

5 CSR 80-850.045 Mentoring Program Standards

PURPOSE: This rule establishes standards for successful mentoring programs.

(1) A successful mentoring program will include, but may not be limited to, the standards listed below:

(A) An introduction to the cultural environment of the community, school district, school building, and classroom that:

1. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.);
2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.);
3. Complements professional organizations at district and state/national levels;
4. Discusses classroom equality gender/race/abilities;
5. Is a systematic and ongoing introduction to data analysis, assessment practice and process, etc. (not a one (1)-day workshop);
6. Includes district initiatives and parental concerns; and
7. Defines professional and district acronyms (Adequate Yearly Progress (AYP), Missouri School Improvement Program (MSIP), Individuals with Disabilities Education Act (IDEA), Parent Teacher Organization (PTO), etc.).

(B) A systemic and ongoing program review/evaluation by all stakeholders:

1. Identifies all stakeholders;
2. Identifies mentoring outcomes, how they will be measured, and timelines;
3. Gathers regular and systematic feedback from mentor, protégé, and administrators to determine if mentoring is working (might include pre- and post-surveys for mentors and protégés and may include information on retention rates/numbers, levels of job satisfaction, student achievement, or cost of turnover);
4. Is based on a foundation of best practices;
5. Requires independent/anonymous exit interviews of staff (may be connected to beginning educators' survey at state level) so clear reasons for staff departures can be determined;

6. Is supported by central office and school board—trend data; and
7. Is included in broader Professional Development (PD) program evaluation (locally and on Missouri School Improvement Program reviews).

(C) An individualized plan for beginning educators that aligns with the district's goals and needs that:

1. Is aligned with the department's Performance Based Teacher/Educator Evaluation (PBTE) standards;
2. Is a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator;
3. Aligns with district's CSIP and certification requirements;
4. Establishes outcomes for new educators;
5. Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college;
6. Establishes classroom or on-the-job observations that are guided by practices. Observations should include pre- and post- observation conferences, including reflective questions; and
7. Encourages structured experiences and expectations for all new educators.

(D) Appropriate criteria for selecting mentors that:

1. Should have a minimum of three (3) years of experience;
2. Have traits such as enthusiasm and job commitment;
3. Are committed to self-growth as well as mentoring;
4. Hold a same or similar position/job of grade/subject area (in- or out-of-building/district);
5. May use a mechanism to end pairing if either mentor or protégé is not satisfied;
6. Understand broad educational issues as well as specific teaching/education issues;
7. Have a strong understanding of pedagogy, instructional expertise, and relevant administrative issues;
8. Are available to mentor (release time, fewer additional assignments);

9. Are assigned collaboratively by administrator(s) and local professional development committee with input from grade-level or department chair; and

10. Are supported in time/effort by administration and school board.

(E) Comprehensive mentor training that:

1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and protégé (except in situations of child endangerment);

2. Includes cognitive coaching skills along with collaborative training;

3. Includes observation and feedback training/skills;

4. Provides an awareness of phases of first-year educators (stress, depression, etc.);

5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;

6. Includes a catalogue of resources available for beginning educators;

7. Recognizes the need for knowledge and strategies on classroom management;

8. Encourages small districts to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools);

9. Focuses on exemplary teaching and assessment practices;

10. Builds working strategies that encourage problem solving and independent thinking;

11. Provides understanding of student assessments and how educators can utilize them to guide instruction; and

12. Includes self-assessment that identifies whether mentoring is meeting both the mentor's and protégé's expectations.

(F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s) is addressed in Appendix A.

(G) Sufficient time for mentors to observe beginning educators, and for the beginning educators to observe master educators, are structured to provide multiple opportunities over time to minimize the need to require substitute teachers to facilitate observations by:

1. Aligning class schedules and planning periods to complement mentoring duties;

2. Utilizing state and local professional development funds, Career Ladder, or stipends to support mentors' additional duties;
3. Providing release time for coaching, observation, and meeting (minimum of three (3) each year); and
4. Encouraging college support of resources, on-line classes, personal visits, and/or beginning educators' assistance programs.

APPENDIX A

TOPIC	Beginning Teacher	Mentor or Professional Development Committee	Principal	District, PDC and School Board	College or University	DESE, Associations, and Others
SELECTION		PDC collaboratively	Principal or	PDC collaboratively		
TRAINING		assists in selection and pairing	superintendent collaboratively assists in selection and pairing	assists in selection and pairing		
CONTACT		Mentor attends training	Attends mentor training and supports mentor and protégé	Provides policy and support for ongoing mentor training program	Provides awareness or expectation for graduates and may provide training for mentors	Provides regional training for mentors with cognitive coaching information
COMMUNICATION	Seeks contact prior to beginning of school year	Contacts protégé and welcomes him/her to community. Confirms first meeting	Contacts protégé and welcomes him/her to community. Arranges first meeting	Provides curriculum guides, handbooks and pertinent grade/subject level information	Instructs student teachers on expectation of mentoring	
CONFIDENTIALITY	Seeks support and assistance with mentor and colleagues	Follows through on contacts and individualizes topics for protégé	Assures mentor and protégé communicate regularly	May provide district-wide opportunities for mentors and protégés	Provides a minimum of annual contact for 1 st & 2 nd year teachers	Supports communication between colleges and new teachers
DOCUMENTATION	Maintains confidentiality at all times and appreciates assistance	Maintains confidentiality at all times and reinforces trust	Appreciates mentor/protégé confidentiality and does not undermine effort	Remains neutral party.		
PROFESSIONAL DEVELOPMENT PLAN	Maintains log/list of in-service, professional workshops, reading, and organizational activities	Reviews documentation	Reviews formal professional development plan	Keeps required documentation for beginning educators and mentors for verification purposes	May collect data on strength or weakness of first-year teachers	May assist in data collection and review
SUPPORT	Maintains and regularly evaluates personal plan; shares with mentor	Assists in development of the PD plan and encourages growth and career advancement	Supports new educators' professional development plans	Protégé and support team complete end-of-year district checklist or assessment	May provide ongoing or advanced coursework	Provides models and workshop opportunities
EVALUATION OF MENTORING PROCESS	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Supports time for observation, collaboration, & compensation	Formalizes written guidelines, mentor time & resources	Offer support to graduates from any Missouri college	Develops rules and standards
	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Develops mentoring assessment/evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions	May utilize information to improve preparation programs	Provides models; evaluates for MSIP purposes

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