

## Introduction

Tom Ganser, in his description of an effective teacher mentoring program notes, “It’s seen as an essential part of staff development and a part of envisioning schools as professional learning communities.” This document reflects the Kansas State Department of Education (KSDE) Mentoring Program Standards. This mentoring framework is designed to guide the model of a district mentoring program with support from the school board and district administration.

These are the components considered essential in an effective mentoring program:

- Recruitment and retention
- Selection, training, and support
- Guidelines (Confidentiality)
- Enhancing the teaching profession
- Ongoing professional development
- Program evaluation

Resource:

“Creating a Teacher Mentoring Program.” The National Foundation for the Improvement of Education. Washington, D.C. 1999.

## **Rationale For a Formal Mentoring Process**

When the mentoring process is designed in a purely informal way, basic problems occur which damage the effectiveness of the program. Informal mentoring is not enough because:

- New/beginning teachers often do not ask for help they need because they feel it shows they cannot handle their job.
- New/beginning teachers often do not ask for help because they feel they are bothering their mentor.
- Beginning teachers who feel unsuccessful and isolated often perceive themselves as misplaced in education.
- Classroom modeling is less likely to occur because there is no time set aside for that kind of activity.
- Teachers assigned as informal mentors have often not thought of the time commitment it takes to be an effective mentor.
- Teachers assigned as informal mentors sometimes feel intrusive when they offer suggestions in a model that has not established an interactive relationship.
- Veteran teachers usually have no way to learn from other support providers' experiences. Each one has to learn by trial and error.
- Teachers assigned as informal mentors are often not given appropriate training and support.
- Informal models make it difficult to identify which new staff members are getting sufficient support and which are not.
- Informal models make it difficult for a school or district to assess the support new and beginning teachers are receiving and its impact on student learning.

## **Purpose Statement Partnership Mentoring Program**

Mentoring is an important mechanism for advancing the teaching profession. A mentoring program is designed to help new/beginning teachers succeed and improve the quality of teaching. This is based on the belief that continuous improvement will encourage teachers to stay in the field of education and will result in increased student learning.

A mentoring program provides both a systemic and systematic environment which supports and facilitates the development of knowledge and skills for all educators, provides time and money for professional growth, and assists new/beginning teachers in meeting the challenges of the first years of teaching.

A mentoring program aligns with national, state, and local standards for comprehensive professional development and mentoring standards. The program emphasizes the transfer of content and pedagogical knowledge to new/beginning teachers through classroom support.

The goals of a mentoring framework are to

- Define the mentoring process.
- Facilitate the organization and design of mentoring programs.
- Promote a collegial, learning community between pre-service and experienced teachers.
- Provide skills and knowledge to develop a mentoring program.
- Provide a framework and structure of support for university, district, and school administrative staff. (See the Mentoring Triad.)
- Provide professional support in the retention of new teachers.
- Assist new/beginning teachers to become active contributors in the profession.
- Promote the practice of reflective teaching and adoption of curriculum to meet individual needs.
- Provide a framework to support effective teaching and enhance student achievement.
- Provide appropriate assessment instruments for the purpose of program evaluation.
- Facilitate a well-designed teacher assistance program that provides guidance for veteran educators and new teachers to implement best practices.



## Definitions

Mentoring – A practice which provides personal support and guidance to teachers and administrators. Mentoring is based on a trusting relationship to promote professional growth, create a learning community, and improve student achievement.

Beginning Teacher – Someone who has never been employed as a teacher, is inexperienced, and recently licensed. The beginning teacher is often a recent graduate of a teacher preparation program from a university or college.

New Teacher – An experienced teacher who is new to the district, returning after an extended leave, or changing job assignments.

Mentor – An experienced, supportive, and positive person whose knowledge of teaching and interpersonal skills is shared with a less experienced educator to empower them to meet increasingly complex challenges.

Mentoring Triad – An interactive group of three educators; comprised of 1) a school-based mentor; 2) a teacher mentor; and 3) a new/beginning teacher. This triad is designed to facilitate personal and professional facets of the mentoring process. (See School-Based Mentoring Triad graphic.)

## Types of Mentors

District Mentor – A mentor who assumes the responsibility of coordinating mentor training and activities for all mentors within a school district. The district mentor is responsible for distributing, collecting, and analyzing evaluation instruments for the mentoring program.

School-Based Mentor – A mentor who is on-site and coordinates mentoring activities at that particular school. The school-based mentor is part of all mentoring triads in the building and assists teacher mentors in supporting the new or beginning teacher.

