

# District Mentoring Plan: Program Evaluation Process



## 3 three

### RESOURCE 1: Rubric for Assessment of a District/School Mentoring Plan

Criteria for Success	Beginning	Developing	Established	Sustaining
<b>Needs Assessment Process</b>	<ul style="list-style-type: none"> <li>No stakeholders involved in the needs assessment process.</li> <li>Process may include data analysis of training components.</li> </ul>	<ul style="list-style-type: none"> <li>Some stakeholders involved in needs assessment process.</li> <li>Process includes analysis of training component feedback: Did teachers learn the material and can they apply it?</li> </ul>	<ul style="list-style-type: none"> <li>All district stakeholders contribute to needs assessment process.</li> <li>Process reflects current status only.</li> <li>Process includes analysis of training component feedback: Does application enhance teacher effectiveness?</li> </ul>	<ul style="list-style-type: none"> <li>All district and community stakeholders contribute to needs assessment process.</li> <li>Process reflects current and projected status.</li> <li>Process includes analysis of training component feedback: Does application enhance teacher effectiveness, student performance, and teacher retention?</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>Vision includes an understanding of all the components in the regulations for mentoring.</li> <li>Vision is designed by the local professional development committee.</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of identified mentoring components.</li> <li>Select group of stakeholders is involved in designing and supporting the vision.</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of comprehensive mentoring and induction components.</li> <li>All district stakeholders are involved in designing and supporting the vision.</li> </ul>	<ul style="list-style-type: none"> <li>Vision includes an understanding of comprehensive mentoring and induction components.</li> <li>All district and community stakeholders are involved in designing and supporting the vision.</li> <li>Vision is based on needs and research.</li> </ul>
<b>Goals</b>	<ul style="list-style-type: none"> <li>Goals support the regulations for mentoring and are aligned with the Professional Standards for Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers.</li> <li>Goals are based on needs assessment and student achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers.</li> <li>Goals are based on needs assessment, student achievement data and teacher learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are aligned with the Professional Standards for Teachers.</li> <li>Goals are based on needs assessment, student achievement data and teacher learning needs.</li> <li>Goals are aligned to the district goals for ongoing professional learning.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>No objectives stated.</li> </ul>	<ul style="list-style-type: none"> <li>Some objectives are aligned with goals.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are directly related to goals.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are clear and measurable.</li> </ul>

*Source:* New Jersey Department of Education, Mentoring Task Force, 2005.



# District Mentoring Plan: Program Evaluation Process

## RESOURCE I (continued)

Criteria for Success	Beginning	Developing	Established	Sustaining
<b>Mentor Selection</b>	<ul style="list-style-type: none"> <li>Criteria and application process for mentors is in compliance with minimum regulations for mentoring</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and used.</li> <li>Mentors and novice teachers are matched according to availability.</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and used.</li> <li>Mentors and novice teachers are matched (to the degree possible) according to grade-level/content area.</li> <li>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers.</li> </ul>	<ul style="list-style-type: none"> <li>State criteria for selection of mentors are identified and fully implemented.</li> <li>Mentors and novice teachers are matched (to the degree possible) according to grade-level/content areas and proximity.</li> <li>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and novice teachers.</li> <li>A procedure exists that, in the event matches do not work, both parties are “held harmless” and a new match is made.</li> </ul>
<b>Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>Roles and responsibilities for LPDC, board of education, mentor and novice teacher are defined as in regulations for mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Additional roles and responsibilities for LPDC, board of education, mentor and novice teacher are clearly defined to support mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibilities for some additional stakeholders are defined.</li> </ul>	<ul style="list-style-type: none"> <li>The roles and responsibilities of all stakeholders are clearly defined.</li> </ul>
<b>Professional Learning - Mentors</b>	<ul style="list-style-type: none"> <li>Basic training opportunities are available on a voluntary basis.</li> <li>Training is offered only once or twice a year.</li> <li>Training is not based on needs assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Training is the main mode of delivery for professional learning.</li> <li>Some professional learning is based on data and may be targeted to meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning opportunities are comprehensive and ongoing.</li> <li>Professional learning is aligned with Professional Standards for Teachers.</li> <li>Collaboration is supported.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan</li> </ul>

Source: New Jersey Department of Education, Mentoring Task Force, 2005.



