# Mentor Program Standards Planning & Evaluation Tool

The Mentor Program Standards Planning and Evaluation Tool is intended to assist district/schools in self-assessment and evaluation of their programs to measure their progress toward meeting the mentor standards. Another use for the planning tool is for allocating resources necessary to address the Mentor Program at a variety of levels. Resources may include time to collaborate with colleagues and/or universities, the assistance of consultants or other experts, funds for mentors, or professional development and training materials.

## Sample Mentor Program Standards – At-A-Glance

Mentor Program Standard 1: Program Administration and Leadership. Strong program administration and leadership are necessary to ensure the success of a Mentor Program. District leaders who have a depth of knowledge and understanding necessary to implement a high quality program provide the foundation.

### Mentor Program Standard 2: Leader Role and Engagement.

Leaders provide the structure and create a positive climate for the Mentor Program’s support and activities. It is through the support of leadership and their collaboration with mentor program leaders and mentors that the mentor program will meet its goal of developing the professional skills of educators.

Mentor Program Standard 3: Systems Alignment and Linkages.

An aligned system of professional development and evaluation allows educators to focus and succeed in accelerating their own growth. The establishment and maintenance of strong formal linkages across the professional development continuum supports all educators at every stage of their careers to advance their practice

### Mentor Program Standard 4: Mentor Quality.

Selection of qualified mentors assures that mentees receive high-quality support and assessment in the context of the learning environment. Initial training, on-going support, and collaboration help to develop mentors’ skills, knowledge, and leadership capacity. Mentors, when carefully selected and supported, can help create new norms of collaboration, inquiry, and on-going learning.

### Mentor Program Standard 5: Educator Professional Development and Learning Communities.

Mentor and mentee professional development is guided by a standards-based growth model that is differentiated and promotes communities of practice. Mentors and mentees must be given time to observe, collect data, and set goals. Mentors provide formative feedback to accelerate the growth, confidence, and competence of their mentees. Program coordinators and other leaders provide support for the collegial and confidential relationship between mentors and mentees.

# Mentor Program Evaluation Tool

Mentor Program Standard 1: Program Administration and Leadership. Strong program administration and leadership are necessary to ensure the success of a Mentor Program. District leaders who have a depth of knowledge and understanding necessary to implement a high quality program provide the foundation.

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| **Guiding Questions:** | **Possible Evidence:** |
| * Who is involved in implementation; in what ways? * What professional development and resources related to the mentor program are available to the implementation team? * What policies and procedures are in place for mentor program? | * Program mission/vision statements and goals; strategic plans * Meeting schedules, agendas and minutes * Organizational chart and job descriptions * List of professional development opportunities * Board Policies |

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| **Strengths:** | **Opportunities for Growth:** |
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### Mentor Program Standard 2: Leader Role and Engagement.

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| **Guiding Questions:** | **Possible Evidence:** |
| * How do human capital leaders and staff gain knowledge about the mentor programs offered, their roles and responsibilities, and mentor confidentiality? * What professional development is available for educators? * How does scheduling support collaborative planning time as well as fair and equitable workloads? * In what ways are timely and relevant resources available to mentors and mentees? * What formal and informal communication strategies are in place to support collaboration between mentors, mentees, and human capital leaders? | * List of Professional development opportunities * Master schedules, extracurricular assignments * Newsletters, emails, meeting schedules * List of resources available to mentors and mentees; * Budgets |

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| **Strengths:** | **Opportunities for Growth:** |
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Mentor Program Standard 3: Systems Alignment and Linkages.

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| **Guiding Questions:** | **Possible Evidence:** |
| * What fiscal and human capital resources support mentoring? * Where is the leadership for the mentoring program housed? * What programs and professional development are provided to support mentors and mentees? * What new insights, information, or initiatives resulted from meetings? * What data is available and used to inform program improvements? | * Board policy * Notes/agendas from PD planning meetings * List of contributions to indicate shared resources * Articulated governance structure with clear roles and responsibilities, vision statement * Examples of program improvements made * Meeting dates & agendas |

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| **Strengths:** | **Opportunities for Growth:** |
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### Mentor Program Standard 4: Mentor Quality.

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| **Guiding Questions:** | **Possible Evidence:** |
| * How are mentors recruited, selected, and assigned? * What procedures are in place to resolve conflict between mentors and mentees? * What types of mentor training and support are provided? How is training connected to mentor and mentee needs? How are local colleges/universities involved? * What protocols exist to establish confidentiality expectations for mentors? How will standards of confidentiality be upheld? * What criteria are being used to assess mentor performance? What data is being collected and reviewed? How is it used to improve mentor practice? * What processes are in place to remove ineffective mentors? * What leadership opportunities are provided to mentors? | * Mentor application * Mentor professional development calendar and descriptions * Demonstration of mentor capability (e.g. performance review) * Focus group and survey data from mentees and mentors * Written mentor/mentee confidentiality policy and contracts * Mentor self-assessment and/or peer-assessment tools * Percentage of mentors completing training, completing assignments, reassignments, and being removed |

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| **Guiding Questions:** | **Possible Evidence:** |
| * How is ongoing professional development (PD) provided throughout the year for mentors and mentees? What resources are available to support the PD in the school and district? * How is technology leveraged in PD, i.e. blog, chat, etc.? * What time is made available for mentee and mentor during the school day? * How has the culture of collegiality been created and nurtured in the school and district? * What are the communication formats and time expectations for the mentor to meet with the mentee? | * Catalog of online PD opportunities, agendas, and meeting dates * PD needs assessment * Documentation of all mentee/mentor support and networking activities * Release time schedule * Formal and informal communication log * Mentor handbook |

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