Teacher Mentor – A mentor who is a practicing classroom and/or special area teacher and is part of one mentoring triad. The teacher mentor establishes a close relationship with a new or beginning teacher to provide classroom support for a two or three year period. As defined by the Kansas Mentoring Criteria, mentor teachers must be a certified teacher who has completed three consecutive school years of employment in the school district.

On-site: Defined by KSDE as “at the location where a probationary teacher is assigned.”

## Professional Expectations For the Teacher Mentor

The teacher mentor must be committed to a new/beginning teacher relationship lasting one to three years. The teacher mentor provides classroom support to new/beginning teachers. This mentor understands and respects the confidentiality of the mentor and new/beginning teacher relationship. If the match is not productive, it should be dissolved and “no fault” attached.

The role of the teacher mentor can be described in three stages

First stage focuses on practical skills and information (i.e., where to order supplies, how to set up and organize a classroom, where to find curriculum materials and instructional resources...)

Second stage concentrates more intently on the art and science of teaching and on refining classroom management skills.

Third stage shifts to a more in-depth understanding of instructional strategies and ongoing professional development based on the assessed needs of the students.

In addition to mentoring the new/beginning teacher, the mentor will

Participate in ongoing training for mentors provided by district and/or school-based mentor.

Attend mentor support groups.

Meet with the school-based mentor on a regular basis.

Meet with the mentoring triad (school-based mentor, teacher mentor, and new/beginning teacher).

Resource:

“Creating a Teacher Mentoring Program.” The National Foundation for the Improvement of Education. Washington, D.C. 1999.

## Professional Expectations For the School-Based Mentor

The school-based mentor is a member of the building leadership team (i.e., department chair, university liaison, leadership cadre, team leaders, or retired teachers). This school-based mentor is also part of all building mentoring triads. The job description for the school-based mentor includes the following:

### 1. Program

- Coordinate building level mentoring program by arranging time for triad collaboration
- Design specific program activities such as school calendar or building information packet for new/beginning teacher
- Match resources (time, funds, materials) with tasks/needs
- Modify program to fit school needs
- Support teacher mentors in training, pacing, communicating
- Act as school-based troubleshooter.

### 2. Training and Support –

- Participate in ongoing training for mentors provided by district or the university
- Attend mentor support sessions.

### 3. Skills –

- Establish a climate of fairness and respect
- Respect confidentiality
- Solve problems
- Practice
  - Interpersonal communication
  - Observation skills
  - Coaching collaboration
  - Conferencing techniques/feedback.

### 4. Committee Responsibilities

- Serve as liaison among the university, district, and school
- Participate as a member of the mentoring triad.

### 5. Assessment

- Administer needs assessment for new/beginning teachers
- Maintain building level documentation of mentoring program
- Conduct building level program evaluation
- Track long-range impact of building mentoring program.

Resources:

“Creating a Teacher Mentoring Program.” The National Foundation for the Improvement of Education. Washington, D.C. 1999.

Career In Teaching-Mentor Teacher-Intern Program, Handbook for Interns. Rochester City School District, Rochester, New York. 1999.

Mentoring to Improve Schools. ASCD

## **Professional Expectations for the Principal**

The role of the principal in the mentoring program is to

- Attend mentor training sessions.
- Provide support to the mentoring triad.
- Provide assistance and resources to mentoring program, mentors, and new teachers.
- Establish the mentor selection team.
- Facilitate the “No Fault, Easy Out Policy”. (See Appendix A)
- Honor confidentiality between mentors and new teachers.
- Maintain clear distinction between professional evaluation and mentoring process.
- Preview program evaluation results.

## **Professional Expectations for the District Mentor**

The district mentor coordinates the mentoring program for the entire district. The district mentor is responsible for mentor training, program implementation, documentation, and evaluation.

### **1. Program – The district mentor will**

- Collaboratively develop district goals and specific roles/responsibilities with participants of a mentoring program.
- Select and conduct mentor-training activities
- Support school-based mentors in the implementation of a mentoring program
- Align mentoring activities with professional staff development
- Align mentoring activities with other district initiatives
- Align mentoring program with Kansas State Mentoring Standards
- Solicit and match district/state resources with needs.

### **2. Skills – The district mentor will**

- Solve problems
- Organize and manage space, time, resources
- Communicate effectively in a variety of public settings.

