

Assessing the Development of Your District Teacher Mentoring Programs:
A Rubric for New York State Public School Districts and BOCES

Work In Progress

NYSED Office of Teaching Initiatives
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Introduction

This document is intended for school district personnel charged with planning and implementing teacher mentor programs in New York State public school districts and BOCES, including district professional development committee members, school administrators, local teacher organizational units, school board members and others in the local district educational community.

Purpose. This rubric is intended to assist districts to determine where their mentoring efforts/projects are on the continuum of development; to more fully define immediate program development goals, and hold a clear vision of where they want to “grow” the district-mentoring program. It reflects experience and research of local district practitioners and SED staff of over nearly two decades. It does not present all that a district will need to do to establish and grow its mentoring program; the rubric should be used in conjunction with the district’s own expertise and resources related to mentoring as well other resources provided by SED, statewide teacher organizations, NYS teacher centers, state and regional professional development organizations and other entities concerned with teacher mentoring. SED resources include [Guidelines for Implementing District - Based Teacher Mentoring Programs](#), and web-based materials including “Frequently Asked Questions: Mentoring”. NYSED Office of Teaching Initiatives staff is also available for consultation as the district develops teacher-mentoring activities at (518) 474-4661 or email Nancy Brennan at nbrennan@mail.nysed.gov.

Categories addressed within the rubric include program elements required by regulation, such as, mentor selection and time allocation, and program support elements contributing to the effectiveness of teacher mentoring programs.

This document should be regarded as a work in progress; to be reviewed and up-dated as more and more districts across the state experience the complexities and promise of teacher mentoring. Your comments are welcome; please share them with Nancy Brennan at the SED Office of Teaching staff by phone (518) 474-4661 or email the address above.

Acknowledgements. Many thanks to the following for their contributions to this document: Dr. Gerald Mager of Syracuse University, Jeffrey Rozran of Syosset Central School District, and members of the professional practices subcommittee of the state Professional Standards and Practices Board.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
<i>Program Support Conditions</i>	Person or persons are named to be responsible for oversight of mentoring activities.	Responsibility for oversight of mentoring activities, there is an identifiable entity (e.g. individual, co-coordinators, or committee) actively engaged in this oversight/coordination of the mentoring activities.	Over sight committee is a standing committee; there is some continuity within the membership of this entity from year to year.	Over sight committee is a standing committee, there is some continuity within the membership of this entity from year to year.
	A description of the mentoring plan is included in the District Professional Development Plan. This plan is collaboratively developed and describes: program goals, defined role of the mentors, how mentors will be selected, how they will be prepared, types of mentoring activities to be conducted, when the mentoring activities will take place and how many mentoring hours will be provided for new teachers.	A description of the mentoring plan is included in the District Professional Development Plan. Goals of the mentor program are selected, including teacher retention and increased teacher skillfulness.	The mentoring plan is reviewed and revised if needed in the context of the District Professional Development Plan.	The mentoring plan is reviewed annually by the district's Professional Development Committee in the context of the District Professional Development Plan. Program evaluation data is basis for review and program adjustments as needed.
	The beginning teacher is not assigned proportionately large numbers of students with behavioral or learning challenges.	The beginning teacher is not assigned proportionately large number of students with behavioral and learning challenges.	The beginning teacher is not assigned proportionately large number of students with behavioral and learning challenges. Non-instructional duties are limited for participating teachers.	The beginning teacher is not assigned proportionately large number of students with behavioral and learning challenges. Non-instructional duties are limited for participating teachers.
		Connections are made with <i>local</i> teacher education institutions regarding the program and service on the steering committee.	Representatives from <i>local</i> teacher education institutions participate on the oversight/steering committee and are regularly involved in program events.	The <i>local</i> teacher education institutions are considered partners in teacher preparation and professional development, sharing in many aspects of the policy consideration and program design and delivery.
		Calendar of mentoring activities is available.	Calendar of mentoring activities is available is available early in the school year. The mentoring program begins in the summer (August) mentor-beginning teacher matches are made, ready to begin the school year.	Calendar of mentoring activities is available before the beginning of the school year. Consideration of specific design elements of the mentoring program begins with the hiring of new teachers each year. The mentoring program begins in the summer (August) mentor-beginning teacher matches are made, ready to begin the school year. The district vision for the mentoring program is evolving, arrived through consensus and experience with mentoring in the district.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
<i>Program Support Conditions</i>		Goals of the mentor program minimally include teacher retention and increased teacher skillfulness.	Goals of the mentor program are refined and expanded to include acquisition of a broad repertoire of planning, teaching and assessment skills to work with a wide range of students and reflection on teaching practice is a central part of the mentoring experience.	Goals and vision for the mentoring program are refined as needed and determined by oversight committee, incorporating input from the broader school community gathering in program evaluation. Program goals include acquisition of a broad repertoire of planning, teaching and assessment skills to work with a wide range of students. Reflection on teaching practice is central to the mentoring experience.
		Principals have a defined role in the mentoring program. This minimally includes participation in mentor selection, and assignment of new teachers to mentors.	Principals have a defined role in the mentoring program. Role is expanded to include supporting and championing mentoring as integral to the school's professional development planning to other teachers and parents, assisting with scheduling for program activities, and assist in the design of the mentoring program, among other activities.	Principals re-visit roles in the mentoring program, revise as necessary.
	Parents have been alerted to the implementation of the mentoring program.	Parents have a beginning understanding of the design and the goals of the mentoring program. At least one district informational meeting with teachers in all schools in the district has been conducted.	Parents understand and support the mentoring program. There is a high level of familiarity within the district among teachers, principals and all building staff about the mentoring program. Several district information meetings are held, e.g., each building as well as at the district level. Administration and local teachers' organization colleagues talk informally about the mentoring program on a periodic basis.	There is broad support among teachers and principals for the mentoring program; there is a high level of participation in support of the mentoring program in the school. Several district information meetings are held, e.g., building as well as at the district level. Administration and local teachers' organization colleagues talk about the mentoring program on a regular, on-going basis.