# District Mentoring Plan: Program Evaluation Process

## RESOURCE I (continued)

Criteria for Success	Beginning	Developing	Established	Sustaining
<b>Professional Learning – Novice Teachers</b>	<ul style="list-style-type: none"> <li>Basic training opportunities are available on a voluntary basis.</li> <li>Training is offered only once or twice a year.</li> <li>Training is not based on needs assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Training is the main mode of delivery for professional learning based on data and may be targeted to meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is aligned with the Professional Standards for Teachers.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning opportunities are comprehensive and ongoing.</li> <li>Professional learning is aligned with Professional Standards for Teachers.</li> <li>Collaboration is supported.</li> <li>Professional learning is based on data and targeted to meet needs.</li> <li>Training and networking opportunities are aligned to the goals and objectives of the mentoring plan.</li> </ul>
<b>Action Plan and Resource Options</b>	<ul style="list-style-type: none"> <li>Action plan includes only professional learning activities and resource options.</li> </ul>	<ul style="list-style-type: none"> <li>Action plan includes professional learning activities, resource options and person(s) responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Action plan includes professional learning activities, resource options, person(s) responsible and timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Action plan includes professional learning activities, resource options, assessments, person(s) responsible and timeline.</li> </ul>
<b>Funding Resources</b>	<ul style="list-style-type: none"> <li>Only state funding is utilized.</li> </ul>	<ul style="list-style-type: none"> <li>State funding and limited district funding resources are utilized.</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available from a variety of resources (i.e., partnerships, grants) but not consistently utilized.</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available from a variety of resources (i.e., partnerships, grants) and utilized appropriately.</li> </ul>
<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure participant involvement and satisfaction with the training.</li> </ul>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure participant involvement, satisfaction with the training and how well the mentoring process was learned.</li> </ul>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>The program evaluation is designed to measure the learning and application of the mentoring process and its impact on teacher effectiveness, student performance and teacher retention.</li> </ul>

Source: New Jersey Department of Education, Mentoring Task Force, 2005.



# District Mentoring Plan: Program Evaluation Process

**RESOURCE 2: Self-Assessment Tool for District Mentoring Plan**

Place an “X” in the box that is appropriate for each item.

	Yes	No	Partially
<b>District-wide Planning Process</b>			
• Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local Professional Development Committee (LPDC) to develop a mentoring plan aligned with state regulations?			
• Does the LPDC monitor implementation of the mentoring program and use feedback to adjust and make improvements?			
<b>Criteria-based Selection and Matching of Mentors</b>			
• Does our district mentoring plan include at least the criteria for mentor selection in state regulations?			
• Are mentors selected based on the criteria stated in the regulations?			
• Does our district have criteria for matching mentors and novice teachers?			
• Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?			
<b>Mentor Services</b>			
• Do mentors receive training in the skills of conferencing and feedback?			
• Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?			
• Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher?			
<b>Novice Teacher Services</b>			
• Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?			
• Are novice teachers brought together regularly during the year for networking opportunities?			
• Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?			



# District Mentoring Plan: Program Evaluation Process

3

three

## RESOURCE 2 (continued)

Place an “X” in the box that is appropriate for each item.

	Yes	No	Partially
<b>School Leader Services</b>			
• Do school leaders model a range of ways to support novice teachers at their schools?			
• Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?			
• Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?			
<b>District Board of Education and Community</b>			
• Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			
• Is the community invited to support district efforts to nurture novice teachers?			
<b>On-going Program Evaluation</b>			
• Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?			
• Does the LPDC gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?			

Source: Adapted from *Beyond Mentoring: How to Attract, Support, and Retain New Teachers* (pp. 136-137) by J. Saphier, S. Freedman & B. Aschheim, 2001, Newton, MA: Teachers<sup>21</sup>. Used with permission.



# District Mentoring Plan: Program Evaluation Process

## RESOURCE 3: Mentoring Components Self-Assessment

Innovation Configuration maps out the detail of an innovation (such as mentoring), and what it looks like in practice. It offers guidance to educators implementing innovations and monitoring them. The components are the desired outcomes. The levels are a continuum of practices for each component. The most **desirable practice** is **level 1**.

### Directions:

Please **circle** the statement in each row which you feel best describes your mentoring experience. This is an anonymous survey. Thank you for your input.

The levels are a continuum of practices for each component. Your feedback will offer guidance to the LPDC as we monitor the progress of the mentoring initiative.

	1	2	3	4	
<b>Frequency of Meetings</b>	Meets regularly with novice during scheduled time.	Meets regularly during the school day.	Meets at least once a week during scheduled time.	Meets with novice when a problem arises.	General Comments:
<b>Variety of Mentoring Activities</b>	Coaching for: lesson plan development, examining student work, monitoring student progress, classroom management, parent relations, effective instructional practices that identify growth areas.	Coaching for: lesson plan development, classroom management, parent relations, effective instructional practices and identifying growth areas.	Coaching for: requests for assistance with no comprehensive mentoring agenda.	Coaching for: routine tasks and in a crisis situation.	General Comments:
<b>Communication</b>	Open communication with clear knowledge of mentee's stage of development.	Approachable, with some knowledge of novice's stage of development.	Limited communication, with little attention to novice's stage of development.	Poor communication with no evidence of novice's stage of development.	General Comments:

*Source:* Northern Valley School District; Linda Mayer Staff Development Trainer. Used with permission.



