice and make improvements. Seeks feedback systematically from beginning teacher, mentor colleagues, and program leader.</td>
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- How can I analyze beginning teacher formative assessment data in ways that inform my mentoring focus and strategies throughout ongoing, instructionally focused teaching-coaching cycles with the beginning teacher? How can our program’s mentor expectations support and guide me and my colleagues in this process? To what extent am I meeting or exceeding these benchmarks?
- How often do I elicit feedback from the beginning teacher on the mentoring process? In what ways do my words and actions exemplify a commitment to improving practice in service of every learner?
- How do I position myself as a learner and actively seek constructive feedback on my practice from mentor colleagues and program leader?
- What can I learn about my mentoring practice from participating in in-field coaching cycles with mentor colleagues and program leader?
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<td><strong>1.3 Engages in mentor professional learning opportunities and contributes fully to the mentor community of practice to advance own learning and that of mentor colleagues.</strong></td>
<td>Attends and participates in required mentor professional learning. Engages in discussions of mentoring practice when prompted. Develops knowledge of mentoring stances, developmental needs of beginning teacher, and use of formative assessment and their impact on improving instruction and student learning.</td>
<td>Engages in mentor professional learning opportunities actively seeking to grow mentor skills. Engages with mentor colleagues to examine and reflect on elements of mentoring practice to gain deeper knowledge of the strategic use of stances, tools, and protocols and their potential impact on improving instruction and learning for every student. Uses respectful, non-judgmental language in dialogue with mentor colleagues.</td>
<td>Shares in leadership across all aspects of mentor professional learning opportunities. Contributes to the development of an inquiry-based professional learning environment in which mentors feel safe taking risks and in honestly sharing sensitive data of practice, conflicts, and difficulties. Demonstrates and cultivates mentor inquiry to give and receive evidence-based feedback with genuine desire to improve mentoring skills and advance equitable and rigorous learning for every student.</td>
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- How do my behaviors and actions in mentor professional learning contribute to building a professional community and upholding norms of collaboration, reflection, and transparency?
- In what ways is my participation in mentor professional learning and communities of practice contributing to emotionally and intellectually safe environments for all mentors to learn and grow?
- How do I use my own data of mentoring practice and that of my mentor colleagues to engage in thoughtful dialogue and reflection to solve mentoring-related problems?
- What is my comfort and skill level in giving and receiving instructionally focused, evidence-based feedback with my mentor colleagues in ways that support inquiry/curiosity and risk-taking?
- How do I continually challenge myself to take risks in mentor professional learning contexts, such as in-field coaching and mentor professional learning communities, to deepen and expand my instructional mentoring knowledge and skills?
Applying Integrating Innovating

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<td>Identifies school and district instructional leaders and becomes familiar with format and timing of meetings and methods of communication. Responds when asked to share instruction-related program information and impact of mentoring program on beginning teacher effectiveness and equitable outcomes for every student.</td>
<td>Meets with school and district instructional leaders, teacher leaders, and school communities to share how instructional mentoring contributes to achievement of school and district instructional goals and priorities. Uses entry points in dialogue to identify and pursue opportunities for collaboration and for advocacy for beginning teacher and students.</td>
<td>Deepens and expands role as an instructional leader in partnerships with school and district instructional leaders, teacher leaders, and school communities to improve rigorous, standards-aligned instruction and increase equitable learning outcomes for every student. Advocates for job-embedded professional learning for beginning teacher.</td>
<td>Maintains ongoing communication with instructional leaders and engages fully in collaborative partnerships to problem-solve and address common issues in ways that advance school and district goals and priorities and program and mentoring goals. Advocates for conditions that support effective learning environments to meet the variable learning needs of every student and improvements that advance equitable outcomes for every student.</td>
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- In what ways do I see myself as an instructional leader?
- How can I create and leverage opportunities to learn from and collaborate with instructional leadership team members and other teacher leaders to advance standards-aligned instruction and equitable outcomes for every student?
- What opportunities do I have to collaborate with school and district leaders to inform and/or advance school-based instructional goals and priorities?
- What is my comfort and skill level in describing to other teacher leaders the instructionally focused nature of my mentoring work and its impact on beginning teacher effectiveness and equitable outcomes for every student?
- In what ways can I advocate for conditions that support optimal learning environments that address the variable learning needs of every student?

| 1.4 Builds collaborative partnerships with school and district instructional leaders, teacher leaders, and school communities to advance the teaching profession and advocate for equitable outcomes for every student. | 1.5 Promotes, designs, and/or facilitates beginning teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, and program vision, mission, and goals and promotes development of optimal learning environments and rigorous content learning for every student. | Promotes and/or designs and facilitates professional learning that consists of periodic networking sessions aligned with program vision, mission, and goals and professional teaching standards. Articulates the importance of taking into account developmental needs when designing professional learning and the expressed needs and interests of the beginning teacher. | Promotes and/or designs and facilitates professional learning that employs research-based adult learning principles and is aligned with school and district instructional goals and priorities. Engages with program leader and/or mentor colleagues to ensure that design includes use of norms that promote an emotional, intellectual, and physically safe environment for learning. Ensures that design takes into account assessment of beginning teacher needs and interests and reflects qualities of effective professional learning. |

- How do I collaborate with my mentor colleagues to differentiate beginning teacher professional learning based on adult learning principles and assessed needs and interests of the beginning teacher?
- How will the beginning teacher professional learning environment model classroom environments that are emotionally, intellectually, and physically safe?
- How will beginning teacher professional learning ensure alignment to teaching standards and rigorous content standards?
- How will beginning teacher professional learning ensure alignment to school/district goals and priorities and program vision and goals?

Promotes, designs, and/or facilitates professional learning that is differentiated to address assessed needs and interests, developmental needs, and individual contexts. Ensures that design provides opportunities for problem-solving and structured inquiry into practice. Collaborates with program leader and/or mentor colleagues to ensure design is research-based and includes focus on developing optimal learning environments, providing rigorous standards-aligned instruction, and meeting the variable learning needs of every student.
# FOUNDATIONAL

