



# Alignment of Mentoring Standards & Idaho Science Coach Services



The **Idaho Mentor Program Standards** are intended to provide a clear vision and guidance for Local Education Agencies (LEAs) when developing their mentoring programs. Ideally, all educators who are new to the profession or shifting into a new role will take part in a locally managed mentoring program that is designed to meet these standards.

However, for certain certification and endorsement routes, these standards move from providing general guidance to being a state certification REQUIREMENT that LEAs must meet. This includes all routes that list a “State Board-approved mentoring program” as a necessary component.

Specifically, the **Idaho Mentor Program Standards** are considered a minimum state certification requirement for educators who receive an interim certificate and/or endorsement via:

- ALL Non-Traditional Routes [IDAPA 08.02.02.016.02.b]
  - ABCTE
  - CSI Non-Traditional Program
  - Teach for America
  
- Certain Alternative Authorizations
  - Content Specialist [IDAPA 08.02.02.042.02.b.i]
  - Teacher to New Endorsement - Option II: Master’s Degree or Higher [IDAPA 08.02.02.021.02.b]
  - Teacher to New Endorsement - Option III: Content Area Assessment & Mentoring [IDAPA 08.02.02.021.02.c]

These standards are quite rigorous and may be challenging for many LEAs to meet with their current resources—especially for educators serving in high-need content areas such as science.

This document is intended to show how the services of the Idaho Science Coaches can be leveraged by LEAs to supplement their mentoring programs and ensure that the State Board-approved mentoring standards are adequately addressed.

*NOTE: This is not meant to imply that the Idaho Science Coaches would replace the LEA assigned mentor. LEAs would still need to provide on-site mentorship within their local context to satisfy the standards.*

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**The Idaho Science Coaches provide LEAs a way to support their novice teachers more thoroughly and meet certain state mentoring standards that they might otherwise struggle to satisfy—all at little-to-no cost!**

This is especially true in LEAs where:

- Science content-specific mentors are unavailable or thinly spread
- Staffing makes it logistically impractical for mentors to perform observations and offer direct support during the instructional day
- Available mentors are relatively inexperienced or lacking confidence in supporting educators who teach science

For LEAs with new secondary science educators (or new elementary educators who struggle to teach science), the Idaho Science Coaches can partially—or even fully—satisfy several of the requirements found in the **Idaho Mentor Program Standards**.

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**See the following pages for a detailed crosswalk of which standards the Idaho Science Coaches can help your LEA’s mentoring program satisfy!**

The **Idaho Mentor Program Standards** are outlined on the following pages.

Colored highlighting is used to indicate the ways in which services from the Idaho Science Coaches align with them.

The table below provides a KEY for what each highlighted color means:

COLOR	HIGHLIGHT MEANING
Blue	Standard/Element may be <u>COMPLETELY MET</u> by the MENTEE and/or MENTOR engaging in <b>1-on-1 or Small-Group Science Coaching</b> with an Idaho Science Coach
Green	Standard/Element may be <u>PARTIALLY MET</u> by the MENTEE and/or MENTOR engaging in <b>1-on-1 or Small-Group Science Coaching</b> with an Idaho Science Coach
Pink	Standard/Element may be <u>PARTIALLY MET</u> by the MENTEE successfully completing the <b>2-credit 3D Science Standards course</b> taught by Idaho Science Coaches, or through ongoing large-group PD sessions delivered Idaho Science Coaches
Yellow	Standard/Element may be <u>PARTIALLY MET</u> by the MENTOR successfully completing the <b>1-credit Supporting Science Educators course</b> taught by Idaho Science Coaches, or through ongoing large-group PD sessions delivered Idaho Science Coaches

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## IDAHO MENTOR PROGRAM STANDARDS

DOMAIN I:	PROGRAM DESIGN, SPONSORSHIP AND LEADERSHIP
<b>Program Standard 1: School and Community Context</b>	<p>The context of your school, district and community forms the environment within which your Mentor Program will exist. It is important to identify the circumstances, events and factors that need to be considered before thinking about your program design.</p> <p>The assignment of beginning teachers is an important consideration in facilitating their entry into the profession. Beginning teachers should be placed in situations that are appropriate to their novice status so they will have an opportunity to develop fully as teaching professionals. If beginning teachers are placed in more challenging settings, additional time and resources should be provided to foster their success.</p>
Program Element: a)	Demographics, circumstances and factors are considered before designing your program.
Program Element: b)	Student, teacher and district profile are considered for district initiatives and priorities.
Program Element: c)	Working conditions for beginning teachers are considered and mediated, as needed, to promote beginning teacher success.
<b>Program Standard 2: Program Rationale, Goals, Design and Participation</b>	<p>A mentoring program should be built on a vision of beginning teacher growth and development that is supported by research and practice. This vision includes the mentor teacher's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between teachers and administrators.</p> <p>A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support and assessment services to beginning teachers. The developmental needs of beginning teachers are clearly understood by program designers and managers.</p>

