This page contains the text of a regulation adopted by the Missouri State Board of Education (May 2008). An official copy of the full text of this regulation is contained in the Code of State Regulations, published by the Office of Secretary of State.

TITLE 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION 80 - OFFICE OF EDUCATOR QUALITY
CHAPTER 850 - PROFESSIONAL DEVELOPMENT

5 CSR 20-400.380 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:	(B) A systemic and ongoing program review/evaluation by all stakeholders:	(C) An individualized plan for beginning educators that aligns with the district's goals and needs that:	(D) Appropriate criteria for selecting mentors that:	(E) Comprehensive mentor training that:	(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. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.)	1. Identifies all stakeholders;	1. Is aligned with the department's Model Teacher/Educator Evaluation Standards;	1. Have a minimum of three (3) years of experience;	1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and protégé (except in situations of child endangerment);		1. Aligning class schedules and planning periods to complement mentoring duties;
2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.);	2. Identifies mentoring outcomes, how they will be measured, and timelines;	2. Is a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator;	2. Have traits such as enthusiasm and job commitment;	2. Includes cognitive coaching skills along with collaborative training;		2. Utilizing state and local professional development funds, Career Ladder or stipends to support mentors' additional duties;
3. Complements professional organizations at district and state/national levels;	3. Gathers regular and systematic feedback from mentor, protégé and administrators to determine if mentoring is working (might include pre/post surveys for mentors and protégés and may include	3. Aligns with district's CSIP and certification requirements;	3. Are committed to self-growth as well as mentoring;	3. Includes observation and feedback training/skills;		3. Providing release time for observation and meeting (minimum of three (3) each year); and

	information on retention rates/numbers, levels of job satisfaction, student achievement, or cost of turnover);				
4. Discusses classroom equality- gender/race/abilities;	4. Is based on a foundation of best practice;	4. Establishes outcomes for new educator;	4. Hold a same or similar position/job or grade/subject area (in or out of building/district);	4. Provides an awareness of phases of first-year educators (stress, depression, etc.)	4. Encouraging college support of resources, on-line classes, personal visits and/or beginning educators' assistance programs.
5. Is a systematic and ongoing introduction to data analysis, assessment practice and process, etc. (not a one-day workshop)	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;	5. Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college;	5. May use a mechanism to end pairing if either mentor or protégé is not satisfied;	5. Provides training on mentoring standards, teacher evaluation requirements, certification requirements, and local expectations;	
6. Includes district initiatives and parental concerns; and	6. Is supported by central office and school board- trend data; and	6. Establishes classroom or on-the-job observations that are guided by and contain a checklist of best practices observed by the mentor (positive feedback); and	6. Understand broad educational issues as well as specific teaching/ education issues;	6. Includes a catalogue of resources available for beginning educators;	
7. Defines professional and district acronyms (Adequate Yearly Progress (AYO), Missouri School Improvement Program (MSIP), etc.	7. Is included in broader Professional Development (PD) program evaluation (locally and on Missouri School Improvement Program reviews)	7. Encourages structured experiences and expectations for all new educators.	7. Have a strong understanding of pedagogy, instructional expertise and relevant administrative issues;	7. Recognizes the need for knowledge and strategies on classroom management;	
			8. Are available to mentor (release time, ewer additional assignments);	8. Encourages small districts to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools));	
			9. Are assigned by building principals and / or local professional development committee with input from grade- level or department chair; and	9. Focuses on exemplary teaching and assessment practices;	

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

AUTHORITY: *SECTIONS 160.720, 161.092 AND 161.375, RSMo Supp. 2007.**
Original rule filed Oct. 29, 2002, effective June 30, 2003. Rescinded and readopted: Filed Jan. 18, 2008, effective Sept. 30, 2008.

*Original authority: 160.720, RSMo 2002, amended 2004; 161.092, RSMo 1963 amended 1973, 2002, 2003; and 161.375, RSMo 2007.

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