

# School Mentoring Program Assessment Form

Name

Date

This form is intended to help schools develop their capacity for assessing the mentorship program in their school and identify strengths and areas where improvements are needed. This form is a tool in development.

1. The Mentoring Program	+	-	+/-	Successes & Areas Needing Improvement
a. The mentoring program at the school is one part of a complete professional development plan, which includes mentorship, peer mentorship and evaluation.				
b. The program provides mentoring for new teachers.				
c. The program provides mentoring for all teachers, appropriate to their level of experience.				
d. The teachers, board and administration recognize the need for and support the program.				
e. The mentoring program is supported financially.				
f. The mentoring program is supported in the school calendar and policies.				
g. Professional development support is available to help each teacher gain skills they need.				
h. The school identifies when the mentoring needs exceed the capacity and experience of the faculty and seeks outside support for mentorship.				
i. The program covers all the areas of a teacher's work, including inner work, parent relations, collegueship, administrative tasks and work in the classroom.				
j. It is clear who oversees and is responsible for the program.				
k. Every faculty member is aware of the assessment process and results.				
l. The mentoring program assessment results in an action plan that is implemented.				

<b>2. Program Orientation</b>	<b>+</b>	<b>-</b>	<b>+/-</b>	<b>Successes &amp; Areas Needing Improvement</b>
a. A handbook outlines the goals, processes, expectations, roles and responsibilities in the program. The Handbook includes the document "Criteria for a Healthy Classroom".				
b. All new teachers are oriented to the program and handbook.				

<b>3. Mentor Qualifications and Training</b>	<b>+</b>	<b>-</b>	<b>+/-</b>	<b>Successes &amp; Areas Needing Improvement</b>
a. The mentor has sufficient teaching experience in order to guide teachers.				
b. Mentors are committed to the success of their teachers.				
c. The mentor has some training and experience with mentoring.				
d. Mentors have skills in the areas where the teacher needs help.				
e. Mentors are successful in their own teaching.				
f. The mentor is grounded in an Anthroposophical understanding of child development and Waldorf education.				
g. Mentors have completed full teacher training in a Waldorf affiliated institute.				

<b>4. Program Implementation</b>	<b>+</b>	<b>-</b>	<b>+/-</b>	<b>Successes &amp; Areas Needing Improvement</b>
a. Mentors are assigned through a process that matches needs and talents.				
b. Mentorship responsibilities are taken into account when non-teaching tasks are distributed among				

faculty.				
c. Time and space is provided in the weekly schedule for classroom visits and mentoring meetings.				
d. Written expectations of mentors and teachers are clear.				
e. Roles for mentor and teacher are clear and have been agreed to by both.				
f. Confidentiality is expected and practiced.				

<b>5. Program Oversight and Review</b>	<b>+</b>	<b>-</b>	<b>+/-</b>	<b>Successes &amp; Areas Needing Improvement</b>
a. The program is reviewed annually – with input from both mentor and teacher.				
b. The work of the mentor is reviewed annually. This review includes a self-assessment and reflections from the teacher being mentored.				
c. The group responsible for the program has set up means of checking in with mentors and teachers.				
e. The process is documented – mentor and teacher keep records of meetings and take notes of their conversations and it is clear what happens to the documentation.				
f. The process for dealing with situations where things do not go well is clearly laid out, supported and practiced.				
g. There is a clear process for what to do when there are concerns by either.				
h. Mentors in a school meet occasionally support and learn from each other.				

6. Teacher Evaluation	+	-	+/-	Successes & Areas Needing Improvement
a. The school has an evaluation process in place separate from the mentoring program.				
b. The distinctions between mentorship and evaluation are clear to all teachers.				
c. Mentors do not evaluate teachers in their own school.				
d. Results of any evaluation are shared with teacher and mentor.				
e. There is a process and timeline for follow-up on evaluations.				

**Action Plan**

**Date**

Action	Due by	Person(s) responsible