## 2.0 Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.

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<td>B. Deepens and maintains own knowledge of grade-level content standards in the content areas taught by the beginning teacher. Attends program professional learning focused on deepening content knowledge and use of mentoring strategies and formative assessment tools designed to support planning rigorous, standards-aligned lessons.</td>
<td>Engages in program professional learning to improve own knowledge of what constitutes standards-aligned rigor in content areas taught by beginning teacher. Seeks to improve knowledge and abilities needed to recognize and track alignment of tasks, lessons, and curriculum to standards.</td>
<td>Engages in professional learning opportunities with mentor colleagues and school and district instructional leaders to deepen own knowledge of rigorous content described by standards and related instructional strategies. Expands content knowledge to more effectively mentor beginning teacher and support them in providing every student with equitable access to rigorous content by developing students’ skills needed to meet the standards.</td>
<td>Engages with professional organizations, learning communities, and/or educational journals to deepen and maintain knowledge of grade-level content standards and rigorous, standards-aligned content instruction that ensures every student access. Initiates learning opportunities with mentor colleagues in learning community to improve knowledge of rigorous content described by standards and expands repertoire of related instructional strategies to better support the beginning teacher to provide rigorous standards-aligned instruction that meets the diverse learning needs of every student.</td>
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• How do I develop knowledge of what constitutes rigor in the content areas taught by the beginning teacher? Examples: For math, how do I develop and maintain basic knowledge of the major work of the grade? For ELA/literacy, how do I develop and maintain basic knowledge of text complexity and academic vocabulary of grade-appropriate texts?  
• How do I use my knowledge of content standards and task alignment to engage the beginning teacher and advance their ability to plan and deliver instruction that develops both the content knowledge and student skills required by the standards?  
• What additional knowledge and skills do I need to support the beginning teacher’s ability to deliver standards-aligned instruction in ways that promote learner agency and opportunities for self-directed learning?
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<td>Becomes familiar with school and district policies and procedures regarding student safety. Participates in professional learning to increase knowledge of practices that create emotional, intellectual, and physical safety in the classroom and the ways in which beginning teacher can build positive, kind, caring, and respectful relationships with and among students.</td>
<td>Engages in professional learning with program leader to better know how classroom procedures, routines, and design can be structured to increase emotional, intellectual, and physical safety. Seeks to expand knowledge of the varied ways that beginning teacher can prompt and respond to students to encourage persistence with rigorous content and challenging tasks.</td>
<td>Engages with program leader and mentor colleagues to extend professional learning and deepen knowledge of research-based strategies for designing and managing a learning environment in which students demonstrate interest in learning and respect for varying viewpoints, are able to express emotions in healthy ways, take risks intellectually and emotionally, and grow in their resilience and capacity to sustain struggle with rigorous content and challenging tasks. Seeks to deepen knowledge of mentoring strategies to use at varied points in the coaching cycle that foster beginning teacher inquiry into the quality of the learning environment.</td>
<td>Seeks to deepen and maintain own knowledge of emotional, intellectual, and physical safety by learning from program leader and mentor colleagues, professional organizations, learning communities, and/or educational journals. Initiates learning opportunities with mentor colleagues to explore how to best advance beginning teacher abilities to be responsive to the evolving dynamics of emotional, intellectual, and physical safety in the learning environment. Seeks to refine knowledge of how to best guide beginning teacher in internalizing the inextricable connection between social and emotional learning and academic achievement.</td>
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- What research-based resources and skills do I need to learn about and integrate into my practice to help the beginning teacher embrace a growth mindset and create a classroom characterized by positive, trusting relationships, supported risk-taking, learner agency, productive struggle, and healthy expression of emotions?
- What data and research-based resources can I incorporate into my mentoring practice to help the beginning teacher deepen their knowledge of the inextricable connection between social and emotional learning and academic achievement?
- What research-based strategies and guidelines can I draw upon for mentoring the beginning teacher to create procedures, routines, and classroom designs that support safe and engaged student interactions?
- How do I engage with program leader and mentor colleagues within and outside of professional learning to expand my knowledge of how teachers purposefully use language and design and structure classroom routines and procedures in ways that promote safe and engaged teacher/student and student/student interactions?
- How do I seek out and use additional resources to further my knowledge of the practices that contribute to emotional, intellectual, and physical safety?
- How do I deepen my knowledge of and ability to articulate the inextricable connection between social and emotional learning and academic achievement?
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<td>Participates in program professional learning and uses program resources to deepen knowledge of strategies and research-based frameworks related to meeting the variable learning needs of students.</td>
<td>Uses professional learning opportunities to increase knowledge of research-based frameworks and strategies related to learner variability and planning for groups of students with similar needs. Seeks to increase own abilities to support beginning teacher to recognize that planning for the variable learning needs of students is to be expected.</td>
<td>Seeks outside resources to deepen knowledge of specific strategies to address varied needs of individual students in beginning teacher’s classroom. Expands knowledge of research-based strategies for working within and across groups to meet the variable learning needs of every student.</td>
<td>Expands knowledge of the full range of student variability and ways to engage students in knowing and respecting their variable learning needs and how to empower students to be leaders in advancing their own learning and that of their classmates. Initiates learning opportunities with program leader, mentor colleagues, and other instructional leaders to refine knowledge of the ways that strategies may be designed for individual students and adjusted to match beginning teacher’s evolving abilities to implement them to meet the varying needs of every student.</td>
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- How prepared am I to scaffold learner variability strategies and frameworks into my mentoring practice and share with the beginning teacher?
- How can I expand my repertoire of research-based, standards-aligned instructional strategies that support the variable learning needs of every student to improve my mentoring of the beginning teacher? How can I collaborate with colleagues to build expertise in my use of research-based, standards-aligned instructional strategies with the beginning teacher?
- How do I participate in professional learning, engage with others, and do personal research to improve my knowledge of strategies and frameworks for meeting the variable learning needs of every student?
- What research can I reference with the beginning teacher to underscore that having variable learners in the classroom and planning for each one of them is to be expected?
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<td>Participates in program professional learning to improve knowledge of what constitutes equity and culturally responsive pedagogy in the classroom and their potential impact they have on student learning.</td>
<td>Engages in professional learning to refine knowledge of equitable practices and culturally responsive pedagogy. Seeks to improve knowledge of mentoring strategies to engage beginning teacher in data-based dialogue to develop awareness of issues of equity, inclusion, and bias and commit to making improvements.</td>
<td>Engages in professional learning opportunities with mentor colleagues and seeks other resources to deepen and fill identified gaps in knowledge of culturally responsive practices appropriate to beginning teacher’s students and their local communities. Deepens knowledge of self through examination of own adherence to equity principles and ability to identify and address inequitable practices comfortably and non-judgmentally. Draws on knowledge, personal insights, and reflection to engage beginning teacher in authentic equity-focused conversations and reflection that leads to action.</td>
<td>Engages with professional organizations, learning communities, and/or educational journals to deepen and maintain knowledge of equity principles and culturally responsive pedagogy. Initiates learning opportunities with mentor colleagues to grow skills in carrying on equity-focused conversations with beginning teacher, including conversations about race. Deepens knowledge and abilities in mentoring to enhance beginning teacher abilities to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures resulting in increased beginning teacher capacity and commitment to address issues.</td>
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- What is my definition of equity in education and my role in it?
- How does my background and experience shape my views, interactions, and beliefs? What are my biases?
- How do I deepen my comfort and skill level in having equity-based conversations, including conversations about race, with the beginning teacher and other peers?
- What are the connections between high expectations, rigorous content and curriculum, and equity?
- What additional knowledge and skills do I need to recognize and promote curriculum that is culturally responsive and inclusive?
## STRUCTURAL

3.0 **Continuum of Mentoring Practice**

### Creates and maintains collaborative, respectful, instructionally focused mentoring partnerships to foster beginning teacher ownership of continuous improvement of practice and advance the learning of every student.

