



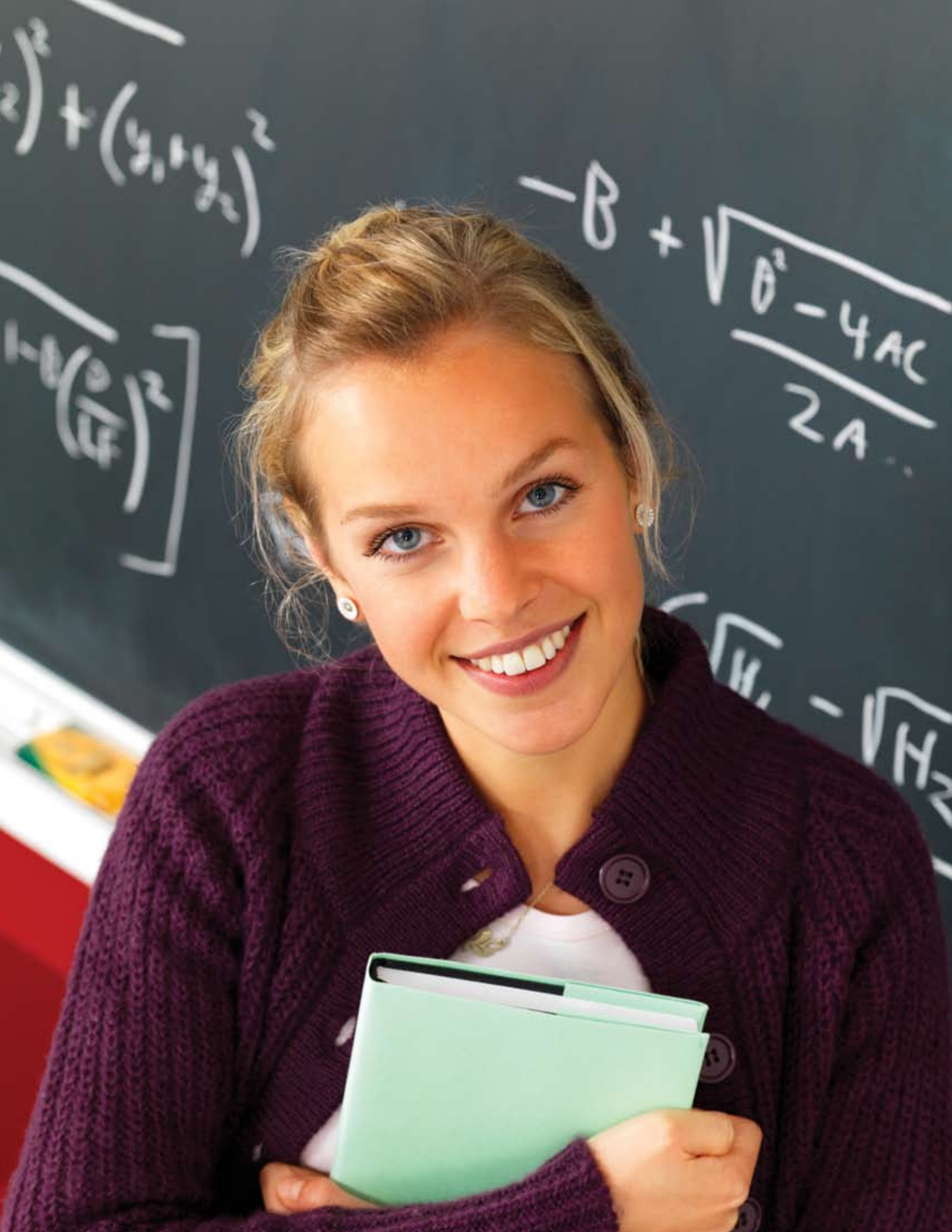
IDAHO MENTOR PROGRAM STANDARDS

Idaho State Board of Education
Idaho State Department of Education
Professional Standards Commission

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IDAHO STATE DEPARTMENT OF EDUCATION
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$$x^2 + (y_1 + y_2)^2$$

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$$\left[\frac{1}{4} \right]^2$$

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Overview of Idaho Mentor Program Standards

Introduction

The Idaho Mentor Program Standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. These Program Standards require that representatives from across the educational community come together for initial planning and continue together to monitor and evaluate for program improvement. The following program standards, elements and reflective questions are intended to guide your team's thinking in designing an effective Mentor Program.