# District Mentoring Plan: Program Evaluation Process

## RESOURCE 4: Five Levels of Professional Development Evaluation

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> <li>• Did they like it?</li> <li>• Was their time well spent?</li> <li>• Did the material make sense?</li> <li>• Will it be useful?</li> <li>• Was the leader knowledgeable and helpful?</li> <li>• Were the refreshments fresh and tasty?</li> <li>• Was the room the right temperature?</li> <li>• Were the chairs comfortable?</li> </ul>	Questionnaires administered at the end of the session.	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	<ul style="list-style-type: none"> <li>• Did participants acquire the intended knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil instruments</li> <li>• Simulations</li> <li>• Demonstrations</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> </ul>	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization Support & Change	<ul style="list-style-type: none"> <li>• What was the impact on the organization?</li> <li>• Did it affect organizational climate and procedures?</li> <li>• Was implementation advocated, facilitated, and supported?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school records</li> <li>• Minutes from follow-up meetings</li> <li>• Questionnaires</li> <li>• Structured interviews with participants and district or school administrators</li> <li>• Participant portfolios</li> </ul>	The organization's advocacy, support, accommodation, facilitation, and recognition	<ul style="list-style-type: none"> <li>To document and improve organizational support</li> <li>To inform future change efforts</li> </ul>
4. Participants' Use of New Knowledge and Skills	<ul style="list-style-type: none"> <li>• Did participants effectively apply the new knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Structured interviews with participants and their supervisors</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> <li>• Direct observations</li> <li>• Video or audio tapes</li> </ul>	Degree and quality of implementation	To document and improve the implementation of program content
5. Student Learning Outcomes	<ul style="list-style-type: none"> <li>• What was the impact on students?</li> <li>• Did it affect student performance or achievement?</li> <li>• Did it influence students' physical or emotional well-being?</li> <li>• Are students more confident as learners?</li> <li>• Is student attendance improving?</li> <li>• Are dropouts decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• School records</li> <li>• Questionnaires</li> <li>• Structured interviews with students, teachers, parents, and/or administrators</li> <li>• Participant portfolios</li> </ul>	Student learning outcomes: <ul style="list-style-type: none"> <li>• Cognitive (Performance &amp; Achievement)</li> <li>• Affective (Attitudes &amp; Dispositions)</li> <li>• Psychomotor (Skills &amp; Behaviors)</li> </ul>	<ul style="list-style-type: none"> <li>To focus and improve all aspects of program design, implementation, and follow-up</li> <li>To demonstrate the overall impact of professional development</li> </ul>

Source: Reprinted from Taking a second look at accountability, *Journal of Staff Development*, 26(1), by Thomas Guskey. (Oxford, OH: National Staff Development Council, 2005), p. 14, with permission of the National Staff Development Council. All rights reserved.



# District Mentoring Plan: Program Evaluation Process

## RESOURCE 5: KASAB Chart

If planned changes occur for each identified group, there will be an impact on \_\_\_\_\_.

(insert student achievement goal)

Desired Changes	Definition	Student	Novice Teacher	Mentor	School Leader
Knowledge	Conceptual understanding of information, theories, principles, and research				
Attitude	Beliefs about the value of particular information or strategies				
Skills	Strategies and processes to apply knowledge				
Aspiration	Desires, or internal motivation, to engage in a particular practice				
Behavior	Consistent application of knowledge and skills				

Source: Reprinted from *Assessing Impact: Evaluating Staff Development*, by Joellen Killion. (Oxford, OH: National Staff Development Council, 2002), p. 81, with permission of the National Staff Development Council. All rights reserved.





# District Mentoring Plan: Program Evaluation Process

**RESOURCE 6: Logic Model Template**

Intended Results/Goal (stated in terms of student achievement):					
INPUTS	OUTPUTS		OUTCOMES		
Resources	Activities	Participants	Initial Outcomes (knowledge, skills)	Intermediate Outcomes (attitudes, behaviors)	Intended Results (impact goal)

Source: New Jersey Department of Education, Mentoring Task Force, 2005.