Program Element: a)	The rationale for program components, structure and activities is based on research about teacher development, effective mentoring practices and systems alignment.
Program Element: b)	<p>The Mentor Program has clearly articulated goals and outcomes. [accounting for the following categories]</p> <ul style="list-style-type: none"> <li>• Program</li> <li>• Beginning Teachers</li> <li>• Mentors</li> <li>• Professional Partners &amp; Stakeholders</li> </ul>
Program Element: c)	<p>The design of the program is structured to maximize beginning teacher success within the context of a professional learning community. [accounting for the following categories]</p> <ul style="list-style-type: none"> <li>• Program</li> <li>• Beginning Teacher</li> <li>• Mentors and Beginning Teacher</li> </ul>
<b>Program Standard 3: Sponsorship and Administration of Program</b>	<p>The commitment of sponsoring organizations is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include school and site administrators, teacher leaders, union or teacher association leadership, school board members, university faculty, and community or business leaders. It is equally important that the program have strong leadership and an organizational structure that manages and delivers services to meet the diverse needs of beginning teachers in the local context. A broad network of institutional and leadership support will ensure the program's success.</p> <p>In order for beginning teachers to receive a thoughtful, responsive and consistent program of services, sponsorship and administration of the Mentor Program need to work together to plan, implement and evaluate the Mentor Program.</p>
Program Element: a)	Sponsoring organizations demonstrate institutional commitment to the Mentor Program.
Program Element: b)	Program leadership and organizational structures are clearly specified, and a primary contact person is designated.
Program Element: c)	Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.
Program Element: d)	Program leaders acquire depth of knowledge and understanding necessary to develop and implement a high-quality Mentor Program.
<b>Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, Bargaining Units and Teacher Preparation Programs</b>	<p>The knowledge, attitudes and actions of K12 school organizations are critical in setting the stage for beginning teacher success. Site administrators are instrumental in providing the leadership to create conditions for beginning teacher success that take the novice's status into consideration. School site administrators provide the structure and create a positive school climate for the program's support and assessment activities.</p> <p>Site and district administrators, school board members, union leaders and other policy boards are involved in the design, implementation and ongoing evaluation of the Mentor Program. Preparation of the K-12 organizations to assume their responsibilities for supporting the Mentor Program is important. Preparation includes knowledge about beginning teacher needs, teacher development, formative assessment, and research as related to mentoring.</p>
Program Element: a)	The program leader(s) communicate clearly the Mentor Program's rationale, goals, and design to school district leaders and administrators, school officials, bargaining units, teacher preparation programs and others responsible for preparing, employing, assigning and supporting beginning teachers.
Program Element: b)	The program provides professional development for site administrators in order that administrators become familiar with program components, formative assessment processes, beginning teacher development and working conditions to support teacher success.