Idaho's Mentor Program is a collaborative initiative of the Idaho State Board of Education and Idaho State Department of Education. Together, we are working to create a system of professional development from pre-service through induction that is aligned and rigorous to ensure high-quality teacher preparation in Idaho.

Purposes:

The purposes of the Idaho Mentor Programs are:

1. To ensure a successful transition from pre-service into the teaching profession.
2. To develop teacher excellence and ensure that every student has an effective teacher.
3. To raise new teacher retention rates and satisfaction in the profession.
4. To ensure high levels of student achievement in all classrooms.
5. To improve the rigor and consistency of using multiple assessments to guide instruction that is differentiated to meet the diverse learning needs of students.
6. To build norms of collaboration, inquiry, data-driven dialogue and reflection using evidence.
7. To establish an effective, coherent system of teacher performance assessments that is based on Professional Teaching Standards.
8. To assure the parents and community that new teachers are being supported to attain high levels of professional competence.
9. To ensure that teacher professional development is individualized and based on Professional Teaching Standards.
10. To develop teacher leadership.
11. To ensure continuous program improvement through ongoing research, development and evaluation.

Domain I: Program Design, Sponsorship and Leadership

Program Standard 1: School and Community Context

The context of your school, district and community forms the environment within which your Mentor Program will exist. It is important to identify the circumstances, events and factors that need to be considered before thinking about your program design.

The assignment of beginning teachers is an important consideration in facilitating their entry into the profession. Beginning teachers should be placed in situations that are appropriate to their novice status so they will have an opportunity to develop fully as teaching professionals. If beginning teachers are placed in more challenging settings, additional time and resources should be provided to foster their success.

PROGRAM ELEMENTS:

a) Demographics, circumstances and factors are considered before designing your program.

- What are the demographics of your schools? How many schools are in your district? What is the student population at each school?
- What is the size and make-up of your community? What are the linguistic, cultural and academic backgrounds of students?
- What are the special needs of students in the district(s)?
- What is the relationship between the district and local Teacher Preparation Program(s)?

b) Student, teacher and district profile are considered for district initiatives and priorities.

- What are the academic successes and challenges in your district?
- What are important school and/or district initiatives that need to be considered?

- What are retention rates in your district?

c) Working conditions for beginning teachers are considered and mediated, as needed, to promote beginning teacher success.

- Describe the context for new teachers in terms of: resources, support, adjunct responsibilities, numbers of preps (secondary), combination classes (elementary, classroom location, etc.)
- How are new teacher assignments made in your district? What considerations are made for novices?
- What collaboration structures are in place for teachers at the school sites? In what ways do teachers use collaboration time?
- What additional resources and support are provided to beginning teachers in challenging situations?

Program Standard 2: Program Rationale, Goals, Design and Participation

A mentoring program should be built on a vision of beginning teacher growth and development that is supported by research and practice. This vision includes the mentor teacher's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between teachers and administrators.

A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support and assessment services to beginning teachers. The developmental needs of beginning teachers are clearly understood by program designers and managers.

PROGRAM ELEMENTS:

a) The rationale for program components, structure and activities is based on research about teacher development, effective mentoring practices and systems alignment.

- What is the rationale for your program's design?
- In what ways is your rationale informed by research, theory and practice?
- In what ways will you ensure that the planning and implementation of your program is consistent with the holistic, developmental view of teaching articulated in Professional Teaching Standards?

b) The Mentor Program has clearly articulated goals and outcomes.

