**DIOCESE OF WILMINGTON**

***PROFESSIONAL MENTORING PROGRAM***

**YEAR 3 REQUIREMENT SHEET**

**September 16, 2019 – April 8, 2020**

**PURPOSE OF YEAR 3 MENTORING**

Develop “assessment-literate” teachers who can review and design assessments to accurately measure student growth over time.

Year 3 of the Professional Mentoring Program focuses on developing “assessment-literate” teachers who understand the value of formative and summative assessment data and know how to use that data to drive educational decisions within their classrooms.

**MATERIALS REQUIRED**

**BOOK FOR TEACHERS OF GRADES 2 - 12:**

Classroom Assessment for Student Learning

Rick Stiggins, Judith Arter, Jan Chappuis and Steve Chappuis

**BOOK FOR PRE-K THROUGH GRADE 1 TEACHERS:**

Assessing Young Children\*\*

Gayle Mindes

**A BINDER TO SERVE AS YOUR PORTFOLIO – the binder should have eight tabs**

\*\* If using this book for discussion at Learning Team meetings, there is still the responsibility of responding to 2 questions from Stiggins’ book; this will require reading pages 27-35 of his book which will be duplicated for you.

**BASIC EXPECTATIONS**

* Completion of all assignments/activities for each session,
* Punctuality and attendance at all sessions,
* Participation in all discussions and learning activities,
* Adherence to written and spoken conventions of English appropriate to an educator,
* Timely completion of all work reflecting organization and good usage of English, and
* Submission of a professional portfolio with all necessary components included in typed form.

**REQUIRED MEETINGS**

**One General Session**

* One large group session at St. Anthony of Padua on September 16, 2019 for an overview of requirements

**Six Meetings for Learning Team Discussions (October through March)**

* Each Learning Team is comprised of 3 - 8 Mentees (from 2 or more schools). The Mentees should be in similar grade levels (in other words, early childhood teachers should not be with middle/high school teachers). Each Learning Team meeting must have a Mentor in attendance.
* Discussions should take place in person; teleconferencing is an “emergency option.” (Learning Team sessions cannot be done via e-mail or online.) Each Learning Team meeting should be approximately 1.5 hours in length; the meeting should never exceed 2 hours.
* Discussions should first center on the assigned readings, activities, and questions; this should be followed by a sharing of best practices and/or seeking help/advice from colleagues. The best practices/seeking advice discussion should constitute approximately one-third of each meeting
* A mentor is in attendance to answer questions and to help facilitate meetings if things are not progressing smoothly; Mentors are NOT to lead or dominate the discussion.

**Please note:**

If an emergency or extenuating circumstance requires you to miss one Learning Team meeting, this needs to be noted on the sign-in sheet and the Mentee needs to contact the Mentoring Program Coordinator within one week of the missed meeting to receive the make-up work for the meeting. If more than one meeting is missed, both the Mentor and Mentoring Program Coordinator need to be immediately notified and a meeting will be scheduled involving the Mentee, Mentor, and Mentoring Program Coordinator. Most likely, the Mentee will not be allowed to continue with the current scheduled program.

**One portfolio check meeting before Christmas and one end-of-year meeting with Mentoring Program Coordinator**

* The Mentoring Program Coordinator will check each Mentee’s portfolio sometime after the first meeting and before the third meeting; these dates will be set in advance.
* Portfolios must be submitted by April 8, 2020 and an end-of-year wrap-up meeting must be held by June 5, 2020.

**A Minimum of a Monthly Meeting with Mentor**

**A Minimum of One Meeting with an Experienced Teacher to discuss your assessments (You may choose to get feedback from more than one experienced teacher; you may also choose to meet with an experienced teacher monthly to get valuable feedback that will help you throughout the year.)**

**THE SPECIFIC RESPONSIBILITIES/WORK OF YEAR 3 MENTEES**

* Read, analyze, and discuss with Learning Team members the following chapters in Stiggins’ or Mindes’ book.

The meetings will focus on:

1. Chapters 1 and 2 (you should complete just one “**Chapter Response Form”**
2. Chapter 3
3. Chapter 4
4. Chapters 5 and 6 (you should complete just one **“Chapter Response Form”**)
5. Stiggins: Chapters: Chapter 9 and 10 (you should complete just one **“Chapter Response Form”**)

Mindes: Chapter 7

1. Stiggins: Chapter 12

Mindes: Chapters 10 and 11 (you should complete just one **“Chapter Response Form”**)

* Share best practices and offer advice, help, and support to Learning Team members.
* Plan/lead/facilitate the discussion on at least one chapter – but for some, two or three chapters depending on the number of Mentees in your group. (See “**Facilitating a Learning Team”** form for details.)
* Keep an accurate **“Tally of Hours”** invested in the Mentoring process; at a minimum, update your log monthly.

* Complete the work/paperwork required for each Learning Team meeting; this includes but is not limited to the “**Chapter Response Form**,” “**Meeting Summary,**” and any assignment/activity given by the Learning Team facilitator (Bringing a copy of an assessment to a meeting cannot be the only assignment/activity for a meeting.)
* Keep assessments used throughout the year; your portfolio should contain at least 5 different types of assessments and each should be clearly marked as formative or summative.
* Have conversations with your Mentor and at least one experienced teacher about strategies of and types of assessments. Engage in discussions about which of your assessment strategies/types are most successful and which are least successful and why. Keep notes from these meetings.
* Respond to a series of reflection questions (**“Reflection on Learning”**)– offer detailed responses with artifacts/evidence.
* Complete required end-of-year documents – **“Tally of Hours,”** **“Portfolio Checklist,”** and **“Verification of Services Form.”**
* Submit a complete portfolio.

**THE ORGANIZATION OF THE PORTFOLIO**

The portfolio should be submitted in a binder which is set up in the following way:

* The “**Year 3 Requirement Sheet**” should be placed in the front of your portfolio.
* Following the requirement sheet, there should be eight tabs:
* 1-6 One tab for each Learning Team meeting with all related materials
* 7 Assessment Section which contains your assessments and all related notes from discussions
* 8 Reflections and end-of-the year documentation

Use the “Portfolio Checklist” as your guide throughout the year; it clearly lists what should be included in the portfolio and the order in which you should have the materials.

**FINAL PORTFOLIO REVIEW**

**On April 8 your portfolio is due**. It is your responsibility to get it to the Mentoring Program Coordinator by that date.

The Mentoring Program Coordinator will review the portfolios in the order in which mentees schedule end-of-year reviews. The review may be scheduled any time between May 1 and June 5. PLEASE review the “**Portfolio Checklist”** and ensure that you are submitting a complete product. Your end-of-year meeting may be quite short or very lengthy depending on the quality of your work. Final verification of Year 3 completion must be done by June 30. (This time frame allows ample time for a portfolio to be returned and re-submitted if, for any reason, the portfolio was not approved.)

The portfolio is yours and you should keep it for a minimum of one year after being issued your continuing license!

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