Career Technology Center of Lackawanna County Mentor Program

1. Purpose – The Joint Operating Committee Board recognizes the need to provide support and training to teachers who are new to the profession as well as those that are new to the CTCLC. The Mentor Program is intended to provide ongoing support for these teachers to promote their success and retention.
2. Professional Development Committee – the Professional Development Committee was actively involved in the development of the mentor program and will have primary responsibility for the continuing review and revision of the program to ensure that it continues to meet the needs of and provide support to new instructors.
3. Mentor Program Goals:
   a. Build a strong mentor relationship between the beginning teacher and the veteran CTCLC instructors by providing opportunities for observation and interaction among the mentors/proteges. The professional development committee has identified the following broad areas of competencies for new teachers:
      i. Classroom Management
      ii. School Operations
      iii. Understanding Special Needs Students
      iv. Understanding CTCLC Student Population
      v. Understanding Career and Technical Education
      vi. Professional Conduct
   b. Build a strong understanding of the demographics and needs of the students served by the CTCLC, including special needs students.
   c. Build a knowledge base of resources, policies, procedures and support mechanisms.
   d. Understand CTCLC expectations as well as expectations of sending school districts and parents and students.
   e. Build an understanding of the Career and Technical Education system in Pennsylvania.
   f. Build an understanding of Professional Code of Conduct and Ethics for educators and the need for continuing professional development and personal growth in the teaching profession.

The Professional Development Committee has collaboratively identified these goals and competencies as the most significant contributors to the success of a new CTCLC Instructor. Feedback from new teachers as they proceed through the mentor program will be used to refine and enhance the program.

4.   Mentor Qualifications and Selection:
    a. Qualifications
        i.   Permanent PA Certification
        ii. Minimum 2 Years of Secondary Teaching Experience at CTCLC
        iii. 2 Consecutive Satisfactory Evaluations Using Teacher Effectiveness Instrument
        iv. 2 Peer Recommendations
        v. 1 Administrative Recommendation
        vi. Commitment to Serving 3-Year Term, one hour per week

        **   Current CTC faculty who do not strictly meet the above requirements who wish to be considered for mentor assignment are encouraged to apply. The Professional Development Committee, with Administrative approval, can make exceptions to the above qualification requirements.

    b. Mentor Application – teachers meeting the above requirements are encouraged to complete the application (Attachment #8). Included on the application are sections for the Peer and Administrative Recommendations, which shall consist of a signature only (no recommendation letters, etc.).
        Mentor applicants are also asked to rank their strongest areas to mentor new teachers based on the six competencies identified above. These self-rankings will be used to assist in the assignment of mentors.
    c. Mentor Selection – the professional development committee will make the final determination to approve an applicant as a mentor or not.
    d. Mentor Assignment – the Administration will make the final mentor/protege assignments based on the availability of mentors, self-ranking of competencies, needs of the proteges, etc.

5.   Mentor Responsibilities:
    a. Weekly Meetings – the mentor will be required to meet with the protege at least twice per week for at least one-half hour each time. During this time the protege will document the items discussed, progress and next steps with regard to the competency being developed. The documentation will be in the form of a log (Attachment #7).
    b. Mentor Session Observation – the mentor will be required to complete one planned AM session and one planned PM session observation of the protege. The mentor will provide the protege with substantive written feedback within one week after the observation. Observations are not evaluative in any way and are not to be used for any evaluative purposes by the Administration.

      c. Mentor Lecture Observation – the mentor will be required to complete two lesson/lecture observations of the protege. These should be planned and are expected to be brief (30-40 minute) observations. The mentor should provide feedback to the protege.

      d. Mentor Lab Observation – the mentor will be required to complete two lab observations of the protege. These should be planned and are expected to be brief (30-40 minute) observations. The mentor should provide feedback to the protege.

      e. Mentor Bell Ringer Observation – the mentor will be required to complete two "Bell Ringer" observations of the protege. These should be planned and are expected to be brief (5-10 minute) observations. The mentor should provide feedback to the protege.

      f. Completion Recommendation – the mentor shall recommend (in collaboration with the protege) the mentor for completion approval when the competency checklist has been completed to the satisfaction of the mentor. This completes the mentor's formal obligation to the protege for that competency.

