



New York State Mentoring Standards: An Overview

The purpose of this document is to offer a set of standards that guide the design and implementation of teacher mentoring programs in New York State through teacher induction. Induction, in this context, refers to sophisticated and systematic efforts to "initiate, shape, and sustain the first work experiences of prospective career teachers."¹

A high-quality induction program with an effective mentoring component positively supports the recruitment and the retention of new teachers, while strengthening teaching practice as informed by the New York State Teaching Standards, the P-12 New York State Common Core Learning Standards, the New York State Professional Development Standards, and the Professional Standards and Practices Board's Code of Ethics. Teacher induction is critical to the overall preparation and professional development of beginning teachers and builds on their continuum of experiences from pre-service programs to ongoing career development spanning time as described within the Teacher Career Development Continuum. Coupled with mentoring standards, induction accelerates the process of creating highly effective teachers whose goal is to enhance student learning and achievement.

Therefore, the research-based mentoring standards defined in this document can enable educators to plan, implement and enhance their own local programs whereby novice teachers are guided by their mentors to rise to ever higher performance levels thus affecting students' cognitive and emotional growth.² Mentor-mentee partnerships help beginning teachers to acclimate themselves to a new environment by shattering the walls of isolation that they often experience at the outset of their careers and, as a direct result, raise student outcomes by expanding pedagogical and interactive social skills.

The professional learning community that embraces the new teacher is significantly strengthened by dedicated mentors who are essential to the induction

¹ Mager, G. "The Place of Induction in Becoming a Teacher." In Gary DeBolt (ed.), *Teacher Induction and Mentoring: School-Based Collaborative Programs*. New York: SUNY series, *Educational Leadership*, November 1992.

² Ingersoll, R. and Strong, M. (2011). "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research." Sage Publications, Inc. *Review of Education Research*, 2011.

process, and who, through their avowed commitment to education, recognize the need to increase student achievement/growth through enhanced teaching practice.

There are ten standards for effective mentoring.

1. **Program Philosophy and Purposes:** The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development. Mentoring is the first step in the Teacher Career Development Continuum The mentoring program facilitates the transition of the beginning teacher from success in preparation programs to effective practice in new contexts of the classroom and school district (NYSTS II, VI, and VII).
2. **Program Design:** The mentoring program is designed as a crucial component of a comprehensive induction plan and is embedded in an integrated professional culture. The design supports a district's mission and vision and is consistent with school, district, and state standards in addressing Pre-K-12 learning standards (NYSTS I, II, III, VI, and VII).
3. **Program Implementation:** The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers. An infrastructure (resources, time, staff, and preparation) is established to help ensure that beginning teachers receive the continuum of support and development necessary to foster effective teaching and learning (NYSTS I, II, VI, & VII).
4. **Mentor Selection:** Mentors are recruited and selected through a rigorous and transparent process guided by criteria that consider the mentor candidate's commitment to the profession and teaching experience. The mentor selection process is aligned with a district's needs as well as those of the beginning teacher (NYSTS I, II, VI, and VII).
5. **Mentor Development:** Mentoring is a professional practice with its own knowledge and research base, strategies and best practices. Mentor development is a comprehensive and continuous program extending from initial preparation through ongoing professional learning (NYSTS I, II, V, VI, & VII).
6. **Mentors Have Clearly Defined Roles and Responsibilities:** The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher and to model professional conduct. The mentor as a teacher/leader serves as a model of professional conduct and embodies a vision of excellence in teaching (NYSTS II, III, VI, and VII).

7. *Mentoring Skill and Knowledge*: **Mentors must be familiar with research-based practices, data analysis, and technological advances that promote student learning and growth at the various stages of development.** Additionally, mentors should be immersed in the knowledge, research, policy updates, and best practices of mentoring (NYSTS I, II, III, V, VI, and VII).
8. *Shared Leadership and Administration*: **Leadership of the mentoring program is a shared responsibility among all stakeholders.** Administrative processes that provide instructional support to both beginning teachers and mentors are embedded within the comprehensive induction program (NYSTS I, II, III, V, VI, and VII).
9. *Beginning Teacher Knowledge, Skills, and Dispositions*: **Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed.** The beginning teachers must display a readiness to continue learning about teaching, and invite collaborative support and guidance (NYSTS I, II, III, IV, V, VI, and VII).
10. *Program Evaluation*: **The mentor program includes a comprehensive system of formative and summative assessments,** evaluates and analyzes program concepts, involves program participants and other stakeholders, and leads to substantive and continual improvements (NYSTS I, II, III, IV, VI, and VII).