# District Mentoring Plan: Program Evaluation Process

## 3 three

### RESOURCE 7: An Evaluation Framework

Types of Changes (KASAB)	Evaluation Questions	Data Sources	Data Collection Methods
What kinds of changes do I expect to see?	What do I want to know?	From whom or what will I learn what I want to know?	What is the best method to collect what I want to know from the most authentic/appropriate source(s)?

*Source:* Reprinted from *Assessing Impact: Evaluating Staff Development*, by Joellen Kilian. (Oxford, OH: National Staff Development Council, 2002), p. 81, with permission of the National Staff Development Council. All rights reserved.



## District Mentoring Plan: Program Evaluation Process

### RESOURCE 8: Checklist for Planning an Evaluation

3  
three

- Is the data collection method (survey, interview, observation, internal records, official records) appropriate for the outcomes and indicators?
- Does the plan rely on external sources of data or require collaboration with other agencies? If so, will it be possible to get the data?
- Have the tools/questions been pre-tested?
- Are the measurement approaches and tools culturally relevant?
- Can the approach/tools likely be implemented within available program resources?
- Does the data collection schedule include time point(s) that follow completion of services or program activities?
- Does the frequency of data collection match time points when realistic progress can be expected from participants?
- Does the frequency of data collection match the level of contact with participants? (*e.g.*, greater frequency with greater level of contact)?
- Are the roles and responsibilities clear for all the staff involved in collecting data?
- Is there a staff person (or staff team) responsible for managing and monitoring the process to assure the work is completed on time and is of high quality?

*Source:* Adapted from *Outcomes for Success!*, by Reisman, J. & Clegg, J. Seattle, WA: Organizational Research Services, Inc., 1999, p. 47. Reprinted with permission.



## District Mentoring Plan: Program Evaluation Process

### RESOURCE 9: Checklist for Selection of Data Collection Methods

#### SURVEYS

- |   |     |    |
|---|-----|----|
| 1. Do I need data from the perspective of the novice teacher, mentor, or school leader?   | Yes | No |
| 2. Do I have a way to get it from these individuals in a systematic way?  | Yes | No |
| 3. Do I need data that are standardized so that statistical comparisons can be made (e.g., will I need to report percents or other statistics)? | Yes | No |
| 4. Will participants be able to understand the survey questions? (Consider age, cultural background, etc.)                                      | Yes | No |
| 5. Do participants have the necessary knowledge or awareness to accurately answer questions about the outcomes?                                 | Yes | No |

*If you have answered YES to questions #1 through 5, surveys may be appropriate for collecting data on your outcomes and indicators.*

#### INTERVIEWS

- |  |     |    |
|--|-----|----|
| 6. Are more in-depth answers necessary to adequately measure the indicators or to get information on what is needed or what should change?   | Yes | No |
| 7. Will it be necessary for someone to personally ask participants questions (either on the phone or in person) in order to collect the information related to this outcome? (Consider age or cultural background, as well as state of mind or receptivity of participants.) | Yes | No |

*If you have answered YES to questions #6 and 7, interviews may be appropriate for collecting data on your outcomes and indicators.*

#### OBSERVATIONS

- |  |     |    |
|--|-----|----|
| 8. Is it difficult to accurately measure the indicators by asking people questions about opinions and perceptions?                       | Yes | No |
| 9. Can this outcome or indicator be assessed accurately by someone trained to observe it in action – can something actually be observed? | Yes | No |
| 10. Do you have the staff resources for someone to observe events, conditions, interactions, or behaviors?                               | Yes | No |

*If you have answered YES to questions #8, 9, and 10, observation may be appropriate for collecting data on your outcomes and indicators.*

#### INTERNAL RECORD REVIEW

- |   |     |    |
|---|-----|----|
| 11. Do you have individualized records, reports, logs or other systematic ways that you track things in your program or services? | Yes | No |
| 12. If an information system exists, are the data consistently entered into it in a timely way?                                   | Yes | No |
| 13. If a system exists, can information be extracted from it easily?  | Yes | No |

*If you have answered YES to questions #11, 12, and 13, internal record review may be appropriate for collecting data on your outcomes and indicators.*

#### OFFICIAL RECORD REVIEW

- |   |     |    |
|---|-----|----|
| 14. Do official records exist which track the data you need on your outcomes and indicators?  | Yes | No |
| 15. Are the data accessible to you – will it be possible to get the cooperation of outside agencies or institutions in order to get access to official records? | Yes | No |

*If you have answered YES to questions #14 and 15, official record review may be appropriate for collecting data on your outcomes and indicators.*

*Source:* Adapted from Outcomes for Success!, by Reisman, J. & Clegg, J. Seattle, WA: Organizational Research Services, Inc., 1999, p. 94-97. Reprinted with permission.