



# Mentor Program 2021-2022



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 1<sup>st</sup> year pairs and 10 contact hours for 2<sup>nd</sup> 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 Tricia 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 2021-2022 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 15th
  2. Mentor to observe Mentee by October 15th [\*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 weekly 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, 2022.

## 2021-2022

# 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 2<sup>nd</sup> 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 2021-2022 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.



# **2021-22 Dates to Remember**

## **August**

August 10th- Mentor Training

August 10th - New Staff Orientation

## **September**

September 28th- 1st Mentor – Mentee Meeting

All 1st and 2nd year pairs required to attend

## **October**

October 26- Optional Training; *SEL*; Presented by Grace Safien, Lauren Munch & Dawn Stewart-Walker

Mentor – Mentee Observation due October 15 (1st year)

Mentee – Mentor Observation due October 15 (1st year)

## **November**

November 30- Optional Training; *IEP 101 & IEP Writing Resources*; Presented by Nikki Norman & Lauren Hardin

## **January**

January 25- Optional Training; *Providing Consultative Services*; Presented by Caron Jones & Beth Obremski

## **March**

March 1- Optional Training; *Behavior Management & Data Collection*; Presented by Jenna Nylec & Kristin Rix

March 1- Mentor – Mentee Observation of Third-Party (1st year)

March 22- Optional Training; *The Basics of MTSS, Goal Writing & Data Collection*; Presented by Rachel Conley & Dr. Mary Bell

## **April**

April 27- Final Mentor – Mentee Meeting

All 1st and 2nd year pairs required to attend

## **May**

Logs and checklists due to Barb or 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:

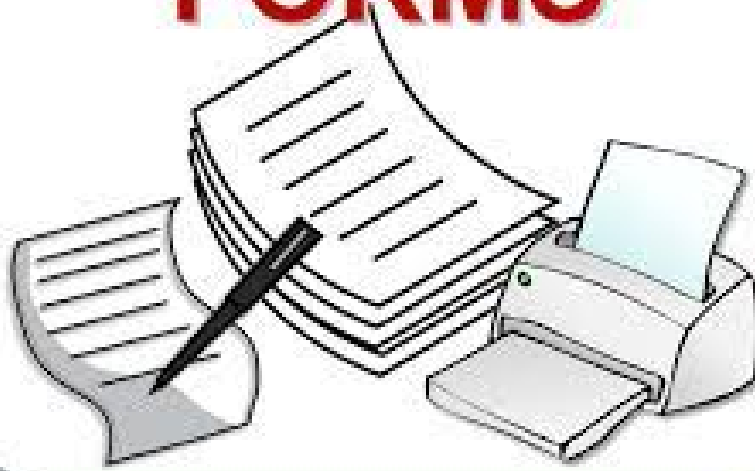
Mentors may need assistance to find ways to help and support their Mentee. In such cases, the Mentor will contact one of the Mentor Coordinators and troubleshoot the problem while maintaining confidentiality.

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.

# FORMS







# 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 28, 2021:   
Attendance at last Mentor-Mentee meeting on April 27, 2022:

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 observes Mentee  
Date: \_\_\_\_\_

Mentor- Mentee observe third party  
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  
2021-2022**

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 28, 2021

Attendance at last Mentor-Mentee meeting on April 27, 2022

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