**Oregon Mentoring Delivery Model Analysis Tool**

**Introduction**

The Mentoring Delivery Model Analysis Tool, is designed to highlight the benefits and challenges of each of the models. Through this process, the model(s) that best fits the needs, capacity, resources, goals and vision of the district/consortium will be identified. Regardless of which model(s) a district/consortium choses, they can be confident it is aligned to the Oregon Mentoring Program Standards as long as the **systems are in place to ensure mentors and mentees have time to:**

* Meet for a minimum of one-two hour(s) each week, uninterrupted, for planning and problem solving (75-90 hours per year required by statute);
* Use various mentoring tools to support gathering data, analyzing student work, facilitating a collaborative conversation, and purposeful planning;
* Build a trusting relationship that uses an instructional, collaborative and/or facilitative approach
* Participate in ongoing professional learning based on assessed needs to develop and improve skills and practices;
* Conduct observations of experienced, accomplished teachers/administrators with mentor; and
* Conduct at least five classroom/professional setting observations of the mentee.

Regardless of the model chosen for mentoring, districts/consortiums need to ensure:

* Mentors are carefully selected and highly-trained.
* Mentors are carefully matched with beginning educators based on the beginning educator’s style of teaching/leading, availability, grade level/school level, and/or content area.
* Mentors’ have adequate time to support the number of mentees on their caseload.

**Oregon Mentoring Delivery Model Analysis Tool Process:**

**Step 1:** District/Consortium identifies members of their Mentoring Program Leadership Committee.

**Step 2:** Prior to completing the Mentoring Delivery Model Analysis Tool,Mentoring Program Leadership Committee reviews the following:

* [Oregon Mentoring Program Standards](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/oregon-mentoring-program-standards.pdf)
* [Oregon Mentoring Program Statute](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/default.aspx)s
* [Oregon Mentoring Program Administrative Rules](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/default.aspx)
* [Oregon Mentoring Foundational Standards Protocol](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/default.aspx)

**Step 3:** After reviewing thedocuments above, the Mentoring Program Leadership Committee meets to discuss the various mentoring delivery models and completes the Analysis Tool determining benefits and challenges for each.

**Step 4:** After completing the Analysis Tool, the Mentoring Program Leadership Committee determines which model(s) best fits the needs, capacity, resources, goals and vision of the district/consortium. Any combination of the mentoring delivery models can be used within the district/consortium.

| **Model** | **Description** | **Benefits** | **Challenges** |
| --- | --- | --- | --- |
| **Full-Release Mentor** | * Experienced educators (5 yrs. or more teaching/educational experience required by statute) are carefully selected and trained. * Released from classroom/school duties and mentor beginning educators full-time. * Assist with goal setting, regularly observe and provide formative feedback, * Meet 1-2 hours weekly (75-90 hrs. per year required by statute) with beginning educators, facilitate reflective practice, model strategies, and facilitate professional learning designed to meet the unique needs of beginning educators. * May serve beginning educators throughout the district/consortium or assigned a particular building based on need. * Usually are district/ESD employees. Occasionally districts/ESDs hire retired educators to serve as full-time mentors. * Develop the sophisticated skill set necessary to grow capacity in a beginning educator.   **Recommended caseload 1:16** |  |  |
| **Partial-Release Mentor** | * Experienced educators (5 yrs. or more teaching/educational experience required by statute) are carefully selected and trained. * Released from classroom/school duties for a portion of their day (usually .50) to support beginning educators during the time they are not teaching/leading. * Allow districts/ESDs to specialize in a specific content area or assignment (SPED mentor, CTE mentor, administrator mentor). * Assist with goal setting, regularly observe and provide formative feedback, * Meet 1-2 hours weekly (75-90 hrs. per year required by statute) with beginning educators, facilitate reflective practice, model strategies, and facilitate professional learning designed to meet the unique needs of beginning educators. * Serves beginning educators throughout the district/consortium or assigned to a specific building based on need. * Develop sophisticated mentoring skillset necessary to grow capacity in a beginning educator.   **Recommended caseload 1:8 (for .50)** |  |  |
| **1-on-1/ Building/District Colleague Mentor** | * The beginning educator is matched with an in-building/district colleague. * Mentor is carefully selected and trained with research-based professional learning to develop mentoring skills. * The skillset of the mentor is more important than the grade level/school level or content match. * Meet 1-2 hours weekly (75-90 hrs. per year required by statute) with the beginning educator, assist with goal setting, facilitate practice, observe at least quarterly and provide formative feedback, and co-observe an accomplished peer.   **Recommended caseload 1:1** |  |  |
| **Blended: Full-Release Mentor PLUS Building/District Colleague Mentor:** | * Beginning educators work with a full-release mentor AND receive support from an in-building/district colleague mentor. * Both mentors have clearly defined roles, responsibilities, and each receives research-based professional learning to develop mentoring skills. * Full-release mentors engage in in-depth instructional mentoring focused on inquiry cycles with focused goals, observations with formative feedback, and reflective conversations. * Mentors should be carefully selected and assigned. * In-building mentor provides daily onsite support and frequent face-to-face check-ins.(specific to teacher mentoring) |  |  |