Program:

- What are your program's overall goals?
- What goals and outcomes are needed to ensure a positive impact on student achievement, retention and teacher quality?
- How will your program equip novices with knowledge and skills to effectively teach the linguistically, culturally and academically diverse?

Beginning Teachers:

- What specific outcomes do you have for beginning teachers?
- What professional habits do you intend to cultivate?
- What would success for beginning teachers look like?

Mentors:

- What outcomes do you have for your mentor teachers?
- In what ways can your program develop leadership capacity in experienced teachers?
- What would success for mentors look like?

Professional Partners and Stakeholders:

- What are goals for school district and university articulation?
- What goals for communication do you have for program leaders?

- What goals for communication do you have for the mentors and site administrators?
- What are goals for the support and/or advisory groups for each constituent group and how often should they meet?

c) The design of the program is structured to maximize beginning teacher success within the context of a professional learning community.

Program:

- What is the overall design of your program?
- What is your implementation plan?
- In what ways is the Induction Program contextualized to meet students', teachers', schools' and district needs?
- In what ways are you aligning and providing continuity between pre-service, the first years of teaching and ongoing teacher professional development?
- What are possible obstacles to building an effective program and how can we avoid them and/or manage them?

Beginning Teachers:

- What criteria will your program use for selecting beginning teachers to be served? Criteria to consider could include, but not be limited to: teaching assignment, number of preparations, previous preparation, or diversity of student population.
- What services will be provided to beginning teachers?

Mentors and Beginning Teachers:

- How does your program address the strengths and needs of beginning teachers and recognize individual developmental differences in beginning teachers and mentors?
- What are the structures for beginning teachers and mentors to work together?
- How often do beginning teachers meet with their mentor, for what length of time and for what purposes?
- What are the program's expectations for meeting during school hours for coaching and observation?

- Describe different ways mentors use release time within the program.

Program Standard 3: Sponsorship and Administration of Program

The commitment of sponsoring organizations is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include school and site administrators, teacher leaders, union or teacher association leadership, school board members, university faculty, and community or business leaders. It is equally important that the program have strong leadership and an organizational structure that manages and delivers services to meet the diverse needs of beginning teachers in the local context. A broad network of institutional and leadership support will ensure the program's success.

In order for beginning teachers to receive a thoughtful, responsive and consistent program of services, sponsorship and administration of the Mentor Program need to work together to plan, implement and evaluate the Mentor Program.

PROGRAM ELEMENTS:

a) Sponsoring organizations demonstrate institutional commitment to the Mentor Program.

- Who are the parties in this agreement?
- How can you assemble the funding needed to support and grow the program?
- How can you build support for the program and follow through with key decision makers?

b) Program leadership and organizational structures are clearly specified, and a primary contact person is designated.

- What processes for selection will you use to ensure that the primary contact person and program leaders have the necessary skills and interest in leading the program?
- In what ways will current communication structures need to be adjusted to maintain high levels of clarity regarding the leadership of this program?

c) Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.

- What are the benefits to and responsibilities of stakeholders in this partnership?
- How are stakeholder groups meaningfully involved?
- How do stakeholders know their level of involvement in program implementation and decision-making?
- How will leaders of the program be clear about their role in decision-making, supervision and evaluation?

d) Program leaders acquire depth of knowledge and understanding necessary to develop and implement a high-quality Mentor Program.

- How will you identify the background and skills of program leaders in order to plan appropriate, immediate and ongoing professional development?
- How will you design or redesign organizational structures to fully acknowledge and support program leaders?

Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, Bargaining Units and Teacher Preparation Programs

The knowledge, attitudes and actions of K-12 school organizations are critical in setting the stage for beginning teacher success. Site administrators are instrumental in providing the leadership to create conditions for beginning teacher success that take the novice's status into consideration. School site administrators provide the structure and create a positive school climate for the program's support and assessment activities.