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<td>3.1 Cultivates relational trust, caring, mutual respect, and honesty with the beginning teacher to build ownership, solve problems, and foster beginning teacher agency, resilience, and commitment to the success of every student.</td>
<td>Builds a positive relationship with beginning teacher. Listens actively, shows respect for beginning teacher’s background and culture, maintains appropriate confidentiality, and honors commitments.</td>
<td>Maintains an effective relationship of trust, caring, respect, and honesty with beginning teacher. Adopts a growth mindset about the beginning teacher and engages them in taking responsibility for making changes in practice to meet the diverse learning needs of students.</td>
<td>Builds relationship in which beginning teacher feels safe in sharing struggles, in problem-solving challenging classroom issues, and in accepting feedback. Models a growth mindset in ongoing conversations that examine teaching practice and student learning for the purposes of improvement and growth for every student.</td>
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- In what ways do I convey empathy, caring, honesty, and respect in my instructional mentoring conversations?
- How am I modeling a growth mindset in my words and actions regarding the beginning teacher, their students, and myself as a mentor?
- How do I help the beginning teacher value their own background experiences and knowledge and see the connections between what they already know and the problems they are trying to solve?
- How do I build on the beginning teacher’s comments and questions to extend their knowledge and sense of teacher agency and autonomy?
- In what ways can I leverage relational trust to support the beginning teacher’s ability to analyze complex teaching issues and take responsible risks to improve instructional practice to meet the variable learning needs of every student?
- To what extent have I established an emotionally and intellectually safe environment with the beginning teacher in which they are willing to engage in productive struggle and responsible risk-taking to address complex issues?
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<td>Uses mentoring language and stances to engage the beginning teacher in collaborative, instructionally focused, problem-solving conversations and reflective analysis to promote beginning teacher agency and improved student academic, social, and emotional growth.</td>
<td>Becomes familiar with mentoring language and stances. Listens attentively to beginning teacher and attempts to respond appropriately. Attempts to engage beginning teacher in strengths-based collaborative problem-solving and reflection.</td>
<td>Studies and selectively uses mentor language, stances, and applications with beginning teacher in collaborative, instructionally focused conversations. Uses mentor language stems to facilitate beginning teacher problem-solving and reflection. Seeks to increase knowledge of mentoring language to better engage a beginning teacher who may be resistant.</td>
<td>Identifies strategic mentoring language stems when planning for specific mentoring conversations. Uses mentoring language and stances in ways that promote beginning teacher agency in identification of classroom issues, problem-solving, and reflective analysis to address student academic, social, and emotional needs. Uses mentor language effectively in addressing sensitive issues and when encountering beginning teacher reluctance or resistance.</td>
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- How do I differentiate the types of mentoring language I use to facilitate strengths-based, reflective conversations?
- How can I expand and deepen my use of mentoring language stems to facilitate beginning teacher reflection, agency, and willingness to engage in complex problem-solving with curiosity and persistence?
- What contextual factors do I consider when employing different mentoring stances: instructive, collaborative, and facilitative? To what extent am I moving fluidly between stances to support beginning teacher agency, reflection, and ownership in our instructionally focused conversations?
- To what extent do I identify strategic mentoring stems when planning for specific mentoring conversations?
- How can my strategic use of mentoring language and stances support the beginning teacher to engage in productive struggle in the use of rigorous content standards?
### Establishing

- Assesses beginning teacher’s needs informally prior to each meeting. Identifies overall plan for each meeting using awareness of beginning teacher needs and knowledge of program expectations.

### Applying

- Reflects prior to meeting on beginning teacher data of practice collected with instructionally focused formative assessment tools. Develops mentoring outcomes for each meeting using reflections on data and knowledge of beginning teacher’s goals, context, development, and social and emotional needs.

### Integrating

- Analyzes formative assessment data of practice and reviews knowledge of beginning teacher and their professional goals and related needs, student learning needs, and upcoming school and program requirements before meeting with beginning teacher. Determines strategic mentoring outcomes to advance instructionally focused conversations and comes prepared to use entry points to further short- and long-range outcomes.

### Innovating

- Analyzes and reflects continuously on relevant beginning teacher data of practice, patterns or trends in practice, impact on learning of each student, and role mentoring has played in improvements in order to develop and refine mentoring outcomes. Prioritizes and integrates short- and long-range mentoring outcomes when possible to be both responsive to beginning teacher’s immediate needs and prepared to flexibly advance multiple strategic outcomes. Identifies and uses entry points that connect beginning teacher’s professional goals and expressed needs to strategic mentoring outcomes.

