



*Mentoring Program Accreditation  
Request for Applications*

International Mentoring Association  
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# INTRODUCTION TO MENTORING PROGRAM ACCREDITATION

## Overview of IMA Accreditation

The International Mentoring Association (IMA) provides accreditation of mentoring programs to identify those programs that meet rigorous mentoring program standards based on years of research and practice in the field of mentoring. Accreditation confers recognition that the mentoring program is well designed, meets participant developmental and growth needs, and achieves the program's purposes.

Much like accreditation for academic institutions or professional organizations, accreditation for mentoring programs provides many benefits.

- Accreditation gives potential participants the assurance that they will receive the support and services they desire.
- Accreditation provides organizations with a competitive edge for attracting new and high quality candidates and applicants.
- Accreditation provides organizations with a means to promote their focus on worthwhile goals, as well as their attention to human needs, through providing an exceptional mentoring program.
- Accreditation helps programs gain or maintain funding by confirming their value.
- Accreditation communicates to potential participants, funders, and organization leadership that the mentoring program benefits all participants and the organization.

The Accreditation *process* also benefits mentoring programs. The accreditation process represents a significant opportunity for program leadership to strengthen and enhance the mentoring program through a self-assessment of program design, implementation, and success.

Mentoring reflects a commitment to participants' long-term, continuous improvement. When you submit an application, you affirm your commitment to excellence, to continuous improvement, to providing exceptional services to participants, and to accomplishing meaningful goals and clearly defined objectives.

Mentoring program accreditation is granted after IMA review of program documentation, during which reviewers examine evidence that the program is implementing critical program elements and is meeting program goals and participant needs. For high scoring programs, the accreditation process will continue with interviews of key personnel and program representatives.

All programs that receive accreditation are successful, effective programs. Accredited programs have the privilege of using the IMA accreditation logo to announce their status, and a host of other benefits, as explained below.

## Advantages of IMA Accreditation

In addition to the obvious benefits that accreditation bestows on mentoring programs, and their leadership, the IMA extends the following advantages to accredited programs during the period of their accreditation.

1. Use of the IMA accreditation logo in all program documents and marketing materials, both electronic and tangible, such as program resources, brochures, reports, and websites.
2. Recognition in IMA materials and website of the program's accreditation status, with a link to the program's home page.
3. A corporate membership to the IMA, which provides membership, and all the benefits of membership, for multiple members of the program.
4. A 15% discount on all IMA materials and publications.
5. A framed certificate of accreditation.

## Accreditation Levels and Definitions

The IMA has two levels of accreditation: *Gold* and *Silver*. Mentoring programs that receives one of these levels is a quality program that is meeting participants' needs. Accredited mentoring programs have demonstrated success in accomplishing program goals and objectives, as well as in identifying and satisfying participants' needs.

### *Gold Accreditation Status*

Mentoring programs with Gold accreditation status are well implemented, sustainable, and successful at accomplishing mentoring goals and objectives. The design of these programs closely aligns with IMA program standards. Programs with Gold accreditation status are adequately supported and managed. They have clear goals and objectives, and they have clear processes for monitoring mentoring relationships and evaluating mentee/protégé growth. Although Gold accredited programs continuously seek areas for improvement, they can serve as models for other programs.

To attain Gold accreditation, a program must score at least 96 points through the program documentation review and application interviews.

Gold accreditation shall remain in effect for three years from the date of approval.

### *Silver Accreditation Status*

Mentoring programs with Silver accreditation status are well implemented, sustainable, and successful at accomplishing mentoring goals and objectives. Although the program design may differ with some components of the IMA program standards, their overall design addresses the content and spirit of the IMA standards. Silver accredited programs have evidence of success, although they may benefit from the improvement or development of specific program components.

To attain Silver accreditation, a program must score at least 85 points through the program documentation review.

Silver accreditation shall remain in effect for one year from the date of approval.

## The International Mentoring Association

Since 1988, the International Mentoring Association (IMA) has been the premier source for best practice solutions and support of mentoring and coaching professionals and their programs.

The International Mentoring Association advances individual and organization development by promoting the use of mentoring best practices in every organizational setting. Our diverse and dynamic worldwide organization unites a broad cross-section of hundreds of persons who are interested in the theory and practice of effective mentoring. Members bring unique experiences and a fresh perspective from their various fields of mentoring. Working together, we share a common commitment to increasing

- the impact of mentoring,
- the performance of mentoring participants, and
- the effectiveness of the organizations those programs serve.