Site and district administrators, school board members, union leaders and other policy boards are involved in the design, implementation and ongoing evaluation of

the Mentor Program. Preparation of the K-12 organizations to assume their responsibilities for supporting the Mentor Program is important. Preparation includes knowledge about beginning teacher needs, teacher development, formative assessment, and research as related to mentoring.

PROGRAM ELEMENTS:

a) The program leader(s) communicate clearly the Mentor Program’s rationale, goals, and design to school district leaders and administrators, school officials, bargaining units, teacher preparation programs and others responsible for preparing, employing, assigning and supporting beginning teachers.

- How will current communication structures be utilized or adjusted to ensure clear and ongoing two-way communication between program leaders and appropriate groups?
- How will you develop a systematic plan for communication?
- What are the roles and tasks of the mentor coordinator and how will they be communicated? Board members? Union or association leaders? University faculty? Retired employees?

b) The program provides professional development for site administrators in order that administrators become familiar with program components, formative assessment processes, beginning teacher development and working conditions to support teacher success.

- What is essential for you to share with administrators initially to engage them in full support of the program?
- What will be your system for ongoing support of administrators to maintain knowledge about and full support of the program?
- How will you plan for supporting administrators who were unable to attend scheduled trainings?

c) The program works with site administrators to establish a culture of support within their school for mentors and beginning teachers to work together.

- How will you integrate involving administrators in dialogue and professional development regarding the program?
- What operational changes are being made in your schools to make mentoring possible?
- How will mentors interact with non-participants in the organization and others to ensure that mentees have appropriate access to needed professional development opportunities and support?
- What school policies and practices are barriers to mentoring, and how can they be overcome?

d) Opportunities for communication and feedback are assured among sponsoring agencies.

- What structures will best ensure multiple opportunities for two-way communication?
- How can support for the program be built with others who are non-participants in mentoring?

e) Formal and informal linkages are made internally among members of the partnership.

- How will you delineate roles, responsibilities and relationships among members of the partnership in support of the program?
- What are the roles and tasks of the mentor coordinator and how will they be communicated? Board members? Union or association leaders? University faculty? Retired employees?
- How will you work with universities to ensure that their students are prepared to succeed in our mentoring program?

Domain II: Developing Teacher Excellence

Program Standard 5: Mentor Selection, Assignment and Roles

By selecting well-qualified mentors, the program can assure that beginning teachers receive high quality support and assessment in the context of the classroom. Mentors are recruited and selected using a clearly articulated, open process that involves a number of stakeholder groups. The process includes a written application with letters of recommendation and a formal interview process. Selection is guided by a set of criteria and a rubric.

Mentors need to be assigned to beginning teachers in a timely manner, taking content, grade level, pedagogical needs and local context into account. Mentors need release time to work with new teachers during and after school hours.

PROGRAM ELEMENTS:

a) Roles and responsibilities of mentors are clearly defined and communicated to all program participants.

- Who will be involved in clarifying the roles and responsibilities of mentors?
- How will program participants learn about the roles and responsibilities of mentors?
- How will you clearly define and communicate to all stakeholders the confidential and non-evaluative role of the mentor-mentee relationship?
- What are other critical factors in the mentor-mentee relationship?

b) Selection criteria are consistent with mentor's specified roles and responsibilities.

- Who will be involved in designing the selection criteria?
- How will the selection criteria be shared with staff?

c) The selection process includes a written application and formal interview, guided by a set of criteria and rubric.

- What will you do to attract the best candidates to become mentors?
- How will you ensure a fair and equitable process for selection?

d) Assignments are made taking into consideration subject matter knowledge orientation to learning, relevant experiences current assignments and geographical proximity. Clear procedures are in place for reconsidering assignments when either the mentor or beginning teacher is dissatisfied with the pairing.