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- **What do I know about the beginning teacher’s current context and social and emotional needs?**
- **What aspects of their teaching practice might be most appropriate to address developmentally? By extension, what are my strategic outcomes for the beginning teacher in the short- and long-range?**
- **What instructional focus would be most strategic at this time? What entry points can I listen for?**
- **How can I be responsive to the beginning teacher’s immediate needs in each mentoring conversation and maintain focus on my short- and long-range strategic outcomes for them?**
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<td>Schedules regular meetings with beginning teacher that follow research-based expectations and program requirements for duration and frequency of mentoring meetings. Follows through on time commitments with beginning teacher.</td>
<td>Seeks to balance meeting time to address both immediate needs of beginning teacher and mentoring outcomes developed for the meeting to advance instruction and student learning. Reflects on amount and types of interactions with beginning teacher using interaction data and tool use data to guide decisions regarding use of time. Supports beginning teacher to follow through and attend scheduled meetings for times allotted while being reasonably responsive to unexpected changes in beginning teacher’s schedule.</td>
<td>Moves reflective conversations forward in a timely and productive manner using instructionally focused tools, data of practice, and knowledge of beginning teacher professional learning to drive and inform ongoing teaching-coaching cycles and improve standards-aligned instruction and learning for every student. Analyzes interaction data to pre-plan use of time with beginning teacher and ensure focus on standards-aligned instruction and student learning.</td>
<td>Uses coaching and collaboration time effectively in meeting beginning teacher needs and providing seamless integration of program requirements, use of high-leverage, instructionally focused formative assessment tools, and beginning teacher implementation of professional learning. Employs mentoring procedures, routines, and tools to purposefully prepare for and use during meetings to increase quality and efficiency of interactions, improve practice and student learning, and deepen beginning teacher investment in the professional learning experience of mentoring to advance own practice. Engages with mentor colleagues in learning community to share innovations and develop collective knowledge of effective preparation processes and creative and flexible uses of time with beginning teacher that achieve mentor and program goals for the beginning teacher while being responsive to changing needs.</td>
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- How do I ensure that I am prioritizing and committing to mutually agreed-upon time to meet with the beginning teacher for durations and frequencies that align with research-based expectations and program requirements?
- How am I using interaction data to assess the amount and types of interactions I have with the beginning teacher and the extent to which those interactions focus on standards-aligned instruction and evidence of student learning?
- How do I support the beginning teacher to commit to mutually agreed-upon times to meet? How do I engage with the program leader and school leaders to problem-solve if lack of teacher prep time or other systemic issues lead to inadequate time for beginning teacher/mentor meetings?
- How do I use my mentoring time to more effectively blend program requirements, meet the beginning teacher’s needs, address issues that surface in data of practice, and forge them into relevant strategies for beginning teacher professional learning?
- How do I prioritize mentoring time available to effectively balance my strategic mentoring outcomes with the immediate needs of the beginning teacher and ensure beginning teacher ownership?
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<td>Collaborates with beginning teacher to gather information about the race, culture, and diversity among students and within the school, families, and community. Upholds for beginning teacher the importance of having high expectations for every student. Listens with respect and responds with non-judgmental honesty in conversations about diversity, equity, race and culture.</td>
<td>Engages beginning teacher in reflective conversations regarding data of classroom practice and student learning to identify successes and challenges in providing an equitable and inclusive learning environment for every student. Collaborates with beginning teacher to consider the role race, culture, diversity, and perceptions about families and community play in student success socially, emotionally, and academically.</td>
<td>Surfaces issues of equity using targeted data on instruction to engage beginning teacher in reflective conversations focused on how instructional design, race, culture, diversity, and implied or built-in bias are impacting student success. Shares own self-reflections on racial lens, privilege, and recognizing bias, and invites beginning teacher to self-reflect.</td>
<td>Facilitates beginning teacher inquiry into local, historical, and systemic bias and assumptions regarding race and culture and the impact they have had on their students. Facilitates examining implications for instruction, the learning environment, and interactions with students and families and supports implementation of improvements to mediate bias and negative impacts on student learning. Builds beginning teacher capacity to engage with school leaders regarding issues of personal, professional, and/or institutional bias that impact student learning.</td>
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- How do I foster equity-focused conversations that are characterized by respectful listening, perspective-taking, and honesty?
- How do I help the beginning teacher develop a knowledge of historic and current systemic inequities and embrace high expectations for every student?
- How do I become more comfortable and prepared to share my own self-reflections regarding my racial lens, bias, and privilege, despite discomfort it may cause?
- How am I supporting the beginning teacher to develop the knowledge, mindsets, and skills to recognize and address bias in their classrooms and in the school environment?
- How do I become more comfortable and prepared to initiate tough conversations about equity?
3.6 Builds beginning teacher capacity to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.

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<td>Models for beginning teacher positive and respectful engagement with families and members of local communities as opportunities arise. Supports beginning teacher to be aware of the critical role families play in student achievement and to plan for meetings with families as partners in discussing classroom accomplishments, learning needs, specific incidents, and/or other issues that impact learning. Expands beginning teacher knowledge of resources offered by local communities and how instruction and student learning are strengthened by making connections to local communities.</td>
<td>Uses knowledge of beginning teacher, students, and families to select and share methods of two-way communication and resources to support beginning teacher in developing strengths-based, collaborative partnerships with families that enhance student learning. Supports beginning teacher to engage in partnerships with school leaders and other school personnel to identify ways for families and students to use available resources within the school and community.</td>
<td>Builds beginning teacher capacity to proactively engage in two-way communication with families at regular intervals in ways that improve equitable learning outcomes for students of all backgrounds. Collaborates with beginning teacher to deepen knowledge of how to adjust interactions with families to take into account cultural norms so that families are more comfortable contributing to productive conversations that improve outcomes for students. Supports beginning teacher to improve skills related to creating collaborative partnerships with relevant school and community leaders to increase student and family access to resources that advance student learning.</td>
<td>Supports beginning teacher to proactively apply leadership skills and a wide variety of strategies to foster productive partnerships with each family to improve instruction and advance the learning of every student. Builds beginning teacher capacity to engage with key local community members as partners in support of families, advance and advocate for the equitable achievement of their children, and bring local community partners and resources into the classroom in ways that are mutually beneficial. Takes leadership in mentor learning community to build mentors’ capacity and commitment to support the beginning teacher to foster effective partnerships with families and key members of local communities.</td>
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- To what extent does the beginning teacher understand the role of the family in student achievement? What knowledge and skills does the beginning teacher need to cultivate effective, strengths-based partnerships with families and to understand the critical role of the family in student achievement?
- How do I ensure that the communication structures, resources, and supports I offer are culturally responsive and will strengthen the beginning teacher’s partnerships with families and local communities?
- How do I guide the beginning teacher in communicating with families in ways that are timely, welcoming, and responsive to individual student and family needs and that convey respect and knowledge of cultural norms?
- How do I support the beginning teacher to become familiar with students’ communities and to feel comfortable and capable engaging with community members to inform and strengthen instruction and support for families and students?
- How do I improve my knowledge of local communities and resources to support the beginning teacher in making connections for families and students to advance student learning?
### 4.0 Engages school leaders and instructional leadership team in productive partnerships to advance beginning teacher effectiveness and the learning of every student.

