

# CASE

excellence through  
**collaboration**

## **Mentoring Program**





## Mentoring and Induction Program Goals and Philosophy

The goal of the C.A.S.E. mentoring program is to provide support to our new staff throughout their first two years. New staff are provided individual mentors who have been trained in coaching and professional practice. Alignment with member district mentoring programs and staff is provided so that new staff are made a part of the C.A.S.E. family and part of the buildings and/ or districts they serve.

### Induction and Mentoring History

Over 15 years ago, C.A.S.E. established an Induction and Mentoring Committee with the goal of establishing an Induction and Mentoring Program for the C.A.S.E. The committee has worked enthusiastically to formulate a plan that will meet the needs of new staff members in the cooperative. The purpose of the program is to help novice staff receive support and guidance to become more effective in their roles.

Each novice staff member takes part in an induction program that includes a number of workshops designed to familiarize staff with C.A.S.E. policies and procedures on an ongoing basis. They are assigned a mentor in their discipline, if possible.

The novice staff member is afforded release time to observe the mentor or professionals within his/her discipline at least once per year. Mentors observe the novice staff twice the first year and once the second year.

Mentors meet with the novice staff members prior to the school year to develop a mentoring schedule. The role of the mentor is to support the novices both professionally and socially by acclimating novice teachers to C.A.S.E. and to the individual district(s) to which they are assigned.

Mentors complete a formal induction and mentoring training program which is offered during the summer through C.A.S.E.

## Mentoring Plan

The Role of the mentor is to observe and be observed and to provide feedback as appropriate. The mentor will maintain a positive, professional relationship with his/her novice teachers throughout the school year. The mentor is responsible for providing support, sharing expertise, being available for questions and problem solving, suggesting appropriate resources and collaborating with the novice teachers regarding professional goals. In addition, the mentor will communicate training needs for the novice teachers to the mentor committee and/or administration.

Mentors will complete a formal induction and mentor training program. Mentors should be appropriately credentialed and willing to make a two year commitment. They will be assigned based on completion of training, interest, location and proficiency within his/her discipline.

The C.A.S.E. mentoring program will allow mentors and new staff to meet prior to the school year to develop a mentoring schedule, including individual meeting times for one to one contact between the mentor and the novices. The meetings will lend support to the novice staff professionally and socially by providing opportunities for discussion and encouragement. The mentor will assist in introducing the new staff to the cooperative and to the individual district(s) to which the novices are assigned.

The novice staff member will participate in a new staff orientation prior to the start of the school year. This orientation includes information regarding forms, procedures and an overview of C.A.S.E.'s infrastructure. After the orientation, a mentoring meeting will be held for all participants.

The novice staff members will be afforded release time to observe the mentor or professionals within his/her discipline, minimally once per year. They will also attend New Teacher In-service Days, Institute Day workshops, and are required to attend the mentoring linkage meetings.

Each new staff member must observe the mentor or another person within his/her discipline once during the year. The mentor observes the novice staff twice the first year and once the second year. At the pre-conference, the novice teacher will identify any specific areas of instruction on which he/she would like the mentor to provide feedback and a time will be set for the observation. After the observation a conference is held to review and make a plan for future actions. The required forms for pre-conference, observation and post-conference are located in the back of this manual.

Novice staff members will be required to prepare two written self-reflections on his/her professional practices per semester. Emphasis on the components of the professional evaluation domains, the area of certification, professional assignment and issues identified in the feedback received from the mentor will be incorporated in each reflection statement.

The coordination of the induction and mentoring program is the responsibility of the Itinerant Administrator of C.A.S.E. and data about the mentoring program will be collected, maintained and analyzed by the C.A.S.E. personnel department.

## Mentor Selection

1. The mentor must:
  - a. Have worked 4 or more years in the profession and be employed by C.A.S.E. for more than 2 years
  - b. Complete a formal induction and mentor training program
  - c. Be appropriately credentialed
  - d. Make a two-year commitment
  
2. The mentor will:
  - a. Contact novice staff as soon as possible after assigned
  - b. Create a mentoring schedule
    - i. Make weekly contact the first month
    - ii. Make no less than monthly contact after the first month
  - c. Assist in acclimating the novice staff to the cooperative
  - d. Assist in acclimating the novice staff to the district where the novice staff is assigned
  - e. Possibly be observed by the novice staff
  - f. Observe the novice staff
    - i. Twice in the first year and once in the second year
    - ii. Conduct pre-observation conference
    - iii. Give feedback regarding observation
  - g. Initiate informal dialogue with novice staff to review self-reflection
  - h. Document meetings with novice staff
  
