

Developing An Effective Mentor Program

Task: To design and implement a mentor program where experienced teachers serve as a new teacher's mentor for one year.

Criteria for Success	1 Oops!	2 Getting There	3 Good Enough	4 Wow!
Involvement of Key Stakeholders	Mentor program is designed and planned by a few individuals. Could be “top down” or “bottom up.”	Teachers and administrators work together to design the mentor program.	Teachers and administrators representing all grade levels, school committee members, parents, and students are involved in designing and planning the mentor program.	There is a multi-representative design team that continually assesses the program, identifies what is working and not working, and makes changes along the way.
Selection Criteria and Process for Mentor Teachers	No criteria exist. Building principal “hand picks” the mentor teachers.	Mentors volunteer and are selected by a mentor program committee. No criteria exist.	Criteria for selecting mentor teachers are identified, and a mentor program committee selects mentors with input from the building principal.	Potential mentors complete an application, which includes recommendations from colleagues.
Mentor and New Teacher Matches	Mentors and new teachers are matched without consideration of grade level, content area, or geographic location.	Mentors and new teachers are matched (to the degree possible) according to grade level and content area.	Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers.	A procedure exists that, in the event of unworkable matches, both parties are “held harmless” and a new match is made.
Training and Support	Training consists of disseminating and “walking through” the new teacher handbook.	An orientation session is held for mentors outlining roles and responsibilities.	Three to four days of mentor training is provided to all mentor teachers. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques.	Mentor and new teacher pairs are provided with on-site coaching and support throughout the year.

Supporting Policies and Procedures	There are no policies in place to support the mentor program. However, the district has decided to implement a mentor program.	<p>A set of guidelines is developed to support the mentor program.</p> <p>Incentives are provided for mentor teachers.</p> <p>Training dates are set.</p> <p>Mentors and new teachers have to “catch as catch can” to find time to meet.</p>	Structures are in place to provide mentors and new teachers with time during the day to meet and visit each other’s classroom.	The school schedule provides regular professional development time during the school day for all teachers allowing new teachers to link with and learn from other colleagues.
Mentor Program Evaluation	There is no evaluation of the mentor program.	Evaluation of the mentor program focuses only on participant satisfaction and enjoyments.	<p>The impact of mentor training on supporting mentors to successfully fill their roles occur.</p> <p>A survey of new teachers’ needs is conducted and used to evaluate how well the mentor program serves those needs.</p>	<p>Mentor teachers do a self-assessment around their performance as a mentor teacher.</p> <p>New teachers conduct a self-assessment of their teaching against clearly defined teaching competencies.</p> <p>Quantitative data are collected and analyzed on the new teachers’ and mentors’ involvement in school, district, and professional activities and their retention.</p> <p>A rubric identifying criteria for success of a mentor program is developed and used to assess its efficacy.</p>

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