



Mentor Program

2026 – 2027

Dear Mentors and Mentees,

Welcome to the CASE Mentor Program. This manual outlines the purpose, structure, and shared responsibilities that will guide your partnership this year.

CHAPTER ONE

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 2026–2027 Mentors during Mentor Training in August.

CHAPTER TWO

Responsibilities of the Mentor Coordinator

- ◆ 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.

MENTOR COORDINATOR

Tricia Sharkey

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Mentor Responsibilities

1 Building the Mentoring Relationship

- ◆ 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.
- ◆ Build a relationship with the mentee through listening and trust building.
- ◆ Determine the regularity of interactions, set up the communication structure, and adjust interactions and communications as needed throughout the year.
- ◆ Take responsibility to engage in positive and constructive communication and feedback.
- ◆ Serve as an advocate and advisor.
- ◆ Demonstrate tolerance, patience, and sensitivity to the mentee's concerns.
- ◆ Maintain confidentiality of all discussions, observations, and other contacts between the mentor and the mentee unless doing so puts student well-being at risk.

2 Orienting the Mentee to CASE

- ◆ 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.
- ◆ Attend the August new staff orientation.
- ◆ Review district and building policies and procedures.

3 Professional & Instructional Support

- ◆ Share effective instructional strategies.
- ◆ Assist with classroom management strategies.
- ◆ Suggest ways to maximize family engagement.
- ◆ Help mentee organize non-instructional duties and management tools.
- ◆ Help mentee address parental concerns, parent conferences, and open houses.
- ◆ Assist mentee in developing and implementing a record keeping system for data.
- ◆ Serve as a role model in all aspects of the profession, including developing professional goals and a plan for implementing those goals.

4

Observations, Workshops & Program Logistics

- ◆ Schedule observations for the mentee.
- ◆ Arrange with building administrators for 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.
- ◆ Review mentor/mentee monthly activity checklists.

5

Growth, Feedback & Evaluation

- ◆ Promote the growth and development of the mentee to improve student outcomes.
- ◆ Model core values, competence, and professionalism.
- ◆ Provide feedback to the mentee on strengths and areas for improvement in a confidential manner.
- ◆ Participate in a self-evaluation mid-year and an overall mentor/mentee program evaluation at the end of the year.

Mentee Responsibilities

Orientation & Learning

- ◆ Participate in the New Teachers' Orientation Program prior to the start of the school year.
- ◆ Participate in designated professional learning as established by the district and cooperative throughout the year.

Communication & Collaboration

- ◆ Meet with mentor on a regular basis to discuss all things related to instruction, assessment, and building practices and procedures.
- ◆ 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.
- ◆ Ask for support — we are in this together.
- ◆ Seek support and assistance from mentor when needed.

Growth & Reflection

- ◆ 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.
- ◆ Participate in a self-reflection survey and end of year survey.

Confidentiality & Observation

- ◆ Maintain confidentiality in relationships with mentor, parents, students, and colleagues.
- ◆ Participate in classroom/teacher/staff member observations.

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. It is required that 1st year Mentor–Mentee pairs determine a regular meeting schedule at the beginning of the year.

MEETING & TRAINING REQUIREMENTS

Requirement	Details
Mentor Orientation	Mentors required to participate in August.
First & Last Meetings	Required for all 1st year pairs.
Topic-Specific Meetings — Mentee	Choice of 3 of 5 offered (plus first & last) — 5 total required.
Topic-Specific Meetings — Mentor	Attend all sessions with their mentee — 5 total required.
Training Development	All 1st year Mentors develop one topic-specific training to present to the group.
Contact Hour Documentation	Mentor documents and submits 20 contact hours by end of year (May).

REQUIRED OBSERVATION ACTIVITIES

Activity	Deadline
Mentee observes Mentor	October 15
Mentor observes Mentee	October 15
Mentor & Mentee observe a 3rd professional (Mentor arranges)	February 15

ADDITIONAL REQUIREMENTS

- ◆ All observation forms are to be collected and kept by the Mentor.
- ◆ Mentor–Mentee pairs will be asked to complete an End of the Year survey in May.
- ◆ Mentors are compensated based on an average of 40 hours per year of mentorship support; 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 to the Mentor Coordinator.

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.

