**There are ten standards for effective mentoring.**

1. *Program Philosophy and Purposes:*  The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development. The mentoring program facilitates the transition of the beginning teacher from success in preparation programs to effective practice in new contexts of the classroom and school district.
2. *Program Design*:  The mentoring program is designed as a critical component of a comprehensive induction plan and is embedded in an integrated professional culture.  The design supports a district’s mission and vision and is consistent with school, district and state standards in addressing Pre-K -12 learning standards.
3. *Beginning Teacher Knowledge, Skills, and Dispositions*: Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed.  The beginning teachers must display a readiness to continue learning about teaching, and invite collaborative support and guidance.
4. *Mentoring Skill and Knowledge*:  Mentors must be familiar with research-based practices that promote student learning and growth at the various stages of development.  Additionally, mentors should be immersed in the knowledge, research base and best practices of mentoring.
5. *Mentors Have Clearly Defined Roles and Responsibilities*:  The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher. The mentor as a teacher/leader serves as a model of professional conduct and embodies a vision of excellence in teaching.
6. *Mentor Development*:  Mentoring is a professional practice with its own knowledge and research base, strategies and best practices.  Mentor development is a comprehensive and continuous program extending from initial preparation through ongoing professional learning.
7. *Shared Leadership and Administration*:  Leadership of the mentoring program is a shared responsibility among all stakeholders.  Administrative processes that provide instructional support to both beginning teachers and mentors are embedded within the comprehensive induction program.
8. *Program Implementation*:  The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers.  An infrastructure (resources, time, staff, and preparation) is established to help ensure that beginning teachers receive the continuum of support and development necessary to foster effective teaching and learning.
9. *Mentor Selection*:  Mentors are recruited and selected through a rigorous and transparent process using well-articulated and accepted criteria that consider the mentor candidate’s commitment to the profession and teaching experience.  The mentor selection process is aligned with a district’s needs as well as those of the beginning teacher.
10. *Program Evaluation*:  The mentor program has a comprehensive system of formative and summative assessments that evaluates and analyzes program concepts, involves program participants and other stakeholders, and leads to substantive and continual improvements.

**For the full document, go to:** [**http://www.highered.nysed.gov/tcert/pdf/mentoringstds10032011.pdf**](http://www.highered.nysed.gov/tcert/pdf/mentoringstds10032011.pdf)