

<b>MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:</b>		<b>September 2016</b>	
CONSIDERATION OF A NOTICE OF PROPOSED RULEMAKING TO AMEND RULE 5 CSR 20-400.380, MENTORING PROGRAM STANDARDS			
<b>STATUTORY AUTHORITY:</b> Sections 160.720, 161.092, and 161.375, RSMo Supp. 2015	<input type="checkbox"/>	Consent Item	<input checked="" type="checkbox"/> Action Item
<p><input type="checkbox"/> Report Item</p>			
<p>DEPARTMENT GOAL NO. 3:</p> <p>Missouri will prepare, develop, and support effective educators.</p> <p>SUMMARY:</p> <p>The State Board of Education establishes the standards for successful mentoring programs. Rule 5 CSR 20-400.380 outlines the critical components of a mentoring program: introduction to the cultural environment of the community/district/school/classroom, program evaluation, individualized educator plan, collaborative mentor selection, mentor training and support, roles and responsibilities, and sufficient time for observations.</p> <p>This rule was first submitted for consideration on June 14, 2016, but was withdrawn to include further clarity. There is no state definition for the term <i>local education agency (LEA)</i>. Instead it was recommended that <i>school district and charter school</i> be substituted for the term <i>LEA</i>. The amendment is being resubmitted for consideration with the new terminology and in response to three comments received during the public comment period.</p> <p>The proposed amendments to this rule represent a collaborative effort with representation from the teacher organizations, administrator organizations, school districts, career and technical education, school counseling, art education, and the regional service centers. The proposed changes were approved by Missouri Advisory Council of Certification for Educators (MACCE) on April 11, 2016.</p> <p>The amendments to the rule will provide greater clarification and alignment to current research around mentoring for new educators.</p> <p>PRESENTER:</p> <p>Paul Katnik, Assistant Commissioner, Office of Educator Quality, will participate in the presentation and discussion of this item.</p> <p>RECOMMENDATION:</p> <p>The Department recommends that the State Board of Education authorize publication in the <i>Missouri Register</i> of a notice or proposed rulemaking to amend Rule 5 CSR 20-400.380 Mentoring Program Standards, and that the State Board finds the proposed amendment necessary to carry out the purposes of Sections 160.720, 161.092, and 161.375, RSMo Supp. 2015.</p>			

**Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
Division 20 – Division of Learning Services  
Chapter 400 – Office of Educator Quality**

**PROPOSED AMENDMENT**

**5 CSR 20-400.380 Mentoring Program Standards.** The State Board of Education is proposing to amend section (1) and Appendix A.

*PURPOSE: This amendment clarifies the standards for school districts and charter schools mentoring programs.*

(1) A successful **school district and charter school** mentoring program [*will*] **shall** include, but may not be limited to, the standards listed below:

(A) An introduction to the cultural environment of the community, school district **and charter school**, school building, and classroom that[:] –

1. [*Provides awareness of*] **Introduces school district and charter school** policies, procedures, and mission ([*teacher*] **educator** and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.);
2. [*Expresses*] **Introduces** community **characteristics/norms/local expectations** (community tour, housing, medical facilities, faith community, etc.);
3. [*Complements*] **Encourages membership and participation in** professional organizations at **school districts and charter schools** and state/national levels;
4. [*Discusses classroom equality gender/race/abilities;*] **Addresses issues of diversity and equity;**
5. [*Is*] **Provides** a systematic and ongoing **process of** introduction to data analysis, assessment practice and process, etc. (not a one-(1-)[-]day workshop);
6. Includes **school district and charter school** initiatives and parental [*concerns*] **feedback;** and
7. Defines professional, **educational,** and **school district and charter school** 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 **characteristics,** outcomes, [*how they will be measured,*] **measurements,** and timelines;

3. Gathers regular [*and*] systematic, **qualitative and quantitative** feedback from mentor, [*protégé*] **mentee**, 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—**as evidenced by** trend data; and
7. Is included in broader Professional Development [*(PD)*] program evaluation (locally and on Missouri School Improvement Program (**MSIP**) reviews)[.];

(C) An individualized plan for beginning educators that aligns with the **school district's and charter school's** goals and needs that[:] –