MEETING & TRAINING REQUIREMENTS

Requirement	Details
Mentor Training	Mentors assigned to 2nd year mentees complete a virtual 1-hour training (3 dates offered).
First & Last Meetings	Required for all 2nd year pairs.
Topic-Specific Meetings — Mentee	Minimum of 1 of 5 offered — 3 total required.
Topic-Specific Meetings — Mentor	Attend the topic-specific meeting with their mentee — 3 total required.
Contact Hour Documentation	Mentor documents and submits 10 contact hours by end of year (May 1).

OBSERVATION REQUIREMENT — CHOOSE ONE

- ◆ Mentor observes Mentee
- ◆ Mentee observes Mentor
- ◆ 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.

SPECIAL SITUATIONS TO CONSIDER

- ◆ 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 the appropriate administrator if, in the Mentor's professional judgment, the academic growth and development, or the emotional or physical safety of the student, is at risk.

“Great mentors don't just teach — they inspire, guide, and believe.”

First Year Mentoring Log

[illegible]

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

Second Year Mentoring Log

[illegible]

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

1st Year Mentor–Mentee Requirement Checklist

Mentor: _____

Mentee: _____

- ☐ Mentor–Mentee Contact Log Turned In
- ☐ Mentor Orientation Participation / New Staff Orientation Participation

MEETINGS

- ☐ Attendance at 1st Mentor–Mentee Meeting *Date:* _____
- ☐ Attendance at last Mentor–Mentee Meeting *Date:* _____

TOPIC MEETINGS (3 OF 5 REQUIRED)

Topic	Date	Notes

OBSERVATIONS (ALL 3 REQUIRED)

- ☐ **Mentee Observes Mentor**

Date: _____

Notes:

- ☐ **Mentor Observes Mentee**

Date: _____

Notes:

- ☐ **Mentor & Mentee Observe 3rd Party**

Date: _____

Notes:

SURVEYS

- ☐ Self-Assessment Survey *Completed (December):* _____
- ☐ End of the Year Survey *Completed (May):* _____

2nd Year Mentor–Mentee Requirement Checklist

Mentor: _____

Mentee: _____

- ☐ Mentor–Mentee Contact Log Turned In
- ☐ Mentor Orientation Participation / New Staff Orientation Participation

MEETINGS

- ☐ Attendance at 1st Mentor–Mentee Meeting *Date:* _____
- ☐ Attendance at last Mentor–Mentee Meeting *Date:* _____

TOPIC MEETING WITH MENTEE (ONLY 1 REQUIRED)

Topic	Date	Notes

OBSERVATION (ONLY 1 REQUIRED)

- ☐ **Mentee Observes Mentor**

Date: _____

Notes:

- ☐ **Mentor Observes Mentee**

Date: _____

Notes:

- ☐ **Mentor & Mentee Observe 3rd Party**

Date: _____

Notes:

SURVEY

- ☐ End of the Year Survey *Completed (May):* _____

Monthly Reflection Questions

DIRECTIONS

Choose at least three topics to reflect on each month. These topics are fluid — if a topic from another month is more relevant to you, feel free to reflect on that topic that month instead.

AUG 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?

SEP 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 to help with?

OCT 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?

NOV 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?

DEC 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?

JAN 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?

FEB 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?

MAR 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?

APR April

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

MAY 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?

2026–2027 Mentor Program Dates to Remember

Event	Date & Time	Status
Mentor Training (Year 1)	Wednesday, September 2, 2026 3:30–5:30 PM — CASE Office	REQUIRED
Mentor Training (Year 2)	Choose one: Option 1 (Virtual) — Tuesday, September 1, 2026, 3:30–4:00 PM Option 2 (Virtual) — Wednesday, September 2, 2026, 8:00–8:30 PM	REQUIRED
New Staff Orientation / Meet Your Mentor	Thursday, August 6, 2026	REQUIRED
Welcome to the CASE Mentor Program	September 8, 2026 3:45–5:00 PM	REQUIRED — Year 1 & 2
Topic Specific PD #1	October 7, 2026 3:45–4:45 PM	<i>OPTIONAL</i>
Topic Specific PD #2	November 11, 2026 3:45–4:45 PM	<i>OPTIONAL</i>
Topic Specific PD #3	January 13, 2027 3:45–4:45 PM	<i>OPTIONAL</i>
Topic Specific PD #4	February 1, 2027 3:45–4:45 PM	<i>OPTIONAL</i>
Topic Specific PD #5	March 10, 2027 3:45–4:45 PM	<i>OPTIONAL</i>
Final Mentor Meeting	April 28, 2027 3:45–5:00 PM	REQUIRED — Year 1 & 2

Orange rows are required; blue rows are optional. Year 2 Mentors choose one Mentor Training option.