2015-2016

Career Education Mentoring Manual

Career Education
Office of College and Career Readiness
(573) 751-3500

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WELCOME TO THE MISSOURI CAREER EDUCATION MENTORING PROGRAM FOR NEW AND RETURNING TEACHERS

Congratulations on accepting the challenge of participating in the Career Education Mentoring Program for new and returning teachers. This opportunity will offer growth and learning to both the protégé and the mentor in a collaborative relationship. Mentoring is about teacher and student learning, as well as shared connections to the teaching profession. This manual offers a snapshot of the mentoring year and the resulting relationship. The focus is on the journey, not just the destination.

Through the mentoring program, the Missouri Department of Elementary and Secondary Education (DESE) Office of College and Career Readiness seek to support the protégé and the mentor in creating a professional learning team. The mentoring program offers an opportunity for some of Missouri's most talented and respected teachers to draw from their experiences and knowledge to enhance the professional skills of new and returning teachers.

THE IMPORTANCE OF MENTORING

Student success is achieved, in part, by good teaching. Mentoring, when built on collaborative relationships with good communication, trust, and respect, is powerful in supporting, developing, and retaining quality teachers in the profession. The magic of teaching can be contagious when shared through a mentoring partnership.

The mentoring manual contains support materials and suggestions for the mentoring year. The information in the manual is designed for mentors and protégés to guide the mentoring process together.

PARTICIPANTS IN THE MENTORING PROGRAM

The following role descriptions for the Career Education Mentoring Program should provide an understanding of the participants and their relationships.

Mentors are the experienced teachers selected to work with the new and returning teacher protégés throughout the school year. The mentor:
(See page 14 for specific deadlines)

- Communicates regularly with the protégé to provide support throughout the school year.
- Collaborates with the protégé to identify the needs and match experiences to meet those needs.
- Offers ideas and strategies on classroom management, including labs, discipline, working with parents, and other needs as indicated by the protégé.
- Encourages the protégé to attend professional meetings relevant to content area needs.
- Consults with the content advisors whenever help is needed with the mentoring experience.
- Completes mentor comment forms and a visit report, if applicable, and sends these to the content advisor and to the protégé.
- Completes program evaluation.

Protégés may be new to the profession of teaching, new to the program area, or returning after having been out of the classroom for a time. The protégé:
(See page 14 for specific deadlines)

- Works closely with the mentor identifying, selecting, and completing mentoring experiences. These mentoring experiences are designed to help the protégé meet challenges and needs arising in the classroom and when working with students and parents.
- Works with the mentor to better understand and meet the needs of state required reporting and expectations.
- Participates in required meetings with the mentor and other professionals.
- Communicates with the mentor to request advice, resources, and answers to questions.
- Sends documentation of activities to mentor in a timely fashion.
- Completes program evaluation.

Content Advisor(s) are individuals from the field who serve as liaisons between the DESE staff and the mentoring team in planning and implementing section specific training. The content advisors are familiar with what is expected in today's classrooms and offer guidance in working with students, parents, administrators, other teachers, and the DESE staff. Content advisor(s):

- Coordinate with the DESE staff in planning and conducting meetings for the mentoring program, including the opening meeting, mid-year meeting, and other mentoring meetings scheduled by the content area.
- Collect and review information prepared by mentors and protégés at initial and follow-up meetings, as well as mentoring experience reports and visit reports throughout the mentoring year.
- Serve as the primary contact and informational resource in the specific content area for mentors and protégés.
- Share with mentors (via e-mail, telephone, etc.) information, concerns, or questions arising during the year.
- Share pertinent information and resources with DESE staff and mentors.
- Gather information, advice, and recommendations from participants related to the mentoring program.
- Recommend future program changes.
- Notify DESE that mentors have completed their duties.

DESE Section Staff are individuals at the Department of Elementary & Secondary Education, Office of College and Career Readiness, involved in the leadership of the Career Education Mentoring Program. DESE staff:

- Identify new teachers and assist in related follow-up efforts with their administrators to ensure the new teachers have the opportunity to participate in the program.
- Identify suitable mentors for the new teachers in the program; and distribute mentor applications.
- Design and implement the general and content specific components of the mentoring meetings.
- Schedule and coordinate related meetings during the school year
- Prepares and disseminates the mentoring program manual.
- Provide ongoing input to the management of the program.
- Negotiate issues that arise throughout the year for both protégés and mentors.
- Provide expertise in the content area regarding expectations.
- Manages contractual documents (for mentors and content advisors) and disburses payments and reimbursements.
- Manages and analyzes the online evaluation instrument and provides results (by program area) to content advisors.

