**Oregon Mentoring Program Standards Self-Appraisal Tool**

The goal of the Oregon Mentoring Program is to improve instructional and leadership strategies leading to increases in student outcomes and the positive retention of beginning teachers and administrators. One way districts are committed to meeting this goal is by integrating and sustaining comprehensive mentoring programs targeting effective leadership, teaching, and learning that align with other district and state initiatives and goals. The purpose of this document is to assist districts and consortiums in identifying strengths and areas for improvement of their current/developing mentoring programs based on a self-assessment using the Oregon Mentoring Program (OMP) Standards.

These OMP Standards describe the structures and functions, processes, and effective practices necessary for an effective-mentoring program. Effective mentoring is foundational to a quality program.

The eight Mentoring Program Standards were divided into three categories **Program** - 1) Program Administration, Collaboration, and Communication; 2) Leadership Engagement; 3) Program Assessment and Evaluation; **Process** - 4) Roles and Responsibilities; 5) Professional Learning; 6) Teacher and Administrator Assessment; **Professional Practice** - 7) Instructional and Leadership Practices; and 8) Equity, Cultural Competence, and Universal Access.

**Oregon Mentoring Program Standards Self-Appraisal Tool Process**

The Oregon Mentoring Program Standards Self-Appraisal Tool is used when a district leadership team is developing or reflecting on their current mentoring project both as:

* a pre-assessment for mentoring project staff, and
* talking-points during a review of the completed Program Standards Self-Appraisal Tool with district leadership team.

The goals of the process are to:

* identify promising practices going on in your project that should continue, and
* determine resources, supports and next steps that district, ODE or other entities can provide to support the mentoring project.

The Mentoring Program Standards Self-Appraisal Tool Process includes the following steps:

1. The Mentoring Project staff (if applicable) and district leadership team will review the standards and corresponding indicators included in the Oregon Mentoring Program Standards Self-Appraisal Tool Continuum to discuss, determine and record current implementation stage(*establishing, applying, integrating, and systematizing)*. Highlight/Indicate box that best represents where your team feels your project is in implementation.
2. The team will discuss Strengths, Areas for Growth, Next Steps, and Resources for each standard.
3. The Mentoring Project staff (if applicable) and district leadership team will identify and determine resources, supports and next steps that district, ODE or other entities can provide to support the mentoring project.

**Additional Resources**

To assist programs in reviewing their mentoring project for three of the eight OMP Standards, the Department of Education developed a [Oregon Mentoring Program Foundational Standards Protocol](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/OMPfoundationalstandardstool.docx). This tool is a continuum describing supporting indicators aligned to three foundational Mentoring Standards including examples of evidence. The developmental categories are *establishing, applying, integrating, and systematizing*. The team will discuss and record Strengths, Areas for Growth, Next Steps, and Resources for each standard in the four square template at the end of each standard.

Both the [Oregon Mentoring Program Standards](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/oregon-mentoring-program-standards.pdf) and [Oregon Mentoring Program Foundational Standards Protocol](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/OMPfoundationalstandardstool.docx) are available as informational resources about mentoring and as tools to help in reviewing mentoring projects. Additional materials can also be found at: [http://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/default.aspx](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/default.aspx)

**Program (P) Standards**

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1. Program Administration, Collaboration, and Communication: *Quality mentor programs provide structures to assure a cohesive, culturally competent system for mentoring that is supported at all levels.*