1. Is aligned with [*the department's Performance Based Teacher/Educator Evaluation (PBTE) standards*] **a school district and charter school evaluation tool that is aligned with the Essential Principles of Effective Evaluation as evidenced by Screen 18a of the Core Data System;**
2. Is a systematic and [*concise*] **specific** mentoring and professional development plan that [*prioritizes the immediate and future needs of the new educator*] **identifies priority indicators for beginning educators;**
3. Aligns with **a school district and charter school** 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.*] **non-evaluative mentor observations that are guided by needs identified by mentor and mentee.** Observations should include pre- and post-observation conferences, including reflective questions; [*and*]
7. Encourages structured experiences and expectations for all new educators (**planning time, meeting time, time management, etc.**);
- 8. Establishes opportunities for mentees to observe master educators; and**

**9. Plans for completion of a required Beginning Teacher Assistance Program (BTA) aligned with the BTA guidelines;**

(D) *[Appropriate criteria for selecting mentors that:]* **Collaborative selection of and support for mentors.**

**1. Current or retired educators selected to be mentors should –**

[1.] **A.** *[Should h]* **H**ave a minimum of *[three (3)]* **four (4)** years of experience;

[2.] **B.** *[Have]* **Exhibit** *[traits such as]* enthusiasm and *[job]* commitment **to the profession, maintain confidentiality, and be respected by their colleagues;**

[3.] **C.** *[Are]* **Be** committed to *[self-growth as well as]* **continuous learning, reflection, and** mentoring;

[4.] **D.** Hold **or have held** a same or similar position/job or grade/subject area (in- or out-of-building/school district[/] **and charter school**);

[5. *May use a mechanism to end pairing if either mentor or protégé is not satisfied;*]

[6.] **E.** Understand broad educational issues as well as specific teaching/education issues; **and**

[7.] **F.** Have a strong understanding of pedagogy[, ] **and** instructional expertise[, *and relevant administrative issues;*] **in content area(s);**

**2. School districts and charter schools shall –**

[8.] **A.** *[Are available to mentor]* **Create mentor and mentee collaboration time** (release time, **common planning time**, fewer additional assignments);

[9.] **B.** *[Are assigned]* **Require mentor and mentee pairs to be** collaboratively **assigned** by administrator(s) and local professional development committee **member(s)** with input from grade-level or department chair; and

[10.] **C.** *[Are supported]* **Support the mentoring process** in time/effort by administration and school board[.];

(E) Comprehensive mentor training **and support** that[:] –

1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and *[protégé]* **mentee** (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]* **school** districts **and charter schools** 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 **and reflection** that identifies whether mentoring is meeting both the mentor's and *[protégé's]* **mentee's** expectations[.]; **and**
- 13. Describes and provides a template for the mentor's log – a written record of observations/meetings that includes dates and times signed by both the mentor and mentee;**

(F) A complete list of responsibilities for the mentor, beginning *[teacher]* **educator**, 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 **a minimum of four (4) class periods each year for mentor** release time *[for coaching]* **to coach,***[observation]* **observe,** and *[meeting]* **meet** *[(minimum of three (3) each year)]*; *[and]*

*[4. Encouraging college support of resources, on-line classes, personal visits, and/or beginning educators' assistance programs.]*

**4. Providing a minimum of four (4) opportunities for mentees to observe master educators each year; and**

**5. Providing release time to attend professional conferences, trainings, and meetings.**

## APPENDIX A

TOPIC	Beginning [Teacher] Educator	Mentor or Professional Development Committee (PDC)	[Principal] Administrator	School District, Charter School, PDC, and School Board	College or University	DESE, Regional Service Centers, Associations, and Others
MENTOR SELECTION		PDC collaboratively assists in selection and pairing	[Principal or superintendent] Administrator collaboratively assists in selection and pairing	PDC collaboratively assists in selection and pairing		Source of content specific mentors
MENTOR TRAINING		Mentor attends training; PDC responsible for arranging on-going mentoring training	Attends mentor training and supports mentor and [protégé] mentee	Provides policy and support for ongoing mentor training program	Provides awareness or expectation for graduates and may provide training for mentors	Provides on-going regional training for mentors with cognitive coaching [information] support
INITIAL CONTACT	Seeks contact prior to beginning of school year	Contacts [protégé] mentee and welcomes him/her to community. Confirms first meeting (date/time)	Contacts [protégé] mentee 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 program	
COMMUNICATION	Seeks support and assistance with mentor and colleagues	Follows through on contacts and individualizes topics for [protégé] mentee	Assures mentor and [protégé] mentee communicate regularly	May provide school districtwide and charter schoolwide opportunities for mentors and [protégés] mentees	[Provides a] May provide minimum [of] annual contact for 1 <sup>st</sup> & 2 <sup>nd</sup> year [teachers] educators	Supports communication between colleges and new [teachers] educators
CONFIDENTIALITY	Maintains confidentiality at all times and appreciates assistance	Maintains confidentiality at all times and reinforces trust	Appreciates mentor/[protégé] mentee confidentiality and does not undermine effort	Remains neutral party.		
DOCUMENTATION OF PROFESSIONAL DEVELOPMENT	Maintains log/list of inservice, professional workshops, reading, collaborative development projects, and organizational activities	Reviews documentation	Reviews formal professional [development] growth plan	Keeps required documentation for beginning educators and mentors for verification purposes	May collect data on strength or weakness of first-year [teachers] educators	May assist in data collection and review
PROFESSIONAL [DEVELOPMENT] GROWTH PLAN (Tied to Model Teacher/Leader Standards)	Maintains and regularly evaluates personal growth plan; shares with mentor	Assists in development of the [PD] professional growth plan and encourages growth and career advancement	Supports new educators' professional [development] growth plans	[Protégé] Mentee and support team complete end-of-year school district and charter school checklist or assessment	May provide ongoing or advanced coursework/ growth opportunities	Provides models and workshop opportunities

