

This page contains the text of a regulation adopted by the Missouri State Board of Education (February, 2017). 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 20 - OFFICE OF EDUCATOR QUALITY
CHAPTER 400 - PROFESSIONAL DEVELOPMENT**

5 CSR 20-400.380 Mentoring Program Standards

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

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

(A) An introduction to the cultural environment of the community, school district, charter school, 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 and charter school's goals and needs that-	(D) Collaborative selection of and support for mentors-	(E) Comprehensive mentor training and support that-	(F) A complete list of responsibilities for the mentor, beginning 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 by-
1. Introduces school district and charter school policies, procedures, and mission (educator and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.)	1. Identifies all stakeholders;	1. Is aligned with 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;	1. Current or retired educators selected to be mentors should-	1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and mentee (except in situations of child endangerment);		1. Aligning class schedules and planning periods to complement mentoring duties;
2. Introduces community characteristics/norms /local expectations (community tour, housing, medical facilities, faith community, etc.);	2. Identifies mentoring characteristics, outcomes, assessment tools, and timelines;	2. Is a systematic and specific two (2)-year mentoring and professional growth plan that identifies priority indicators for beginning educators;	A. Have a minimum of four (4) years of experience;	2. Includes cognitive coaching skills along with collaborative training;		2. Utilizing state and local professional development funds, or stipends to support mentors' additional duties;
3. Encourages membership and participation in professional organizations at school district and charter school levels and state/national levels;	3. Gathers regular-systemic, qualitative and quantitative feedback from mentor, ment and administrators to determine if mentoring is working.	3. Aligns with a school district and charter school CSIP and certification requirements;	B. Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues;	3. Includes observation and feedback training/skills;		3. Providing a minimum of four (4) class periods each year for mentor release time to coach, observe, and meet;
4. Addresses issues of diversity and equality;	4. Is based on a foundation of best practice;	4. Establishes outcomes for new educator;	C. Be committed to continuous learning, reflection, and mentoring;	4. Provides an awareness of phases of first-year educators (stress, depression, etc.)		4. Providing a minimum of four (4) opportunities for mentees to observe master educators each year; and
5. Provides a systematic	5. Requires	5. Is an extension or part	D. Hold or have held a	5. Provides training on		5. Providing release

<p>and ongoing process of introduction to data analysis, assessment practice and process, etc. (not a one-(1-) day workshop);</p>	<p>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;</p>	<p>of a professional development plan that may have begun during student teaching/internship or culminating project in college;</p>	<p>same or similar position/job or grade/subject area (in or out of building/school district and charter school);</p>	<p>mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;</p>	<p>time to attend professional conferences, trainings, and meetings.</p>
<p>6. Includes school district and charter school initiatives and parental feedback; and</p>	<p>6. Is supported by central office and school board- as evidenced by trend data; and</p>	<p>6. Establishes 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;</p>	<p>E. Understand broad educational issues as well as specific teaching/ education issues;</p>	<p>6. Includes a catalogue of resources available for beginning educators;</p>	
<p>7. Defines professional, educational and school district and charter school acronyms.</p>	<p>7. Is included in broader Professional Development program evaluation (locally and on Missouri School Improvement Program (MSIP) reviews);</p>	<p>7. Encourages structured experiences and expectations for all new educators (planning time, meeting time, time management, etc).</p>	<p>F. Have a strong understanding of pedagogy, and instructional expertise in content area(s);</p>	<p>7. Recognizes the need for knowledge and strategies on classroom management;</p>	
		<p>8. Establishes opportunities for mentees to observe master educators; and</p>	<p>2. School districts and charter schools shall-</p>	<p>8. Encourages school districts and charter schools to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools));</p>	
		<p>9. Plans for completion of a required Beginning Teacher Assistance Program (BTAP) aligned with the BTAP guidelines;</p>	<p>A. Create mentor and mentee collaboration time (release time, common planning time, fewer additional assignments);</p>	<p>9. Focuses on exemplary teaching and assessment practices;</p>	
			<p>B. Require mentor and mentee pairs to be collaboratively assigned by administrator(s) and local professional development committee member(s) with input from grade-</p>	<p>10. Builds working strategies that encourage problem solving and independent thinking;</p>	

	level or department chair;; and	
	C. Support the mentoring process in time/effort by administration and school board;	11. Provides understanding of student assessments and how educators can utilize them to guide instruction;
		12. Includes self-assessment and reflection that identifies whether mentoring is meeting both the mentor's and mentee's expectations, and
		13. Describes and provides a template for the mentor's log- a written record of observations/meetings that include dates and times signed by both the mentor and mentee;

AUTHORITY: *SECTIONS 160.720 and 161.375 RSMo Supp. 2013, and section 161.092, RSMo Supp. 2014. This rule previously filed as 5CSR 80-850.045. 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.*

For more information regarding this rule, please contact the Professional Development Section at (573) 751-7986.