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Program Support Conditions			Support for 2 nd and 3 rd year teachers is provided, perhaps informally. The PDP committee or the mentoring subgroup addresses teacher induction as a multi-year effort.	All teachers and other educators in the school community regard some degree of participation in the induction of the newcomers as one of their responsibilities as well. The project coordinator monitors or attends to teachers who began in the program. The mentoring program is included in local teachers' contracts, memoranda of understanding and other documents of equal standing.
		There is a dedicated funding source for the mentoring program in the district.	There is a dedicated funding source for the mentoring program in the district.	There is a dedicated funding source for the mentoring program in the district.
			District highlights program successes at district-wide and board of education meetings.	District's supports "showcasing" the program and its components to other districts; at regional, state, and national events focused on teacher induction and mentoring.

Helpful Hints from practitioners and coordinators of teacher mentoring programs: Program Support

- Principals have overall responsibility for all instruction and other activities in their schools, they are integral to implementation
- Support such expenditures as stipends for mentors, substitutes for mentoring meetings and observations.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
<i>Mentor Selection</i>	Person or persons are designated to select persons to be mentors.	District is moving toward identification and establishment of a mentor selection committee. Qualifications for persons to serve on such a committee are under consideration.	There is an established mentor selection committee. Teachers (including former effective mentors), principals & supervisors compose the membership of this committee.	An efficient mentor selection committee, composed of persons knowledgeable about school sites, school climates, student population and other aspects of what new teachers will encounter in their teaching assignments, is ongoing. Memberships are not static, but above characteristics are continuously reflected in the membership. A majority of classroom teachers are on the committee.
	District has "forecast" where probable teacher vacancies will be in the next few school years, e.g. possible retirements, what buildings, subject areas, and grade levels may have openings	District has "forecast" where probable teacher vacancies will be in the next few school years, e.g. possible retirements, what buildings, subject areas, and grade levels may have openings	Vacancies are forecasted, there is an existing "pool" of mentors in the district. Mentoring skills are kept current, by attendance at preparation at least once each year.	Vacancies are forecasted, there is an existing "pool" of mentors in the district. Mentoring skills are kept current, by attendance at preparation at least once each year. Every beginning teacher is matched with a mentor with subject area expertise. Mentors rotate in and out of active service; there is flexibility in the organizational structure to accommodate this.
	Criteria for mentors are identified. Years of experience, demonstrated excellent teaching skills, interpersonal skills, pedagogical knowledge, & flexibility, are among the criteria assessed and indicators of fitness for mentoring. Mentor characteristics/dispositions are examined as well as previously identified criteria of experience, teaching skills, etc. Newsletters or other district-wide publications announces search for mentor candidates.	Criteria for mentors are identified. Years of experience, demonstrated excellent teaching skills, interpersonal skills, pedagogical knowledge, & flexibility, are among the criteria assessed and indicators of fitness for mentoring. Mentor characteristics/dispositions are examined as well as previously identified criteria of experience, teaching skills, etc.	Criteria for mentors are identified. Among the criteria are those in previous stages of development as well as the stipulation that all mentors selected from within the district are tenured.	Criteria is reviewed and adjusted as determined by the steering or other committee. Incorporates best practices identified from the districts' experiences with mentor selection, always based on the foundation Years of experience, demonstrated excellent teaching skills, interpersonal skills, pedagogical knowledge, & flexibility.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
		Application procedures and forms are distributed every year throughout the district in every school. There are a variety of strategies in place for assuring the availability of qualified mentors.	Application procedures and forms are distributed every year throughout the district in every school, clearly presenting criteria for mentor selection. There is a system in place for developing a cadre of qualified mentors.	Applications are solicited annually, to accommodate career teachers approaching the appropriate stage to participate in mentoring.
	A confidential procedure exists for new teachers to communicate concerns regarding their mentor assignment. Re-assignments are made, if necessary.	Project coordinators review mentoring relationship dynamics at least on an intermittent basis. Plan for adjustments in mentor-mentee pairing exists and is implemented as necessary.	Project coordinators meet periodically with new teachers as a group and meet regularly with each mentor-new teacher pair. Plan for adjustments in mentor-mentee pairing exists and is implemented as necessary.	Project coordinators meet with new teachers as a group and meet regularly with each mentor-new teacher pair, to ascertain dynamics of pairings and progress. Plan for adjustments in mentor-mentee pairing exists and is implemented as necessary.

Helpful Hints from practitioners and coordinators of teacher mentoring programs: Mentor Selection

- Mentoring program planning/design group or other subgroup of the district professional development committee.
- Research points to desirable characteristics as: approachability, empathy, commitment to the teaching profession, enthusiasm, trust, sincerity, confidence in teaching skills, willingness to spend time and resourcefulness.
- School faculty meetings in spring of each year could reserve agenda time for mentor recruitment.
- Invite former mentees to serve on the selection, steering or policy committee.
- Include as many interested veteran teachers who apply to be included in mentoring preparation events, as space allows.