Program Element: c)	The program works with site administrators to establish a culture of support within their school for mentors and beginning teachers to work together.
Program Element: d)	Opportunities for communication and feedback are assured among sponsoring agencies.
Program Element: e)	Formal and informal linkages are made internally among members of the partnership.
<b>DOMAIN II:</b>	<b>DEVELOPING TEACHER EXCELLENCE</b>
<b>Program Standard 5: Mentor Selection, Assignment and Roles</b>	<p>By selecting well-qualified mentors, the program can assure that beginning teachers receive high quality support and assessment in the context of the classroom. Mentors are recruited and selected using a clearly articulated, open process that involves a number of stakeholder groups. The process includes a written application with letters of recommendation and a formal interview process. Selection is guided by a set of criteria and a rubric.</p> <p>Mentors need to be assigned to beginning teachers in a timely manner, taking content, grade level, pedagogical needs and local context into account. Mentors need release time to work with new teachers during and after school hours.</p>
Program Element: a)	Roles and responsibilities of mentors are clearly defined and communicated to all program participants.
Program Element: b)	Selection criteria are consistent with mentor's specified roles and responsibilities.
Program Element: c)	The selection process includes a written application and formal interview, guided by a set of criteria and rubric.
Program Element: d)	Assignments are made taking into consideration subject matter knowledge orientation to learning, relevant experiences current assignments and geographical proximity. Clear procedures are in place for reconsidering assignments when either the mentor or beginning teacher is dissatisfied with the pairing.
<b>Program Standard 6: Mentor Professional Development</b>	<p>Exemplary teachers are not necessarily prepared to support others professionally. Awareness of the diversity of beginning teacher needs and the ability to provide support that nurtures professional development demand different abilities and skills from those required to teach students in classroom settings.</p> <p>Mentors need to participate in a learning community that supports the development of their practice and their use of mentoring tools, protocols and formative assessment. Domain II: Developing Teacher Excellence Professional development includes both the development of knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages program participants and develops their leadership.</p>
Program Element: a)	Mentors are prepared to work with beginning teachers and respond to their diverse needs.
Program Element: b)	Professional development prepares mentors in the appropriate use of formative assessment tools and processes.
Program Element: c)	Mentors have opportunities to meet with each other to develop and refine needed mentor skills, problem-solve, assess and reflect on teaching and learning, and develop leadership skills.
Program Element: d)	The Mentor Program assesses the quality of services provided by the mentors to beginning teachers.
<b>Program Standard 7: Role of Formative Assessment in Teacher Development</b>	No measure of teacher performance fully captures the complexity of teaching. Assessments of each individual teacher's strengths and areas for growth help target support services where they are most needed. Information from ongoing formative assessments can be used to guide the teacher in establishing and pursuing professional development goals during and following the induction period. New teachers may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching. Engaging in formative assessment supports habits of self-reflection and career-long professional growth in the beginning teacher.

	<p>The formative assessment system is based on professional teaching standards and a continuum of teacher development and the collection of a variety of authentic evidence of teacher practice, including student work. A set of formative assessment tools and protocols assist the beginning teacher and mentor in guiding and documenting their work together. The formative assessment information is used to determine the scope, focus and content of professional development activities that are the basis of the beginning teacher's Individual Learning Plan.</p> <p>Formative assessment involves an ongoing process of data collection and analysis for the purpose of informing both the mentor's and beginning teacher's next steps.</p>
Program Element: a)	The formative assessment system is based on professional teaching standards, a continuum of teacher development and reflection on evidence of practice.
Program Element: b)	<p>The formative assessment system is clearly defined and characterized by:</p> <ol style="list-style-type: none"> <li>I. Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of professional teaching standards;</li> <li>II. Criteria aligned to professional teaching standard used to make professional assessments about teaching evidence;</li> <li>III. Assessment evidence that includes both teacher work and student work and informs future practice in relation to professional teaching standards and to state-adopted academic content standards and performance levels;</li> <li>IV. A reflective process based on professional teaching standards that includes collaboration with mentors and other educators, as well as structured self-assessment, and informs future practice.</li> </ol>
Program Element: c)	Mentors are well prepared to integrate support and assessment strategies within the context of their mentoring.
Program Element: d)	Multiple measures of formative assessments are used to identify individual teacher needs and guide support.
Program Element: e)	Assessment information contributes to the development of an Individual Learning Plan.
Program Element: f)	Formative assessment results are used to guide professional development.
Program Element: g)	The Mentor Program evaluates the effectiveness of the formative assessment system to make improvements to the system and accompanying training.
<b>Program Standard 8: Beginning Teacher Professional Development</b>	<p>Professional development activities need to be guided by a common set of expectations, such as professional teaching standards, yet are responsive to the individual teacher, state and local priorities. Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from formative assessment information. Presenters model best teaching practices, and a professional learning community is established among beginning teachers in the Mentor Program.</p> <p>This ongoing network of novice colleagues is established for the purpose of professional learning, problem solving and mutual support. They help new teachers form relationships with other new teachers from across the educational community while receiving professional development around issues of unique importance for new teachers. Follow-up activities emphasize application of learning, including one-on-one coaching in the beginning teacher's classroom by a trained mentor so that teachers will find the learning experiences helpful and relevant to their individual needs. Providing a variety of professional development activities is effective in promoting growth of beginning teachers.</p>
Program Element: a)	Professional teaching standards or other expectations such as state and district priorities form the basis for beginning teacher professional development activities.
Program Element: b)	Formal professional development activities are designed to meet the beginning teacher's individualized, assessed learning needs.