Standard 1: Program Philosophy and Purposes

Aligned with NYSTS II, VI, and VII

Standard: The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development. Mentoring is the first step in the Teacher Career Development Continuum. The mentoring program facilitates the transition of the beginning teacher from success in preparation programs to effective practice in new contexts of the classroom and school district (NYSTS II, VI, and VII).

Elements:

- a. The purpose of the mentoring program is to facilitate the transition of the beginning teacher from success in preparation programs to effective practice in new contexts of the classroom and school district (VI.2a, VI.2b, VI.2d, & VI.4d).

b. A comprehensive mentoring program provides support to the new teacher and is intended to sustain a vibrant teaching career that embodies a learner-focused practice resulting in student achievement/growth (VI.2e, & VI.2f).

Performance Indicators:

1a. The philosophy of the mentorship program connects teacher induction to what teachers need to know and be able to do. The new teacher must receive articulated strategic guidance to become an effective/highly effective teacher (VI.2c & VI.2e).

1b. The mentorship program provides a clearly stated purpose and set of goals based on a philosophy of teacher growth and development that addresses the unique needs and learning styles of the beginning teacher, as well as teaching practice that reflects the New York State Learning Standards, school, school district, and state goals in closing the achievement gap (II.1e, II.4a, & II.4b).

1c. The purpose and goals reflect a multi-year effort and are part of a continuum of professional learning that builds on and extends the development of the beginning teacher from preparation into induction and practice (VI.2b & VI.2c).

1d. The philosophy includes the central role of a highly-proficient mentor and provides for the support of the mentor teacher (VI.1e, VII.1c, VII.2a, & VII.2b).

1e. The program purpose and goals include a focus on a strategic support system that includes adequate allocation of time, resources, and staff, for the support of beginning teachers (VI.2c & VI.2f).

1f. The mentorship program utilizes a data driven formative and summative evaluation process for continuous program improvements (VI.1c).

Standard 2: Program Design

Aligned with NYSTS I, II, III, VI, and VII

Standard: The mentoring program is designed as a crucial component of a comprehensive induction plan and is embedded in an integrated professional culture. The design supports a district's mission and vision and is consistent with school, district, and state standards in addressing Pre-K -12 learning standards (NYSTS I, II, III, VI, and VII).

Elements:

a. The program incorporates a purposeful, logically-sequenced structure of extended preparation and professional development that is comprehensive, coherent, and sustained (VI.1e, VII.2b, VII.3b, & VII.3c).

b. The design supports a district's mission and vision and is consistent with school, district, and state standards in addressing Pre-K-12 learning standards (I.5a, II.1e, III.1a, & VI. 2a).

c. The mentoring program is designed in a way that ensures quality mentors, effective mentoring relationships, and feedback for program improvement. A sound, well-articulated philosophy grounded in research and effective practice guides the purpose and goals of the program (II.1c, VII.3a, and VII.3c & VII.4c).

Performance Indicators:

2a. The mentoring program is designed to build on the strengths of beginning teachers in the continuum of development from pre-service to ongoing professional learning and provides for the ongoing identification of beginning teacher needs as they emerge (VII.2a, VII.2b, & VII.3c).

2b. The mentoring program includes well-structured teacher networks and “study groups” to extend the mentor relationship beyond a stand-alone design to a comprehensive, coherent, and sustained learning community. Sufficient resources are allocated (funds, time, and personnel) for sustaining the learning community (VI.2e, VII.3b, VII.4a, & VII.4b).

2c. The mentoring program seeks input from and directly involves partnerships with all district stakeholders, statewide mentoring networks, and teacher preparation programs to collaborate in support of beginning teachers (P-16) (VI.2c, VI.2e, VI.2f, & VII.4a)

2d. The mentoring program is standards based, informed by New York State Teaching Standards, to ensure that all students meet or exceed New York State Learning Standards. Program goals and intended outcomes are clearly articulated, reviewed, and revised as necessary based on formative program evaluation data (III.1a & III.3b).

2e. The mentoring program is embedded into the school- and district-wide culture, and reflects long-term planning for teaching and learning that is aligned with the instructional philosophy of the school and district. It is an integral part of the district's professional development plan, based on relevant data, and responsive to local contexts (VI.2a & VI.2d).