| **A Quality Mentor Program:** | **Establishing** | **Applying** | **Integrating** | **Systematizing** |
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| **1.1 has a designated leader with sufficient resources, authority, knowledge and experience to guide program implementation and accountability.**  *Possible Evidence:*   * *Budget proposal* * *Project Director* * *Job description(s)* * *Organizational chart* * *Professional learning plan for project director* | Project director is identified but FTE is not defined | FTE is allocated for Project Director. | Allocated FTE is reasonable in proportion to program size to support release time for Project Director (Mentor Project Coordinator). | Allocated FTE is reasonable in proportion to program size to support release time for Project Director (Mentor Project Coordinator) and additional resources are dedicated to support the Project Director as needed (e.g. data analyst, support person time) |
| Project Director attends the four Project Director Network meetings as professional development. | Ongoing professional development for the Project Director, in addition to the four Network meetings, is referenced but not described | Specific, on-going professional development for the Project Director focused on implementing a mentoring project in addition to attending network meetings is described. | Articulated on-going professional development for the Project Director within the state and district along with conferences focused on the design & implementation of a high-quality mentoring project is described. |
| Project director has no input in the evaluation of the program mentors. | Input from the project director is used in the evaluation of the program mentors. | Project director completes the evaluation of the program mentors. | Project director completes the evaluation of the program mentors and is responsible for summative evaluation scores. |
| Project director job description not created. | Project director job description is clearly defined | Project director job description is developed collaboratively with stakeholders and is clearly defined | Project director job description is developed collaboratively with stakeholders and includes supervisory skills, program coordination experience, deep understanding of mentoring, teaching and learning and use of data to improve mentoring program |
| Project director has limited opportunity for communication with district leadership and is not involved in decision making  . | Project director communicates with district leadership and is informed on the decisions made | Project director communicates directly with district leadership and is involved in all decisions related to the project. | Project director has decision making authority over program. |
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| **1.2 includes system-wide leadership.**  *Possible Evidence:*   * *Job description(s)* * *Organizational chart* * *District policies & practices pertaining to mentoring* | District policies and practices are not mentioned | District policies and practices are reviewed through the lens of mentoring program | District policies and practices are implemented to support the development of a research based mentoring program | District policies and practices are aligned across programs to support the development of a research based mentoring program |
| Project leadership adds project director responsibilities to a pre-existing staff position | Project leadership assigns project director | Project leadership selects project director based on criteria in the job description | Project leadership selects project director based on job description and additional criteria |
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| **1.3 involves collaboration and coordination among program leaders and stakeholders to ensure that program goals and practices align with teacher/administrator preparation programs, educator professional learning, evaluation systems, culturally responsive teaching practices and other P-20 initiatives.** | Communication between project director and stakeholders is not used to align programs (e.g. pre-service prep, goals and practices, PD for teachers and admin., evaluation systems) | Communication between project director and stakeholders is used to inform some programs (e.g. pre-service prep, goals and practices, PD for teachers and admin., evaluation systems) involved and meet project goals | Communication between project director and stakeholders is used to align some programs (e.g. pre-service prep, mentoring project goals and practices, PD for teachers and admin., evaluation systems) involved and meet project goals | Communication between project leaders and stakeholders is used to align all programs (pre-service prep, goals and practices, PD for teachers and admin., evaluation systems) involved and meet project goals |
| Data is not shared between programs | Data is shared between some programs (e.g. pre-service prep, mentor project goals and practices, PD for teachers and admin., evaluation systems) | Data is shared between some programs (e.g. pre-service prep, mentor project goals and practices, PD for teachers and admin., evaluation systems) to inform continuous improvement | Data is shared between all programs (pre-service prep, mentor project goals and practices, PD for teachers and admin., evaluation systems)and used to inform continuous improvement |
| Mentor project goals and outcomes are reviewed and revised as necessary | Mentor project goals and outcomes are related to teacher development, retention, support and student learning, and are reviewed and revised as necessary  *Possible Evidence:*   * *Examples of communication (newsletters, agendas)* * *Data examples (mentee PD, project goals & objectives.* * *Project goals & objectives tied to retention, student learning and improved instructional practices* * *Communication plan to district, community, stakeholders* | Mentor project goals and outcomes are related to teacher development, retention, support and student learning, and are reviewed and revised as necessary. This is based on multiple sources of program evaluation data analyzed by program leaders | The mentoring project and stakeholder programs’ goals and outcomes are related to teacher development, retention, support and student learning and are reviewed and revised as necessary. This is based on multiple sources of program evaluation data (surveys, time-logs, ODE Program Report) analyzed by program leaders and stakeholders. |
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| **1.4 develops and maintains structures and systems to promote two-way communication and stakeholder involvement.** | Project leadership does not communicate with district/site administrators | Project leadership communicates with district/site administrators to ensure ongoing commitment to provide the time to implement a research based mentoring program | Project leadership frequently communicates with district/site administrators to ensure ongoing commitment to provide the time and fiscal resources required to implement a research based mentoring program | Project leadership collaborates with district/site administrators to ensure ongoing commitment to provide the time and fiscal resources required to implement a research based mentoring program |
| The mentor project director plans, implements, and evaluates the program  *Possible Evidence:*   * *List of Mentor Project Leadership Team Members* * *Agendas, minutes, action plans from Leadership Team meetings* * *Project goals & objectives* * *Communication plan for mentor project* | The mentor project director plans, implements, evaluates, and refine the program through data analysis and program evaluation | The mentor project has specified leaders who plan, implement, evaluate, communicate and refine the program through data analysis and program evaluation | The mentor project has a shared leadership structure, including stakeholders, who plan, implement, evaluate, communicate and refine the program through data analysis and program evaluation |
| The project goals and objectives are not shared with stakeholders | The project goals and objectives are shared with stakeholders | The process of communicating project goals and objectives with stakeholders is clearly described and includes multiple modes of communication | The process of communicating project goals and objectives is developed with stakeholders and is clearly described and includes multiple modes of communication (e.g. e-mail, face-to-face, websites, and newsletters) |

| **Optional Guiding Questions:** |
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| **The Mentoring Project has clearly articulated goals and outcomes.**   * *What are your project’s overall goals? What do you hope to achieve? What impact do you seek? How are you ensuring impact on student achievement, retention, and beginning teacher and beginning administrator effectiveness?* * *What specific outcomes do you have for beginning teachers and beginning administrators? What professional habits do you intend to cultivate? What would success look like?* * *What outcomes do you have for your mentors? In what ways can your program develop leadership capacity in experienced teachers and administrators?* * *How will your program equip beginning educators to effectively teach/lead the linguistically, culturally, and academically diverse?* * *What are goals for school district and university articulation? Between program leaders? Between the mentors and site administrators?* |
| **The Mentoring Project works together to plan, implement and evaluate with project partners and administration.**   * How will partnering organizations demonstrate institutional commitment to the Mentoring Project? * How will your Project Leadership and organizational structures work together? How will the primary contact person be determined? * How will a clear and appropriate allocation of authority and initiative be coordinated and articulated among all entities? * How will Project leaders acquire the depth of knowledge and understanding necessary to develop and implement a highly effective Mentoring Project? What professional learning opportunities will be provided to the project leaders for continued professional learning and growth of the project? |
| **The Mentoring Project works together with district and site administrators to provide the structure and create a positive school climate for the project’s support and assessment activities.**   * How will project leader(s) clearly communicate the Mentoring Project’s rationale, goals, and design to district leaders, site administrators, and stakeholders? * How will your project provide professional learning for district and site administrators to become familiar with program components, formative assessment processes, beginning teacher and beginning administrator development, and working conditions to support teacher and administrator success? * How will your project support district and site administrators to establish a culture of support within their school for mentors and beginning teachers and beginning administrators to work together? * What opportunities for communication and feedback are there among partnering agencies/stakeholders? * How is data shared to ensure formal and informal linkages are made among members of the partnership to inform continuous improvement? |