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<td><strong>4.1</strong> Initiates and maintains collaborative partnerships with school leaders to describe roles and responsibilities of instructional mentoring with the beginning teacher. Meets in follow-up sessions with school leaders to discuss program, to clarify work, and/or to increase knowledge of essential school-related information, such as evaluation processes, to support beginning teacher success. Uses mentoring language and stances in meetings with school leaders to build mutual trust and respect and collaborative, two-way communication in ways that do not break trust with beginning teacher.</td>
<td>Initiates periodic check-ins with school leaders to keep current on school goals, priorities, and teacher evaluation system and identify areas of alignment with instructional mentoring. Shares instructionally related program information and identifies supports needed for beginning teacher to have protected mentor meeting time and access to essential instructional materials and resources. Ensures that meetings with school leaders consistently use protocols to identify next steps, future meeting times, and individual responsibilities. Uses mentoring language to respectfully respond to any questions posed by school leaders regarding beginning teacher practice without divulging details or attitudes that might compromise beginning teacher’s trust in mentor and that result in increased school leaders’ support of beginning teacher.</td>
<td>Meets, communicates, and collaborates regularly with school leaders to advance common goals and instructional priorities, share and receive timely information, raise instructional issues on behalf of beginning teacher and students, and engage in collaborative problem-solving. Gets advance permission from beginning teacher and plans for opportunities to share instructional data of practice with school leaders in ways that uphold confidentiality and amplify supports provided to beginning teacher. Engages with school leaders in ways that honor confidentiality to use the connections between instructional mentoring supports and areas identified through evaluation to enhance beginning teacher growth.</td>
<td>Collaborates in partnership with school leaders to maximize aligned efforts to support and improve beginning teacher instructional practice and student learning. Collaborates with school leaders to consider how instructional mentoring tools and processes can be aligned with teacher evaluation while consistently maintaining formative, non-evaluative, and confidential relationship with beginning teacher. Engages school leaders in advocating for improved working conditions and addressing systemic barriers to improved instruction for beginning teachers, such as inequitable number of preps, prep time, allocation of resources, and/or class scheduling that hinders collaboration and professional learning.</td>
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- How do I draw on mentoring language and stances in my meetings with school leaders in order to build collaboration and trust and ensure collaborative two-way communication that advances support of the beginning teacher?
- What mentor conversation protocols do I use to guide collaborative conversations with school leaders that result in clearly identified next steps, specify who will do what by when, and establish next meeting times?
- How do I make clear the role of relational trust and confidentiality between mentor and beginning teacher and their impact on improved practice?
- How do I share information about the beginning teacher’s practice in ways that do not break trust with the beginning teacher? How do I decide what needs to be shared specifically and what could be generalized?
- How do I elicit in-depth responses from school leaders regarding their vision and instructional goals and priorities for the school?
- How do I articulate the alignments between the school’s instructional goals and priorities and my instructional mentoring goals to advance standards-aligned instruction and equitable outcomes for every student?
- What supports do I need from my mentor colleagues and program leader to have discussions with school leaders about opportunities to align instructional supports with teacher evaluation?
- How do I capitalize on entry points in discussions with school leaders to address barriers and promote optimal working conditions and protected time for professional learning for beginning teachers?
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<td><strong>Deepens school leaders’ and instructional leadership team’s knowledge of the standards-aligned, formative assessment teaching-coaching cycle and its impact on instruction and equitable outcomes for every student.</strong></td>
<td>Provides school leaders with information on formative assessment tools and the teaching-coaching cycle when explaining the instructional focus of mentoring work. Invites school leaders to share information with instructional leadership team.</td>
<td>Shares with school leaders and instructional leadership team how standards-aligned formative assessment tools and processes, mentor language, and mentor stances all work together to support the teaching-coaching cycle and provide data to assess instruction, leading to more equitable outcomes for students.</td>
<td>Frames instructional successes and areas for growth in terms of the teaching-coaching cycle, seeking to improve school leaders’ and instructional leadership team’s knowledge of the impact that standards-aligned formative teaching-coaching cycles have on advancing equitable instruction for every student. Uses selected artifacts, anecdotes, and student learning data to support school leaders and instructional leadership team in making connections between implementing teaching-coaching cycles and advancing school-based instructional goals.</td>
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- How do I build awareness of the instructionally focused teaching-coaching cycle and formative assessment tools and processes with instructional leaders? What entry points can I leverage to collaboratively explore their relevance to school-based instructional goals?
- How do I use formative assessment artifacts, anecdotes, and student learning data to illuminate the potential impact of the teaching-coaching cycle on teacher effectiveness and improved outcomes for every student?
- How do I use induction program data appropriately to illustrate the ways in which instructionally focused teaching-coaching cycles contribute to students’ continuous academic, social, and emotional growth?
- What is my comfort level in raising awareness about school-wide patterns of instructional inequities that may have surfaced in the course of the teaching-coaching cycle?
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<td>Introduces self to individual members of instructional leadership team and invites each to consider mentors as partners in advancing school instructional priorities.</td>
<td>Approaches individual members of instructional leadership team to identify and secure needed resources, targeted support of strategies, and/or expertise to meet the variable learning needs of students in beginning teacher’s classroom. Seeks opportunities to share and/or have beginning teacher share appropriate data and artifacts with instructional leadership team in ways that demonstrate connection to instructional priorities.</td>
<td>Seeks opportunities to collaborate with instructional leadership team to identify how alignment and integration of induction goals and processes support school instructional priorities and the activities of the instructional leadership team. Plans for and capitalizes on entry points to participate in and/or contribute to analysis of student learning data and work samples with instructional leadership team. Shares exemplar artifacts used in the teaching-coaching cycle to foster dialogue about how analyzing evidence of student learning can improve instruction and student learning.</td>
<td>Maintains collaborative two-way partnership with instructional leadership team to leverage alignments and integrate relevant induction activities into school’s strategic plan for improving instruction in ways that are mutually beneficial, enhance induction program implementation, and improve instruction and the learning of every student. Recognizes potentially sensitive school-wide issues related to learning environments and uses entry points to influence productive problem-solving to address them and advance equitable learning for every student.</td>
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- How do I engage instructional leadership team to contribute resources, strategies, and expertise that will advance the beginning teacher’s practice and support the variable learning needs of every student?
- How do I build the beginning teacher’s capacity to select appropriate data and artifacts to share with instructional leaders?
- How do I raise the instructional leadership team’s awareness of the effectiveness of analyzing student learning within the teaching-coaching cycle? How can I help them see the value and relevance of the analyzing student learning process for site-based professional learning communities and grade-level teams striving to address school-wide instructional goals and improve learning outcomes for all students?
5.0 **Builds beginning teacher capacity to advance equitable learning by providing rigorous, standards-aligned instruction that meets the needs of every student.**