### *IMA Mission*

The mission of the International Mentoring Association is to create global communities for sharing best practices that lead to development of highly effective mentoring programs. We do this through a diverse support base and a variety of venues.

### *A BRIEF HISTORY OF THE IMA*

In 1987 a number of individuals interested in mentoring came together for a conference at Western Michigan University in Kalamazoo, Michigan. Among the topics discussed was the use of mentoring to increase the retention and success of minority students in higher education and other mentoring benefits and applications. The enthusiastic response to the conference and the opportunity to learn from each other led to a proposal to form a mentoring association.

Interested parties met at Rhode Island Community College in Warwick, Rhode Island, on July 28–29, 1988, and the National Mentoring Association was formed. By-laws were drafted, committees formed, and a Board of Directors and officers were chosen.

Association membership met on October 23, 1988, at the American College at Bryn Mawr, Pennsylvania. At that meeting, the proposed by-laws were adopted and the Association was ratified by the majority of members present.

The National Mentoring Association was established in response to the growing need for an organized forum focusing on innovative and effective mentoring ideas and practices. Many of the original members of IMA came from higher education, but the desire to learn about effective mentoring and to support a worldwide mentoring initiative, led these persons to reach out to and learn from mentoring professionals from every setting.

The Association quickly grew to become a worldwide organization that effectively unites a broad cross-section of hundreds of individuals, all of whom are interested in the theory and practice of effective mentoring. The name of the Association was changed to reflect this international membership and initiative.

As of January May 11, 2012, the Association became a federally recognized non-profit charitable organization, registered in New Mexico, USA.

## APPLYING FOR ACCREDITATION

### Review Process and Timeline

The IMA awards accreditation based on a two-part program review: (1) Program document review and (2) Interviews with key personnel and program participants.

To apply for accreditation, program leaders must submit

1. The application cover sheet and table of contents (see appendix A),
2. Program documentation (as described below), and
3. The application fee.

#### *Program Documentation Review*

The first stage of the accreditation process is a review of program documentation and evidence. During this stage, IMA reviewers examine submitted materials and score the program based on *Application Scoring Guide* (see appendix B). The documentation review will award a program a maximum of 95 points.

As noted previously, a program must receive at least 85 points on the *Application Scoring Guide* to be awarded Silver accreditation. If the program scores below 85 points but at least 80 points during the documentation review, the lead IMA reviewer may request additional documentation for consideration in the review process.

IMA will provide a rationale for each area on the scoring guide that does not receive full value. Program leadership is encouraged to reflect on reviewers' comments to inform further program development.

For programs seeking Gold accreditation: If the program scores at least 91 points during the documentation review, the lead IMA reviewer will schedule application interviews, as described below.

#### *Application Interviews*

To be awarded Gold accreditation, a program must score at least 96 points in the application process. Applicant programs may receive up to 5 points through application interviews.

If the program scores at least 90 points, the lead reviewer may request additional documentation for review and will, in collaboration with the program contact, schedule interviews with the following people:

1. A representative of program leadership (e.g., the program director),
2. Two mentors, and
3. Two mentees/protégés.

The interviewer will ask the interviewees to reflect on the goals and objectives of the program, to describe their involvement in the program, to share their philosophy of mentoring, and to explain how they have benefited from the program. The interviewer will also ask questions for clarification of the program.

Interviews will be conducted via Skype or other video-conferencing system. The mentoring program contact will be responsible for ensuring interviewees have adequate technological capacity to participate fully. Each interview will last from one to three hours and may include follow-up interviews.

*Application Timeline*

Applications for accreditation are accepted throughout the year.

In most cases, the period from the time the IMA receives the application to the final award of accreditation will be four to six weeks, depending on recommended accreditation status.