2. Leadership Engagement: *Quality mentor programs require involved, informed and culturally responsive leaders.*

| **Leaders in a Quality Mentor Program:** | **Establishing** | **Applying** | **Integrating** | **Systematizing** |
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| **2.1 provide resources and conditions required to promote and improve teacher and administrator success.**  *Possible Evidence:*   * *Budget proposal* * *Evidence of release time (e.g. substitute release time)* * *District BT/BA placement process* * *Description of mentoring model used & mentor caseload (full release, partial release, 1-on-1)* * *Description of mentor professional learning (instructional mentor Professional Learning (ODE/NTC) & ongoing Professional Learning)* * *Project Professional Learning plan for mentors* | Administrators determine the work conditions for beginning teachers and administrators | Administrators and project leadership work together to identify work conditions that best support beginning teachers and administrators (environment, assignments, work load placements) | Administrators collaborate with project leadership to anticipate challenges of beginning teachers/ administrators with regards to working environments, assignments, workload and placements and ensure assignment of beginning teachers/ administrators to a placement that promotes success | Administrators consult and collaborate with project leadership to anticipate challenges of beginning teachers/ administrators with regards to working environments, assignments, workload and placements and ensure assignment of beginning teachers/administrators to a placement that promotes success, and early identification and response to challenging situations |
| The project leadership allocates grant resources to support some components defined in the program goals | The project leadership allocates grant resources to support components defined in the project goals | The project leadership allocates grant and other resources (human, time, fiscal) to support components defined in the project goals | The project leadership allocates grant and other resources (human, time, fiscal) to support components defined in the project design, goals, objectives and, when appropriate, local collective bargaining agreements. |
| Project director assigns a trained instructional mentor every beginning teacher/administrator | Project director assigns a trained instructional mentor every beginning teacher/administrator | Project director assigns a trained instructional mentor to every beginning teacher/ administrator | Project director assigns a trained instructional mentor to every beginning teacher/administrator |
| Project directors assign mentors | Project directors assign full-release mentors without consideration of research-based ratios and non-released mentors (i.e. classroom teacher) are assigned no more than one beginning educator | Project director assigns caseloads for full-release mentor using a research-based ratio and non-released mentors (i.e. classroom teacher) are assigned no more than one beginning educator | Project director assigns caseloads for full-release mentor using a research-based ratio and non-released mentors (i.e. classroom teacher) are assigned no more than one beginning educator with sanctioned time to mentor |
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| **2.2 create a culture of equity that focuses on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity.**  *Possible Evidence:*   * *Description of mentor professional learning (instructional mentor profession al learning (ODE/NTC) & ongoing professional learning)* * *Description of culturally responsive professional learning for mentors* * *Professional Learning plan for mentors & mentees* | Project leaders provide professional learning to mentors | Project leaders provide professional learning to mentors on issues of race, language, culture, socio-economics, and gender. | Project leaders provide specific and strategic professional learning to mentors on how to work with beginning teachers and administrators with issues of race, language, culture, socio-economics, and gender to ensure inclusive practices. | Project leaders evaluate the effectiveness of mentors’ specific and strategic professional learning around issues of race, language, culture, socio-economics, and gender based on its impact on the inclusive practices of teachers and administrators. |
| Mentors discuss collaboration with the community | Mentors emphasize the importance of collaboration with the community | Mentors emphasize the importance of collaboration with the community and encourage mentees to understand underlying cultural norms | Mentors emphasize the importance of collaboration with the community and encourage mentees to understand and apply underlying cultural norms |
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| **2.3 engage in professional learning in how best to support teachers and administrators.**  *Possible Evidence:*   * *Budget proposal* * *Description of mentor professional learning (instructional mentor professional learning (ODE/NTC) & ongoing professional learning* * *Professional learning plan for mentors* | Project directors ensure that mentors participate in some ODE/NTC or ODE approved instructional mentor training. | Project directors ensure that mentors complete all ODE/NTC or ODE approved instructional mentor training. | Project directors ensure that mentors complete all ODE/NTC or ODE approved instructional mentor training and participate in additional professional development | Project directors ensure that mentors complete all ODE/NTC or ODE approved instructional mentor training and participate in additional professional development that builds upon instructional mentor training to advance their knowledge and skills |
| Allocates limited resources to promote effective professional learning that supports mentors, teachers, and administrators | Allocates resources to promote effective professional learning that supports mentors, teachers, and administrators | Prioritizes resource allocation to promote effective professional learning that supports mentors, teachers, and administrators | Prioritizes resource allocation to promote effective professional learning and collaboration that supports mentors, teachers, and administrators |
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| **2.4 collaborate and coordinate with other mentor program leaders across the state.**  *Possible Evidence:*   * *Budget proposal* * *Evidence of release time (e.g. substitute release time)* * *Project Director job description* * *Organizational chart* * *Professional learning plan for project director* | Project directors participate in all ODE Mentor Network meetings. | Project directors participate in all ODE Mentor Network meetings and some mentoring professional development. | Project directors participate in all ODE Mentor Network meetings and most mentoring professional development. | Project directors and partner representatives participate in all ODE Mentor Network meetings and all mentoring professional development. |
| Project directors do not participate in mentoring professional development | Project directors participate in some mentoring professional development | Project directors participate in most mentoring professional development | Project directors participate in all mentoring professional development |

| **Optional Guiding Questions:**   * *What is the context for beginning teachers and beginning administrators in terms of: resources, support, adjunct responsibilities, numbers of preparations (secondary teachers), combination classes (elementary teachers), classroom location, etc.* * *How are beginning teacher and beginning administrator assignments made in your district(s)? What considerations are made for beginning teachers and beginning administrators?* * *What collaboration structures are in place for beginning teachers and beginning administrators at the school sites? In what ways do beginning teachers and beginning administrators use collaboration time?* * *What additional resources and support are provided to beginning teachers and beginning administrators in challenging situations?* |
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3. Program Assessment and Evaluation: *Quality mentor programs collect data to evaluate and improve program effectiveness.*