6. Protege Responsibilities:

      a. Weekly Meetings – the mentor/protege will meet at least twice each week for at least one-half hour each time. The protege will maintain a log of the items discussed, progress, next steps, etc. using Attachment #7.

      b. Protege Session Observation – the protege will be required to complete one planned AM session and one planned PM session observation of the mentor. The protege will complete a substantive written reflection of the observation within one week after the observation.

      c. Protege Lecture Observation – the protege will be required to complete two lesson/lecture observations of the mentor. These should be planned and are expected to be brief (30-40 minute) observations. The protege should document a brief reflection in their log.

      d. Protege Lab Observation – the protege will be required to complete two lab observations of the mentor. These should be planned and are expected to be brief (30-40 minute) observations. The protege should document a brief reflection in their log.

      e. Protege Bell Ringer Observation – the protege will be required to complete two "Bell Ringer" observations of the mentor. These should be planned and are expected to be brief (5-10 minute) observations. The protege should document a brief reflection in their log.

      f. Protege Completion Approval – the protege will be responsible for obtaining mentor recommendation for completion and for obtaining administrative approval of completion of the competency checklist.

7. Compensation of Mentors and Proteges

      a. Mentors shall be compensated on an hourly basis for their weekly meetings with proteges. The Collective Bargaining Agreement shall determine the compensation rate.

      b. Proteges shall be compensated with a stipend upon completion of two competency checklists. Each time two checklists are completed, the protege shall be eligible for a stipend. The stipend amount will be determined by the CBA.

      c. Weekly meetings are expected to be completed outside of the normal work day as defined in the CBA (i.e. before or after the normal work hours).

8.   Program Timelines – the protege is expected to complete the program within two years of initial employment as a CTCLC Instructor. Depending on the instructor's identified need, two or more checklists may be identified as needing completion.

9.   Participation and Completion – All teachers that are new to CTCLC will be required to participate in the Mentor Program as a condition of continued employment. The Professional Development Committee, in collaboration with the instructor, will determine which competency checklists the new teacher needs to complete to exit the program. Instructors who are new to teaching must complete all six competencies.

Attachment 1
Checklist for Understanding Classroom Management

Topic	Date(s) Presented	Date Completed	Evidence Attached	Initials Mentor/ Protege
Student Discipline				
Lesson Planning				
Grading/Assessment				
Student Engagement				
Technology				
Daily Lesson Plan Template				
Attendance				
Safety				
AM Session Mentor Observation				
PM Session Mentor Observation				
Lecture/Lesson Mentor				

Attachment 1 Checklist for Understanding Classroom Management				
Observation				
Lecture/Lesson Mentor Observation				
Lab Mentor Observation				
Lab Mentor Observation				
Bell Ringer Mentor Observation				
Bell Ringer Mentor Observation				
AM Session Protege Observation				
PM Session Protege Observation				
Lecture/Lesson Protege Observation				
Lecture/Lesson Protege Observation				

Attachment 1 Checklist for Understanding Classroom Management				
Lab Protege Observation				
Lab Protege Observation				
Bell Ringer Protege Observation				
Bell Ringer Protege Observation				
Resources (Websites/Personnel)				

Mentor's Signature: _____ *Date* _____
Protege's Signature: _____ *Date* _____
Administrator's Signature: _____*Date* _____

Attachment 2 Checklist for Understanding CTC Operations				
Topic	**Date Presented**	**Date Completed**	**Evidence Attached**	**Initials Mentor/Protege**
School Calendar				
Student Schedules (Math, Arrival & Departure Times, Lunch)				
Completing Forms (Requisitions, Pre-Travel, Travel, Consumables, Help Desk Maintenance, Help Desk Technology, Discipline)				
Math Integration				
Literacy Integration				
SAP				
Progress Reports				
Website				

Attachment 2 Checklist for Understanding CTC Operations				
Guidance				
Nurse				
Math Program				
Sub Plans				
Learning Guides				
Task Lists and Competencies				
Resources (Websites/Personnel)				