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<td>Uses formative assessment tools and processes to focus conversations with beginning teacher on planning and delivering standards-aligned instruction, knowing students, and analyzing student learning to improve instruction and student access to rigorous content. Advises beginning teacher on needed content knowledge for lessons and/or seeks content-related resources for support.</td>
<td>Engages the beginning teacher in the teaching-coaching cycle using formative assessment tools and processes in timely ways that are responsive to beginning teacher context. Supports beginning teacher to analyze lessons and tasks for alignment with standards and make adjustments as needed to ensure alignment. Recognizes beginning teacher gaps in content knowledge when they surface in the teaching-coaching cycle and finds entry points to support growth.</td>
<td>Collaborates with beginning teacher in shared inquiry into practice and student learning of rigorous, standards-aligned content using the teaching-coaching cycle. Builds beginning teacher capacity to determine alignment of lessons, tasks, and curriculum and to design adjustments as needed. Uses data from formative assessment tools and processes to engage beginning teacher in reflecting on and addressing instructional issues that impact student learning of rigorous content. Guides beginning teacher to self-assess own needs to deepen content knowledge and engage in professional learning and/or secure resources to meet needs.</td>
<td>Facilitates beginning teacher agency in ongoing teaching-coaching cycles to advance standards-aligned instruction that supports equitable learning of rigorous content for every student. Collaborates with beginning teacher to refine collection of instructional data in innovative ways, to deepen knowledge of the varying impacts of instruction on individual students or groups, and persevere in adjusting instruction to ensure improved learning outcomes for every student. Supports beginning teacher in continuous improvement of content knowledge to ensure accurate and in-depth instruction of rigorous content across the curriculum.</td>
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- How do I use entry points to introduce specific formative assessment tools and processes at each stage of the teaching-coaching cycle to surface potential areas for growth or gaps in the beginning teacher’s knowledge of rigorous content within the standards? How can I utilize those potential areas for growth or gaps as entry points to engage in deeper learning and shared inquiry through the teaching-coaching cycle? How do I secure resources for the beginning teacher that support growth and close gaps?
- How do I use formative assessment tools and processes at each stage of the teaching-coaching cycle to engage the beginning teacher in surfacing issues that impact student learning of rigorous, standards-aligned content and in making instructional modifications to address them?
- How do I engage the beginning teacher in delivering and reflecting upon rigorous, standards-aligned lessons through ongoing teaching-coaching cycles of inquiry in ways that are timely and responsive to the beginning teacher’s needs?
- Which formative assessment tools and processes can the beginning teacher and I use to analyze the extent to which lessons, tasks, and curriculum are aligned to rigorous, grade-level content standards? If there is not alignment, how can I use the teaching-coaching cycle to build the beginning teacher’s capacity to determine what adjustments need to be made to the lesson, task, or curriculum to ensure alignment to the standards?
- How can my mentoring through teaching-coaching cycles inspire shared commitment to providing every student with equitable access to rigorous standards-aligned content?
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<td><strong>5.2</strong> Builds beginning teacher capacity to advance the learning of every student through using appropriate assessments of student academic, social, and emotional skills.</td>
<td>Engages with beginning teacher to deepen knowledge of the important role that social and emotional and academic assessments play in advancing equitable learning. Supports beginning teacher to begin assessing students’ social and emotional strengths in addition to academic strengths and needs.</td>
<td>Collaborates with beginning teacher to select and appropriately use pre-, formative, and summative assessments to inform instruction based on knowing students’ academic, social, and emotional strengths and needs and individual learning preferences. Supports beginning teacher to offer students a variety of appropriate assessments with which to demonstrate their learning.</td>
<td>Facilitates beginning teacher reflection on how design and interpretation of assessments may be influenced by cultural perspectives and learner variability and how assessments can expand or limit student opportunity to demonstrate knowledge, strengths, and needs. Collaborates with beginning teacher to select, design, and/or adjust student assessments to diminish bias and support every learner to demonstrate the range of their knowledge, strengths, and needs on multiple levels.</td>
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<td>Collaborates with the beginning teacher to develop a systematic approach to holistic student assessment based on flexible use of a wide range of student assessments that provides opportunities and allows for full and accurate demonstration of student academic, social, and emotional knowledge, strengths, and needs. Supports beginning teacher to be able to lead colleagues in sharing assessments of student social and emotional skills to broaden professional knowledge of their impact on academic achievement and influence improvements for students school-wide.</td>
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- How do I support the beginning teacher in identifying their students’ individual learning preferences, strengths, and areas for growth academically, socially, and emotionally?
- How do I build beginning teacher capacity to determine which assessments and sources of information about individual students will help them assess students’ individual learning preferences, social and emotional skills, and academic performance?
- How do I build the capacity of the beginning teacher to engage students in setting personal learning goals and monitoring their own progress using data from assessments?
- How do I support the beginning teacher to analyze student assessments for bias? How do I support the beginning teacher to revise assessments to address bias and/or to engage with school leaders to address bias apparent in required assessments?
- How do I support the beginning teacher in designing student assessments that have a range of appropriate options for students to demonstrate their learning and provide a complete and accurate picture of their skills and needs?
5.2 | Emotional Skills
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**Establishing** | **Applying** | **Integrating** | **Innovating**
Guides beginning teacher in analyzing student assessments to identify varying needs of individuals and groups of students. Supports beginning teacher in planning and delivering standards-aligned lessons in response to assessed student needs and incorporating modifications and accommodations identified in Individualized Education Programs, 504 plans, or other designated services. | Engages beginning teacher in analysis of student learning to surface the variable learning needs and strengths of students. Supports beginning teacher in using results of analysis to plan and deliver standards-aligned, differentiated lessons that address students’ identified needs and strengths. Supports beginning teacher to seek and secure assistance from support personnel or other resources as needed to advance the learning of individuals or groups of students. | Collaborates with beginning teacher to analyze evidence of student learning and to design differentiated lessons that include strategic scaffolds that meet the evolving learning needs of students and appropriately challenge them to improve. Engages beginning teacher in planning to make possible adjustments during delivery of instruction as needed to ensure that every student is able to meet the demands of learning rigorous content throughout the lesson. | Facilitates beginning teacher agency in ongoing, systematic analysis and interpretation of student assessments. Facilitates beginning teacher agency in using results of student assessments to plan and deliver differentiated instruction that offers multiple pathways to learning, is responsive to the evolving learning needs of every student, and allows for flexible use of challenges and scaffolds to ensure every student maintains engagement in and has equitable access to learning rigorous, standards-aligned content. | 

- How do I build the beginning teacher’s capacity to analyze and interpret evidence of student learning to strategically plan and adjust instruction that is aligned with rigorous content standards and that provides appropriate challenge and scaffolds to meet the needs of each learner?
- How do I use formative assessment tools and processes for observation and analysis of student learning to engage the beginning teacher in surfacing students’ variable learning needs and in planning ways to support every learner to meet the demands of rigorous content standards?
- How do I hold myself and the beginning teacher accountable for providing every student with equitable access to rigorous, standards-aligned content and improving each student’s learning outcomes?
- How do I model a growth mindset in which learner variability is understood, expected, and welcomed when analyzing student assessments and planning and delivering standards-aligned instruction to meet the needs of every student?
- What support personnel or additional expertise can the beginning teacher and I seek out to ensure that the variable learning needs of every student are being addressed?
5.4 Builds beginning teacher capacity for continuous improvement through professional goal setting based on assessments of practice and student learning and aligned with school and district instructional priorities and professional teaching standards.