| **A Quality Mentor Program** | **Establishing** | **Applying** | **Integrating** | **Systematizing** |
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| **3.1 purposefully and systematically collects data, using multiple measures, to demonstrate implementation, impact, and areas for continuous improvement.**  *Possible Evidence:*   * *Description of evaluation measures mentoring project will use* * *Goals & objectives of the mentoring project and data to support them* | The program collects multiple measures such as surveys, time-logs, and aggregated teacher and administrator performance/evaluation data. | The program uses multiple measures such as surveys, time-logs, and aggregated teacher and administrator performance/evaluation data to demonstrate implementation. | The program uses multiple measures such as surveys, time-logs, and aggregated teacher and administrator performance/evaluation data to demonstrate implementation and impact. | The program uses multiple measures such as surveys, time-logs, and aggregated teacher and administrator performance/evaluation data to demonstrate implementation, impact, and areas for continuous improvement. |
| No effort is made to use additional data to inform the mentor project | District determines how additional data collected by the district can inform the mentoring program | District determines how additional data collected by the district can inform the mentoring program and vice versa | District has an integrated data collection system that allows data to inform multiple programs |
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| **3.2 continuously and systematically shares evaluation findings with stakeholders to inform decision-making and accountability.**  *Possible Evidence:*   * *Description of evaluation measures mentoring project will use* * *Goals & objectives of the mentoring project & data to support them* * *Communication plan to district, community & stakeholders* | Project leadership collects available data and may share within program. | Project leadership analyzes multiple sources of data and shares within program and with district/ site administrators. | Project leadership collaborates with mentors and district/site administrators to analyze multiple sources of data and widely shares results with all stakeholders on a scheduled basis. | Project leadership, district/ site administrators, and induction and mentoring teams collaboratively and systematically analyze and share results with all stakeholders on a scheduled basis to improve program implementation, beginning teacher practice, and student learning. |

**Process (PR) Standards**

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4. Roles and Responsibilities: *A quality mentor program carefully selects and assigns mentor/mentee partners reflective of diverse cultural characteristics and clearly defines roles.*

| **A Quality Mentor Program** | **Establishing** | **Applying** | **Integrating** | **Systematizing** |
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| **4.1 has a formal, rigorous and timely process for recruiting and selecting mentors based on culturally responsive criteria consistent with the roles and responsibilities of mentoring.**  *Possible Evidence:*   * *Budget proposal* * *Evidence of release time (e.g. substitute release time)* * *Job description(s)* * *Organizational chart* * *Professional learning plan for project director* * *Mentor application & rubric* * *Mentor job description* * *Description of mentor application & selection process* * *Description of mentor selection committee* | Mentor selection criteria is outlined | Mentor selection criteria is outlined in adopted rubric | Mentor selection criteria is outlined in adopted rubric and application process is clearly defined | Selection criteria is outlined in adopted rubric, application process is clearly defined and criteria are known by teachers/ administrators throughout the district |
| Mentors are selected by one individual | Mentor selection process includes administrators. | Mentor selection process includes project leadership, teachers and administrators. | Mentor selection process includes project leadership, teachers, administrators, and a variety of stakeholders. |
| Mentors are selected based the criteria | Mentors are selected based the criteria and additional relevant factors including certification and experience. | Mentors are selected based the criteria and additional relevant factors including certification, experience, current assignment, proximity of location and reflect the diversity of the general community population. | Mentors demonstrate during the interview process effective teaching practice, strong intra and interpersonal skills, knowledge of pedagogy, context, content, and diverse learning needs of beginning teachers and their students. |
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| **4.2. defines and communicates mentor roles and responsibilities that are focused on the continuous development of teacher and administrator practice.**  *Possible Evidence:*   * *Mentor job description* * *Mentor application & rubric* * *Mentor letter of commitment* * *Communication plan for mentor roles & responsibilities* * *Description of mentor professional learning* | Mentors and mentees set up a schedule to meet. | Mentors meet regularly with mentees. | Mentors build a trusting relationship and are attuned to the needs of the mentee. | Mentors become a trusted member of the mentees support system and are responsive to the changing needs of the beginning teacher/administrator. |
| Mentors provide logistical support to mentees. | Mentors focus support on improving instruction using a directive mentoring approach | Mentors focus support on improving instruction and student learning using an instructional, collaborative and/or facilitative approach to meet the needs of the mentees | Mentors move between the three mentoring approaches (instructional, collaborative and/or facilitative) to guide beginning teacher(s) toward improving instruction and student learning. |
| Mentors initiate conversations with mentees in setting goals. | Mentors support mentees in the goal setting process and guide reflection of their practice | Mentors support mentees in setting goals, developing a professional growth plan and reflecting on their practice | Mentors support mentees in setting goals, developing a professional growth plan and reflecting on their growth using data |
| Mentor roles are defined and shared with mentors | Mentor roles are defined and communicated with mentors and mentees. | Mentor roles and responsibilities are defined and communicated with mentors, mentees and within the school community. | Stakeholders collaborate in refining and contextualizing mentor roles and responsibilities and develop protocols for communicating them. |
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| **4.3 utilizes a standards based system of ongoing assessment for mentor growth and accountability.**  *Possible Evidence:*   * *Mentor standards/rubric for professional growth (MAGA, mentor standards based on district rubric)* * *Mentor evaluation timeline* * *Examples of mentor formative & summative assessments* | No standards for mentor growth and accountability are identified. | Standards for mentor growth and accountability are identified. | Standards for mentor growth and accountability are adopted by the district. | Adopted standards for mentor growth and accountability are aligned with other district adopted standards. |
| No timeline or tools for formative or summative assessments of mentors’ practices are in place | Timeline and tools for summative assessments of mentors’ practices are in place and utilized. | Timeline and tools for formative and summative assessments of mentors’ practices are in place and utilized. | Timeline, tools and processes for gathering formative and summative assessment data of mentors’ practices are in place and utilized. |

