**Effective Mentor Program Rubric**

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| **Criteria for Success** | **1 - Ineffective** | **2 - Developing** | **3 - Effective** | **4 – Highly Effective** |
| **Involvement of Key Stakeholders** | Mentor Program is designed and | Administrators worked together to design the | Administrators representing all grade levels are involved | There is a multi-representative design team that continually assesses the program, |
|  | implemented by one person. | mentor program. | in designing and implenting the mentor program. | identifies what is working and not working, and makes changes along the way. |
| **Selection Criteria for Mentor** | No criteria exist. Supervisor “hand picks” the mentors and determines who is to receive mentoring. | Mentors volunteer and are selected by a mentor program committee. No criteria exist. | Criteria for selecting mentors are identified, and a mentor program committee selects mentors with input from the district. | Potential mentors complete an application, which includes recommendations from colleagues, and participate in an interview before determination is made as to whether the administrator will be allowed to mentor |
| **Mentor and Mentee** | Mentors and mentees are matched without consideration of grade | Mentors and mentees are matched (to degree possible) according | Mentor Program Committee makes the match by considering the compatibility of | A procedure exists that, in the event of unworkable matches, both parties are |
| **Matches** | level, content area, or geographic location. | to grade level and content area. | individual styles of the mentors and mentees. | “held harmless” and a new match is made. |
| **Training and Support** | Training consists of disseminating information | An orientation session is held for mentors that focuses on outlining roles and responsibilities. | Two days of mentor training is provided to all mentors. Training includes qualities of effective mentors, mentee needs, active listening and questioning skills, giving effective feedback, and use of strengths and values. | Mentor and mentee pairs are provided with at least two days of training with on-site coaching and support throughout the year. |
| **Policies and Procedures** | There are no policies in place to support the mentor program. However, the district has decided to implement a mentor program. | A set of guidelines is developed to support the mentor program. Incentives are provided for mentors. Training dates are set. Mentors and mentees have to “catch as catch can” to find time to meet | Structures are in place to provide mentors and mentees with time during the school day to meet and visit the mentees’ work setting. | The school schedule provides regular professional time during the school day for all mentees to meet with their mentee and to participate in mentor activities. |
| **Mentor Program Evaluation** | There is no evaluation of the mentor program. | Evaluation of mentor program focuses only on participant satisfaction and enjoyment. | The impact of mentor training results in mentors successfully fullfilling their roles. | Mentors do a self-assessment; mentees also so a self-assessment. Qualitative data are collected and analyzed. A rubric identifying the success of the mentor program is used to assess the programs efficacy. |