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<td>Uses formative assessment tools and processes and/or school and district tools and processes to guide beginning teacher in developing professional goals to improve practice and student learning in alignment with school and district instructional priorities. Employs a growth mindset and supports beginning teacher to employ a growth mindset when reflecting on evidence of practice and student learning.</td>
<td>Supports beginning teacher to self-assess practice using evidence from formative assessment data and results of students’ academic, social, and emotional assessments. Prepares to capitalize on entry points during co-assessment to ensure beginning teacher is aware of own strengths in improving students’ learning and social and emotional skills. Engages beginning teacher in identifying professional goals for improving own content knowledge.</td>
<td>Collaborates with beginning teacher to use results of self- and co-assessments to design short- and long-range professional goals aligned with student learning needs related to rigorous standards-aligned content, school and district instructional priorities, and professional teaching standards. Engages beginning teacher in regularly reviewing and modifying professional goals as needed based on routine analysis of evidence of practice, awareness of needs to improve content knowledge, and assessments of student learning of rigorous, standards-aligned content.</td>
<td>Builds beginning teacher agency in setting professional goals based on the analysis and interpretation of data of practice in relationship to student learning of rigorous, standards-aligned content. Supports beginning teacher to strategically share evidence of success in meeting professional goals with colleagues and instructional leaders as a new way of fostering professional learning and to advance equitable instruction school-wide.</td>
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- How can I support the beginning teacher to create professional goals that are aligned with school instructional goals and priorities and grounded in their knowledge of rigorous, grade-appropriate content standards, professional teaching standards, and data on instruction and student learning?
- How do I facilitate the beginning teacher self-assessment and professional goal-setting process using results of academic, social, and emotional assessments? How do I capitalize on entry points to raise the beginning teacher’s awareness of growth in meeting the academic, social, and emotional needs of every student?
- What do I need to do to be fully prepared to engage in co-assessment of the beginning teacher’s content knowledge and support related goal-setting?
- How do I foster a sense of teacher agency and a growth mindset throughout the beginning teacher’s professional goal-setting process?
INSTRUCTIONAL

6.0 Builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that meets the diverse academic, social, and emotional needs of every student.

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<td>Ensures that beginning teacher knows school and district safety policies and procedures. Collaborates with beginning teacher to design classroom space to ensure physical safety and to immediately address issues of physical safety as they arise. Supports beginning teacher in developing positive, kind, caring, and respectful relationships with and among students and in knowing that relationships are foundational to having a safe and effective learning environment.</td>
<td>Supports beginning teacher in creating a socially and emotionally safe learning environment that promotes intellectual risk-taking and advances academic achievement. Collaborates with beginning teacher to analyze observation data and/or other appropriate formative assessment data to identify strengths and areas for improvement in the learning environment with regard to emotional, intellectual, and physical safety. Collaborates with beginning teacher to analyze lessons for potential emotional, intellectual, and physical safety issues and modify as needed.</td>
<td>Collaborates with beginning teacher to establish and maintain inquiry into the quality of the learning environment as a fundamental part of teaching-coaching cycles. Collaborates with beginning teacher to implement research-based strategies for designing and managing a learning environment in which students demonstrate interest in and respect for varying viewpoints, are able to express emotions in healthy ways, take risks intellectually and emotionally, and grow in their resilience and capacity to struggle with rigorous content and challenging tasks.</td>
<td>Facilitates beginning teacher agency in ongoing inquiry into the quality of the learning environment to promote emotional, intellectual, and physical safety for every student. Collaborates with beginning teacher to guide refinements of research-based strategies in response to the evolving dynamics of emotional, intellectual, and physical safety within the learning environment. Explores with beginning teacher appropriate contexts in which to assume leadership role and advocate for students’ emotional, intellectual, and physical safety within and beyond the school community.</td>
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• How do I foster a shared knowledge of the connections between social and emotional growth and academic achievement?
• How do I ensure the beginning teacher and I focus on individual student strengths to support academic, social, and emotional growth?
• How do I model a growth mindset and articulate its role in fostering socially and emotionally safe learning environments?
• How do I build the beginning teacher’s capacity to explore classroom conditions that are conducive to learning and that support positive, caring relationships, risk-taking, and healthy expression of emotions? What research-based resources, knowledge, and skills can I draw on to support beginning teacher success in implementing strategies that improve the learning environment?
• What formative assessment tools and processes can I use with the beginning teacher to observe for and provide feedback on conditions of social and emotional safety in their classroom?
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<td>Collaborates with beginning teacher in using formative assessment tools and processes to identify sociocultural and linguistic factors surrounding students and reflect on how they might influence student learning. Prepares to capitalize on entry points to engage beginning teacher in dialogue about equity to raise awareness of equity principles and culturally responsive pedagogy.</td>
<td>Engages beginning teacher in considering sociocultural and linguistic factors when analyzing evidence of student learning to gain broader knowledge of student strengths and needs and guide instructional planning that improves equitable access to learning for every student. Supports beginning teacher to plan lessons that incorporate some use of equitable practices and culturally responsive instructional strategies to meet identified sociocultural and linguistic needs and provide appropriate and responsive scaffolds to support the success of every student.</td>
<td>Capitalizes on entry points to engage beginning teacher in authentic, equity-focused conversations, including potential bias in the curriculum. Fosters beginning teacher reflection on the range of factors that contribute to the diversity of their students and the impact these factors have on equity and inclusion in the learning environment and the learning of every student. Collaborates with beginning teacher to identify and routinely implement culturally responsive instructional strategies, equitable practices, and appropriate scaffolds to meet identified needs and advance equitable learning for every student.</td>
<td>Builds beginning teacher capacity to apply an equity lens to the teaching-coaching cycle and to initiate their own inquiries into identifying inequities, bias, and stereotyping, including assumptions about culture, members of cultures, and race as they impact student learning. Facilitates beginning teacher agency and supports capacity and commitment to addressing issues of equity and integrating an equity and inclusion perspective into all instruction. Supports beginning teacher leadership in raising issues of diversity, equity, and inclusion within the school community.</td>
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- How do I convey my professional commitment to diversity, equity, and inclusion in words and actions?
- How do I apply an equity lens in my instructional mentoring conversations about cultural competencies and culturally responsive pedagogy?
- What tools and resources can we use to assess the needs of second language learners and build the beginning teacher’s capacity to ensure that curriculum and instruction is scaffolded, accessible, and responsive to every student’s language learning needs?
- If equitable access to curriculum is not observed in a classroom, how do I use formative assessment tools and processes to surface issues? How do I engage the beginning teacher in a positive way to feel safe to reflect on the issues and problem-solve collaboratively?
- How do I engage the beginning teacher in a positive way to feel safe and problem-solve collaboratively if formative assessment surfaces issues of equitable access to curriculum in a classroom?
- How can conversations about diversity, equity, and inclusion fortify the beginning teacher’s professional commitment to providing rigorous, standards-aligned, scaffolded instruction that supports the variable needs of every student?
- When and how do I facilitate reflective conversations with the beginning teacher regarding their emerging role as a teacher leader and advocate for equitable and inclusive learning environments for every student?
### 6.3 Establishing

Builds beginning teacher capacity to establish and maintain an inclusive classroom environment that fosters self-regulation and learner agency.