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<i>Mentor Preparation and Support</i>	<p>At least one day of orientation is provided to persons becoming mentors. Such an orientation lays out the purpose and design of the program and the intended role of the mentor.</p> <p>Peer/cognitive coaching and study of the needs of the beginning teachers are provided within or in addition to the orientation session.</p>	<p>A workshop is planned to orient prospective mentors to the program and their role. Emphasis is placed on the development of a supportive relationship between the mentor and the new teacher in bringing about a highly personalized induction to teaching.</p> <p>Content of mentor preparation may also include adult learning theory or stages of teacher development; beginning teacher needs; peer/cognitive coaching, observation skills, conferencing, reflective questioning techniques.</p>	<p>Workshops are conducted. Experienced mentors take an active role in providing the workshop. Experienced mentors explain how they succeeded in developing supportive relationships with their new teachers, and how this brought about a highly personalized induction to teaching.</p> <p>Content of mentor preparation also inc. adult learning theory or stages of teacher development; beginning teacher needs; coaching, observation skills, conferencing, reflective questioning techniques.</p>	<p>An established workshop format is used, with appropriate variances, to orient new mentors and support-experienced mentors. Emphasis continues to be placed on the development of a supportive relationship between the mentor and the new teacher in bringing about a highly personalized induction to teaching. The workshop provides opportunities for mentors and other district and community members to consider how best to achieve this end.</p> <p>Content of mentor preparation is reviewed and adjusted as necessary. All persons selected to be mentors attend preparation. High proportion of building principals and other administrators are represented at the preparation sessions.</p>
		Preparation is offered to all persons selected to be mentors. Building principals and other administrators are invited to attend.	Preparation is offered to all persons selected to be mentors, as well as all persons interested in mentoring. It is on-going, prospective and mentors; principals with active mentoring programs attend.	Preparation is offered to all persons selected to be mentors. Building principals and other administrators attend. Preparation is offered to persons interested in mentoring. Calendar of mentor preparation is available far in advance of the preparation sessions.
		Monthly meetings are scheduled to support mentors in the enactment of their role.	Regular meetings are scheduled to support mentors as they build relationships and work with the new teachers.	Mentors meet on a scheduled basis to support one another in their work with the new teachers. They design or pursue appropriate resources for their ongoing work as mentors.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
<i>Mentor Role</i>	The mentor's role is one of guidance and support, unless otherwise determined through contractual negotiations.	<p>The mentor's role is one of guidance and support, unless otherwise determined through contractual negotiations.</p> <p>Mentors' roles are considered in relation to overall mentoring program goals, as determined collaboratively within the district.</p> <p>A mentor may fulfill a variety of roles relative to the beginning teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner.</p>	<p>The mentor's role is one of guidance and support, unless otherwise determined through contractual negotiations.</p> <p>Mentors' roles are considered in relation to overall goals of the mentoring program.</p> <p>A mentor may fulfill a variety of roles relative to the beginning teacher.</p>	Guidance and support to the new teacher is acknowledged as the primary role of the mentor.