<b>MENTOR PROGRAM SUPPORT</b>	<b>Network in and outside school district and charter school</b>	<b>Network in and outside school district and charter school</b>	Supports time for observation, collaboration, [&] and compensation ( <b>Observation outside of school district and charter school may be needed</b> )	Formalizes written guidelines, mentor time, and resources	Offer support to graduates from any Missouri college	Develops rules and standards. <b>Develop on-going mentor training/support and networking opportunities.</b>
EVALUATION OF MENTORING [PROCESS] <b>PROGRAM</b>	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

***AUTHORITY:** sections 160.720[,] and 161.375, RSMo Supp. [2007] **2013, and section 161.092, RSMo Supp. 2014.** This rule previously filed as 5 CSR 80-850.045. Original rule filed Oct. 29, 2002, effective June 30, 2003. Rescinded and readopted: Filed Jan. 18, 2008, effective Sept. 30, 2008. Moved to 5 CSR 20-400.380, effective Aug. 16, 2011. Amended: Files June 20, 2016.*

***PUBLIC COST:** The proposed amendment will cost local school districts and charter schools a maximum of seven hundred thousand dollars (\$700,000) per year over the life of the rule, assuming mentoring is provided through an outside vendor. The cost of implementation could be substantially reduced for school districts and charter schools reallocating the resources of existing mentoring programs.*

***PRIVATE COST:** This proposed amendment will not cost private entities more than five hundred dollars (\$500) in the aggregate.*

***NOTICE TO SUBMIT COMMENTS:** Anyone may file a statement in support of or in opposition to this proposed amendment with the Department of Elementary and Secondary Education, attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email at [educatorquality@dese.mo.gov](mailto:educatorquality@dese.mo.gov). To be considered, comments must be received within thirty (30) days after publication of this notice in the Missouri Register. No public hearing is scheduled.*



**PUBLIC COST  
FISCAL NOTE**

**I. RULE NUMBER**

Title 5 – Department of Elementary and Secondary Education

Division 20 – Division of Learning Services

Chapter 400 – Office of Educator Quality

<b>Rule Number and Name:</b>	5 CSR 20-400.380 Mentoring Program Standards
<b>Type of Rulemaking:</b>	Proposed Amendment

**II. SUMMARY OF FISCAL IMPACT**

Affected Agency or Political Subdivision	Estimated Cost of Compliance in the Aggregate
School Districts and Charter Schools	Estimated maximum cost of \$700,000 per year over the life of the rule.

**III. WORKSHEET**

The estimated cost is based on 2,000 new teachers per year X \$350 per teacher = \$700,000 for mentoring services provided by an outside vendor.

**IV. ASSUMPTIONS**

The public cost of this rule is based on the assumption that the school district and charter school uses an outside vendor for implementation of the mentoring program. Currently, mentoring programs provided through an outside vendor cost \$350 per participant. Assuming 2,000 new teachers enter Missouri school districts and charter schools each year, the total cost of mentoring programs would be \$700,000 per year over the life of the rule. The cost of implementation could be substantially reduced or eliminated for school districts and charter schools reallocating the resources of existing mentoring programs. In addition, mentoring training could be included as a part of the school district's and charter school's professional development program.