CASE
excellence through
collaboration

Mentor Program
2022-2023

Dear Mentors and Mentees,

Welcome to all new CASE staff and hello to all our wonderful mentors!

Thank you for being willing to embark on this journey together. Our mentoring program is the gateway to the amazing supports and opportunities available at CASE. Our vision, *Excellence Through Collaboration* begins with this program and continues throughout the careers of our staff.

Our goal for the CASE mentoring program is simple but not easy. Simply put, our program exists to provide a way for new CASE employees to acclimate to our organization and to be successful in the first two years of employment. But, as a non-traditional organization, we put collaboration and communication at the top of every priority list. Our mentors are dedicated to making sure that new staff are supported by their CASE colleagues and by staff in the buildings to which they are assigned. Our mentors work intentionally to help new staff build relationships with other professionals throughout the organization. And our mentors also help to create a rich environment in which new staff are confident and comfortable reaching out for support or guidance. The exemplary cadre of individuals selected to be mentors for CASE are all about building a culture of effectiveness, excellence and comradery.

We are fortunate to be able to select individuals to join our organization who embody our mission and vision. Our new staff are chosen to join our team because we believe that they will enable our staff and students to grow and learn. Our new staff will increase our capacity as an organization, increase positive outcomes for students and continue to push us forward. We expect them to use the mentoring program to figure out where they can find places in which their expertise and passions will be most useful. We expect them to add to our organization by sharing their prior knowledge and experiences so that we all can benefit.

We are very proud of our mentoring program because it introduces CASE and our values to our newest team members. Historically both mentors and new staff members gain and grow through participating embodying the *Excellence Through Collaboration* vision and our model of continuous improvement.

Welcome again – we are glad you are here.

Warm regards,
Mary Furbush, Ed.D.

Mentor Program Purpose & Goals

***Purpose*:**

The purpose of the CASE Mentor Program is to develop a collaborative and trusting relationship to maximize the Mentee's success in their role supporting student growth and educational initiatives.

***Goals*:**

1. Participate in regularly scheduled meetings with Mentee (20 contact hours for 1st year pairs and 10 contact hours for 2nd year pairs) which include opportunities for problem solving feedback and the development of resources.
2. By the end of the year Mentee will reflect on or write a reflection on resources (human and tangible) that they will use or not use. MENTEE
3. Provide the resources and knowledge to facilitate connections with other professionals to develop independence. MENTOR

The Purpose and Goals were developed by the following: Grace Safien, Lauren Munch, Dawn Stewart-Walker, Nikkk Norman, Jenna Nylec, Rachel Conley, Kristin Rix, Beth Obremski, Lauren Hardin, Mary Bell and Caron Jones.

Responsibilities of Mentor Coordinators

- Assist the Director to implement a staff orientation program in August at which time parameters of the mentor program will be explained and discussed.

- Schedule and facilitate meetings throughout the school year for the mentors and mentees to attend; coordinate different topics and ensure the success of the program.

- Work with the mentor/mentee pairings to support their work and answer any questions that may come up during the school year.

- Evaluate the program, through surveys and other means of input to adjust the program that will continually support and help guide new staff.