2f. The mentoring program delineates clear roles and expectations for district and school leaders (e.g., superintendent, principal), program administrators, other stakeholders in the Pre-K–16 continuum and in the general community, and the mentor and beginning teacher (VI.2a & VI.5d).

2g. The mentoring program is designed to ensure that mentors are sufficiently prepared and adequately supported in their continuous professional learning. Partnerships with universities, Teacher Centers, and regional BOCES should be sought for the design of this professional development strategy (VI.2e, VI.2f, VII.4a, VII.4b, & VII.4c).

2h. The mentoring program is designed to allow sufficient common time for classroom visitations, reflection on teaching practices, feedback, and instructional skills support.

The design considers the need for reduced workloads, release time and placement in classes with less, rather than more, demanding students (VI.1c, VI.5a & VI.5d).

Standard 3: Program Implementation

Aligned with NYSTS I, II, VI and VII

Standard: The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers. An infrastructure (resources, time, staff, and preparation) is established to help ensure that beginning teachers receive the continuum of support and development necessary to foster effective teaching and learning (NYSTS I, II, VI, & VII).

Elements:

- a. Implementation is research-based and reflects core best practice principles of effective mentoring/induction (VII.4c).
- b. A comprehensive infrastructure of resources is established to ensure that beginning teachers receive the continuum of support and development that fosters effective/highly effective teaching and learning (VI.2e & VI.2f).

Performance Indicators:

- 3.a The mentoring program is implemented as a comprehensive, district-wide initiative seamlessly aligned with district goals, plans, and improvements (VI.2a & VI.4d).
- 3.b The mentoring program is implemented within the context of the community, the mission of the school, and the diverse learning characteristics of the students (I.3a, I.3b, I.5a, I.5b, II.6d, II.6e, VI.2a, & VI.4d).
- 3.c Mentor development is a transformational process that promotes active teacher participation in the reform and improvement of the profession (VII.4a, VII.4b, & VII.4 c).

Standard 4: Mentor Selection Process and Criteria

Aligned with NYSTS I, II, VI, and VII

Standard: Mentors are recruited and selected through a rigorous and transparent process guided by criteria that consider the mentor candidate's commitment to the profession and teaching experience. The mentor selection process is aligned with a district's needs as well as those of the beginning teacher (NYSTS I, II, VI, and VII).

Elements:

- a. Mentor candidates are fully certified and identified as effective or highly effective. They should be highly respected teachers with demonstrated classroom success. They must be of high moral and professional character, highly competent, experienced, and possessing strong interpersonal skills (VI.1e & VI.1a).
- b. The mentor selection process is aligned with district needs as well as those of the beginning teacher (VI.2a & VI.2d). The mentor selection process and criteria should be well defined, transparent, and consistent with the mentor responsibilities and local program purpose and needs (VI.2a, VI.2d, & VI.5d).
- c. The selection of mentors is guided by high standards of knowledge, expertise, and evidence of reflective practice. The selection committee should determine what qualities make for effective mentors. Mentors should possess extensive knowledge of pedagogy, content, and best practice (I.2c, II.1c, VI.1c, & VII.4c).

Performance Indicators:

- 4a. The mentoring program establishes formal structures (e.g., a mentor selection committee) for the selection of mentors, and the matching of mentors and beginning teachers based on grade levels, subject areas, or other factors related to the needs of the beginning teacher (VI.5d & VI.5e).
- 4b. The selection process and criteria should be known by teachers throughout the district. The process should also ensure confidentiality of the selection committee's deliberations and outcomes (VI.2a, VI.5d, & VI.5e).
- 4c. The mentor selection process makes use of a selection committee comprised of a majority of teachers, and reflects shared decision making between the administration and local teachers' bargaining associations (VI.5d & VI.5e).
- 4d. The mentor selection process takes into consideration the needs of the newly-hired teacher, teaching assignments (subject and grade level), geographical proximity, and qualifications of the mentor (VI.5d & VI.5e).
- 4e. The mentor selection process includes use of a candidate selection rubric to ensure that final consensus on the selected mentor is based on a common reference point of high-quality teaching (VI.2c & VI.2e).

Standard 5: Mentor Development

Aligned with NYSTS I, II, V, VI and VII

Standard: Mentoring is a professional practice with its own knowledge and research base, strategies and best practices. Mentor development is a comprehensive and continuous program extending from initial preparation through

ongoing professional learning within the Teacher Career Development Continuum (NYSTS I, II, V, VI, & VII).