	If the mentor has an evaluative role, this decision has the agreement of the Board of Education and the teachers' bargaining organization. Language in the teacher's contractual agreement clearly delineates parameters, conditions of mentors' participation in their assigned teachers' professional performance review, e.g. members of peer review boards.	If the mentor has an evaluative role, this decision has the agreement of the Board of Education and the teachers' bargaining organization.	Language in the teacher's contractual agreement clearly delineates parameters, conditions of mentors' participation in their assigned teachers' professional performance review, e.g. members of peer review boards.	Language in the teacher's contractual agreement clearly delineates parameters, conditions of mentors' participation in their assigned teachers' professional performance review, e.g. members of peer review boards.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
		If guidance and support only, the role of the mentor as confidential is communicated to all participants.	If guidance and support only, the role of the mentor as confidential is communicated to all participants.	Where applicable, the role of the mentor as confidential is communicated to all participants. In addition, a written policy of professional confidentiality is also employed., e.g. In mentor or intern group meetings, information which teachers' share about themselves and their students stays within the confines and context of the meeting discussion.

Helpful Hints from practitioners and coordinators of teacher mentoring programs: Mentor Role

➡ Contractual language indicating this agreement is in the mentoring portion of the district PDP.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
<i>Time Allocation</i>	A comprehensive summer orientation including goals of the mentoring program and responsibilities of its participants and district policies and standards is held. Common preparation time is scheduled	A planned summer orientation and preparation workshop is conducted.	Summer orientation and preparation workshop is conducted.	Summer orientation and preparation workshop is conducted.
	A plan for essential meetings of mentors and mentees is set for the year. Mentoring meetings are of sufficient frequency to meet the mentees' professional needs and allow a supportive relationship to develop between the mentor and new teacher, characterized by trust, accessibility, openness, professional demeanor, candor, and affirmation.	Weekly meetings of mentors and mentees take place before and after schools, selected planning periods and common preparation time. Mentoring meetings are of sufficient frequency to meet the mentees' professional needs and allow a supportive relationship to develop between the mentor and new teacher, characterized by trust, accessibility, openness, professional demeanor, candor, and affirmation.	Meetings of mentors and mentees take place on a weekly schedule that they set to meet the needs of their work together.	Meetings of mentors and mentees take place on a weekly schedule that they set to meet the needs of their work together.
		Meetings of mentors and mentees take place before and after schools, selected planning periods, and common preparation time.	Meetings of mentors and mentees take place before and after schools and selected planning periods. Release from instructional time is also intermittently available. Common preparation time between the mentors and new teachers is routinely built into the schedule.	Meetings of mentors and mentees are conducted to primarily during scheduled times within the school day, and includes some release from instructional time.
			If mentoring model used calls for instructional release time for the program participants, replacement teachers are identified and hired for this purpose. There is an identified pool of replacement teachers, where release from instruction takes place. Replacement teachers are included in appropriate preparation for their role as members of the team.	There is an identified pool of replacement teachers, where release from instruction takes place. Replacement teachers are included in appropriate preparation for their role as members of the team. Replacement teachers/faculty are included in preparation sessions for beginning teachers, unless a model is used which obviates the need for replacement teachers.
		Schedule of mentor-mentee meetings is	Schedules of mentor-mentee meetings	Scheduling takes place collaboratively;