Mentor's Signature: _____ **Date** _____

Protege's Signature: _____ **Date** _____

Administrator's Signature: _____ **Date** _____

Attachment 3
Checklist for Understanding Special Needs Students

Topic	Date Presented	Date Completed	Evidence Attached	Initials Mentor/Protege
Importance of Reviewing Each IEP				
Adapting Assessments				
Differentiating Tasks				
Differentiating Lectures				
Differentiating Classroom Assignments				
Differentiating Homework Assignments				
Differentiating Projects				
Differentiating Group Work				
Adhering to IEP Accommodations				
Understanding IEP and 504 Plans				

Attachment 3 Checklist for Understanding Special Needs Students				
Legal Obligations				
Effectively Using Para Educators				
Understanding Classifications of Disabilities (ES, ADD, ADHD, Autism, LS, OHI, ID)				
Implementing Various Teaching Strategies for Learning Support Students				
When and why to contact Pupil Services Coordinator				
When and why to contact Principal				

Mentor's Signature: _____ *Date* _____
Protege's Signature: _____ *Date* _____
Administrator's Signature: _____*Date* _____

Attachment 4 Checklist for Understanding CTC's Student Population				
Topic	**Date Presented**	**Date Completed**	**Evidence Attached**	**Initials Mentor/Protege**
Socio-Economic Status				
Academic Proficiency				
Bullying				
Suicide				
Urban vs. Rural Philosophy/Student Behaviors				
Learning Styles				
Cultural Diversity				
Resources(Websites/Personnel)				

Mentor's Signature: _____ *Date* _____

Protege's Signature: _____ *Date* _____

Administrator's Signature: _____*Date* _____

Attachment 5 Checklist for Understanding Career and Technical Education				
Topic	**Date Presented**	**Date Completed**	**Evidence Attached**	**Initials Mentor/Protege**
NOCTI (Pre-Test, Blueprints, Test, Proctors, Interpreting and Using Data)				
OAC (Meetings, Minutes, Members)				
NTHS				
Skills USA (Test Requirements, Dues, Dates, Attire)				
Student Council				
Industry Certifications				
Co-Operative Education				
Perkins				
Teacher Certification				

Attachment 5
Checklist for Understanding Career and Technical Education

Temple University				
Chapter 339 Requirements				
Industry Certifications for Program				
POS				
Resources (Websites/Personnel)				

Mentor's Signature: _____ *Date* _____
Protege's Signature: _____ *Date* _____
Administrator's Signature: _____*Date* _____

Attachment 6
Checklist for Understanding Professional Conduct

Topic	Date Presented	Date Completed	Evidence Attached	Initials Mentor/Protege
Social Media Profile and Postings				
Interactions with Students				
Interactions with Colleagues				
Interactions with Administrators				
Interactions with Parents				
Interactions with Educators from Sending Districts				
PA Professional Code of Conduct				
Professional Attire				

Attachment 6 Checklist for Understanding Professional Conduct				
Mandated Reporter				
Professional Development and Growth				
Resources (Websites/Personnel)				

Mentor's Signature: _____ *Date* _____

Protege's Signature: _____ *Date* _____

Administrator's Signature: _____*Date* _____

Attachment 7
Mentor Log

School Year: _____
Mentor's Name: _____
Protege's Name: _____
Big Idea: _____

Date and Time	Location	Mentor Comments	Protege Comments	Next Step	Date of Next Meeting

Attachment 7 Mentor Log					

Attachment 8
Application for Mentoring Program

Mentor Requirements:
- Permanent PA Certification
- Minimum 2 Years of Secondary Experience at CTCLC
- 2 Consecutive Satisfactory Evaluations Using Teacher Effectiveness Instrument
- 2 Peer Recommendations
- 1 Administrative Recommendation
- Commitment to Serving 3-Year Term, One (1) hour per week

Instructor's Name _____

Certification/Credential Name _____

Number of Years Employed @ CTCLC _____

Signatures of Peers Recommending You   _____

                                                                                                        _____

Signature of Administrator Recommending You _____

Term Commitment: _____

Please rank in order of your strengths 1 - Very Strong….. 6 - Weakest

Ranking	Topic
	Knowledge of Classroom Management
	Knowledge of CTC's Student Population
	Knowledge of Special Needs Students
	Knowledge of CTC Operations
	Knowledge of Career and Technical Education
	Knowledge of Professional Conduct