

Y1 Planning & Preparation; Instruction

***Diocese of Wilmington
Catholic Schools Office
Mentoring Program***

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Program Description

Year One of the Comprehensive Induction Program focuses on classroom environment, lesson preparation and planning, and instruction. During Year One, the Mentor should support the novice educator as new teacher establishes an environment in which learning takes place, strengthens the ability to select and organize lesson content and student skills to be taught, and delivers content that engages students in the process of learning and involves them in decisions, when possible.

Year One – Summary of Activities

- Weekly face-to-face conversations with a Mentor (to provide real-time or near real-time support)
- Four (4) observations/feedback cycles conducted by the Mentor
- Observation of veteran educators in practice four (4) times
- Participation in two (2) professional learning workshops
- Completion of on-line ethics course (DE only)

Procedures/Forms

1. Weekly Face-to-Face Meetings

Mentor and Mentee should meet at least one time per week. These meetings should be tracked using the **Mentor Log**. Both Mentor and Mentee should keep a copy of the log to ensure accurate record keeping.

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2. Ethics Course

You will receive information to access the ETS ProEthica online ethics course. You will be required to complete the course during your first year. Please keep a copy of the Certificate of Completion. Please note, there is no cost for you to complete this course.

3. Observation #1

Your Mentor will observe 30 minutes of your instruction. Discuss with your Mentor how/when you will be observed. Mentors are encouraged to video your performance so that you can review the video alone and together. If videoing is not possible at your site, the Mentor shall observe you and record notes of what he/she sees and hears during your instruction on **Observation Form #1**.

4. Preparation for Post-Observation Meeting

Your Mentor will schedule a meeting with you soon after your observation. Prior to this meeting, you should review the **Guiding Questions for Classroom Environment**. This document provides potential questions that may be asked of you by your Mentor. You are **not** required to answer the questions in written form; however, you should think about how you would respond if the questions were to be asked of you and discuss any clarifications that you may need with your Mentor.

5. Post-Observation #1 Meeting

During the meeting, your Mentor will review your current practice with you and, together, you will complete **Discussion Log #1**. The purpose of the Discussion Log is to celebrate your successes, identify your areas for growth, and determine what support and resources you may need to become more effective in this component. After identifying the evidence of your practice in Component Two (*Classroom Environment*), you will select one criterion as your area of focus. (*Choose any criterion from Component Two of "A Framework for Teacher's Components" Chart.*) At the conclusion of this meeting, you and your Mentor should determine any needs and/or resources you may want related to this criterion and agree as to how/when they will be provided.

6. Observing Veteran Teacher

You should plan to focus on refining your skills in the selected criterion for a period of 2 to 4 weeks. During that time, you will observe your **mentor teacher** a minimum of two (2) times in practice. After observing a veteran teacher in practice, use the **New Teacher Observation Form** to guide a discussion between you and your mentor.

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7. Observation #2

Your Mentor will schedule a time to observe you during instruction for a second time and record notes of what he/she sees and hears on **Observation Form #2** focusing only on the criterion that you chose to work on.

8. Post-Observation #2 Meeting

During this meeting, you and your Mentor will review your practice, discuss any questions you may have and, together, you will complete **Discussion Log #2**. You and your Mentor will also review the **“Component Rubrics for Teachers”** and highlight your current level of performance on each of the criteria for Component 2 (*Classroom Environment*) which will determine your next steps in the mentoring process. If it is determined that your current level of performance is in the "Effective" range, you should move on to the next area of focus. If you still identify as "Needs Improvement" you may want to refine your practice in this area while working with your Mentor.

9. Preparation for Pre-Observation Meeting for Observation #3

Schedule a meeting with your Mentor to review lesson plans. Prior to this meeting you should review the **Guiding Questions for Planning and Preparation**. This document provides potential questions that may be asked of you by your Mentor. You are **not** required to answer the questions in written form; however, you should think about how you would respond if the question were to be asked of you. Choose a lesson plan that you will be implementing to bring to the meeting. You do **not** need to create a new lesson plan specifically for this meeting as it is assumed that you plan in enough detail that someone can read any of your lesson plans and understand your goals, objectives, activities, and assessments for that particular lesson.

10. Pre-observation Meeting for Observation #3

During this meeting, you will review your chosen lesson plan with your Mentor and he/she will complete **Discussion Log #3**. After your discussion, you should highlight your current level of performance on each of the criteria of Component One: Planning and Preparation.

The lesson observed in this observation may or may not be the lesson that you use to complete the instructional observation part of this cycle. That will be determined by you and your Mentor. Identify a date on which you will be observed for instruction of this lesson or one in the future.

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11. Observation #3

Your Mentor will observe 30 minutes of your instruction. He/She will either video or create a written record of the lesson that you have elected to use for instruction. Your Mentor will record what he/she sees and hears during this observation on **Observation Form #3**.

If you are not using the lesson plan that you previously reviewed together, give a copy of your current lesson plan to your Mentor before he/she comes in to observe.