		developed with the building principal.	are developed collaboratively with the principal and mentoring coordinator(s).	there is capacity for adjusting schedule of mentoring activities in response mentor/mentee pair requests.
			End of the year reviews, evaluations, and celebrations are planned and held.	End of the year reviews, evaluations, and celebrations are planned and held.
				When appropriate, plans are set for continuing the supportive relationship between the mentors and new teachers into the coming year.

Helpful Hints from practitioners and coordinators of teacher mentoring programs: Time Allocation

- Mentoring plan clearly reflects any *contractual* parameters of school day and compensation for activities that occur outside the school day.
- Consider retired teachers to serve as replacement teachers; they can bring school culture expertise as well as content area expertise to the mentoring program.
- Be sure to schedule time for any program evaluation data collection from participants.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
<i>Mentoring Activities</i>	All prospective mentors, as well as mentees, participate in summer orientation and preparation. Includes school/district policies on discipline, special education, mandated reporting, and highlights of school calendars.	Summer orientation is conducted; mentors and mentees participate. Includes school/district policies on discipline, special education, mandated reporting, highlights of school calendars.	All prospective and many experienced mentors participate in summer orientation and preparation, ongoing mentor support sessions, and end of year wrap up events.	All prospective mentors and most experienced mentors participate in summer orientation and preparation, ongoing mentor support sessions, and end of year wrap up events, including recognition of mentor service take place.
	Mentors seek to establish a supportive relationship with the new teacher, characterized by trust, accessibility, openness, professional demeanor, candor, and affirmation.	Mentors seek to establish a supportive relationship with the new teacher, characterized by trust, accessibility, openness, professional demeanor, candor, and affirmation.	Mentors seek to establish a supportive relationship with the new teacher, characterized by trust, accessibility, openness, professional demeanor, candor, and affirmation.	Mentors seek to establish a supportive relationship with the new teacher, characterized by trust, accessibility, openness, professional demeanor, candor, and affirmation.
	Mentors assist beginning teachers with classroom set-up and familiarizations with district/building policies and routines, development and establishing of initial classroom procedures. Mentors share instructional materials with their assigned teachers.	Mentors assist classroom set-up and familiarizations with district/building policies and routines and development and establishing of initial classroom procedures. Mentors share instructional materials with their assigned teachers. Mentoring focus is on instructional practice. Mentoring work is guided by the state Learning standards.	Mentors assist beginning teachers with classroom set-up and familiarizations with district/building policies and routines and development and establishing of initial classroom procedures. Mentors share instructional materials with their assigned teachers. Mentoring focus is on instructional practice and is guided by state Learning Standards.	Mentors assist beginning teachers with development and establishing of initial classroom procedures. Mentors share instructional materials with their assigned teachers. Mentoring focus is on instructional practice and is guided by state Learning Standards.
	The mentor models, coaches, observes, and provides feedback to the beginning teacher to whom they are assigned.	The mentor models, coaches, observes, and provides feedback to the beginning teacher to whom they are assigned.	The mentor models, coaches, observes, and provides feedback to the beginning teacher to whom they are assigned.	The mentor models, coaches, observes, and provides feedback to the beginning teacher to whom they are assigned.