<b>Step</b>	<b>Description</b>	<b>Time</b>
Acknowledgement	The IMA will notify the program contact that the application as been received.	6 days
Start of review	Appointment of the lead and second reviewer.	1 week
Application review	Reviewers review and score the application documents. This may include the request for any additional documentation.	1 week
Interviews	If applicable, the lead reviewer collaborates with the program contact to schedule and conduct video-conference interviews with program representatives.	4 weeks
Determination and response	The IMA executive committee, or representative, considers the recommendation for accreditation status, and makes a final determination. The IMA president notifies the program contact of the accreditation decision.	6 weeks
Accreditation award	For programs awarded Silver accreditation, the IMA delivers the accreditation certificate, letter of accreditation, electronic accreditation logos, and instructions for using the logo.  For programs to be awarded Gold accreditation, the IMA president notifies the program contact of the intent to award Gold accreditation and delivers an invoice for remaining accreditation fees, payable within 45 days. (Once fees are received by the IMA, the president issues the accreditation certificate, letter of accreditation, electronic accreditation logo, and instructions for using the logo.)	3 days

## Required Program Documentation

The program contact must submit sufficient documentation to address the following six application sections.

- I. Executive Summary
- II. Personnel & Program Structure
- III. Induction and Establishment of Mentoring Relationships
- IV. Program Support and Monitoring
- V. Mentoring Process
- VI. Program Evaluation

Application documents must be submitted in the order listed in the *Application Scoring Guide* (see appendix B) and clearly labeled. Details of each application section, and the information to be submitted, are immediately below. Examples are provided to help you understand the types of evidence that may be submitted to address a particular program component. In your application, submit the evidence and documentation that you believe will provide the best support for your program and will make the best case for receiving accreditation.

### *I. Executive Summary*

The executive summary provides a one- to two-page overview of the mentoring program. In this application component, applicants should address the following topics.

1. Program identification:  
Program name, host organization (if any), and history.
2. Program goals:  
Clearly state the purpose of the program?  
(Examples: Promote greater effectiveness among all personnel, improve retention, increase effectiveness, and improve mentee/protégé satisfaction)
3. Program objectives:  
Clearly state the desired measurable program outcomes, as related to the program goals, against which program success is measured? How were they determined?
4. Program scope:  
Whom does the program serve, and how many mentors and mentees/protégés are in the program?
5. Program accomplishments:  
Briefly, what accomplishments has the program achieved to demonstrate success, as related to program objectives?

### *II. Personnel & Program Structure*

This section of the application should include sufficient documentation to address the following program components related to the management and design of the program.

1. Evidence of a qualified director/leader of the program:  
Provide a narrative description of the program leadership and submit a résumé of the program director. Resume should describe role and function within the mentoring program
2. Sufficient staff to implement the program efficiently:  
Describe the management and personnel structure of the program.

3. Evidence of sufficient fiscal resources:  
Does the program have the necessary funds for effective program implementation?  
(Example evidence: copy of annual operating budget)
4. Resources used to guide program development:  
(Example evidence: IMA conference attendance, research studies, expert advice, reference guides, case models, model programs, internal research)

### *III. Induction and Establishment of Mentoring Relationships*

In this section of the application, provide evidence of the processes by which the program selects mentors and mentees/protégés and establishes the conditions for successful mentoring relationships. Documentation should consist of evidence of program components with a brief narrative description, rather than narrative descriptions only.

1. Mentor induction and screening:  
What process do you use to identify mentors? What qualities are you looking for in mentors and how do you find potential mentors?
2. Mentor assessment:  
Evidence of a process to determine mentors' interests and the strengths they can offer the mentees/protégés.
3. Mentee/protégé induction and assessment:  
Evidence of a process to assess mentee/protégé developmental needs  
(Example evidence: skills assessments, surveys, interview protocols, self-assessment)
4. Process for matching mentors and mentees/protégés:  
How do you determine which mentors and mentees/protégés will work together?
5. Evidence of orientation and training for mentors and mentees/protégés  
How do you help mentors and mentees/protégés understand mentoring process, roles, responsibilities, expectations, and purpose? How do you help them start developing their relationship? (Example evidence: agendas, training materials, presentation files, resource library)

### *IV. Program Support and Monitoring*

This section of the application addresses how program leadership and personnel identify, mitigate, and resolve any barriers that may limit or prevent the effectiveness of the mentor and mentee/protégé relationship. (Example barriers: personality conflict, skill gaps or professional field mismatch, time constraints, conflicts in philosophical orientations)

1. Process for identifying barriers:  
How do you know when the relationship isn't working and why it isn't working?
2. Process to resolve barriers:  
What strategies do you use to mitigate and resolve problems?  
(Example strategies: mediation, conflict resolution, cognitive coaching, change of placement, training)
3. Evidence of interventions to resolve barriers:  
How have the intervention processes been used successfully? Submit representative case studies.