Elements:

a. Initial preparation provides the foundation for mentors as they begin their mentoring assignments, and ongoing development deepens mentors' skillfulness, knowledge, and effectiveness at providing instructional support for the beginning teacher (VII.4c).

b. Mentor development provides for systematic application, practice, and follow up that results in professional growth for the mentor and beginning teacher. The design of mentor development programs is informed by best practices of professional development (VII.3b).

Performance Indicators:

5.a Mentor development is aligned with teaching standards, best practices in pedagogy, content knowledge, and uses of technology and data to guide instruction (I.2c, II.1c, III.1b, V.2a, V.2c, V.3b, V.4c, & VI.2c).

5.b Mentor development utilizes current research on effective mentoring and induction to improve teachers' instructional skills and knowledge (I.1c, II.1c, & VII.4c).

5.c Mentor development provides adequate time and resources for mentors to engage in ongoing activities that enable them to reflect on and refine both their mentoring skills and their continuous work with beginning teachers (VI.1c & VII.4b).

5.d Mentor development results in professional growth for both mentor and beginning teacher. It prepares mentors to utilize effective strategies in coaching and providing feedback (VII.2b & VII.3b).

5.e Mentor development is aligned with school/district/state professional development goals and initiatives, and is supported through mentor participation in ethical and professional learning communities including online and on-site networks (VI.2a, VI.2e, & VI.2f).

5.f Mentor development provides effective strategies, grounded in adult learning theory, to meet a teacher's continuing growth. Mentor development enables teachers to assess teachers, and differentiates instruction based on the individual needs and learning styles of mentees (VII.1b, VII.1c & VII.2a).

5.g Mentor development promotes communication skills that help to establish, develop and maintain a trusting, collaborative, peer relationship (VII.3a & VII.3c).

Standard 6: Mentors Have Clearly Defined Roles and Responsibilities

Aligned with NYSTS I, II, III, VI, and VII

Standard: The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher and to model professional conduct. The mentor as a teacher/leader serves as a model of professional conduct and embodies a vision of excellence in teaching (NYSTS II, III, VI, and VII).

Elements:

- a. The mentor serves as a model of professional conduct with a strong commitment to collaboration, and a demonstrated understanding of content, pedagogy, human development and the many issues teachers face in their practice (II.1c & VII.2b).
- b. The mentor guides the teacher toward mastering elements of effective teaching including planning and preparation, the classroom environment, and pedagogy aligned with New York State Teaching Standards as well as district and national standards (II.1e, II.4a, II.4b, II.6d, & III.1a).

Performance Indicators:

- 6a. The mentor maintains professional conduct at all times, demonstrating pride in the profession (VI.1a).
- 6b. The mentor assists in creating and facilitating a network of supportive collegial relationships within a professional community of learners, helping them to acclimate to the academic standards and vision of the district, and the broader educational community (e.g. professional organizations) (I.5a, VI.2 a, VII.1c, & VII.3b).
- 6c. The mentor advocates for policies, practices, and working conditions that promote teacher success (VI. 5a, VI.5d & VI.5e).
- 6d. The mentor establishes and maintains a relationship built on trust and confidentiality in which the skills of the beginning teacher are recognized and nurtured (VI.1a & VI.2c).
- 6e. The mentor participates in initial and ongoing professional development, including updating technological skills and other activities related to the knowledge, and best practices of mentoring for supporting 21st century teaching (VII.2a, VII. 2b, & VII.4c).
- 6f. The mentor engages in ongoing dialog with the beginning teacher seeking to encourage reflection about all aspects of the teacher's practice (VII.3a & VII.3c).
- 6g. The mentor establishes a plan for mutual peer classroom observation, and assists the beginning teacher in fostering relationships and trust with members of the school community (VI.2a, VI.2d, VI.2e, VI.2f, & VII.3b).

6h. The mentor anticipates and is responsive to the various concerns and challenges facing the new teacher, identifying opportunities, and resources for professional development and problem solving (VI.5e & VII.4b).

6i. The mentor assists the beginning teacher in the use of data to inform instruction (III.6a, V.1a, V.1b, & V.2c). The mentor promotes the use of multiple instructional methodologies to support student learning and the use of research-based instructional practices for all students, including those with special needs (I.2c, II.1a, II.1c, III.1b, III.2d, III.3c, III.4b, & VII.4c).