12. Preparation for Post-Observation Meeting for Observation #3

Your Mentor will schedule a meeting soon after the observation to review your performance and evidence of practice in instruction. Prior to this meeting you should review the **Guiding Questions for Instruction**.

13. Post-Observation Meeting for Observation #3

During the meeting, your Mentor will discuss your performance in instruction with you. After considering the criteria of Component Three (*Instruction*), select **one criterion** in which you would like to refine your practice. *An example may be that I see that you do not wait very long when asking questions.* Thus, you may select 3d (*Using Questioning and Discussion Techniques*) as your criterion of focus. Before closing your meeting, decide what you may need from your Mentor and try to select a date for your next observation to occur approximately three to four weeks after this conference.

14. Observing Veteran Teacher

You should plan to focus on refining your skills in the selected criterion for a period of 2 to 4 weeks. During that time, you will observe a **veteran teacher** a minimum of two (2) times in practice. After observing a veteran teacher in practice, document your experience on the **New Teacher Observation Form** and share and discuss your responses with your Mentor.

15. Observation #4

Your Mentor will schedule a time to observe you during instruction for the final time. Your Mentor will record what he/she sees or hears during this observation on **Observation Form #4** focusing only on the criterion from Component Three that you chose to work on.

16. Post-Observation Meeting for Observation #4

Meet with your Mentor to discuss the last observation, review his/her notes regarding your practice on **Discussion Log #4**, and any questions that you wish to share. Together, you will review the **"Component Rubrics for Teachers"** and highlight your current level of performance on each of the criteria for Component One (*Planning and*

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Preparation) and Component Three (*Instruction*) which will determine your next steps in the mentoring process.

17. Workshop Requirement

At some point during Year One, you will be attending a minimum of two (2) professional learning workshops. Documentation of having participated in these workshops should be kept by the novice educator and presented to the Mentor at the end of the year as evidence of having met this requirement.

18. Verification/Year One Sign-Out

At the end of Year One, you are to complete a Verification of Services Form for New Teachers. ***This is a personal statement and should not be completed while you are meeting with your Mentor.*** You only need to check off the statements and sign the form. If you feel that you need to be matched with a different Mentor, please contact your Principal directly. Your Mentor will also complete a Verification of Services Form for Mentors and return it to the Catholic Schools Office.

Documentation of Year One Completion

You will be issued a Certificate of Completion for Year One which must be kept for a period of three years.

Please keep copies of the following as documentation for Year One:

- Certificate of Completion for Year One
- **Verification of Services for New Teachers**
- Certificate of Completion for the ethics course

Program Requirements**Basic Expectations**

- punctuality and attendance at all sessions;
- participation in discussions and learning activities in/out of class;
- adherence to written and spoken conventions of English appropriate to an educator;
- submission of written assignments on time reflecting good usage of English and displaying organization.

Capstone Project

- Year 1 Portfolio reflecting high quality preparation/presentation;
- individual interview to review portfolio.

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Program Meetings: Thursdays, 4:00-6:00 pm

- September 30
- November 21
- February 13
- April 2
- May 14

Mentoring Hours Log

A detailed log of mentoring hours is to be maintained and included in the portfolio submission. The log must total 30 or more hours for the year.

- General Sessions – 2 hours per session
- ProEthica online – 6 hours maximum
- Mentee Time
 - Reading
 - Veteran Teacher Observation
- Mentee-Mentor Time
 - Weekly Meetings
 - Discussion of Guiding Questions
 - Observations and Follow-up

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Program Outline

<u>Date</u>	<u>Session Topic</u>	<u>Assignment Due</u>
September 30	Syllabus <i>A Framework for Teaching</i> Domain 2 – Classroom Environment	
November 21	Domain 2 – Classroom Environment ProEthica	<ul style="list-style-type: none"> • Weekly Meeting Log • Observation Form #1 • Discussion Log #1 • Weekly Meeting Log • New Teacher Observation Form • Observation Form #2 • Discussion Log #2 • Components Rubric for Teachers – Domain 2 DE teachers only – DEEDS Application

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<u>Date</u>	<u>Session Topic</u>	<u>Assignment Due</u>
February 13	Domain 1 – Planning and Preparation	DE teachers only – ProEthica Modules 1-6
April 2	Domain 1 – Planning and Preparation Domain 3 – Instruction	<ul style="list-style-type: none"> • Weekly Mentoring Log • Observation Form #3 • Discussion Log #3 • New Teacher Observation Form • Observation Form #4 • Discussion Log #4 • Components Rubric for Teachers – Domains 1 and 3
May 14	Domain 3 - Instruction	<ul style="list-style-type: none"> • Mentee VOS Form

Before June 30, a Portfolio Review with the Superintendent is be held to discuss Year 1 of the Mentoring Program. The review should last 20-30 minutes.

Year 1 of the Mentoring Program is not completed and the teacher cannot participate in the Year 2 program until a Portfolio Review has been held.

Mentor VOS Form should be printed, signed, and forwarded to Dr. De Angelo to be received by May 31.