- For whom will the mentoring be provided? Novice employees? Experienced new hires? Existing employees?
- What are appropriate criteria for matching mentors with mentees?
- How many mentees can/should a mentor work with at the same time, if a full release mentor caseload is 15-16 beginning teachers?
- What steps will be followed if a "mismatch" seems to occur?

Program Standard 6: Mentor Professional Development

Exemplary teachers are not necessarily prepared to support others professionally. Awareness of the diversity of beginning teacher needs and the ability to provide support that nurtures professional development demand different abilities and skills from those required to teach students in classroom settings.

Mentors need to participate in a learning community that supports the development of their practice and their use of mentoring tools, protocols and formative assessment.

Professional development includes both the development of knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages program participants and develops their leadership.

PROGRAM ELEMENTS:

a) Mentors are prepared to work with beginning teachers and respond to their diverse needs.

- What are the goals/outcomes for the mentor training?
- In what ways will you provide professional development to mentors that will ensure the development of strong relationships between mentors and beginning teachers?
- How will you design training that will support mentors to learn about and become confident in meeting the diverse needs of beginning teachers?
- What ongoing support activities and groups are needed for effective mentoring?
- Mentors characteristics, roles and tasks
 - i. Given our goals, what are the roles and tasks that every mentor should ideally be able to fulfill?
 - ii. Which mentoring tasks are the same for every protégé?
 - iii. Which mentoring tasks are unique to different people, or people with different levels of experience?
 - iv. Which mentoring tasks will most mentors already know?
 - v. Which tasks are not likely to already be known?
 - vi. What check lists can be found, developed or adapted that include typical mentoring tasks?
 - vii. How can checklists be refined to focus early mentoring on priorities, so protégés are not overwhelmed?
- When will the trainings take place, and how many times per year?
- What roles in training might be appropriate for stakeholders?

b) Professional development prepares mentors in the appropriate use of formative assessment tools and processes.

- What initial training is necessary to promote an understanding of the goals and scope of formative assessment?
- How will you schedule introduction of the use of formative assessment tools and also provide follow-up dialogue and support to ensure effective use of the tools?

c) Mentors have opportunities to meet with each other to develop and refine needed mentor skills, problem-solve, assess and reflect on teaching and learning, and develop leadership skills.

- When will mentors be brought together for collaboration with their mentor colleagues to meet their immediate needs and to refine their mentoring practice?
- What will you need to include in your planning that will foster mentor involvement in sharing leadership in their professional learning community?

d) The Mentor Program assesses the quality of services provided by the mentors to beginning teachers.

- Who will be responsible for the assessment of mentors?
- How will you make assessment processes transparent to mentors?

Program Standard 7: Role of Formative Assessment in Teacher Development

No measure of teacher performance fully captures the complexity of teaching. Assessments of each individual teacher's strengths and areas for growth help target support services where they are most needed. Information from ongoing formative assessments can be used to guide the teacher in establishing and pursuing professional development goals during and following the induction period. New teachers may move forward in their professional practice in a

variety of ways, developing at different rates in different areas of teaching. Engaging in formative assessment supports habits of self-reflection and career-long professional growth in the beginning teacher.

The formative assessment system is based on professional teaching standards and a continuum of teacher development and the collection of a variety of authentic evidence of teacher practice, including student work. A set of formative assessment tools and protocols assist the beginning teacher and mentor in guiding and documenting their work together. The formative assessment information is used to determine the scope, focus and content of professional development activities that are the basis of the beginning teacher's Individual Learning Plan.

Formative assessment involves an ongoing process of data collection and analysis for the purpose of informing both the mentor's and beginning teacher's next steps.

PROGRAM ELEMENTS:

a) The formative assessment system is based on professional teaching standards, a continuum of teacher development and reflection on evidence of practice.

