

Idaho Mentor and Induction Program Standards

Domain I: Program Design and Leadership

Program Standard 1: School & Community Context	The context of your school, district and community forms the environment within which your Mentor Program will exist. The assignment of educators is an important consideration in facilitating their growth in the profession. Novice educators, alternative certified educators, career educators and mentors should be placed in situations that are appropriate to their status so they will have an opportunity to develop fully as teaching professionals. If educators are placed in more challenging settings, with special consideration for novices, additional time and resources should be provided to foster their success.
Program Elements: a)	Demographics, circumstances, and factors are considered before designing your program.
Program Elements: b)	Student, educator, and district profile are considered for district initiatives and priorities.
Program Elements: c)	For novice educators, working conditions and levels of support are considered and adjusted, as needed, to promote success.
Program Standard 2: Program Rationale, Goals, Design and Participation	A Mentor Program should be built on a vision of educator growth and development that is supported by research and practice. This vision includes the mentor’s development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between educators and administrators. A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support to novice educators. The developmental needs of novice educators are clearly understood by program designers and managers.
Program Elements: a)	<p>The rationale for program components, structure, and activities is based on research about educator development, effective mentoring practices, and systems alignment for each participant.</p> <p>The Mentor Program should take into consideration the different needs of</p> <ul style="list-style-type: none"> i. Novice Educators ii. Alternative Certified Educators iii. Career Educators iv. Mentors
Program Elements: b)	The program is structured to promote ongoing support, growth, and to maximize the success, career satisfaction, and retention of educators.
Program Standard 3: Administration of Program and Partnerships	The commitment of stakeholders is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include district and site administrators, educator leaders, education association leadership, and school board members. Partnerships may also include higher education and/or community members. It is equally important that the program have an organizational structure that manages and delivers services to meet the diverse needs of educators in the local context. A broad network of institutional and leadership support will ensure the program’s success.

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Program Elements: a)	Stakeholders demonstrate institutional commitment to the Mentor Program
Program Elements: b)	Program leadership and organizational structures are clearly specified, and a primary contact person is designated.
Program Elements: c)	Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.
Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, and Local Education Association	School site administrators provide the structure and establish a positive school climate for the program's support. Site and district administrators, school board members, education association leaders and other policy boards are involved in the design, implementation and ongoing evaluation of the Mentor Program. Stakeholders are knowledgeable and committed to educator needs, educator development, and research and data related to program effectiveness.
Program Elements: a)	a)Program leadership and organizational structures are clearly specified.
Program Elements: b)	b)Roles and responsibilities for Mentor Program leaders will be defined.
Program Elements: c)	c)Professional development will be provided for site administrators and mentor leaders.
Domain II: Developing Educator Excellence	
Program Standard 5: Mentor Selection, Assignment and Roles	Selecting well-qualified mentors will assure educators receive high quality support in the classroom. Mentors are recruited and selected using a clearly articulated, transparent process that involves a number of stakeholder groups. Mentors need to be assigned to educators in a timely manner, taking content, grade level, pedagogical needs, and local context into account. Mentors and mentees need release time to work together during and after school hours. Mentor relationships should be supportive and non-evaluative.
Program Elements: a)	Roles and responsibilities of mentors and mentees are clearly defined and communicated to all program participants.
Program Elements: b)	The selection process for mentors may include a written application and/or formal interview, guided by set criteria to ensure a fair and equitable process for selection.
Program Elements: c)	Assignments are made subject to content area, grade level, pedagogical needs, and local context. Clear procedures are in place for reconsidering assignments when either the mentor or mentee is dissatisfied with the pairing.
Program Standard 6: Mentor Professional Development	Successful mentors exhibit awareness of the diversity and complexity of novice educators' needs and provide support that fosters professional development. Exemplary educators are not necessarily prepared to support others professionally. Mentors need ongoing support that develops mentorship practice with the use of mentoring tools and protocols. This support includes both the development of knowledge and skills needed to identify and respond to novice educator needs, and the development of a collegial community that engage program participants and develop their leadership.
Program Elements: a)	Mentors receive training to work with novice educators and respond to their diverse needs.
Program Elements: b)	Mentors have opportunities to meet with each other and/or site administrators to reflect on teaching and learning, and develop leadership skills.
Program Elements: c)	Opportunities for ongoing training and collaboration could be held both locally and regionally, or beyond.
Program Standard 7: Mentor	The District should provide a way to assess the quality of services provided by the mentors.

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Effectiveness	
Program Standard 8: Novice Educator Professional Development	The Professional Standards for the Preparation of Educators will form the basis for novice educator professional development activities. Formal professional development activities are designed to meet the individualized needs of novice educators. New learnings are applied in the classroom with the support of a trained mentor.
Program Elements: a)	Professional development activities need to be guided by a common set of expectations, such as professional teaching guidelines, yet are responsive to the individual educator, state and local priorities.
Program Elements: b)	Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from data grounded in observed practice. Presenters model best teaching practices, and a novice educator peer network is established among novice educators in the Mentor Program. Providing a variety of professional development activities is effective in promoting growth of novice educators.
Program Elements: c)	Follow-up activities emphasize application of learning so that educators will find the learning experiences helpful and relevant to their individual needs.
Program Elements: d)	Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.
Program Standard 9: Classroom Instruction and Content-Focused Mentoring	Effective mentors are regularly present (face to face or virtually) in the new educators' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction, as per the Idaho Framework for Teaching pursuant to IDAPA 08.02.02.120. A trusting and confidential relationship is an important and essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the novice educator's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level guidelines, student assessments, and local curriculum initiatives drive the mentor's work in response to the novice educator's developmental needs and instructional context.
Program Standard 10: Focus on Equity.	An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Effective mentors assist educators with ensuring they understand and strive to meet the needs of diverse student populations. Mentors support educators in creating environments that support learning for diverse students, provide equitable access to the core curriculum, and enable all students to meet the state-adopted student content guidelines and performance levels. Mentors assist educators in using knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning.
Domain III: Resources and Ongoing Program Involvement	
Program Standard 11: Resources to Support Educator Success	A successful Mentor Program is predicated on the commitment of all stakeholders. Resources to support educator success are critical to improving retention, student achievement, and educator quality. The Mentor Program must take into account the unique needs of novice educators. The quality and effectiveness of the program are largely determined by the appropriate use of human and fiscal resources. Support should be based on realistic and reasonable plans that draw on available federal, state and local resources. Stakeholder and partner organization(s) allocate sufficient personnel time and fiscal resources to enable the Mentor Program to deliver planned services that maximize educator and student success.
Program Elements: a)	Resources are allocated by stakeholders and partners to ensure appropriate delivery of essential program components, as defined and described in the program design. Program leaders monitor resource allocation on a regular basis and

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	recommend adjustments.
Program Elements: b)	Mentors are provided adequate time and compensation to meet with novice educators on a regular basis.
Program Elements: c)	The Local Education Agency (LEA) assigns qualified personnel to lead and coordinate the program to fully support educators.
Program Standard 12: Program Evaluation	The Mentor Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and program improvements.
Program Elements: a)	Local program goals and Mentor Program Standards are the basis for program evaluation.
Program Elements: b)	The program regularly collects feedback about the program quality and effectiveness for all participants, stakeholders, and partner organization(s), using both informal and formal measures.
Program Elements: c)	Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.