### *V. Mentoring Process*

In this section of the application, provide evidence that the mentor and mentee/protégé relationships are sustained long-term and meet mentees'/protégés' needs. Provide a narrative description of each piece of evidence you include.

1. Evidence of on-going mentoring and support:  
How do you know that mentoring is occurring?  
(Example evidence: contact logs, site visit reports, correspondence)
2. Evidence of reporting process to program leadership:  
How does the program leadership know what is happening in the mentor and mentee/protégé relationship?  
(Example evidence: contact logs, regularly scheduled mentor reports)
3. Evidence of a process to determine how well the mentoring relationship is helping mentees/protégés resolve developmental needs:  
What information do you collect, how do you collect it, and how do you analyze it?  
(Example evidence: surveys, case studies, pre- / post-needs assessment, coded interview transcripts, analysis of variance)
4. Evidence that mentoring relationships are helping mentees/protégés resolve developmental needs:  
To what degree are program's mentees/protégés, as a whole, progressing towards their individual desired outcomes?  
(Example evidence: average changes in self-assessment survey scores over time; graphs demonstrating changed in mentees'/protégés' skills, anecdotal evidence)

#### *VI. Program Evaluation*

This section of the application addresses both the manner in which the program is evaluated and the results the program is achieving, as related to program goals and objectives. In the scoring guide, this section receives the most points because it relates to program effectiveness. Provide a narrative description of each piece of evidence you include.

1. Evidence of a process to determine whether the mentoring program is meeting program objectives:  
How do you know whether your program is meeting its objectives (i.e, evaluation process)?  
(Example evidence: pre- / post-self assessment surveys, mentor assessment of mentee/protégé skill set, interviews)
2. Evidence that the mentoring program is meeting program objectives:  
Is the program meeting its objectives (i.e., results of the process in #1)?  
(Example evidence: graphs of mentee/protégé retention rates over time, effectiveness assessment graphs, results of interviews regarding mentee/protégé satisfaction)

## Application and Accreditation Fees

Download the most recent version of the RFA from the IMA website for any updates to fees, requirements, or processes.

### *Initial application and first-time accreditation*

The initial costs for application review and accreditation are as follows.

1. Initial application fee: \$2,000  
(All applicants for first-time accreditation must submit this fee.)
2. Silver accreditation fee: \$2,000  
The application fee covers the cost for Silver accreditation. The program does not need to make any additional payment.
3. Gold accreditation fee:  
The application fee of \$2,000 will be applied to the cost of Gold accreditation
4. Non-awarded accreditation:  
If the program is not awarded any accreditation status, the IMA will provide justification to explain why the program was not accredited.

### *Renewal application and accreditation*

A program that is currently accredited (i.e. the accreditation status is current and has not expired) may apply for accreditation renewal at reduced costs, as follows.

1. Renewal application fee: \$1,500  
(All applicants for accreditation renewal must submit this fee.)
2. Accreditation renewal, Silver accreditation: \$1,500  
This fee applies to programs that were previously awarded either Silver or Gold accreditation and are being re-accredited with Silver accreditation. The renewal application fee covers the cost for Silver accreditation. The program does not need to make any additional payment.
3. Accreditation renewal, Gold accreditation: \$5,500  
This fee applies to programs that were previously awarded either Silver or Gold accreditation and are being re-accredited with Gold accreditation. The application fee of \$1,500 will be applied to the cost of Gold accreditation. As such, the program will be required to pay an additional \$4,000 for Gold accreditation.
4. Non-awarded application for accreditation renewal:  
If the program is not awarded any accreditation status, the IMA will return \$1,000 to the program, keeping \$500 to help defray part of the cost of the review. Furthermore, the IMA will provide a justification to explain why the program was not accredited.

**Submission Details and IMA Accreditation Contact** All documents, forms, materials, and other application components should be sent as attachments to an email message to [accreditation@mentoring.association.org](mailto:accreditation@mentoring.association.org).

PDF documents are preferred. However, we will also accept Microsoft Word-compatible and Microsoft Excel-compatible files, although some formatting may be lost if we need to convert the files to usable or current software versions. If we receive electronic files that we cannot open, we will notify you and request alternate files.