- How will you support mentors to understand a continuum of teacher development and appropriate expectations for teacher growth throughout a year?
- How will you support mentors to analyze and reflect on formative assessments linked to professional standards as evidence of teacher growth?

b) The formative assessment system is clearly defined and characterized by:

- i. Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of professional teaching standards;**

- ii. Criteria aligned to professional teaching standard used to make professional assessments about teaching evidence;**

- iii. Assessment evidence that includes both teacher work and student work and informs future practice in relation to professional teaching standards and to state-adopted academic content standards and performance levels;**

- iv. A reflective process based on professional teaching standards that includes collaboration with mentors and other educators, as well as structured self-assessment, and informs future practice.**

- How will you ensure the selection and/or development of a quality formative assessment system?
- c) Mentors are well prepared to integrate support and assessment strategies within the context of their mentoring.**
 - How do you ensure that mentors receive training in contextualizing their support and the selection of formative assessment tools?
 - How will you support mentors to use formative assessment tools in non-evaluative ways?
 - How can a system be designed that balances the mentor and mentee assessment experience so that it is positive, growth-producing, and also holds participants accountable for effectiveness and results, monitors stewardship for time and other resources, and leads to improvement?
 - d) Multiple measures of formative assessments are used to identify individual teacher needs and guide support.**
 - In what ways do you support mentors to reflect on the results of individual and multiple assessments to guide ongoing decisions in mentoring?
 - e) Assessment information contributes to the development of an Individual Learning Plan.**

- What assessments will be selected as guides for mentors and beginning teachers to develop learning plan goals?

f) Formative assessment results are used to guide professional development.

- How will program leaders and mentors utilize the trends represented in beginning teacher formative assessments to guide the development of beginning teacher professional development?

g) The Mentor Program evaluates the effectiveness of the formative assessment system to make improvements to the system and accompanying training.

- What information needs to be gathered from mentors, beginning teachers and program leaders to inform improvements to the system and related professional development?
- When are appropriate times for information gathering and analysis?
- Who will be involved?

Program Standard 8: Beginning Teacher Professional Development

Professional development activities need to be guided by a common set of expectations, such as professional teaching standards, yet are responsive to the individual teacher, state and local priorities. Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from formative assessment information. Presenters model best teaching practices, and a professional learning community is established among beginning teachers in the Mentor Program.

This ongoing network of novice colleagues is established for the purpose of professional learning, problem solving and mutual support. They help new teachers form relationships with other new teachers from across the educational community while receiving professional development around issues of unique importance for new teachers.

Follow-up activities emphasize application of learning, including one-on-one coaching in the beginning teacher's classroom by a trained mentor so that teachers will find the learning experiences helpful and relevant to their individual needs. Providing a variety of professional development activities is effective in promoting growth of beginning teachers.

PROGRAM ELEMENTS:

a) Professional teaching standards or other expectations such as state and district priorities form the basis for beginning teacher professional development activities.

- How will you integrate and coordinate both district and state priorities for professional development and align it with professional standards or expectations?

b) Formal professional development activities are designed to meet the beginning teacher's individualized, assessed learning needs.

- What local research do you have or need to do on your own mentees' needs, what does it tell you and how does that data inform planning?
- How will you ensure that there will be time in professional development activities devoted to meeting needs expressed by beginning teachers?
- How will you prepare mentees to work effectively with their mentors?
- What is the relationship between initial and ongoing training and follow-up support?
- What ongoing support activities and groups are needed for mentees?

c) New learnings are applied in the classroom with support by a trained mentor, including but not limited to one-on-one support by a mentor, classroom observations, teaching demonstrations, and reflection on practice.

- In what ways can training and assistance be provided to mentees to ensure application of new learnings into classroom practice?

d) Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.

- How will you establish qualifications for selecting presenters of professional development for mentors or other employees?
- How will you determine what employee(s) already have targeted knowledge and skills aligned with professional development needs?
- How will you support mentors and other employees to be effective in presenting and facilitating learning for adults?

Standard 9: Classroom Instruction and Content-Focused Mentoring

Mentors are regularly present in the new teachers' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction. Professional teaching standards define pedagogical practices and state-adopted student content standards describe content and performance expectations. Teachers grow and improve in their ability to deliver content-specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students.