| **Optional Guiding Questions:**  **The rationale for project components, structure, and activities is based on research about teacher/leader development, effective mentoring practices, and systems-alignment.**   * *What is the rationale for your project’s design? In what ways is your design informed by research, theory, and practice?* * *In what ways is the planning and implementation of your project consistent with the holistic, developmental view of teaching /leading articulated in Professional Teaching Standards/Professional Leadership Standards?* * *In what ways are you aligning and providing continuity between pre-service, the first years of teaching, and on-going teacher and administrator professional development?* * *In what ways is the Induction Program contextualized to meet students’, teachers’, administrators’, schools’ and district needs?* * *How does your project address the strengths and needs of beginning teachers and beginning administrators and recognize individual developmental differences in beginning teachers and beginning administrators and mentors?* |
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5. Professional Learning: *Quality mentor programs expand the knowledge and refine the practice of mentors and mentees through a collaborative, culturally responsive process, supported by research.*

| **A Quality Mentor Program** | **Establishing** | **Applying** | **Integrating** | **Systematizing** |
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| **5.1 establishes learning communities engaged in professional learning, problem-solving, and evidenced based collaborative inquiry for mentors, as well as teacher and administrator mentees.**  *Possible Evidence:*   * *Budget proposal* * *Evidence of release time (e.g. substitute release time)* * *Description of ongoing mentor professional learning* * *Mentor professional learning agendas* * *Project professional learning plan for mentors & mentees* * *Description of ongoing mentee professional learning* * *Mentee professional learning needs assessment* * *Description of mentoring model used & mentor caseload (full release, partial release, 1-on-1)* | Mentors participate in professional learning communities. | Mentors participate in professional learning communities, such as Mentor Professional Learning Series Workshops and mentor forums, to refine mentoring skills and improve student learning. | Mentors participate in ongoing professional learning communities, such as Mentor Professional Learning Series Workshops and mentor forums, that develop and support their reflective practice and use of mentoring tools, protocols, and formative assessments to develop, extend and refine mentoring skills and practices and improve student learning. | Mentors participate in ongoing professional learning communities that develop and support their reflective practice and use of mentoring tools, protocols, formative assessments and state instructional initiatives to develop, extend and refine mentoring skills and practices and improve student learning. |
| Mentees participate in available district/consortium professional development. | Mentees participate in professional learning communities and professional development based on common needs of mentees. | Mentees participate in ongoing professional learning communities and professional development based on their assessed needs. | Mentees participants in ongoing professional learning communities and focused professional development based on their assessed needs, job-embedded and focused. |
| The mentor project does not provide time for the analysis of student work, data collection, observations and reflective conversations (i.e. inquiry cycle). | The mentor project provides time for data collection, observations and reflective conversations (i.e. inquiry cycle). | The mentor project provides protected time for the analysis of student work, data collection, observations and reflective conversations (i.e. inquiry cycle). | The mentor project provides protected time for the analysis of student work, data collection, observations and reflective conversations (i.e. inquiry cycle) differentiated by the needs of mentees. |
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| **5.2. ensures mentors apply new learning to mentoring practice through engaging in goal-setting and reflection, implementing inquiry action plans, and analyzing data.**  *Possible Evidence:5.2*   * *Budget proposal* * *Evidence of release time (e.g. substitute release time)* * *Job description(s)* * *Organizational chart* * *Professional learning plan for project director* * *Mentor evaluation timeline* * *Examples of templates & tools for mentor goal setting & data collection* * *Examples of mentor professional growth plans* * *Description of the annual goal setting cycle* | Mentors do not reflect on their practice | Mentors engage in self-assessment and reflect on their own development as teachers and mentors | Mentors follow and complete an annual goal setting and reflection cycle with an emphasis on cultural responsiveness aligned with mentor standards reviewed by project leaders. | Mentors follow and complete an annual goal setting and reflection cycle with an emphasis on cultural responsiveness aligned with mentor standards reviewed by peers and project leaders. |
| Mentors do not develop goals | Mentors develop an action plan for meeting goals as part of the goal setting cycle. | Mentors develop a professional growth plan for meeting goals as part of the goal setting cycle. | Mentors develop professional growth plans that integrate mentor goals with other professional goals. |
| Mentors do not collect data | Mentors collect data and evidence of practice. | Mentors collect data and evidence of practice to monitor goal progress. | Mentors collect data and evidence of practice to monitor goal progress and make adjustments to practice based on results |
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| **5.3 facilitates professional learning that is guided by research, standards, culturally responsive practices, local priorities and the developmental needs of mentors, as well as teacher and administrator mentees.** | Mentor project provides professional learning activities | Mentor project professional learning activities include culturally responsive teaching practices | Mentor project professional learning activities emphasize culturally responsive teaching practices, including measurement of impact. | Mentor project professional learning activities emphasize culturally responsive teaching practices, including measurement of impact leading to differentiation of instruction |
| Professional development for mentors and mentees is guided by content area standards. | Professional development for mentors and mentees is guided by the Oregon Professional Teaching or Administrator Standards, as well as relevant content area standards. | Professional development for mentors and mentees is guided by the Oregon Professional Teaching or Administrator Standards, as well as relevant content area standards and priorities in alignment with the diversity of the students/families in the district/school for mentors and mentees.  *Possible Evidence: 5.3*   * *Budget proposal* * *Evidence of release time (e.g. substitute release time)* * *Job description(s)* * *Organizational chart* * *Professional learning plan for project director* * *Project professional learning plan for mentors & mentees, including culturally responsive practices professional learning* * *Mentor & mentee learning needs assessment* | Professional development for mentors and mentees is guided by the Oregon Professional Teaching or Administrator Standards, as well as relevant content area standards and priorities in alignment with the diversity of the students/families in the district/school. Mentees have some flexibility and choice. |
| Formative assessment data is not used to determine content of professional development. | Formative assessment data collected as part of the mentor project (e.g. observations of classrooms/various educational settings, student work, etc.) is used to determine the content of professional development activities for mentors and mentees. | Formative assessment data collected as part of the mentor project (e.g. observations of classrooms/various educational settings, student work, etc.) is used to determine the scope, focus, and content of professional development activities for mentors and mentees. | District (e.g. SLGGs, DIBELS, Title IIA surveys, etc.) and project (e.g. observations of classrooms/various educational settings, student work, etc.) formative assessment data collected is used to determine the scope, focus, and content of professional development activities for mentors and mentees. |

