

Mentoring Program Standards

(1) Districts applying for an Oregon Beginning Teacher and Administrator Mentoring Program Grant shall align mentoring programs with the Mentoring Program Standards.

(2) Mentoring Program Standards describe the structures and functions, processes, and effective practices necessary for a quality program. Effective mentoring is foundational to a quality program. An essential element of a mentoring program is a professional mentor who understands and utilizes the skills, strategies and tools necessary for the continuous development of teachers and administrators.

(a) Program:

-Districts are committed to integrating and sustaining comprehensive mentor programs targeting quality teaching and learning that aligns with other district and state initiatives and goals.

(A) Program Administration, Collaboration, and Communication: *Quality mentor programs provides structures to assure a cohesive, ~~consider~~ “culturally competent” system for mentoring that is supported at all levels.*

A Quality Mentor Program:

(i) has a designated leader with sufficient resources, authority, knowledge and experience to guide program implementation and accountability.

(ii) includes system-wide leadership.

(iii) involves collaboration and coordination among program leaders and stakeholders to ensure that program goals and practices align with teacher preparation programs, educator professional learning, evaluation systems, culturally responsive teaching practices and other P-20 initiatives.

(iv) develops and maintains structures and systems to promote two-way communication and stakeholder involvement.

(B) Leadership Engagement: *Quality mentor programs require involved, ~~and~~ informed and culturally responsive leaders.*

Leaders in a Quality Mentor Program:

(i) provide resources and conditions required to promote and improve teacher and administrator success.

(ii) create a culture of equity that focuses on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity.

(iii) engage in professional learning in how best to support teachers and administrators.

(iv) collaborate and coordinate with other mentor program leaders across the state.

(C) Program Assessment and Evaluation: *Quality mentor programs collect data to evaluate and improve program effectiveness.*

A Quality Mentor Program:

(i) purposefully and systematically collects data, using multiple measures, to demonstrate implementation, impact, and areas for continuous improvement.

(ii) continuously and systematically shares evaluation findings with stakeholders⁺ to inform decision-making and accountability.

(b) Processes

Mentoring processes are characterized by collaborative cycles of inquiry that provide for standards based feedback loops leading to measurable outcomes and practices for the success of all students.

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

A Quality Mentor Program:

(i) 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.

(ii) defines and communicates mentor roles and responsibilities that are focused on the continuous development of teacher and administrator practice.

(iii) utilizes a standards based system of ongoing assessment for mentor growth and accountability.

(B) Professional Learning: *Quality mentor programs expand the knowledge and refine the practice of mentors and mentees through a ~~collaborative~~ collaborative, culturally responsive process, supported by research.*

A Quality Mentor Program:

(i) Establishes learning communities engaged in professional learning, problem-solving, and evidenced based collaborative inquiry for mentors, as well as teacher and administrator mentees.

(ii) Ensures participants apply new learning to mentoring practice through engaging in goal-setting and reflection, implementing inquiry action plans, and analyzing data.

(iii) 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.

(C) 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:

(i) Includes self-reflection, goal setting, observations, and formative assessments.

(ii) 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.

(iii) Includes multiple sources of evidence to assess teacher and administrator mentees' strengths and areas for growth and guide professional learning.

(c) Professional Practice

Districts are committed to integrating and sustaining comprehensive mentor programs promoting professional practices aligned with Oregon's Teaching and Administrator Standards that outline what educators should know and be able to do to help all students improve, grow and learn.

(A) 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:

(i) fosters self-reflection among teacher and administrator mentees to accelerate growth based on Oregon professional teaching or administrative standards.

(ii) supports knowledge of curriculum standards, grade level and subject standards, culturally responsive practices, pedagogy and performance levels for students.

(iii) strengthens the ability of teacher and administrator mentees to analyze data in order to plan and differentiate instruction and programs.

(iv) develops teacher and administrator mentees' knowledge and application of the physical, cognitive, emotional, cultural and social well-being of students.

(v) supports collaborative partnerships among educators, families, and the community.

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

A Quality Mentor Program:

(i) supports teachers and administrator mentees' knowledge of the cultural, gender, racial, ethnic, and socioeconomic characteristics of their classrooms, schools and community.

(ii) expands teachers and administrators' self-awareness of cultural competency and how that impacts their learning, teaching and leadership.

(iii) demonstrates a commitment to equity by developing culturally inclusive practices in teachers and administrators.