

MEASURING THE MENTORING COMMITMENT: The Self-Assessment Rubric shows four levels of involvement in a mentoring relationship. As a team, decide what level you will try to reach. Level Four requires a strong desire and extensive time commitment. Level One does not meet the expectations of this mentoring program. If you do not feel you are moving beyond Level One, whether as a protégé or a mentor, please contact your MSCA District Chair for suggestions.

Self-Assessment Rubric

Level Four	Level Three	Level Two	Level One
<ul style="list-style-type: none"> • Contact between mentor & protégé is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership. • Both the mentor and protégé consistently initiate learning focused conversations regarding counselor and student learning. • The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the protégé’s capacity to generate information. • Mentoring interactions promote connections between guidance practice and student results. Personal leanings are transferred and applied to other content and contexts. These leanings inform future actions. • The mentor models problem-solving processes and reflective practice which protégés adopt. • The protégé participates in school-wide goal achievement and gradually interacts as a collective member of the professional school community. 	<ul style="list-style-type: none"> • The mentor and protégé maintain regular contact. • Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results. • Learning-focused conversations center on the implementation of guidance curriculum and generally recognized best practices. • The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities. 	<ul style="list-style-type: none"> • Contact occurs as scheduled and satisfies the protégé’s needs for information. • Throughout the relationship, information production remains higher for the mentor. • The mentor conducts conferences employing strategies to fix current problems and adds to the protégé’s list of activities. • Discussion centers on specific episodes and situations. Meeting protégé needs may become time intensive for the mentor. • The mentor provides orientation and introduction to the professional school community. 	<ul style="list-style-type: none"> • Mentor-protégé contact is irregular and generally precipitated by a need for information or assistance. • Interactions are limited to the transfer of critical, basic information. • The mentor provides suggestions and advice as requested. • The protégé’s collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty. • The greatest leanings for the protégé are within the management domain and generally do not progress to the examination of impact. • Survival strategies are the emphasis of the protégé’s learning.

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