**DIOCESE OF WILMINGTON**

***PROFESSIONAL MENTORING PROGRAM***

**YEAR 3 REQUIREMENT SHEET**

**September 18, 2023 – April 19, 2024**

**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 1- 12:**

Classroom Assessment for Student Learning

Rick Stiggins, Judith Arter, Jan Chappuis and Steve Chappuis

**BOOK FOR PRE-K and K 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 Professional Learning Community meetings, there is still the responsibility of responding to two 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 reading and written assignments/activities for each session.
* Punctuality and attendance at all sessions.
* Participation in all discussions and learning activities.
* Timely completion of all work reflecting organization
* Submission of a professional portfolio with all necessary components included in typed form.

**REQUIRED MEETINGS**

**One General Session**

* One session in September 2023 for an overview of requirements followed by an exchange (In-person, virtual, or email) with other PLC members/mentors to determine dates for the six PLC meetings.

**Six Meetings for Professional Learning Community (PLC) Discussions (October through March)**

* Each PLC is comprised of three to ten Mentees (from two or more schools). The Mentees should be grouped in grade levels that are as similar as possible (in other words, early childhood teachers should not be with high school teachers). Each PLC meeting must have a Mentor in attendance.
* A minimum of two of these PLC meetings must take place in person; the other four meetings may be in-person or virtual. Each PLC meeting should be approximately an hour and a half in length.
* Discussions should first center on the assigned readings, assignments/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 at least ten minutes 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 PLC 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 at the mid-point of the year and one end-of-year meeting with Mentoring Program Coordinator**

* The Mentoring Program Coordinator will review each Mentee’s portfolio and offer feedback midway during the year; the timing of this review will be established in October or November.
* Portfolios must be submitted by Friday, April 19, 2024, and an end-of-year wrap-up meeting must be held by June 7, 2024.

**A Minimum of a Monthly Meeting with Mentor** (Discuss upcoming meeting, review Tally of Hours, occasionally discuss the assessments you are using.)

**A Minimum of One Meeting with an Experienced Teacher - in addition to your Mentor - 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 PLC 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 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 PLC members.
* Plan/lead/facilitate the discussion for at least one meeting. Depending on the number of Mentees in your PLC, you may be a facilitator at two meetings. (See “**Facilitating a PLC Meeting”** 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 PLC meeting; this includes but is not limited to the “**Chapter Response Form**,” any assignment/activity given by the PLC facilitator, and “**Meeting Summary,**” (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/types of assessments. Engage in discussions about your assessment strategies/types and specifically about the strengths/growth areas within the five assessments in your portfolio. 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 PLC meeting with all related materials
* 7 Assessment Section which contains your assessments and all related notes from discussions with

 Mentor and an experienced teacher; strengths and opportunities for growth for each assessment

 Must be noted.

* 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 19 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 they are received. The end-of-year meeting with the Mentoring Program Coordinator may be scheduled for any time between May 13 and June 7. PLEASE review the “**Portfolio Checklist”** to help 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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