

***Diocese of Wilmington
Catholic Schools Office
Mentoring Program – Year 2***

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Program Description

Year Two of the Comprehensive Induction Program focuses on refining the Mentee's skills related to classroom environment, lesson preparation and planning, and instruction. During Year Two, the Mentor should support the Mentee as s/he continues to hone the ability to establish an environment in which learning takes place, strengthen the ability to select and organize lesson content and student skills to be taught, and deliver content that engages students in the process of learning and involves them in decisions, when possible.

Year Two – 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

Procedures/Forms

Weekly Face-to-Face Meetings

Mentor and Mentee should meet **at least one time per week**. These meetings should be tracked by the mentee using the [Mentee Log](#) and by the mentor using the [Mentor Log](#). Both Mentor and Mentee should keep a copy of their logs to ensure accurate record keeping.

If you require topics to address in the weekly meetings, please refer to [Guiding Questions – Classroom Environment](#), [Guiding Questions – Planning and Preparation](#), or [Guiding Questions – Instruction](#). These documents provide potential questions for consideration by you and your Mentor. You are **not required** to answer the questions in written form.

Y2 Planning & Preparation; Instruction

Module 1 – Due Monday, September 18, virtual meeting

- **Mentoring Program**

Review the requirements of the Mentoring Program carefully, since some changes have occurred since last year.

Be on time (3:45 pm) for the meeting and be visible on the screen.

Module 2 – Due Monday, December 4, in-person meeting

- **Observation #1**

Your Mentor will observe **30 minutes** of your instruction. Discuss with your Mentor how/when you will be observed. The Mentor shall observe you and record notes of what he/she sees and hears during your instruction on [Observation Form One](#). The Mentor will also offer **additional information and/or comments** (commendations and recommendations) on the observation form, as required.

- **Post-Observation #1 Meeting**

During the meeting, your Mentor will review your current practice with you and, **together**, you will complete [Discussion Log One](#). 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.

Based upon Discussion Log One, select **one criterion** from [Component Rubrics for Teachers – Component 2](#) as an area of focus.

- **Observing Veteran Teacher**

You should plan to focus on refining your skills in the selected criterion for a period of two to four weeks. During that time, you will observe one veteran teacher at your school a minimum of two (2) times in practice. This can be done by visiting another classroom **other than your mentor teacher** that will provide you with examples of best practice from which you may seek strategies or clarifications related to your area of focus. After observing a veteran teacher in practice, complete the [New Teacher Observation Form – Classroom Environment](#).

- **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 Two](#) focusing **only** on the **one criterion** that you chose to work on.

Y2 Planning & Preparation; Instruction

- **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 Two](#).

- **Component 2 Rubrics**

You and your Mentor will also review the [Component Rubrics for Teachers – Component 2](#) and highlight your current level of performance on **each** of the criteria listed for *Classroom Environment*.

Module 3 – Due Monday, March 18, in-person meeting

- **Lesson Plan Review / Component 1 Rubrics**

Schedule a meeting with your Mentor to review a lesson plan. You do **not** need to create a new lesson plan specifically for this meeting as it is assumed that any of your lesson plans will clearly detail your learning targets, procedures, and assessments for a particular lesson. **Include your lesson plan in your portfolio.**

During this meeting, you will review your chosen lesson plan with your Mentor and he/she will complete [Discussion Log Three](#).

You and your Mentor will also review the [Component Rubrics for Teachers – Component 1](#) and highlight your current level of performance on **each** of the criteria listed for *Planning and Preparation*.

- **Observation #3**

Your Mentor will observe **30 minutes** of your instruction. Your Mentor will record what he/she sees and hears during this observation on [Observation Form Three](#). *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 and include the lesson plan in your portfolio.*

- **Post-Observation #3 Meeting**

During the meeting, your Mentor will discuss your performance with you.

Based upon Observation Form Three, select **one criterion** from [Component Rubrics for Teachers – Component 3](#) as an area of focus in which you would like to refine your practice.

Y2 Planning & Preparation; Instruction

- **Observing Veteran Teacher**

You should plan to focus on refining your skills in the selected criterion for a period of two to four weeks. During that time, you will observe one veteran teacher at your school a minimum of two (2) times in practice. This can be done by visiting another classroom **outside of your own school** that will provide you with examples of best practice from which you may seek strategies or clarifications related to your area of focus. After observing a veteran teacher in practice, complete the [New Teacher Observation Form – Planning & Preparation; Instruction](#).

- **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 Four](#) focusing only on the **one criterion** from Component Three that you chose to work on.

- **Post-Observation #4 Meeting**

Meet with your Mentor to discuss the last observation, review his/her notes regarding your practice on [Discussion Log Four](#), and any questions that you wish to share.

You and your Mentor will also review the [Component Rubrics for Teachers – Component 3](#) and highlight your current level of performance on **each** of the criteria listed for *Instruction*.

Module 4 – Due Monday, April 29, virtual meeting

- **Workshop Requirement**

At some point during Year Two, you will be attending a minimum of **two** (2) professional learning workshops. **Documentation** of having participated in these workshops should be kept by the Mentee and presented as evidence of having met this requirement.

- **Verification/Year Two Sign-Out**

At the end of Year Two, you are to complete a [Verification of Services Form – New Teacher](#). 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 – Mentor](#) and return it to you for inclusion in your portfolio or scan and forward it to the Superintendent.

Y2 Planning & Preparation; Instruction**Documentation of Year Two Completion**

You will be issued a Certificate of Completion signed by the Mentor and the Superintendent of Schools for Year Two which must be kept for a period of four years.

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

Mentee Log

The Mentee Log must total 30 or more hours for the year. Below are hours that count toward the requirement.

- General Sessions – 1.5 hours each
- Weekly Meetings with Mentor
- Discussion Log Meetings
- Observations of Veteran Teachers
- Professional Development Sessions

Before June 1, an individual Portfolio Review with the Superintendent or his designee will be held to discuss Year 2 of the Mentoring Program. The review should last 20-30 minutes.

Year 2 of the Mentoring Program is not completed and the teacher cannot participate in the Year 3 program until a Portfolio Review has been held.