Standard 7: Mentoring Skill and Knowledge

Aligned with NYSTS I, II, III, V, VI, and VII

Standard: Mentors must be familiar with research-based practices, data analysis, and technological advances that promote student learning and growth at the various stages of development. Additionally, mentors should be immersed in the knowledge, research, policy updates, and best practices of mentoring (NYSTS I, II, III, V, VI, and VII).

Elements:

a. Mentors must be familiar with research-based practices and technical advances that promote student learning and growth at the various stages of development of all students. (I.1a, I.1b, I.1c, I.2c, II.1c, & III.1b).

b. The mentor maintains and upholds the principles of ethical standards and establishes opportunities for reflective practice (VI.1a, VI.1c, VI.1d, VI.5b, & VII.3c).

c. Additionally, mentors should be immersed in the knowledge, research base, technology, data-driven decision-making, and best practices of mentoring (VII.2b, VII.4b, & VII.4c).

Performance Indicators:

7a. The mentor establishes a reciprocal learning relationship with the beginning teacher (VII.3a).

7b. The mentor utilizes coaching time effectively to ensure that the mentee receives the necessary support and guidance and appropriate technology to make effective decisions (VII.3a & VII.3c).

7c. The mentor demonstrates the use of appropriate interpersonal skills in order to communicate effectively with the beginning teacher (II.2d).

7d. The mentor demonstrates practice guided by the New York State Code of Ethics for Educators (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html>) (VI.1a & VI.1d).

7e. The mentor demonstrates the ability to analyze student work and other data to inform practice through data-driven decisions and assists the mentee in using data to develop goals and monitor progress towards achieving goals (V.2a, V.2c, V.2d, V.3b, V.4c, & VII.1a).

7f. The mentor demonstrates practice informed by cultural sensitivity (I.5a, I.5b, I.5c, & II.2a).

7g. The mentor is familiar with current research on the mentor/mentee relationship, multiple behavior management strategies, and a repertoire of instructional strategies (I.2c, II.1c, & VII.4c).

Standard 8: Shared Leadership and Administration

Aligned with NYSTS I, II, III, V, VI, and VII

Standard: Leadership of the mentoring program is a shared responsibility among all stakeholders. Administrative processes that provide instructional support to both beginning teachers and mentors are embedded within the comprehensive induction program (NYSTS I, II, III, V, VI and VII).

Elements:

a. The vision, goals, and action plans of the comprehensive mentoring program are part of the school district's comprehensive education plan (VI.2a, VI.4d, & VI.5d).

b. Administrative processes provide instructional support to both beginning teachers and mentors are embedded within the comprehensive induction program and leaders are committed to a vision of mentoring as a means of improving student achievement/growth and developing and retaining beginning teachers. (VI.2b, VI.2c, VI.2e, & VI.2f).

Performance Indicators:

8a. Leaders promote institutional commitment for a comprehensive induction program representing the Teacher Career Development Continuum from pre-service to ongoing professional learning and the District Professional Development Plan (I.5a, VI.2e, & VI.2f).

8b. Leaders of the mentoring program operate within the context of shared and sustainable leadership, ensuring participation of appropriate stakeholders. Consensus on goals, expectations, and outcomes is established and broadly communicated within the school community. Roles and responsibilities for each participating partner are clearly articulated (I.5a & VI.2d).

8c. Administrators and staff have clear authority, and sufficient resources to support implementation of the program. Administrative processes are coordinated to enhance communication and opportunities for systemic change (VII.3b).

8d. Leaders rigorously monitor program outcomes to ensure that mentoring practices support student learning. Leaders facilitate regular meetings of key stakeholders to discuss program design, development, implementation, and program improvement (VI.3b & VII.1a).

8e. Program leaders possess deep knowledge regarding teacher induction. Additionally, leaders include ongoing research and professional development related to mentoring as part of their own professional development (II.1c, VI.2c, VI.2e, & VI.2f).

8f. Program leaders facilitate the use of data for continuous improvement by using a variety of sources indicating student achievement/growth (III.6c, V.1f, V.3b, V.4a, V.4c, & VII.1a).

Standard 9. Beginning Teacher Knowledge, Skills, and Dispositions

Aligned with NYSTS I, II, III, IV, V, VI, and VII

Standard: Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed. The beginning teachers must display a readiness to continue learning about teaching, and invite collaborative support and guidance (NYSTS I, II, III, IV, V, VI, & VII).