- Supports beginning teacher to know the impact that learner self-perceptions of belonging and capability in the learning environment have on motivation for self-regulation and agency. Collaborates with beginning teacher in assessing students’ perceptions of belonging and feeling capable. Supports beginning teacher to reflect on student assessment data and recognize ways in which the learning environment can be improved.

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<td>Supports beginning teacher to know the impact that learner self-perceptions of belonging and capability in the learning environment have on motivation for self-regulation and agency. Collaborates with beginning teacher in assessing students’ perceptions of belonging and feeling capable. Supports beginning teacher to reflect on student assessment data and recognize ways in which the learning environment can be improved.</td>
<td>Collaborates with beginning teacher to design routines and procedures that reflect the values of the learning environment such as valuing persistence, practice, and staying engaged. Supports beginning teacher to guide students to set learning goals and monitor their own progress in using appropriate assessment data.</td>
<td>Collaborates with beginning teacher to guide and support students in identifying their own strengths and differences in learning to maximize their contributions to their learning and the learning of others. Engages beginning teacher in designing lessons that provide opportunities for choice and options that allow students to capitalize on their learning strengths and differences. Collaborates with beginning teacher to engage students in routinely analyzing data about their academic, social, and emotional strengths and needs, setting goals, and monitoring progress.</td>
<td>Collaborates with beginning teacher to facilitate student leadership in maintaining a classroom culture that values the importance of each member in the learning community as co-learners and contributors with the shared responsibility of advancing the learning of every student. Builds beginning teacher capacity to design instruction that advances student agency through self-selecting study topics and options for presenting learning within the classroom and beyond.</td>
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- What formative assessment observation tools and processes do I use with the beginning teacher to collect data to assess ways in which the classroom environment is inclusive?
- What research-based resources, knowledge, and skills can I draw on to support the beginning teacher in creating and maintaining an inclusive classroom environment?
- How do I support the beginning teacher to increase their knowledge of how students’ perceptions of belonging in the classroom impact learning and learner agency?
- How can I support the beginning teacher to incorporate or refine instructional strategies to foster learner agency for every student?
- What entry points can I capitalize on to support the beginning teacher to explore and implement routines and procedures to increase student self-regulation and learner agency?
6.4 Builds beginning teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology.

<table>
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<tr>
<th>Establishing</th>
<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
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<tr>
<td><strong>Engages beginning teacher in using available technology</strong> to support required uses for communication, assessment, and instruction. Collaborates with beginning teacher to identify and problem-solve issues regarding students’ equitable access within the classroom to technology. Collaborates with school leaders and technology support staff to address immediate needs and to ensure that beginning teacher has reliable and equitable access to classroom and school-wide technology.</td>
<td><strong>Collaborates with beginning teacher to increase regular use of technology in instruction to improve meeting diverse learning needs of students. Engages beginning teacher in identifying student access to technology outside of school before designing class projects or research that require outside access. Provides resources and supports collaborations with technology support staff and/or colleagues to enhance use of technology to support the learning of every student.</strong></td>
<td><strong>Collaborates with beginning teacher in the strategic use of technology to scaffold instruction to meet identified needs of individual students and provide varied pathways to learning for students. Supports beginning teacher to find ways to flexibly use classroom and school technology to mediate inequitable access outside of school and/or modify assignments. Collaborates with beginning teacher to implement systematic and intentional use of technology in instruction, using resources within the class, school, and outside of school to equitably meet the diverse learning needs of every student. Engages beginning teacher in fostering student agency in the use of technology to advance students’ own learning. Builds beginning teacher capacity to advocate for uses of classroom and school-wide technology that equitably enhance and advance the learning of every student.</strong></td>
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- To what extent do the beginning teacher and their students have equitable access to technology in the classroom? If there are inequities, in what ways can I advocate for access?
- How do I capitalize on entry points to explore technology-based strategies for scaffolding instruction and/or providing varied learning pathways to meet the needs of every student?
- How do I engage the beginning teacher in assessing student access to and use of technology outside of classroom/school for research and projects related to classroom assignments? How do I support the beginning teacher to leverage use of technology in class/school to mediate students’ varying levels of access to and use of technology outside of school and advance equitable learning for every student?
- How do I build the beginning teacher’s capacity to advocate for systematic and intentional uses of classroom and school-wide technology that enhance and advance equitable learning for every student?
Establishing beginning teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology.

Engages beginning teacher in using available technology to support required uses for communication, assessment, and instruction. Collaborates with beginning teacher to identify and problem-solve issues regarding students' equitable access within the classroom to technology.

Collaborates with school leaders and technology support staff to address immediate needs and to ensure that beginning teacher has reliable and equitable access to classroom and school-wide technology.

Collaborates with beginning teacher to increase regular use of technology in instruction to improve meeting diverse learning needs of students.

Engages beginning teacher in identifying student access to technology outside of school before designing class projects or research that require outside access. Provides resources and supports collaborations with technology support staff and/or colleagues to enhance use of technology to support the learning of every student.

Collaborates with beginning teacher in the strategic use of technology to scaffold instruction to meet identified needs of individual students and provide varied pathways to learning for students.

Supports beginning teacher to find ways to flexibly use classroom and school technology to mediate inequitable access outside of school and/or modify assignments.

Collaborates with beginning teacher to implement systematic and intentional use of technology in instruction, using resources within the class, school, and outside of school to equitably meet the diverse learning needs of every student. Engages beginning teacher in fostering student agency in the use of technology to advance students' own learning. Builds beginning teacher capacity to advocate for uses of classroom and school-wide technology that equitably enhance and advance the learning of every student.

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How do I build the beginning teacher's capacity to advocate for systematic and intentional uses of classroom and school-wide technology that enhance and advance equitable learning for every student?