

Qualities of the High-Performance Mentor Teacher: Knowledge, Skills, and Values

| <i>Commits to the Roles and Responsibilities of Mentoring</i> | <i>Accepts the Beginning Teacher as a Developing Person and Professional</i> | <i>Reflects on Interpersonal Communications and Decisions</i> |
|--|--|--|
| <input type="checkbox"/> Dedicates time to meet with the mentee | <input type="checkbox"/> Endeavors to see the world from the mentee's point of view | <input type="checkbox"/> Reflects on what, where, when, and how to communicate with the mentee |
| <input type="checkbox"/> Persists in efforts to assist the mentee despite obstacles or setbacks | <input type="checkbox"/> Anticipates the needs of the mentee by thinking like a beginning teacher | <input type="checkbox"/> Adjusts communication style to the developmental needs of the mentee |
| <input type="checkbox"/> Maintains congruence between mentoring words and actions | <input type="checkbox"/> Understands the common problems and concerns of beginning teachers | <input type="checkbox"/> Respects the confidentiality of the mentor-mentee relationship |
| <input type="checkbox"/> Attends meetings and professional development programs related to mentoring | <input type="checkbox"/> Applies theories of adult learning and development | <input type="checkbox"/> Self-discloses regarding one's own professional challenges |
| <input type="checkbox"/> Models self-reflection and self-assessment as hallmarks of professionalism | <input type="checkbox"/> Models acceptance of diversity in others | <input type="checkbox"/> Models effective helping relationship skills |
| <i>Serves as an Instructional Coach</i> | <i>Models a Commitment to Personal and Professional Growth</i> | <i>Communicates Hope and Optimism for the Future</i> |
| <input type="checkbox"/> Employs the clinical cycle of instructional support | <input type="checkbox"/> Lives the life of learner as well as teacher | <input type="checkbox"/> Encourages and praises the mentee |
| <input type="checkbox"/> Values the role of shared experience in the coaching process | <input type="checkbox"/> Engages the mentee as fellow student of teaching and learning | <input type="checkbox"/> Holds and communicates high expectations for the mentee |
| <input type="checkbox"/> Engages the mentee in team planning and team teaching whenever possible | <input type="checkbox"/> Pursues professional growth related to teaching and mentoring | <input type="checkbox"/> Projects a positive disposition toward the teaching profession |
| <input type="checkbox"/> Possesses knowledge of effective teaching practices | <input type="checkbox"/> Advises the mentee on professional growth opportunities | <input type="checkbox"/> Avoids criticism of students, parents, and colleagues |
| <input type="checkbox"/> Models openness to new ideas and instructional practices | <input type="checkbox"/> Models fallibility as a quality fundamental to personal and professional growth | <input type="checkbox"/> Models personal and professional self-efficacy |

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Figure 1.1. High-Performance Mentoring Matrix