| **Optional Guiding Questions:**  **The design of the project is structured to maximize beginning teacher and beginning administrator success within the context of a professional learning community.**   * *What is the overall design of your project?* * *What are the structures for mentors and beginning teachers; mentors and beginning administrators to work together? How often do they meet together?* * *What services will be provided to beginning teachers and beginning administrators? What is your implementation plan?* * *Describe different ways mentors use release time within the project. What are the project’s expectations for meeting during school hours for mentoring and observation?* |
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| **The project is structured to support beginning teachers and beginning administrators to create a positive, inclusive climate for all students to receive effective instruction and assessment.**   * *What resources and supports are provided to beginning teachers, beginning administrators and their mentors to provide equitable access to the core curriculum?* * *How does your district support beginning teachers, beginning administrators and their mentors in identifying and addressing the learning needs of English learners?* * *What structures and systems are in place to support beginning teachers, beginning administrators and their mentors to provide appropriate learning opportunities for students with learning disabilities and for students who are talented and gifted?* * *What resources and supports are provided to beginning teachers, beginning administrators and their mentors in examining their practice in relation to personal and institutional biases that impact student learning and seek to eliminate them from professional practice?* |

6. Teacher and Administrator Assessment: *Quality mentor programs utilize a data based cycle of inquiry to assess effective,* *appropriate and culturally responsive instructional and leadership practices.*

| **A Quality Mentor Program** | **Establishing** | **Applying** | **Integrating** | **Systematizing** |
| --- | --- | --- | --- | --- |
| **6.1 includes self-reflection, goal setting, observations, and formative assessments.**  *Possible Evidence: 6.1*   * *Mentor & mentee evaluation timeline* * *Examples of templates & tools for evaluation process* * *Description of the mentor & mentee goal setting cycle* | The project requires mentors and mentees to engage in self-reflection and goal setting. | The project requires mentors and mentees to engage in self-reflection and goal setting and provides the tools to be utilized. | The project requires mentors and mentees to engage in self-reflection and goal setting and provides the tools, processes, and timeline to be consistently utilized. | The project requires mentors and mentees to engage in self-reflection, goal setting and progress monitoring and provides the tools, processes, and timeline to be consistently utilized. |
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| **6.2 is designed to accelerate educator effectiveness to ensure that every student regardless of cultural, gender, racial, ethnic, and socioeconomic characteristics is ready for college, careers and engaged citizenship.**  *Possible Evidence: 6.2*   * *BT/BA learning progressions* * *Description of mentor professional learnings on BT/BA learning progressions* * *Examples of mentor tools used to accelerate BT/BA practice* | The project utilizes the Oregon Teacher and Administrator Professional Standards to assess mentee effectiveness. | The project has developed criteria that describe levels of beginning teacher and administrator development to assess mentee effectiveness. | The project has developed criteria for levels of beginning teacher and administrator development to assess mentee effectiveness, and mentors understand these levels. | The project has developed criteria for levels of beginning teacher and administrator development to assess mentee effectiveness, and mentors, mentees and site administrators understand these levels. |
| Mentors and mentees use data to set clear objectives for helping mentees progress. | Mentors and mentees use data to set clear objectives for helping mentees progress and increasing student learning and growth. | Mentors and mentees use data gathered by mentors to set clear objectives for helping mentees progress and increasing student learning and growth for all students, regardless of cultural, gender, racial, ethnic, and socioeconomic characteristics. | Mentors and mentees use data gathered from internal and external sources to set clear objectives for helping mentees progress and increasing student learning and growth for all students, regardless of cultural, gender, racial, ethnic, and socioeconomic characteristics. |
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| **6.3 includes multiple sources of evidence to assess teacher and administrator mentees’ strengths and areas for growth and guide professional learning.**  *Possible Evidence: 6.3*   * *Evidence of release time (e.g. substitute release time)* * *Examples of mentor tools used to gather data on BT/BA practice* * *Description of how BT/BA formative assessment data is used* * *Description of mentoring model used (full release, partial release, 1-on-1) and mentor caseload* | Project uses multiple sources of data to assess mentees’ growth and practice | Project uses multiple sources of data to assess mentees’ growth and practice and provides feedback mentees. | Project uses multiple sources of data to assess mentees’ growth and practice and provides feedback to guide mentees’ reflection. | Project uses multiple sources of data to assess mentees’ growth and practice and provides feedback to guide mentees’ reflection and determine areas for growth. |
| Formative assessment and the accompanying documentation and observation data guides mentoring and professional development only, not for formal evaluation or employment decisions. | Formative assessment and the accompanying documentation and observation data guides mentoring and professional development only, not for formal evaluation or employment decisions. | Formative assessment and the accompanying documentation and observation data guides mentoring and professional development only, not for formal evaluation or employment decisions. | Formative assessment and the accompanying documentation and observation data guides mentoring and professional development only, not used for formal evaluation or employment decisions. |

