



**Diocese of Wilmington Professional Mentoring Program**  
(aligned with the Delaware Comprehensive Induction Program)

**Program Goals**

- Provide new educators in the diocese with professional and personal support as they develop the essential knowledge, skills, and experience that will result in a high-quality education for our students.
- Ensure that educators who are seeking licensure/certification in DE fulfill all state requirements for attaining a Continuing License.

**Who is required to complete the Professional Mentoring Program?**

- A four-year program will be required for:
  - All teachers (full- or part-time) who have either no teaching licensure/certification through the state of DE or who hold an Initial License in DE
  - All teachers (full- or part time) who do not hold a Professional Eligibility Certificate (PEC) in MD.
- A three-year program will be required for:
  - All teachers who hold a PEC in MD but have less than three full years of classroom teaching.
- Regardless of the years of experience a teacher may have, the state of DE requires new teachers in the state to participate in a minimum of one year of mentoring. This will typically be Year 4 of the Professional Mentoring Program.

**Program Overview**

**Year 1 Classroom Environment, Planning and Preparation, and Instruction**

Requirements:

- Participate in six one-and one-half hour after-school meetings as scheduled by the Catholic Schools Office.
- Have regular face-to-face discussions with school-assigned mentor
- Complete follow-up (Discussion Logs) after each of four observations completed by the mentor
- Observe two veteran educators and do follow-up (Reflection)
- Participate in two professional development workshops (Certificates)
- Complete an online ethics course; only for those seeking DE certification
- Submit a portfolio
- Meet with the Superintendent for a portfolio review and wrap-up meeting

## **Year 2 Classroom Environment, Planning and Preparation, and Instruction**

### Requirements:

- Participate in three one-and one-half hour after-school meetings as scheduled by the Catholic Schools Office.
- Have face-to-face discussions with school-assigned mentor
- Complete follow-up (Discussion Log) after each of four observations completed by the mentor and/or the Superintendent
- Observe two veteran educators and complete follow-up (Reflection)
- Participate in two professional development workshops (Certificates)
- Submit a portfolio
- Meet with the Superintendent for a portfolio review and wrap-up meeting

## **Year 3 Using Data to Make Instructional Decisions (Assessment of and for Learning)**

### Requirements:

- Participate in seven one- and one-half hour after-school meetings, six of which will be as part of a professional learning community comprised of other educators in a similar grade-level
- Engage in periodic check-ins with a school-appointed mentor
- Do required readings on assessment
- Lead a minimum of one learning team meeting
- Implement strategies discussed during learning team meetings and collect evidence to share
- Write a detailed reflection at the conclusion of the year
- Submit a portfolio
- Meet with Associate Superintendent for a portfolio review and wrap-up meeting

## **Year 4 Reflection and Professional Growth**

### Requirements:

- Participate in a meeting at the start of the year and engage in periodic check-ins with a school-appointed mentor
- Conduct a self-analysis of pedagogical and content-related skills
- Identify areas of strength and areas for growth
- Develop a one-year personalized professional growth plan to address one or two areas of growth
- Implement the growth plan
- Write a reflection after implementing the growth plan
- Submit a portfolio
- Meet with Associate Superintendent for a portfolio review and wrap-up meeting