

MENTORING OVERVIEW

The diocesan professional mentoring program is a requirement for all teachers in Catholic schools in Delaware and Maryland who have less than three years in the teaching profession.

In Delaware, teachers seeking a license or holding an Initial License must complete all or part of the mentoring program to obtain a Continuing License, regardless of the number of years he/she has been teaching. Each teacher is evaluated based on his/her years of experience and credentials and placed in the appropriate year of the program.

Please note that any teacher new to teaching in Delaware (regardless of the number of years of teaching experience and/or licensure in another state) will be required to complete Year 3 of the mentoring program.

In Maryland, teachers work directly with the Maryland State Department of Education (MSDE) to obtain their teaching certificates.

The Catholic Schools Office (CSO) uses many of the materials from the Delaware Department of Education's Induction Program, and integrates Catholic Identity in its professional mentoring program.

The CSO coordinates its mentoring program with the assistance of a cadre of teachers who meet the following requirements to serve as mentors:

- A mentor must be a practicing Catholic
- A mentor must hold a Continuing License in Delaware or a Maryland Educator Certificate
- A mentor must participate in a required training at an annual meeting held in September
- A mentor must devote many hours of time to support and assist his/her mentee(s)
- A mentor may not be the supervisor of his/her mentee(s)

The Year 1 Mentoring Program

There are six group meetings scheduled for teachers in the first year mentoring program; these meetings are listed on the diocesan monthly master calendar which is posted on the CSO intranet. The presentations and discussions center on Charlotte Danielson's book, *Enhancing Professional Practice*. Emphasis is placed on Classroom Environment and Planning and Preparation. Catholic Identity is integrated throughout both areas of study. Mentees, who are engaged in ongoing discussions with and observed by mentors, choose one or two focus areas, apply new strategies and engage in discussions about successes and challenges. The goal is to attain growth in the focus areas.

Mentees are required to attend all scheduled meetings and at the conclusion of the year, a portfolio of the year's mentoring experience is submitted.

The Year 2 Mentoring Program

In year two, there are ten meetings; one is a large group session, seven are learning team discussions and two are one-on-one meetings with the program coordinator. The work focuses on Rick Stiggins' book, *Classroom Assessment* for teachers of Grades 4-12 and Gayle Mindes' book, *Assessing Young Children* for Pre-K through Grade 3 teachers. The Year 2 teachers are leading most of the discussions and ensuring on-going dialogue among the team members. They are reviewing, critiquing, and refining both personal and text assessments to assure that they are accurately measuring what is being taught. Second year mentees bring assessments and student work to their Learning Team meetings and analyze them as a group.

Mentees are required to attend all scheduled meetings and at the conclusion of the year, a portfolio of the year's mentoring experience is submitted.

The Year 3 Mentoring Program

In year three, there are typically three required meetings; one is a large group session and two are one-on-one meetings with the program coordinator. The third year program is mostly self-directed with the mentee occasionally meeting with his/her mentor and program coordinator. Third year teachers are reviewing their professional growth status related to content and pedagogy and receiving feedback from their mentor, setting professional goals, and doing research and/or professional development.

Mentees are required to attend all scheduled meetings and at the conclusion of the year, a portfolio of the year's mentoring experience is submitted.