**Professional Practice (PP) Standards**

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7. Instructional and Leadership Practices: *Quality mentor programs accelerate the professional practice of beginning educators to positively impact student achievement for EACH and EVERY learner no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.*

| **A Quality Mentor Program** | **Establishing** | **Applying** | **Integrating** | **Systematizing** |
| --- | --- | --- | --- | --- |
| **7.1 fosters self-reflection among teacher and administrator mentees to accelerate growth based on Oregon professional teaching or administrative standards.**  *Possible Evidence: 7.1*   * *Budget proposal* * *Evidence of release time (e.g. substitute release time)* * *Mentor job description(s)* * *Organizational chart* * *Professional learning plan for project director* * *Mentor logs/documentation of meeting 75-90 hour requirement* * *Description of mentoring model (full release, partial release 1-on-1) and mentor caseload* * *Description of mentoring time distribution between mentor/mentee (how will mentor meet required time)* | Mentees reflect on practice. | Mentees reflect on practice and work with mentor to identify their instructional/ leadership strengths and challenges. | Mentees reflect on practice and self-identify their instructional/ leadership strengths and challenges. | Mentees reflect on practice and self-identify their instructional/ leadership strengths and challenges to determine targeted areas of support. |
| Mentors reflect, but not on a consistent basis, on their use of mentoring tools and protocols | Mentors reflect at least monthly on their use of mentoring tools and protocols | Mentors reflect at least weekly on their use of mentoring tools and protocols | Mentors reflect at least weekly on their use of mentoring tools and protocols and seek out support from peers to improve practice. |
| Documented contact both in-person and virtual (e.g., email, phone, text, Skype) between mentor and mentee occurs. | Documented contact both in-person and virtual (e.g., email, phone, text, Skype) between mentor and mentee occurs at least weekly. | Documented contact both in-person and virtual (e.g., email, phone, text, Skype) between mentor and mentee occurs at least weekly, and is protected time. (75-90 hours required by statute.) | Documented contact both in-person and virtual (e.g., email, phone, text, Skype) between mentor and mentee occurs at least weekly and is protected time. Mentors are regularly present in the educator’s setting. |
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| **7.2 supports knowledge of curriculum standards, grade level and subject standards, culturally responsive practices, pedagogy and performance levels for students.**  *Possible Evidence: 7.2*   * *Project mentor & mentee professional learning plans* * *Description of mentors ongoing professional learning (address current practices)* * *Description of mentoring model (full release, partial release 1-on-1) and mentor caseload* * *Description of mentor/mentee time distribution (how will the mentor meet time requirement)* | Mentors rarely attend professional learning opportunities with mentees. | Mentors attend some professional learning opportunities with mentees to support clarification and implementation of information | Mentors attend the majority of professional learning opportunities with mentees to support clarification and implementation of information | Mentors attend all professional learning opportunities with mentees to support clarification and implementation of information |
| Mentors are assigned without consideration of content or curriculum knowledge | Mentors support mentees to know the curriculum for which they are responsible | Mentors support mentees to know the content and curriculum for which they are responsible | Mentors support mentees to deepen their understanding of the content and curriculum for which they are responsible |
| Mentors provide job-embedded support focused on management and delivery of instruction | Mentors provide job-embedded support focused on management and delivery of standards-based instruction | Mentors provide job-embedded support focused on management, delivery of standards-based instruction, authentic assessments and culturally inclusive practices | Mentors utilize a variety of strategies (e.g. co-teaching, modeling, learning lab, etc.) to provide job-embedded support focused on management, delivery of standards-based instruction, authentic assessments and culturally inclusive practices |
| Mentors receive professional learning offered by the district | Mentors receive professional learning to keep current on practice related to instruction and mentoring | Mentors receive professional learning to keep current on research and practice related to instruction and mentoring | Mentors receive professional learning to keep current on research and practice related to instruction and mentoring and have access to peer coaching support |
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| **7.3 strengthens the ability of teacher and administrator mentees to analyze data in order to plan and differentiate instruction and programs.**  *Possible Evidence: 7.3*   * *Examples of template & tools for differentiation & analyzing student data* * *Project professional learning plan for mentor & mentee including culturally responsive practices/differentiation topics* | Mentors share instructional strategies with mentees | Mentors share instructional strategies with mentees focused on meeting individual learning needs. | Mentors support mentees’ understandings of diversity and instructional strategies designed to meet individual learning needs. | Mentors support mentees’ in understandings of diversity and prioritizing instructional strategies to meet individual learning needs. |
| Mentors collaborate with mentees to implement differentiated lessons to meet the learning needs of groups of students | Mentors collaborate with mentees to implement differentiated lessons designed to meet the learning needs of all students. | Mentors collaborate with mentees to implement and assess differentiated lessons designed to meet the learning needs of all students. | Mentors collaborate with mentees to design, implement and assess differentiated lessons designed to meet the learning needs of all students. |
| Mentors collaborate with mentees to analyze data. | Mentors collaborate with mentees to analyze data and reflect on results | Mentors collaborate with mentees to analyze formative and summative data and reflect on results. | Mentors collaborate with mentees to analyze formative and summative data, reflect on results, and plan next steps. |
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| **7.4 develops teacher and administrator mentees’ knowledge and application of the physical, cognitive, emotional, cultural and social well-being of students.**  *Possible Evidence: 7.4*   * *Description of ongoing mentee professional learning* * *Mentor professional learning agendas* * *Mentee professional learning needs assessment* * *Project mentee professional learning plan* | Provides mentees professional development on physical, cognitive, and emotional well-being of students | Provides mentees professional development on physical, cognitive, emotional, cultural and social well-being of students | Provides mentees regular, ongoing professional development on physical, cognitive, emotional, cultural and social well-being of students | Provides mentees regular, ongoing professional development on physical, cognitive, emotional, cultural and social well-being of students that is based on the needs in their classroom/school |
| Conversations between mentor and mentee are related to physical, cognitive, emotional well-being of students and the application to mentee  classrooms/schools | Conversations between mentor and mentee are related to physical, cognitive, emotional, cultural and social well-being of students and the application to mentee classrooms/ schools | Differentiated conversations between mentor and mentee are related to physical, cognitive, emotional, cultural and social well-being of students and the application to mentee classrooms/ schools | Regular and on-going differentiated conversations between mentor and mentee are related to physical, cognitive, emotional, cultural and social well-being of students and the application to mentee classrooms/ schools |
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| **7.5 supports collaborative partnerships among educators, families, and the community.**  *Possible Evidence: 7.5*   * *Mentor tools & templates used to support mentee interaction with parents & community* * *Project mentee professional learning plan with specific activities addressing parent and community interaction* | Mentors share with mentees effective ways of communicating with parents/guardians. | Mentors share with mentees effective ways of connecting and communicating with parents/guardians. | Mentors collaborate with mentees to design and implement effective ways of connecting and communicating with parents/guardians. | Mentors collaborate with mentees to design and implement effective ways of connecting and communicating with parents/guardians in formal and informal settings. |
| Mentors identify ways mentee’s can share with families about student growth | Mentors facilitate mentee’s sharing with families about student growth | Mentors facilitate the mentee’s collaboration with families in supporting student growth | Mentors facilitate the mentee’s collaboration with families in identifying and supporting student growth |
| Mentors support mentees in meeting with school colleagues and partners in the community. | Mentors support mentees in meeting and engaging with school colleagues and partners in the community. | Mentors support mentees to develop and implement activities that foster positive collaboration between school and community. | Mentors collaborate with mentees to develop, implement and monitor impact of activities that foster positive collaboration between school and community. |

