

Elements Necessary for a Quality Mentoring Program

Partnership to Support New Teacher Success

DRAFT 9/30/99

District:

Contact person:

Elements	In Place	In Planning	Implementing	Non-Existent	Needs
SKILLS					
Mutually agreed upon standards of performance of teachers					
Induction program content: survival skills, cultural diversity, standards, curriculum, district procedures, systems information, culturalization					
Training for mentors: mechanism for feedback, peer coaching, process to use for mentor to observe teacher, teacher development					
HABITS OF MIND					
Research Based					
Training based on teacher needs					
Requirements for mentor delineated					
Confidentiality between teacher and mentor					
Non-evaluative process - not connected to teacher evaluation					

Elements	In Place	In Planning	Implementing	Non-Existent	Needs
STRUCTURES					
Structured program					
Compensation for mentor					
Time to mentor					
Escape clause, appeal, and/or problem solving process					
Commitment from mentor 2-3 years					
Timelines for type of support organized around teacher's needs					
Training for Administrators					
Mentor selection process delineated					
Criteria for mentor defined					
Involvement and connection to teacher association					
Financial support from state/district to implement long-term					
Encourage support for time in National Board certification					
Committee responsible to oversee the program					
Ongoing professional development					
RESULTS					
Impact on student achievement					
Teacher retention					
Community of Learners					