### **3. Committee responsibilities – The district mentor will serve as a liaison between the district and**

- School-based mentors
- Administrative boards or councils
- Local boards of education, site councils, and other public forums concerning mentoring
- Other districts participating in mentoring programs
- University and college teacher development programs (i.e., Professional Development Schools)
- The Kansas State Department of Education.

### **4. Assessment – The district mentor will**

- Select, distribute, and evaluate a needs assessment for new and beginning teachers
- Maintain district documentation of program data
- Select, conduct, and synthesize program evaluation
- Track long-range impact of district mentoring program.

## Professional Expectations for New/Beginning Teachers

A new/beginning teacher's first responsibility is to his/her students assuring that students receive the best possible effort from their teacher. New/ beginning teachers are supervised and evaluated by their immediate supervisor. It is not the intent of the mentor program to compromise or supplant the role and responsibilities of the supervisor. New/beginning teachers, as part of their mentoring relationship, are expected to

- Attend orientation and professional development opportunities.
- Share the responsibility for scheduling time to collaborate with other professionals.
- Understand and address the district's professional expectations for teachers.

A district's professional expectations may include:

- Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.
- Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding, and attitudes in students.
- Teaching reflects deep understanding of human development – the range of social, cultural, emotional, and cognitive dimensions which affect students and schools.
- Teachers construct and manage a safe, responsive learning environment.
- Teachers think systematically about their practice and are members of learning communities.
- Teachers have a professional, collegial responsibility to contribute to the improvement of school quality and to student learning.
- Teachers reach beyond the school to make connections with students' homes and families in order to provide a school experience which addresses the needs and interests of each child.
- Teachers support the education of the students by establishing appropriate community relationships.
- Teachers contribute to promoting and enhancing the profession.

Resource:

Career In Teaching-Mentor Teacher-Intern Program, Handbook for Interns. Rochester City School District, Rochester, New York. 1999.

## **Stages and Purposes of the Mentoring Process**

The stages of the mentoring process listed below are designed to evolve and mature to a conclusion during a three-year time frame. Some mentoring relationships may take more or less time depending on the needs and strengths of the beginning teacher. It is possible that the needs of a new teacher could be met by the end of the first year in the new job assignment. During the determined time frame for the mentoring process, it is crucial that the mentor and new/beginning teacher meet on a regular basis.

The following is a suggested timeline for effective mentoring. Time units are lettered for easy reference when applied to the stages and purposes chart on the following page.

### **Timeline**

#### **Year One:**

- A.** Daily meetings during the week before school starts and the week classes actually begin for both a new or beginning teacher.
- B.** Meeting and/or interactive observations occur 3 to 4 times a week until the end September for both a new or beginning teacher.
- C.** Meetings and/or interactive observations occur 1 to 2 times a week during the rest of the school year for the beginning teacher and as needed for the new teacher.

#### **Year Two:**

- D.** Meetings and/or interactive observations occur 3 to 5 times a month during the second year for the beginning teacher.

#### **Year Three:**

- E.** Meetings and/or interactive observations occur as wanted or needed by members of the mentoring triad during the third year.

## Timeline Continued

Process Stages	Mentoring Activities	The Purpose
<b>A.</b> Introduction	Members of the mentoring triad meet to introduce themselves, share interests, backgrounds, and personal information.	* Create a Connection
<b>A.</b> Foundation	School-based mentor and teacher mentor explain to the new/beginning teacher the roles and relationship of the mentoring triad as well as the mentoring process and its expectations.	* Explanation of Purpose
<b>A.</b> Orientation	The school-based mentor provides an orientation to the school, grade, department, staff, district and aspects of the community. The new/beginning teachers are also given information about their new job, responsibilities, curriculum, and expectations.	<ul style="list-style-type: none"> <li>* Reduce the Stress</li> <li>* Gain Knowledge of Expectations</li> <li>* Begin Team Building</li> </ul>
<b>A.</b> Collaboration	The new/beginning teacher and the teacher mentor work together to ready the classroom for the start of school. They share ideas; discuss room layout, management plans, and instructional environment that will promote learning. The teacher mentor helps, as needed, with actual lesson plans for first day/week activities and assessments.	<ul style="list-style-type: none"> <li>* Get New/Beginning Teacher Off To a Good Start</li> <li>* Continue Team Building</li> <li>* Exchange Ideas</li> </ul>