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Mentor Responsibilities

- Promote the growth and development of the mentee to improve student outcomes.
- Determine the regularity of interactions, set-up the communication structure, and adjust interactions and communications as needed throughout the year.
- Schedule observations for the mentee.
- Attend the August new staff orientation.
- Arrange with building administrators the opportunities for mentee to observe various staff.
- Maintain the log form which will only be shared with the mentee and turned in to Kathy or Barb.
- Help plan and deliver workshops for mentees during the year.
- Orient the mentee to CASE's mission and core values.
- Help the mentee understand the history and culture of CASE and the districts that are part of the cooperative.
- Share effective instructional strategies.
- Assist with classroom management strategies.
- Suggest ways to maximize family engagement.
- Help mentee organize non-instructional duties and management tools.
- Review district and building policies and procedures.
- Participate in an evaluation of the overall mentor/mentee program at the end of the first semester and end of the year.
- Establish a positive relationship that supports the self-reflection and professional growth of the mentee and helps them develop a repertoire of effective pedagogical strategies.
- Maintain confidentiality of all discussions, observations and other contacts between the mentor and the mentee unless doing so puts student well-being at risk.
- Model core values, competence, and professionalism.
- Demonstrate tolerance, patience, and sensitivity to the mentee's concerns.
- Serve as an advocate and advisor.
- Provide feedback to the mentee on strengths and areas for improvement in a confidential manner.
- Read the mentor reflections weekly and share feedback or answer questions.
- Assist Mentee in developing and implementing a record keeping system for data.
- Review mentor/mentee monthly activity checklists.
- Take responsibility to engage in positive and constructive communication and feedback.
- Help mentee address parental concerns, parent conferences, and open houses.
- Build a relationship with the mentee through listening and trust building.
- Serve as a role model in all aspects of the profession including developing professional goals and a plan for implementing those goals.

Mentee Responsibilities

- Participate in the New Teachers' Orientation Program prior to the start of the school year
- Meet with one's mentor on a regular basis to discuss all things related to instruction, assessment, and building practices and procedures
- Assume responsibility for the process of self-reflection to further one's growth
- Remain open-minded and self-reflective in evaluating one's development within their classroom, building, district, and CASE
- Maintain confidentiality in relationships with mentor, parents, students, and colleagues
- Participate in designated professional learning as established by the district and cooperative throughout the year
- Ask for support, we are in this together
- Build a relationship with the mentor through listening and trust building
- Take responsibility to engage in positive and constructive communication and feedback
- Regularly communicate with, plan, and collaborate with the mentor
- Seek support and assistance from mentor when needed
- Complete a weekly reflection to be shared with your mentor
- Participate in classroom/ teacher/ staff member observations
- Participate in a needs assessment at the beginning of each year of mentoring

Year One Requirements

- All 1st year Mentor – Mentee pairs will be required to complete a minimum of 20 contact hours of time spent together. This 20-hour time requirement is outside of Mentor Program meetings, learning teams or trainings.   It is required that 1st year Mentor – Mentee pairs determine a regular meeting schedule at the beginning of the year.

- Mentors will be responsible for the documentation of these 20 contact hours and will turn in this documentation at the end of the year (May).

- Mentors will be required to participate in a Mentor Orientation in August.
- 1st year pairs are required to attend the first and last Mentor meetings (see 2022-2023 meeting dates).

- Mentees will have the choice of 3 out of 5 topic specific meetings to attend during the school year. This is a total of 5 required meetings for Mentees.

- Mentors will be required to attend these topic specific meetings with their Mentee. This is a total of 5 required meetings for Mentors.

- All 1st year Mentors are required to develop one topic specific training along with other Mentors to be provided to the group during the school year.

- 1st year Mentor – Mentee pairs will also be required to participate in the following "Observation Activities":

    1. Mentee to observe Mentor (or designated colleague) by October 14th
    2. Mentor to observe Mentee by October 14th [*Observation Log, Pre-Conference and Post- Conference documentation required]
    3. Mentor and Mentee together to observe a 3rd professional by March 1st Mentor will be responsible for setting this observation up for the pair.
    4. All observation forms are to be collected and kept by Mentor.

- Mentor – Mentee pairs will participate in a virtual monthly reflection activity. Reflection topics/questions will be provided by Coordinators and sent to pairs. Pairs should determine a set up that they will be comfortable with (ie.Padlet, Google Form, etc.).

- Mentor – Mentee pairs will participate in a Self-Assessment in December and May.

- Mentor – Mentee pairs will be asked to complete a survey in December and May.

Mentors will be compensated based on an average of 40 hours per year of their support providing mentorship to their assigned mentee. Participants are expected to complete all required activities throughout the school year. Mentors are required to submit a "Mentor- Mentee" contact log as well as the "Mentor Program Requirement Checklist" by May 1, 2023.

2022-2023
Year Two Requirements

- All 2nd year Mentor – Mentee pairs will be required to complete a minimum of 10 contact hours of time spent together. This 10-hour time requirement does NOT include time spent at common Mentor – Mentee meetings or trainings of any sort.