A strong, trusting relationship is an important and very essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the beginning teacher's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level standards, student assessments, and local curriculum initiatives drive the mentor's work in response to the beginning teacher's developmental needs and instructional context. Beginning

teachers demonstrate understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment.

PROGRAM ELEMENTS:

a) Beginning teachers investigate, learn and apply state-adopted student content standards and performance levels for students in at least one content area.

- How will you ensure that mentors and beginning teachers have access to and utilize content standards and performance levels for students in planning and reflection?
- How will you support mentors to be familiar with the range of content standards and performance levels they will encounter when working with their beginning teachers?

b) Teachers demonstrate the ability to assess students using multiple measures and identify individual learning needs.

- In what ways will you support mentors to integrate district and site use of multiple assessments into their work with beginning teachers?
- How might a mentor's use of formative assessment contribute to a beginning teacher's understanding and application of multiple assessments of students to guide instruction?

c) Teachers plan and deliver standards-based instruction that is differentiated to meet the assessed learning needs of students.

- How will you design training and ongoing support for both mentors and mentees on strategies for differentiating standards-based instruction?

d) Teachers create a positive and respectful climate for student learning.

- What aspects of effective classroom management and interactions with students are essential in promoting a positive learning environment for all students?

Standard 10: Focus on Equity, Language Learners and Special Populations

An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Mentors help new teachers pay particular attention to special population students and English learners. Teachers create environments that support learning for diverse students, provide equitable access to the core curriculum and enable all students to meet the state-adopted student content standards and performance levels.

Beginning teachers are familiar with local and/or state-adopted assessments for English language proficiency, and how these instruments are used to measure language proficiency and to place students.

Beginning teachers create a positive, inclusive climate for individualized, specialized instruction and assessment of students with special needs and/or abilities, including students who are gifted and talented.

Teachers use knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning. Effective instructional strategies provide students with disabilities and/or language needs appropriate learning opportunities to master grade-level student content standards. An examination of a case study student during participation in the Mentor Program helps make the complexities of these issues concrete while building the teachers' skills to address a wide range of student needs.

PROGRAM ELEMENTS:

a) Beginning teachers provide equitable access to the core curriculum.

- How will you support beginning teachers to fully implement the core curriculum?
- In what ways will you promote analysis and reflection regarding which students are being successful and which are not, and what adjustments in the teaching of the core curriculum need to be made?

b) Teachers identify and address learning needs of English learners.

- What systems are in place to inform beginning teachers of students who are identified as English learners and their language development levels?
- How will you support beginning teachers in the areas of language acquisition and language development?

c) Teachers provide appropriate learning opportunities for students with learning disabilities and for students who are gifted and talented.

- What systems are in place to inform beginning teachers of students who have learning disabilities and students who are gifted and talented?
- How will you ensure that beginning teachers are aware of the legal obligations they have in teaching special needs students?
- How will you support beginning teachers to implement appropriate modifications and accommodations for students?

d) Beginning teachers examine their practice in relation to personal and institutional biases that impact student learning and seek to eliminate them from professional practice.

- How will you develop safe and trusting relationships as a basis for dialogue between mentors and mentees and among mentees regarding bias and its impact on student achievement?
- How might you support mentors to feel confident in discussing issues of bias with their mentees?

Domain III: Resources and OnGoing Program Improvement

Standard 11: Resources to Support Teacher Success

Resources to support beginning teacher success are critical to improving retention, student achievement and teacher quality. The Mentor Program must take into account the unique developmental phase defined by induction. The quality and effectiveness of the program are largely determined by the appropriate use of human and fiscal resources. Support and resources should be based on realistic and reasonable plans that draw on available federal, state and local resources. Sponsoring organization(s) allocate sufficient personnel time and fiscal resources to enable the beginning teacher Mentor Program to deliver planned services that maximize beginning teacher success.