## Timeline Continued

Process Stages	Mentoring Activities	The Purpose
<b>B.</b> Problem Solving	The mentoring triad members work together to analyze issues and problems that may occur in the day to day routine of teaching. They develop plans of action, suggest strategies, work out timelines for implementation, and help evaluate the results. The new/beginning teacher and mentor teacher observe each other in classroom situations with both general and specific objectives in mind.	<ul style="list-style-type: none"> <li>* Development of Thinking and Knowledge</li> <li>* Continue Team Building</li> <li>* Begin Modeling Process</li> </ul>
<b>B./C.</b> Personal Relationships	The school-based mentor and teacher mentor work to develop a strong, positive relationship with the new/beginning teacher. They reinforce self-esteem and confidence. The members of the triad continue to explore each other's ideas and beliefs about teaching. They recognize each other's strengths as teachers and as individuals.	<ul style="list-style-type: none"> <li>* Development of Feeling of Trust and Openness</li> </ul>
<b>C.</b> Professional Framework	<p>The school-based mentor and teacher mentor continue to meet on a regular basis with the new/beginning teacher to</p> <ul style="list-style-type: none"> <li>• support progress through the curriculum</li> <li>• develop new strategies</li> <li>• discuss management issues</li> <li>• evaluate standards</li> <li>• share ideas for working with parents</li> <li>• get involved in school activities such as QPA or building level committees.</li> </ul> <p>The teacher mentor continues to serve alternately as an observer and model in classroom situations.</p>	<ul style="list-style-type: none"> <li>* New/Beginning Teacher Increases Skills and Insight</li> <li>* Modeling Process Continues</li> </ul>

## Timeline Continued

<b>Process Stages</b>	<b>Mentoring Activities</b>	<b>The Purpose</b>
<b>C.</b> Professional Development	School-based mentor acts as a personal guide for the new/ beginning teacher during the staff development initiatives throughout the year. The teacher mentor builds a relationship with the new/ beginning teacher where mutual feedback and support for learning is accepted and expected by both.	* Continued Professional Growth for Mentors and New/Beginning Teachers.
<b>D./E.</b> Transitioning to Independence	The school-based and teacher mentors promote the new/ beginning teacher's ability to work independently while maintaining a relationship that supports continued growth and interaction. Formal meeting and interactive observations are reduced in number but continue to reinforce effective teaching practices and encourage new steps. The mentoring triad works together to assess classroom data and determine effectiveness of teaching strategies.	*Develop Increasing and Independent Skills and Self-Confidence in the New/ Beginning Teacher  * Promote Feelings of Interdependence Among Members of the Triad  * Encourage Continued Professional Growth For All

Resource:

The New Teacher Mentoring Process: A Working Model. Barry Sweeney, 1990.

## **Selection of Teacher Mentors**

Successful mentoring depends on appropriate selecting and matching of mentors with new/beginning teachers. There are a variety of ways to select and pair mentors.

A suggested selection team for selecting teacher mentors could include:

- District mentor
- District administrator
- University liaison
- Principal
- School-based mentor
- Teacher association representative
- School-based professional development representative
- Others

The above selection team could be implemented to select a district pool of teacher mentors to be trained for future mentoring.

Another selection team comprised of the following members could be implemented to select a teacher mentor for a particular school site:

- Principal
- University liaison
- School-based mentor
- Teacher association representative
- Teacher leaders
- Others

Any combination of the two selection teams could be implemented as needed. For additional information, see the “Criteria for Selecting Teacher Mentors” in Appendix B.

## Characteristics and Criteria To Be Considered When Selecting Mentors

The qualities of effective mentors are organized into four categories: attitude and character, professional competence and experience, communication skills, and interpersonal skills. When selecting mentors the following should be considered.