- Mentors will be responsible for the documentation of these 10 contact hours and will turn in this documentation at the end of the year (May).

- Mentors assigned to 2nd year Mentees must participate in a virtual 1-hour mentor training. Mentors will receive 3 dates to choose from.

- 2nd year pairs must participate in the first and last meetings of the school year (see 2022-2023 meeting dates).

- Mentees will have the choice to attend at minimum of 1 out of 5 offered topic specific meetings throughout the year. This is a total of 3 required meetings.

- Mentors will be required to attend the topic specific meeting with their Mentee. This is a total of 3 required meetings for Mentors.

- Mentor – Mentee pairs will complete a minimum of one of the following observation types during the second year. Mentor-Mentee pairs should determine which of the options best suits the needs of the Mentee.

    - Mentor observes Mentee (this could be used in preparation for the Mentee's formal evaluation)
    - Mentee observes Mentor
    - Mentor and Mentee observe a third party

- All observation forms are to be collected and kept by Mentor.

- Mentor – Mentee pairs will be asked to complete a survey in December and May.

2022-23 Dates to Remember

August
August 9th- Mentor Training
August 9th - New Staff Orientation

September
September 12th- 1st Mentor – Mentee Meeting
All 1st and 2nd year pairs required to attend

October
October 24- Optional Training;
Mentor – Mentee Observation due October 14 (1st year)
Mentee – Mentor Observation due October 14 (1st year)

November
November 7 - Optional Training;

January
January 23 (Virtual)- Optional Training;

February
February 27 (Virtual)- Optional Training;

March
March 1 Mentor – Mentee Observation of Third-Party (1st year)
March 20- Optional Training;

April
April 24- Final Mentor – Mentee Meeting
All 1st and 2nd year pairs required to attend

May
Logs and checklists due to Tricia by May 1

Confidentiality

Maintaining confidentiality between Mentor and an individual Mentee is essential. Mentees must feel comfortable sharing experiences, practices, techniques, and ideas with their Mentor. Administrators and department heads recognize this confidential relationship as one of support and encouragement rather than evaluative. There are a few special situations that need to be considered:

Mentors may need assistance to find ways to help and support their Mentee. In such cases, the Mentor will contact one of the Mentor Coordinators and troubleshoot the problem while maintaining confidentiality.

The Mentee must maintain the confidentiality of the program with the Mentor by consulting only with the Mentor Coordinator if issues arise concerning the Mentor-Mentee relationship.

Mentors can discuss, in confidence, and with the Mentee's knowledge, any aspect of the Mentee's performance with Mentor Coordinators.

The Mentor, with the Mentee's knowledge, may discuss the Mentee's performance with the Mentor Coordinator and/or with the appropriate administrator if, in the Mentor's professional judgement, the academic growth and development, emotional or physical safety of the student is at risk.

First Year Mentoring Log

Mentee: _____

Mentor: _____

Date/Time	Participants	Topic	Length of time

20 contact hours are required, and logs are due May 1. Turn into Tricia Sharkey

Second Year Mentoring Log

Mentee: _____

Mentor: _____

Date/Time	Participants	Topic	Length of time

10 contact hours are required, and logs are due in May. Turn into Tricia Sharkey..

1st Year Mentor- Mentee
Requirement Checklist

Mentor _____

Mentee _____

1. Mentor-Mentee Contact Log turned in: ☐

2. Mentor Orientation Participation/New Staff Orientation Participation: ☐

3. Meetings:

   Attendance at 1st Mentor-Mentee meeting on September 12, 2022: ☐

   Attendance at last Mentor-Mentee meeting on April 24, 2023: ☐

Topic specific meeting #1 with Mentee Topic: _____ Date: _____	Topic specific meeting #3 with Mentee Topic: _____ Date: _____
Topic specific meeting #2 with Mentee Topic: _____ Date: _____	Topic specific meeting development/presentation Topic: _____ Date: _____

