



Mentor Program 2025-2026



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 have been 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: Goals will be determined by our new group of 2025-2026 Mentors during Mentor Training in August.

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 arise during the school year.
- ✓ Evaluate the program, through surveys and other means of input to adjust the program in order to 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 for the opportunities for mentees to observe various staff.
	Maintain the log form which will only be shared with the mentee and turned into the Mentor coordinators.
	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 a self-evaluation mid-year and an overall mentor/mentee program evaluation at the 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.
	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.
	Participate in classroom/ teacher/ staff member observations.
	Participate in a self-reflection survey and end of year survey.

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 in addition to Mentor Program meetings, learning teams or trainings. <u>It is required that 1st year Mentor – Mentee pairs determine a regular meeting schedule at the beginning of the year.</u>
	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.
	Mentees will have the choice of 3 out of 5 topic specific meetings (in addition to the required first and last meeting) 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”:
	Mentee to observe Mentor by October 15th
	Mentor to observe Mentee by October 15th
	Mentor and Mentee together to observe a 3rd professional by February 15th. The Mentor will be responsible for setting this observation up for the pair.
	All observation forms are to be collected and kept by Mentor.
	Mentor – Mentee pairs will participate in a Self-Assessment in December.
	Mentor – Mentee pairs will be asked to complete an End of the Year survey in 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.

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 is in addition to 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 1).
	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
	Mentees will have the choice to attend a 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:
	1. Mentor observes Mentee
	2. Mentee observes Mentor
	3. Mentor and Mentee observe a third party
	Mentor – Mentee pairs will be asked to complete an End of the Year survey in May.

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.



Forms

First Year Mentoring Log

Mentor

Mentee

[illegible]

20 contact hours are required, and logs are due May 1. Turn into your Learning Team Administrator.

Second Year Mentoring Log

Mentor

Mentee

[illegible]

10 contact hours are required, and logs are due in May. Turn into your Learning Team Administrator.

1st Year Mentor-Mentee Requirement Checklist

Mentor _____
Mentee _____

<input type="checkbox"/>	1. Mentor-Mentee Contact Log Turned in
<input type="checkbox"/>	2. Mentor Orientation Participation / New Staff Orientation Participation
<input type="checkbox"/>	3. Meetings:
<input type="checkbox"/>	Attendance at 1 st Mentor – Mentee Meeting
<input type="checkbox"/>	Attendance at last Mentor – Mentee Meeting

TOPIC Meetings

Topic	Date:	Notes:
1.		
2.		
3.		
4.		
5.		

Observations:

Mentee Observes Mentor	Date:	Notes:
MENTOR Observes Mentee	Date:	Notes:
Mentor & Mentee Observes 3 rd Party	Date:	Notes:

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Self-Assessments Survey
<input type="checkbox"/>	DECEMBER
<input type="checkbox"/>	
<input type="checkbox"/>	End of the Year Survey
<input type="checkbox"/>	
<input type="checkbox"/>	MAY

2nd Year Mentor- Mentee
Requirement Checklist

Mentor

Mentee

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Mentor-Mentee Contact Log Turned in

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Mentor Orientation Participation / New Staff Orientation Participation

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Meetings:

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Attendance at 1st Mentor – Mentee Meeting on September 4, 2024

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Attendance at last Mentor – Mentee Meeting on May 7, 2025

TOPIC Meetings with Mentee (ONLY 1 Required)

Topic	Date:	Notes:

Observations (ONLY 1 Required):

Mentee Observes Mentor	Date:	Notes:
MENTOR Observes Mentee	Date:	Notes:
Mentor & Mentee Observes 3 rd Party	Date:	Notes:

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End of the Year Survey

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MAY

Monthly Reflection Questions

Directions: Choose at least three 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 a 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 valuable 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 is the goal you are currently working towards?
- What do you need to know to be able to support your students?
- What are some things you are doing to deepen your knowledge and refine your skills and practices?
- As the holidays approach, are you 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 between you now and at the beginning of the year?
- What strengths do you have that you have not realized? How can you build on those?
- What weaknesses have you discovered? Do they matter? How can you work on those?

April

- Let us talk about one of your successful students, what are the students' strengths, needs, and why they were successful?
- Let us talk about one of your unsuccessful students. What are the students' strengths, needs, and what needs to be different?
- If you had to sum it up in one sentence, what is the biggest lesson that you have 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 if you stay the same next year in your position?

2025-2026 Mentor Program Dates to Remember

Mentor Training (Year 1): All Year 1 Mentors must participate in Mentor Training on ***Wednesday, September 3, 2025, 3:30-5:30 pm at the CASE office.***

Mentor Training (Year 2): Year 2 Mentors must choose one of the following to participate in:

Option 1 (virtual): Tuesday September 2, 2025, 3:30-4:00 pm

Option 2 (virtual): Wednesday September 3, 2025, 8:00-8:30 pm

Option 3 (virtual): Thursday September 4, 2025, 11:30-12:00 pm

New Staff Orientation/Meet your Mentor:

Thursday August 7, 2025

REQUIRED

Welcome to the CASE Mentor Program:

Monday September 15, 2025, 3:45-5:00 pm

REQUIRED for all Year 1 & Year 2 Pairs

Topic Specific PD #1:

Wednesday, October 8, 2025, 3:45-4:45 pm

OPTIONAL

Topic Specific PD #2:

Wednesday, November 12, 2025, 3:45-4:45 pm

OPTIONAL

Topic Specific PD #3:

Monday, January 12, 2026, 3:45-4:45 pm

OPTIONAL

Topic Specific PD #4:

Thursday, February 12, 2026, 3:45-4:45 pm

OPTIONAL

Topic Specific PD #5:

Monday, March 16, 2026, 3:45-4:45 pm

Final Mentor Meeting:

Wednesday, April 29, 2026, 3:45-5:00 pm

REQUIRED for all Year 1 & Year 2 Pairs