TIPS ON CLARIFYING THE MENTORING EXPERIENCE

The following list was designed to help clarify what can be accomplished through the mentoring program. Utilize this list in developing the Individual Mentoring Plan.

- Plan an in-person visit to the protégé's school or the mentor's school (optional)
- Discuss the expectations for the content area
- Share tips on working with other teachers
- Brainstorm ideas for helping develop lesson plans
- Provide sample lesson plans, if appropriate
- Share classroom management techniques
- Discuss career and technical students organizations (CTSO)
- Examine student work via face-to-face or virtual methods
- Share reports completed in state reporting
- Demonstrate record keeping
- Visit another teacher's classroom in the district, and discuss the observation afterward
- Ask questions to help prioritize issues and concerns
- Develop an action plan for professional growth
- Share resources, materials for a curriculum unit, professional readings, etc.
- Attend a workshop together
- Role model all aspects of professionalism
- Encourage reflection

HANDLING CONCERNS BEYOND THE CONTENT AREA: Some problems and issues may surface for the protégés that stem from their school or district. The protégés may be unsure how to handle feelings of being overwhelmed from a perceived lack of assistance, isolation from adults, and exhaustion on a regular basis. They may also be dealing with in-district communication problems, policy questions, appropriate and timely feedback in their building, and in-service/professional development that doesn't appear to meet their needs. Such problems and issues are more related to the home district. The mentors can show support by encouraging the protégés to seek out someone in the building or district to help with local questions and issues.

Protégés may have a mosaic of mentors for support in different venues. The role of the DESE content mentor is to support the work and encourage professional growth in the content area. There will be local needs that a local mentor may better address.

MENTORING PROGRAM COMPONENTS

The Missouri Career Education Mentoring Program provides support and guidance for new teachers by encouraging activities the protégé needs to accomplish with assistance from the mentor. At the introductory meeting, mentors and protégés complete the Decision Points Checklist and Individual Mentoring Plan as a start to the mentoring year. These will guide the team's mentoring experiences throughout the year.

The experiences are planned around the DESE Career Education content area program standards or other program standards from related professional organizations. A sample listing of suggestions is provided, but the protégé and mentor may propose other activities that are pertinent to the protégé's teaching responsibilities. If the protégé and mentor select experiences not included on the suggested list, a written description of the experience must be submitted to and approved by the appropriate content advisor. The content advisors and DESE staff will be available to help teams design the Individual Mentoring Plan.

DECISION POINTS CHECKLIST: This checklist will help establish structure for the mentoring team. It will be completed as part of the first meeting for the mentoring year. It can be used to establish communication preferences, identify possible areas of interest to the protégé, and identify reporting and record keeping practices.

ESTABLISHING THE INDIVIDUAL MENTORING PLAN: Completing the Individual Mentoring Plan will identify experiences to address and give a timeline for completing these experiences. This plan can be revised at any time during the year. The goal is to plan experiences that support work the protégé needs to accomplish during the teaching year. The Focal Points Checklist lists areas of concern indicated by previous new teachers. Reviewing this list together with the mentor, the protégé may identify specific areas of concern that the mentor can help with. This list and the sample of experiences will provide a good starting point to decide focal points for the protégé in the coming year.

MENTORING EXPERIENCES FOR EACH SEMESTER: Based on the challenges presented to new teachers, there are a multitude of growth opportunities confronting the protégé. During this mentoring program, the protégé will select two of these opportunities each semester and use them for their mentoring experiences. As these experiences are determined, the protégé will send them to the mentor for review. As the work is in progress, the mentor can work with the protégé to complete the experiences. After the final work is sent to the mentor, a mentor review form will be completed and forwarded to a designated content advisor. This form indicates the mentor and protégé have been working together and completed that specific experience from the Individual Mentoring Plan.

A total of four experiences should be completed over the school year. The timeline is determined by the mentoring team with input from the content advisors. The team is allowed flexibility in selecting the appropriate experiences and setting the timelines.