<p><b>Attitude and Character</b></p> <p>Willing to be a role model for other teachers. Exhibits strong commitment to the teaching profession Believes mentoring improves instructional practices Willing to advocate on behalf of colleagues Willing to receive training to improve mentoring skills Demonstrates a commitment to lifelong learning Is reflective and able to learn from mistakes Is eager to share information and ideas with colleagues Is resilient, flexible, persistent, and open-minded Exhibits good humor and resourcefulness Enjoys new challenges and solving problems</p>	<p><b>Professional Competence and Experience</b></p> <p>Is regarded by colleagues as an outstanding teacher Has excellent knowledge of pedagogy and subject matter Has confidence in his/her own instructional skills Demonstrates excellent classroom management skills Feels comfortable being observed by other teachers Maintains a network of professional contacts Understands the policies and procedures of the school, district and teachers' associations Is a meticulous observer of classroom practices Collaborates well with other teachers and administrators Is willing to learn new teaching strategies from new/beginning teachers.</p>
<p><b>Communication Skills</b></p> <p>Is able to articulate effective instructional strategies Listens attentively Asks questions that prompt reflection and understanding Offers critiques in positive and productive ways Uses e-mail effectively Is efficient with the use of time Conveys enthusiasm, passion for teaching Is discreet and maintains confidentiality</p>	<p><b>Interpersonal Skills</b></p> <p>Is able to maintain a trusting professional relationship Knows how to express care for a new/beginning teacher's emotional and professional needs Is attentive to sensitive political issues Works well with individuals from different cultures Is approachable, easily establishes rapport with others Is patient</p>

Resource:

"Creating a Teacher Mentoring Program." National Foundation for the Improvement of Education. Washington, D.C. 1999.

## **Considerations for Matching Teacher Mentors With New/Beginning Teachers**

When considering the best match between trained teacher mentors and new/beginning teachers, the following guidelines are suggested:

- Similar job assignments
- Age difference of 5+ years
- Common planning time or lunch period
- Different approaches to teaching and learning
- Close proximity of mentor's and new/beginning teacher's rooms
- Middle range of teaching experience
- Similar personality styles (not a high priority)
- Gender matching (dependent upon new/beginning teacher's desire)

Resources:

Mentoring to Improve Schools. ASCD.

"Teams of Two". Tom Ganser. National Staff Development Council. Winter 2000.

"Mentoring New Teachers To Enhance The Intellectual Capital Of School Districts" Tom Ganser.  
Wisconsin School News. April 1998.

"A New Teacher Mentoring Knowledge Base of Best Practices". Barry Sweeney, 1994.

## No Fault, Easy Out Policy

The effectiveness of mentoring triads can be negated if one or more of the participating educators experience a personal or professional conflict that causes discomfort. It is therefore necessary to have in place a predetermined plan of action to resolve the conflict and maintain effectiveness of the mentoring process. This policy is based on the assumption that adjustments to the mentoring triad can be accomplished without any person attaching blame one another.

### Steps in the Process

- Individual with concern attempt to remedy situation through honest communication with triad partners.
- If that attempt does not resolve the problem, the individual completes a copy of the form provided and submits it to the school principal.
- The principal arranges a meeting with the concerned individual ONLY at the earliest convenient time to discuss the situation.
- At the meeting, one or more of the following courses of action are agreed upon and enacted:

Principal and concerned individual determine a possible solution through discussion at initial meeting or after the principal makes observations of current situation. This should occur within a week of the first meeting.

Other members of the mentoring triad are asked to attend a meeting to discuss possible solutions.

Principal agrees that it is in the best interest of all concerned to release the concerned individual from the current triad and begins process of establishing a new mentoring triad.

- It is the responsibility of the principal and all members of mentoring triads to maintain a positive attitude and use professional courtesy during this procedure. No one would be made to feel faulted or blamed if a triad does not meet their personal or professional needs.
- Principal maintains a convenient, open line of communication with the new or beginning teacher in the reformed triad to ensure that the mentoring process is promoting the appropriate personal and professional growth.

Please see Appendix A for the No Fault, Easy Out form.

## Training for Mentors

A well designed, successful mentoring program includes deliberate and on-going training for teacher mentors, school-based mentors, district mentors, principals, and university supervisors. Without adequate training the process will most likely produce disappointing results for the mentoring program. Consequently high quality mentoring programs require the investment of both time and money to train all participants.

The knowledge, skills, and dispositions listed below are suggestions to be included in a training program:

- Interpersonal communication skills
- Conferencing techniques
- Coaching skills – peer coaching training
- Establishing collaborative and collegial relationships
- Effective observational skills and providing specific feedback
- Problem-solving strategies
- Curriculum design and curriculum trends
- Understanding the school and school district’s “systems”
- Understanding of the school and district’s policies and procedures
- Understanding state mandates (i.e., local assessments...)
- Creating professional development plans for new/beginning teachers
- Technology training (i.e., list serve, web linking...)
- Understanding of standards for both students and teachers
- Understanding the professional, personal, and instructional needs of new/beginning teachers.
- Establishing community connections (key services and places)
- Renewal of professional roles and responsibilities
- Teacher association membership and leadership opportunities
- Building bridges with counselors, health personnel, and non-certified support staff
- Identifying and linking instructional resources (materials and people)
- On-going training to promote good attitudes and strong emotional support
- Critical thinking skills
- Facilitating reflective practice for program evaluation
- Issues of confidentiality
- Leadership skills
- Principles of adult learning and counseling
- Strategies for creating productive learning environments
- Exposure to a variety of observation and feedback forms