3. The mentor will:
  - a. Maintain a positive and professional relationship, be responsible for finding support, share expertise, be available for questions and problem solving, suggest appropriate resources and collaborate regarding professional goals.
  - b. Communicate training needs for the new staff to administration
  - c. Be familiar with the appropriate professional standards and issues specific to the novice staff areas of specialty
  - d. Honor the confidentiality of the mentor-novice staff relationship

## Novice Staff Responsibilities

- ✚ Novice staff may have the opportunity to meet with mentors prior to the start of the school year. At the first meeting he/she will be developing a mentoring schedule with their mentor.
- ✚ The new staff will participate in a new staff orientation prior to the start of the school year.
- ✚ The first year novice staff member will attend institute day activities and is required to attend designated meetings and workshops each semester. The novice staff will be afforded release time to observe the mentor or a professional within his/her discipline, minimally once a year.
- ✚ The novice staff will be open and available to have fluid contact with the mentor.
- ✚ The novice staff will maintain a positive and professional relationship with the mentor and honor the confidentiality of the mentor-novice staff relationship.
- ✚ The new staff will actively inquire about the environment of the cooperative and districts.
- ✚ The novice staff will be observed by his/her mentor one time each semester for the first year and once during the second year. The observation includes a pre-conference and a post-conference.
- ✚ The new staff member is required to prepare at least two written self-reflections on his/her professional practices per semester. This will focus on the appropriate professional standards, their area of certification, professional assignment and issues discussed with the mentor.
- ✚ The novice staff will maintain informal dialog regarding professional practices with the mentor. This will include reflecting on the appropriate professional standards, their area of certification, professional assignment, and issues discussed with the mentor.

## The Role of the Mentor

The mentor functions in a formative/coaching role with the new staff member. Coaching is characterized by assistance with the instructional process rather than evaluation and judgment. The mentor role often includes emotional as well as professional support in the process of assisting the inductee in the socialization process.

The following suggestions are recommended as a guide for working with the new staff member. These suggestions are to be adapted to the situation in order to focus on the individual needs of each new person.

Activities	Notes
<p>Meet with principal to discuss issues related to the mentor role.</p> <p>Build a helping relationship</p> <ul style="list-style-type: none"> <li>● Introduce yourself.</li> <li>● Conference with your partner</li> <li>● Set up meeting times</li> <li>● Familiarize them with the school and the community</li> </ul> <p>Daily interaction during the first few weeks of school</p> <p>Ongoing conferences Observations/Conferences</p> <p>End of year celebration</p>	<p>This is an opportunity to clarify the assistance vs. assessment role of the mentor</p> <p>This should be done as soon as possible. Relationship building is crucial. It will help to clarify your role and the ways you may be of assistance. This would be a good opportunity to set up a structure for future meetings.</p> <p>Some pairs may prefer a weekly scheduled meeting, others a more flexible time frame.</p> <p>This may be done formally or informally as needed. Just briefly checking in will provide assurance of your support.</p> <p>Your mentee will not only need help with setting up his/her classroom, but will also need orientation to building and district policies, etc.</p> <p>Structure to be mutually determined by mentor and new staff members. This is an opportunity to advance reflective practice, and determine needs.</p> <p>Coaching and cycles of assistance should be offered as needed. It is recommended that prior to each formal observation with the principal, the mentee will have an opportunity to do a practice observation with the mentor.</p> <p>Observations of a mentor's lessons are also very valuable.</p> <p>A meeting, lunch, etc. - a positive avenue to reflect and bring closure</p>



## Due Dates and Details

### **Program Requirements**

30 contact hours per year

- Includes face-to-face meetings, e-mail/phone conversations, meetings or workshops attended together

Log of hours due in May

Four reflections – One per quarter (new staff only)

Mentor observations of novice staff – 2

- Must include a pre- and post- conference and written feedback

New staff observation of mentor or other staff member(s) - 1

Linkage/afterschool mentor meetings – 3 per year

One professional development activity specifically related to discipline area (can be an institute day).

### **Required Dates**

August

New Staff Inservice Days

September

Learning Team/afterschool workshop #1

November

C.A.S.E. Institute Day

December

Learning Team/afterschool workshop #2

February

Learning Team/afterschool workshop #3

March

C.A.S.E. Institute Day

May

C.A.S.E. Staff Recognition Reception