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
		<p>Mentors provide emotional support as new teachers encounter professional and personal challenges related to their teaching.</p> <p>Mentees attend workshops or programs focused content or pedagogical area related to the grade level/or they teach. They also develop grade level curricula together, may engage in other instruction support projects.</p>	<p>Mentors provide emotional support as new teachers encounter professional and personal challenges related to their teaching.</p> <p>Mentees attend workshops or programs focused content or pedagogical area related to the grade level/or they teach. They also develop grade level curricula together, may engage in other instruction support projects.</p>	<p>Mentors provide emotional support as new teachers encounter professional and personal challenges related to their teaching.</p> <p>Mentees attend workshops or programs focused content or pedagogical area related to the grade level/or they teach. They also develop grade level curricula together, may engage in other instruction support projects.</p>

	<i>Basic</i>	<i>Beginning</i>	<i>Established/Experienced</i>	<i>Leading to Excellence</i>
<i>Program Evaluation</i>	<p>Craft questions to guide the local project evaluation related to its intended outcomes.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> > What is the understanding that beginning teachers and their mentors have of the purposes of the mentoring program? > What is the understanding that other teachers and administrators have of the purposes of the mentoring program? > In what ways do beginning teachers feel they have benefited from participation in our project? > What suggestions do beginning teachers and their mentors make to improve our project for the coming year? 	<p>Craft a set of questions that together guide the local project evaluation related to its intended outcomes. Together the set of questions address important practices and issues related to the project.</p> <p><i>Example of a set of questions:</i></p> <ul style="list-style-type: none"> > What is the understanding of the purposes of our local mentoring program that is shared among the participants and various stakeholders in our district? > What structures in our project are most valued by the participants, and what structures need further attention? > How does our project promote the development of the mentor-new teacher relationship such that each new teacher receives a highly personalized, professional induction experience? > What evidence is there that participating in our project leads our new teachers to strengthen their commitment to teaching? 	<p>Craft a set of questions that together guide the local project evaluation related to its intended outcomes. Together the set of questions address all the important practices and issues related to the project, and examine the project as situated in the district and state education enterprise.</p> <p>Example of a set of questions:</p> <ul style="list-style-type: none"> > What are the structures in our project that are most effective in helping us reach the intended outcomes? > How do the mentor-new teacher relationships that we initiate and promote through our local mentoring program result in more effective teaching and a greater sense of satisfaction in our new teachers? > What effects on their teaching and professional development do mentors report as a result of having served in this role? > What evidence is there that having local mentoring project is influencing the professional climate of the district? 	<p>Craft a set of questions that together guide the local project evaluation related to its intended outcomes. Together the set of questions address all the important practices and issues related to the project, and examine the project as situated in the district and state education enterprise. Example of a set of questions:</p> <ul style="list-style-type: none"> > To what extent do the mentor-new teacher relationships that we initiate and promote through our local mentoring program result in positive, longer-term, collegial relationships? > How does participating in our project lead into the longer-term professional development plans and activities of the district and the state? What vehicles for teacher development follow naturally from the local mentoring project? > What evidence is there that students who are taught by new teachers who have mentors learn better? > What evidence is there that students who are taught by new teachers who have mentors have a more positive school experience?
	<p>Identify or design instruments and procedures for collecting data relevant to the questions.</p> <p>Examples of instruments or procedures:</p> <ul style="list-style-type: none"> > surveys > interview guides > focus groups 	<p>Identify or design instruments and procedures for collecting data relevant to the questions.</p> <p>Examples of instruments or procedures:</p> <ul style="list-style-type: none"> > surveys > indepth interview guides > focus groups > daily/weekly logs of participation > journal entries 	<p>Identify or design instruments and procedures for collecting data relevant to the questions?</p> <p>Examples of instruments or procedures:</p> <ul style="list-style-type: none"> > surveys > indepth interview guides > focus groups > daily/weekly logs of participation > journal entries > unobtrusive measures 	<p>Identify or design instruments and procedures for collecting data relevant to the questions?</p> <p>Examples of instruments or procedures:</p> <ul style="list-style-type: none"> > surveys > indepth interview guides > focus groups > journal entries > unobtrusive measures > longitudinal studies > case studies

	<i>Basic</i>	<i>Beginning</i>	<i>Experienced/Established</i>	<i>Leading to Excellence</i>
	Collect and analyze data, and report the results to the mentoring program steering committee.	Collect and analyze data, and report the results to the mentoring program steering committee, and to those who will make decisions about the next steps of the local mentoring project.	Collect and analyze data, and report the results to the mentoring program steering committee, to those who will make decisions about the next steps of the local mentoring project, and to the professional community and public.	Collect and analyze data, and report the results to the mentoring program steering committee, to those who will make decisions about the next steps of the local mentoring project, and to the professional community and public. Report to the state and provide leadership in policy and mentoring development.