Resources:

Pathwise Framework Leader Academy, Educational Testing Service, 2000.  
Mentoring to Improve Schools. ASCD

## Support for Mentoring

The support for mentors must be continuous and provide opportunities for mentors to share and refine the growing knowledge base about effective mentoring practices. In addition to this knowledge base, mentors also need structured opportunities to develop skills associated with successful mentoring programs.

Such opportunities could include, but are not limited, to the following:

- Collaborative learning environment
- Planned opportunities at school and district sites for meetings with other new teachers and mentors
- Release time for mentors to develop relationships, reflect on issues, and share ideas
- Substitute time available to mentoring pairs for planning, conferencing, and goal setting
- Professional opportunities for continual improvement (i.e., attending seminars or workshops...)
- Experienced mentors who can train future mentors
- Restructure time, schedule, and resources to support staff development and adult learning partnerships
- Use action research to implement effective practices
- Shadow established mentors in other schools and districts
- Inclusion of administrators in the mentor training and mentoring process
- Observation of models of effective peer teaching and peer coaching
- Use reflective practices to review program challenges, instructional skills, and effective teaching strategies
- Establish strategies to fund mentoring programs
- Advance commitment from district leadership, teacher association leaders, school administrators, and university partners
- Periodic mentor support group meetings to ensure accountability
- Refine, record, and reflect on program expectations, program evaluation, and mentoring practices
- Solicit feedback of former new teachers regularly and systematically, following participation in the mentoring program

Resource:

[Mentoring to Improve Schools](#). ASCD

## **Professional Development**

Staff development activities should provide differentiated professional development for all personnel that is aligned with system goals, focused on research-based practices, and designed to increase the quality of programs and services. Every comprehensive, district level staff development plan should include provisions for induction and mentoring of novice teachers. Mentoring a new/beginning teacher involves continuous learning by all staff members involved in the process. For the staff members on the mentoring team, learning will include skills in observation, interpersonal communication, conferencing techniques, problem-solving strategies, and an understanding of the various systems and policies that govern the schools and affect the operation of the classroom. These professionals must remain aware of the current professional literature and be able to identify instructional practices with a solid research base. Each member of the mentoring team must develop the ability to work and to solve problems on an equal basis with a team of professionals representing teachers, central administration, and the university.

The new/beginning teacher starts a career of continuous learning when the first school year commences. This learning must be tailored to the needs of the new/beginning teacher while insuring that the learning of students is maximized by the mentoring efforts. As mentors discuss and complete activities with the new/beginning teacher, skills and knowledge gained during teacher training will be extended and refined. With careful planning and sensitive responses, the learning and reflection of the new/beginning teacher will progress in a natural and comfortable way.

## EVALUATION OF MENTORING AND INDUCTION PROGRAMS

Suggested Questions	Stakeholders to Survey
1. Have the needs of new/beginning teachers and mentors been met?	New/beginning teacher needs assessment survey Mentor needs assessment survey Principal survey
2. Have new/beginning teachers and mentors grown through professional development?	Principal survey Self-assessment
3. In what ways have new/beginning teachers and mentors shown or not shown improvement?	Principal survey Self-assessment
4. Have new/beginning teachers and mentors accomplished all New/beginning points recommended by the induction/mentoring program?Principal	Log of time with checkoff or type of activity New/beginning teacher needs assessment Mentor survey Principal survey
5. Has the level of teaching desired been achieved?	New/beginning teacher and mentor Self-assessment Principal survey
6. Has student learning been enhanced?	Pre-post teacher reports Assessment scores Principal survey
7. Have tenets of the purpose statement of the mentoring program been accomplished?	New/beginning teacher survey Mentor survey School-based mentor survey Principal survey
8. Has the mentoring program provided adequate support and training?	New/beginning teacher survey Mentor survey
9. What has prevented you from being the mentor or teacher want to be?	New/beginning teacher survey Mentor survey New/beginning teacher self-assessment on set of skills Mentor self-assessment on set of skills

Resource: Adapted from ASCD [Mentoring to Improve Schools](#)