PROGRAM ELEMENTS:

a) Resources are allocated among sponsoring organizations to ensure appropriate delivery of essential program components, as defined and described in the program design.

- How are resources currently distributed and what adjustments might need to be made to ensure that the resource needs of the program are fully met?
- Who is currently involved in resource allocation and who else might need to be included?
- How often should support groups meet for each stakeholder so that sponsors fully understand the program design, its components and resource needs?
- What should be the goals of the support groups for each constituent group?

- What written program materials and handbooks are needed for each stakeholder group?
- What technological or other forms of support should be developed and provided to each stakeholder group?

b) Mentors are provided adequate time and compensation to meet with beginning teachers during and after school hours on a regular basis.

- How will you ensure that priority is given to funding for mentors to meet the time commitments of meeting with mentees and program-related duties?

c) The program sponsor(s) assigns a qualified personnel to lead and coordinate the program to fully support beginning teachers.

- What support will be needed for the Mentor Program Coordinator?
- How will you define the coordinator role of “mentoring mentors”?

d) Program leaders monitor resource allocation on a regular basis and make necessary adjustments.

- How do you promote timely communications between program leaders, mentors and other employees regarding use of resources?

Program Standard 12: Program Evaluation

The Mentoring Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and

program improvements. All accountability measures are designed to ensure the quality and effectiveness of the program.

Beginning teachers, mentors and site administrators are surveyed to capture information about program design, implementation and impact on beginning teacher practice. These triangulated data are shared with individual mentors to help inform their own practice and professional growth and the disaggregated data are used to inform programmatic decision-making. Additional data are collected following each professional development event, such as seminars or workshops. In addition, retention data are collected, exit interviews are conducted, and student achievement data are collected.

Focus groups with mentors, principals and beginning teachers are conducted on a regular basis. The mentor program is considered a laboratory for ongoing learning about teacher development, beginning teacher satisfaction, classroom practice, and veteran teacher leadership development and learning.

PROGRAM ELEMENTS:

a) Local program goals and Mentor Program Standards are the basis for program evaluation.

- How will you ensure alignment of all evaluation practices to program goals and standards?
- What will be the comprehensive design for program evaluation?
- What qualitative and quantitative evidence will be used to evaluate and document the effectiveness of the program?
- How can your system of ongoing program evaluation demonstrate that desired results have occurred?

b) The program regularly collects feedback about program quality and effectiveness from all participants and sponsoring organization(s), using both informal and formal measures.

- Who should be involved in evaluating and documenting the mentoring program?
 - An independent external program evaluator?
 - Mentors?
 - Proteges?
 - Managers? At what level?
 - Union leaders?
 - Others?
- What criteria and what evidence will be needed to evaluate and document the effectiveness of the participants? (mentees, mentors, program leaders, professional development providers)
- Who will be involved in evaluation/assessment and documentation of the effectiveness of participants and leaders?
- What provision will you make for providing additional guidance to participants who might not be meeting program requirements for their position?
- What elements of the program will benefit by ongoing adjustment and therefore will require formative assessments of some kind? (i.e. professional development)
- What will be your approach to summative assessment of the program?
- Who will you engage in analyzing both formative and summative assessments?
- How can you engage mentors and mentees to capture and demonstrate the value of mentoring?

c) Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.

- Who will be included in the implementation of the annual internal program evaluation?

- How might you engage partners and participants systematically in the analysis and use of evaluation data for program improvement?
 - How will you inform the broader educational community regarding program evaluation and plans for program improvement?
 - How can you help decision makers understand the program's value even if they have never experienced the value of a mentor themselves?
 - How might you show that the mentor program contributes to other improvement efforts?
- d) Program sponsor(s) participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.**
- How do program leaders maintain regular communication with state leaders and with external review teams to ensure a smooth and effective process of external review will occur?

Acknowledgements

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Notes:

20 horizontal lines for writing notes.

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