Elements:

a. The beginning teachers must share what they have accomplished in prior experiences as a starting point for present learning and development (VII.1b, VII.1c, & VII.2a).

b. They must display a readiness to continue learning about teaching, and invite collaborative support and guidance (VII.2a & 2b).

Performance Indicators:

9a. The beginning teacher shares evidence of a teaching philosophy and prior learning such as might be represented in a professional portfolio, lesson and unit plans, and draws upon this learning in the development of their classroom practice (VI.3b, VI.4a, VI.4c, VII.1b, VII.1c, & VII.2a).

9b. The beginning teacher is an active participant in the mentoring program that is a continuation of the pre-service experience (VI.2b, VI.2c, VI.2e, & VI.2f).

9c. The beginning teacher plays an active role in helping to determine the scope and depth of the mentoring program, providing ongoing feedback on progress toward meeting established goals, and on other elements of the mentoring program (VII.1c, VII.2a, VII.3a, & VII.3c).

9d. The beginning teacher collaborates with the mentor teacher in developing professional relationships with colleagues and other beginning teachers (VI.2b & VII.3b).

9e. The beginning teacher seeks feedback from the mentor teacher and other colleagues to inform practice on topics such as teaching in a standards-based environment, the use of formative and summative assessments, differentiation, and lesson and unit planning (I.3a, I.3b, II.1e, III.6a, V.1b, V.1c, & V.1d).

9f. The beginning teacher engages in reflection and self-evaluation as a means to continually develop the knowledge, skills, and dispositions related to effective work in the classroom and in the school (VI.1c, VII.1b, VII.2a, & VII.3c).

Standard 10: Program Evaluation

Aligned with NYSTS I, II, III, IV, VI, and VII

Standard: The mentor program includes a comprehensive system of formative and summative assessments, evaluates and analyzes program concepts, involves program participants and other stakeholders, and leads to substantive and continual improvements (NYSTS I, II, III, IV, VI, and VII).

Elements:

a. The program evaluation is aligned with professional standards, state and district learning standards, teaching standards, and their respective assessments. Periodic needs assessments should be designed to determine needs and to ensure a continuous feedback loop for program design and implementation (II.1e, II.4a, III.1a, VI.2a, VI.5d, VII.1c, VII.2a, VII.3a, & VII.3c).

b. Data are to be collected, analyzed, and used for mentoring program improvement and influencing policy at the local, state and federal levels. The methodology provides meaningful involvement of professional practitioners and P-16 partners in program revision. District record keeping requirements and systems should be used as appropriate to ensure consistency and reliability of analyses and reporting (V.2a, VI.4a, VI.5a, VI.5d, VI.5e, & VII.1a).

c. Evidence of the effectiveness of a comprehensive mentoring program includes the retention of teachers and enhanced student achievement/growth, providing improvement strategies and projected goals of the program (VI.2c, VI.2e, & VI.2f).

Performance Indicators:

10a. Evaluation includes formative and summative processes using data from multiple sources such as teachers, stakeholders from the P-16 continuum, program staff, and administration. The set of questions that guide the mentoring program evaluation addresses all the important practices and issues, and include input from the stakeholders who participate in the content, design, and implementation of the program (VI.5a & VII.3b).

10b. Program leaders identify or design instruments and procedures for collecting data relevant to the questions that guide the evaluations (i.e., surveys, interviews, focus groups, case studies, journal entries), describe and broadly communicate the process for gathering, reviewing, and analyzing evaluation data and providing timely program adjustments (VI.5b, VI.5d, & VI.5e).

10c. Program leaders collect ongoing feedback on program quality and effectiveness from all participants using formal and informal methodologies (VI.1c & VII.3c).

10d. Data related to the dynamics and effectiveness of the mentor/mentee partnership and the mentor's role as an integral part of the program are collected in the evaluation with opportunities for adjustments as needed (VI.1c, VII.3a, & VII.3c).

10e. The program develops well-defined evaluation plans that are inclusive of multiple data types and based upon the articulated goals and intended outcomes of the program. Ongoing evaluation of the impact of the program on teacher practice, teacher satisfaction, retention, and student achievement/growth is included in the plan. The evaluation addresses and captures emerging research-based knowledge about teaching and learning (I.2c, VII.4b, & VII.4c).

10f. Program evaluation data are not used to monitor individual teacher performance, nor are they used for individual teacher or pre-service preparation evaluations except insofar as this use is explicitly represented in the district's collective bargaining agreement (VI.5e).