Program Element: c)	New learnings are applied in the classroom with support by a trained mentor, including but not limited to one-on-one support by a mentor, classroom observations, teaching demonstrations, and reflection on practice.
Program Element: d)	Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.
<b>Program Standard 9: Classroom Instruction and Content-Focused Mentoring</b>	<p>Mentors are regularly present in the new teachers' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction. Professional teaching standards define pedagogical practices and state-adopted student content standards describe content and performance expectations. Teachers grow and improve in their ability to deliver content-specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students.</p> <p>A strong, trusting relationship is an important and very essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the beginning teacher's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level standards, student assessments, and local curriculum initiatives drive the mentor's work in response to the beginning teacher's developmental needs and instructional context. Beginning teachers demonstrate understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment.</p>
Program Element: a)	Beginning teachers investigate, learn and apply state-adopted student content standards and performance levels for students in at least one content area.
Program Element: b)	Teachers demonstrate the ability to assess students using multiple measures and identify individual learning needs.
Program Element: c)	Teachers plan and deliver standards-based instruction that is differentiated to meet the assessed learning needs of students.
Program Element: d)	Teachers create a positive and respectful climate for student learning.
<b>Program Standard 10: Focus on Equity, Language Learners and Special Populations</b>	<p>An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Mentors help new teachers pay particular attention to special population students and English learners. Teachers create environments that support learning for diverse students, provide equitable access to the core curriculum and enable all students to meet the state-adopted student content standards and performance levels.</p> <p>Beginning teachers are familiar with local and/or state-adopted assessments for English language proficiency, and how these instruments are used to measure language proficiency and to place students.</p> <p>Beginning teachers create a positive, inclusive climate for individualized, specialized instruction and assessment of students with special needs and/or abilities, including students who are gifted and talented.</p> <p>Teachers use knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning. Effective instructional strategies provide students with disabilities and/or language needs appropriate learning opportunities to master grade-level student content standards. An examination of a case study student during participation in the Mentor Program helps make the complexities of these issues concrete while building the teachers' skills to address a wide range of student needs.</p>
Program Element: a)	Beginning teachers provide equitable access to the core curriculum.
Program Element: b)	Teachers identify and address learning needs of English learners.

Program Element: c)	Teachers provide appropriate learning opportunities for students with learning disabilities and for students who are gifted and talented.
Program Element: d)	Beginning teachers examine their practice in relation to personal and institutional biases that impact student learning and seek to eliminate them from professional practice.
<b>DOMAIN III:</b>	<b>RESOURCES AND ON-GOING PROGRAM IMPROVEMENT</b>
<b>Program Standard 11: Resources to Support Teacher Success</b>	Resources to support beginning teacher success are critical to improving retention, student achievement and teacher quality. The Mentor Program must take into account the unique developmental phase defined by induction. The quality and effectiveness of the program are largely determined by the appropriate uses of human and fiscal resources. Support and resources should be based on realistic and reasonable plans that draw on available federal, state and local resources. Sponsoring organization(s) allocate sufficient personnel time and fiscal resources to enable the beginning teacher Mentor Program to deliver planned services that maximize beginning teacher success
Program Element: a)	Resources are allocated among sponsoring organizations to ensure appropriate delivery of essential program components, as defined and described in the program design.
Program Element: b)	Mentors are provided adequate time and compensation to meet with beginning teachers during and after school hours on a regular basis.
Program Element: c)	The program sponsor(s) assigns a qualified personnel to lead and coordinate the program to fully support beginning teachers.
Program Element: d)	Program leaders monitor resource allocation on a regular basis and make necessary adjustments.
<b>Program Standard 12: Program Evaluation</b>	<p>The Mentoring Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and Domain III: Resources and On-Going Program Improvement program improvements. All accountability measures are designed to ensure the quality and effectiveness of the program.</p> <p>Beginning teachers, mentors and site administrators are surveyed to capture information about program design, implementation and impact on beginning teacher practice. These triangulated data are shared with individual mentors to help inform their own practice and professional growth and the disaggregated data are used to inform programmatic decision-making. Additional data are collected following each professional development event, such as seminars or workshops. In addition, retention data are collected, exit interviews are conducted, and student achievement data are collected.</p> <p>Focus groups with mentors, principals and beginning teachers are conducted on a regular basis. The mentor program is considered a laboratory for ongoing learning about teacher development, beginning teacher satisfaction, classroom practice, and veteran teacher leadership development and learning.</p>
Program Element: a)	Local program goals and Mentor Program Standards are the basis for program evaluation.
Program Element: b)	The program regularly collects feedback about program quality and effectiveness from all participants and sponsoring organization(s), using both informal and formal measures.
Program Element: c)	Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.
Program Element: d)	Program sponsor(s) participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.