8. Equity, Cultural Competence and Universal Access: *Quality mentor programs foster and develop culturally competent educators.*

| **A Quality Mentor Program** | **Establishing** | **Applying** | **Integrating** | **Systemizing** |
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| **8.1 supports teachers and administrator mentees’ knowledge of the cultural, gender, racial, ethnic, and socioeconomic characteristics of their classrooms, schools and community.**  *Possible Evidence: 8.1*   * *Description of ongoing mentee professional learning including culturally responsive practices* * *Project mentee professional learning plan* * *Mentee professional learning agendas* | Mentor project supports opportunities for mentees to gain knowledge and expand their learning of pedagogy. | Mentor project supports opportunities for mentees to gain knowledge and expand their learning of cultural responsive pedagogy. | Mentor project supports opportunities for mentees to gain knowledge and expand their learning of cultural responsive pedagogy and its impact on student learning, teaching/leadership. | Mentor project supports regular and on-going opportunities for mentees to gain knowledge and expand their learning of cultural responsive pedagogy and its impact on student learning, teaching/leadership |
| Mentor project provides mentees with information specific to the cultural, ethnic, gender and socioeconomic characteristics of their classroom/school | Mentor project provides mentees with professional learning specific to the cultural, ethnic, gender and socioeconomic characteristics of their classroom/school | Mentor project provides mentees with professional learning specific to the cultural, ethnic, gender and socioeconomic characteristics of their classroom, school and community | Mentor project monitors mentees’ implementation of professional learning specific to the cultural, ethnic, gender and socioeconomic characteristics of their classroom, school and community |
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| **8.2 expands teachers and administrators’ self-awareness of cultural competency and how that impacts their learning, teaching and leadership.** | Mentors do not engage in collaboration with mentees to expand self-awareness regarding issues of diversity | Mentors collaborate with mentees to expand self-awareness regarding issues of diversity | Mentors collaborate with mentees to expand self-awareness regarding issues of diversity and how they impact teaching and learning | Mentors collaborate with mentees to expand self-awareness regarding issues of diversity and how identified personal biases impact teaching and learning |
| Provides collaborative lesson planning and unit development.  *Possible Evidence: 8.2*   * *Mentor tools and templates focused on differentiation & diversity* * *Project mentor ongoing professional learning plan including topics on issues of diversity & impact* | Provides opportunities for collaborative lesson planning and unit development to meet the diverse needs of students. | Monitors implementation of collaborative lesson planning, unit development, assessment design, adaptations of curriculum to meet the diverse needs of students. | Monitors implementation of collaborative lesson planning, unit development, assessment design, adaptations of curriculum to meet the diverse needs of students and adjust based on results. |
| Mentors provide mentees with feedback on their teaching/leading artifacts through the equity and culturally responsive lens | Mentors provide mentees with the opportunity to examine their teaching/leading artifacts through the equity and culturally responsive lens | Mentors collaborate with mentees to examine their teaching/leading artifacts through the equity and culturally responsive lens | Mentors collaborate with mentees to regularly examine their teaching/leading artifacts through the equity and culturally responsive lens |
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| **8.3 demonstrates a commitment to equity by developing culturally inclusive practices in teachers and administrators.**  *Possible Evidence: 8.3*   * *District action plans reflecting actions/focus on cultural responsiveness* * *District leadership team list (including mentor project director)* * *District list of expert practitioners for mentee learning labs (observation of experienced teacher classroom)* | Mentor project leaders are not involved in the development of district action plans. | Mentor project leaders are consulted in the development of district action plans. | Mentor project leaders are involved in the development of district action plans which create a system that is culturally responsive. | Mentor project leaders are integral in the development of district action plans which create a system that is culturally responsive. |
| The district does not identify or recognize experienced educators that engage in culturally competent practices. | The district recognizes experienced educators that engage in culturally competent practices (e.g. awards, videotaping, newsletters). | The district identifies experienced educators that utilize culturally competent practices and use them as resources for mentees | The district identifies experienced educators that utilize culturally competent practices and use them as learning labs for mentees |
| Mentors do not support mentees in developing advocacy skills. | Mentors help mentees identify ways they can advocate for equitable practices. | Mentors support mentees in advocating for equitable practices. | Mentors support mentees in advocating for and leading efforts in equitable practices. |