The cover sheet should be included in the electronic application files. In addition, send a hard copy of the cover sheet, with original signature, to the IMA office at the following address:

International Mentoring Association  
Attention: Nora Dominguez, President  
1716 Las Lomas NE  
Albuquerque, NM USA 87106

## **APPENDICES**

### **Appendix A: Application Cover Sheet & Table of Contents**

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## Appendix B: Application Scoring Guide

### IMA Accreditation Scoring Guide for Program Design and Quality

<b>Executive Summary</b>	<b>PTS:</b>
Program goal(s)	5
Program objective(s)	5
Defined program scope	2
Brief description of accomplishments	1

<b>Personnel &amp; Program Structure</b>	
Evidence of a qualified leader / director	3
Sufficient staff and capacity	2
Evidence of sufficient fiscal resources	4
Resources used to guide program development. Reference to resources are clearly stated and cited.	1

<b>Induction and Establishment of Mentoring Relationships</b>	
Evidence of screening process to identify mentors	2
Evidence of process to assess mentor interests and strengths	3
Process to assess mentees'/protégés' developmental needs	5
Process to match mentors and mentees/protégés appropriately	5
Evidence of orientation and training for mentors and mentees/protégés	5
Evidence that results from assessments are used for program improvement	2

<b>Program Support and Monitoring</b>	
Process for identifying barriers to successful mentoring relationships	5
Process to resolve barriers	2
Evidence of interventions to address barriers	2

<b>Mentoring Process</b>	
Evidence of ongoing mentoring and support	5
Evidence of reporting process to program leadership	2
Evidence of a <u>process</u> to determine how well the mentoring relationship is helping mentees/protégés resolve developmental needs	8
Evidence that mentoring relationships are helping mentees/protégés resolve developmental needs	8

<b>Program Evaluation</b>	
Evidence of a <u>process</u> to determine whether program is accomplishing program goals and objectives	6
Evidence that mentoring program is accomplishing program goals and objectives	10

<b>Representative Interviews</b>	<b>7</b>
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**TOTAL POINTS POSSIBLE**

**IMA Program Standards**

*Standard I: Clear Vision of Program Scope*

Program goals and design reflect an understanding of research on the unique strengths and needs of individuals as they develop over time. Include appropriate support activities, professional development, resources, and assessment practices designed to effectively meet the needs of mentee/protégé, mentors, leaders and other support providers. Program goals are explicitly linked to improving the needs of the mentored individual in meeting the expectations of the organization.

Indicators for Quality Program Development
<p>I-1. The program design is based upon research in/protégé induction and development and effective mentoring practices.</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 support and assessment services for the mentee/protégé.</p> <p>The developmental needs of the mentee/protégé are clearly understood by program designers and managers.</p>
<p>I-2. The program expectations are clearly defined.</p> <p>The program design includes learning outcomes for participants (mentees/protégés, mentors and leadership) with clearly designed participant expectations for development.</p> <p>The program design involves a planned progress for program orientation for all participants and ongoing feedback on progress toward program completion.</p>
<p>I-3. The program scope and size is carefully defined.</p> <p>The program has sufficient staff and secured resources to design, implement and sustain activities listed under program design.</p> <p>The program leaders monitor resource allocation on a regular basis and make appropriate adjustments.</p> <p>Timely communication between program leaders, mentors and other stakeholders is conducted to ensure effective use of resources.</p>
<p>I-4. The program design provides effective communication between and among program participants and partners.</p> <p>Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.</p> <p>Sponsoring organizations demonstrate institutional commitment to the mentor program.</p> <p>Opportunities for communication and feedback are assured among sponsoring agencies.</p> <p>Formal and informal linkages are made internally among members of the partnership.</p>
<p>I-5. The program design includes high quality mentor selection, training, assessment/evaluation and ongoing support in a mentor learning community.</p>
<p>I-6. The program design defines essential activities including formative assessment, written</p>

documentation of mentee/protégé & mentor work, analysis of work, and professional development for all stakeholders.
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I-7. The program has a code of conduct that ensures professionalism, confidentiality and ethical behavior.
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### *Standard II: Clear Roles and Responsibilities for Leadership*

The leadership program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication. Leadership focuses on allocation of sufficient resources, facilitation of professional development, program oversight and evaluation, as well as ensuring effective communication of services and among stakeholders.

Indicators for Quality Program Development:

II-1. The program responsibilities for planning, operation and oversight are clearly defined and program leadership is designated.