4. Observations:

Mentee observes Mentor Date:_____	Mentor- Mentee observe third party Date:_____
Mentor observes Mentee Date:_____	

5. Completion of weekly reflections: ☐
   Mode of communication between Mentor and Mentee: _____

6. Self-Assessments

   December: ☐
   May: ☐

7. Survey Participation

   ☐

December: May: ☐

2nd Year Mentor- Mentee
Requirement Checklist
2022-2023

Mentor: _____

Mentee: _____

1. Mentor-Mentee Contact Log turned in: ☐

2. Mentor Orientation Participation/New Staff Orientation Participation: ☐

3. Meetings: ☐

Attendance at 1st Mentor-Mentee meeting on September 12, 2022

Attendance at last Mentor-Mentee meeting on April 24, 2023 ☐

4. Topic specific meeting #1 with Mentee
Topic:_____
Date:_____

5. Observation (One required):

Mentee observes Mentor
Date:_____

Mentor observes Mentee
Date:_____

Mentor- Mentee observe third party
Date:_____

6. Survey Completion:

December ☐

May ☐

Monthly Reflections: Choose <u>three</u> topics to reflect on each month. These topics are fluid and if a topic from another month is more relevant to you, feel free to reflect on that topic that month.

August
- What led you to your current position?
- Schedule your meetings and reflect on how often you want to meet and how to prepare for them.
- What are your long-term goals?
- What areas of your position do you want to grow in?
- What skills do you want to develop?

September
- What do you consider to be your strengths?
- What are you excited about right now?
- How can I support you as the school year begins?
- How do you achieve work/life balance?
- What experience do you have with IEPs and what areas do I need help with?

October
- What will the assessment "look like" in order to provide good information regarding student progress?
- What prior knowledge and skills do students need in order to achieve learning outcomes for a lesson or session?
- What are some of your skills that have been most beneficial for you so far this year?
- Are there any networking groups you belong to or would like to be involved in?
- As Danielson observations begin, how are you developing your SLO and preparing for your observations?

November
- What's a goal you're currently working towards?
- What do you need to know to be able to support your student?
- What are some things you are doing to deepen your knowledge and refine your skills and practices?
- As the holidays approach, are aware of the diverse cultures of your students.
- How are you measuring the outcome of the IEP objectives?
- How are you staying motivated?

December
- Reflect on the end of the first semester, what will you change or what are you proud of?

- What resources or support will you need to prepare for the second half of the year?
- As winter begins, do you know your school(s) policy on snow days?
- What are you looking forward to over winter break to prepare for the new year?

January
- How are you communicating with your families?
- What professional development have you attended and how has this helped you grow in your position?
- What have been some engaging lessons/ sessions you have done with students so far this year?
- What does the environment look like in your workspace and how does it establish respect and rapport?
- What is your student behavior management style and how do you adjust for different students?

February
- Reflect on your organizational skills, planning and being prepared for each day working with students.
- Have your students met their goals and how do you know?
- In what ways, if any, do you adjust/adapt your instructional strategies based on the student responses you observe?
- Were there any unanticipated events that occurred this year and how did you handle them?
- How do you adjust your lessons/ sessions based on individual needs?

March
- In what ways has your practice been influenced by collaboration with other professionals this year?
- What difficulties do you anticipate that the students may encounter in a lesson/session and how does your planning address those difficulties?
- What have you discovered about yourself so far this year? What is different about you now than at the beginning of the year?
- What strengths do you have that you hadn't realized? How can you build on those?
- What weaknesses have you discovered? Do they matter? How can you work on those?

April
- Let's talk about one of your successful students, what are the students' strengths, needs, and why were they successful?
- Let's talk about one of your unsuccessful students, what are the students' strengths, needs, and what needed to be different?
- If you had to sum it up in one sentence, what is the biggest lesson that you've learned this year? Now that you know that what can you do with this information?

May
- What did you learn from your students this year?

- What did you learn from the members of your team this year?
- What goals for yourself did you accomplish?
- What are your short term and long-term goals for next year?
- What will change of stay the same next year in your position?