The benefits to and responsibilities of stakeholders are defined.

II-2. The program allocates adequate time, fiscal resources, and appropriate authority to program leadership, which include a team of stakeholders that provides support and oversight.

II-3. The program leaders participate in on-going professional development to acquire the depth of knowledge and understanding necessary to develop, implement, and support the program. A professional learning community specifically for program leadership is established.

Leadership is knowledgeable and understand appropriate induction professional development and are an integral part of program operation.

Leadership collaborates with program director/leader to overcome challenging aspects of mentee/protégé operating environment and logistical barriers.

Leadership understands the role of other support team members and respect the confidentiality between team members.

### *Standard III: Mentoring Selection and Assignment*

Mentors are recruited, selected, and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

Indicators for Quality Program Development:

III-1. The program has a mentor selection process that is based upon written criteria which include, but are not limited to demonstrate:

- Ability to work with adults (strong intra- and inter-personal skills including self – reflection of practice)
- Commitment to participate in all activities outlined in the program
- Commitment to the organizational community
- Experience and knowledge
- Professional growth

III-2. The program includes criteria and a clearly delineated process for successfully matching mentors and mentees/protégés.

Roles and responsibilities of mentors are clearly defined and communicated to all program participants.

Selection criteria are consistent with mentors' specified roles and responsibilities.

Selection process includes a written application and formal interview, guided by a set of criteria.

III-3. The program has defined a process to address changes or necessary adjustments in the mentor and mentee/protégé matches.

Mismatch policy and procedures are clearly defined and communicated to all stakeholders.

Concerns regarding matches are responded to in a timely manner.

#### *Standard IV: Mentor Professional Development*

Mentor professional development provides a formal orientation and foundational mentor training before beginning work and continues over the course of the mentors' work. Mentors have time, supported by the program, to engage in the mentor learning community and are consistently supported in the efforts.

Indicators for Quality Program Development:

IV-1. Mentors participate in initial, quality training and includes, but is not limited to:

- Adult learning
- Reflective questioning/Cognitive Coaching
- Role and responsibilities of the mentor
- Assessment activities and setting expectations
- Stages of development
- Trust and confidentiality
- Program expectations

IV-2. The program provides ongoing training for mentors which includes, but is not limited to:

- Supporting mentors to learn about and become confident in meeting the diverse needs of the mentee/protégé.
- Appropriate use of formative assessment tools and processes.
- Advanced training in pedagogical approaches if appropriate to circumstances
- Advanced technical training if appropriate to circumstances

IV-3. The program structures adequate time and opportunities for mentors and mentees/protégés to engage in meaningful:

- Regularly scheduled mentor and mentee/protégé network sessions
- Conferencing

- Observations
- Shared professional development

### *Standard V: Formative Assessment*

The formative assessment process provides a framework for the purposes of demonstrating mentee/protégé growth and progress, and engages the mentor and mentee/protégé in an ongoing reflective process.

#### Indicators for Quality Program Development

V-1. The program formative information is used to determine the scope, focus, and content of the professional development activities that are the basis for the mentees'/protégés' self-assessment and development of an individual professional learning plan.

Mentors are prepared to integrate support and assessment strategies within the context of mentoring.

Assessment information contributes to the development of a mentees'/protégés' professional learning plan.

Formative assessment results are used to guide professional development.

V-2. The program utilizes multiple measures of formative assessments to identify individual mentee/protégé needs and guide support.

V-3. The program utilizes appropriate documentation to illustrate the use of formative assessment.

V-4. The program has established milestone criteria for development and the use of formative assessment allowing the mentee/protégé and mentor to set clear goals for improving the mentee's/protégé's level of proficiency.

V-5. The program formative assessment and the accompanying documentation guide the mentoring and professional development and are not used for evaluation decisions.

### *Standard VI: Program Evaluation*

The Program uses a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

#### Indicators for Quality Program Development

VI-1. The program annual evaluation is designed to provide information for setting goals and ongoing program improvement.

Regular collection and reflection of feedback about program quality and effectiveness from all participants is done using formal and informal measures.

Program leaders analyze multiple sources of data and shares data in a systematic way to all stakeholders, and use the data for program improvement.

The program provides for mentor accountability in a supportive environment through a defined process of communication and documentation.

Program stakeholders participate in external reviews designed to examine program quality and effectiveness.

## **Online Resources**