ON-SITE VISIT (optional): An on-site visit provides opportunity to gather more information, observe how things are organized, and review resources. This is another opportunity for the mentor and protégé to dialogue, share resources, and check their progress in working together. Consider making the visit on a scheduled professional development release day unless the visit is to observe student/teacher interactions. The visit is to support the needs of the protégé and not for evaluating the protégé.

The purpose of the visit needs to be determined prior to making the visit. The visit can be made to either team member's school. When making an on-site visit, the visiting party should follow all procedures for the school being visited, including: checking in at the office, knowing where the host team member will meet the visiting team member, making introductions to the hosting administrator. It is important that you take the time to plan this visit and follow the time together with a reflection of what was gained.

The visit may address many things, but the primary purpose is to support the needs of the protégé. Here are some suggestions for the visit:

- Identify any concerns to be addressed prior to the visit.
- Begin the visit on a positive note.
- Tour the facilities.
- Examine curriculum and/or resources.
- Discuss student organization, class management, state reporting and timelines, MSIP, laboratory management, etc.
- Talk about balancing career and personal issues.
- Be sure concerns and needs have been addressed.
- Allow time to reflect together at the end of the visit.
- Check with your content advisor(s) about any questions.

After a visit is completed, the mentor will complete and submit the Mentor/Protégé Visit Report to the appropriate content advisor(s) to inform them that the visit has taken place. The mentor will send a copy of the form to the protégé and retain one copy for their records.

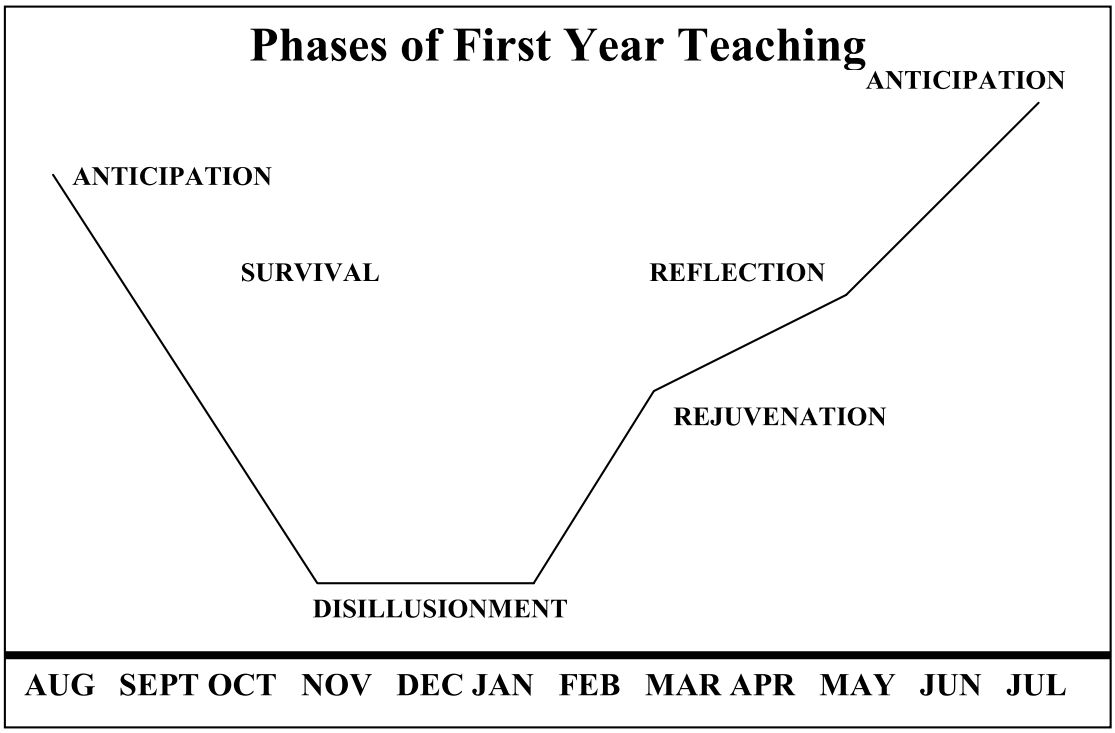
EVALUATING THE MENTORING PROGRAM: Evaluation will review the program, the relationship, benefits and learning, program materials, as well as program strengths and weaknesses.

THE IMPORTANCE OF MENTORING

Confidence and enthusiasm are gifts resulting from a quality mentoring relationship, both for the protégé and for the mentor. These gifts can be greatly enhanced though understanding, planning, and reflective practices. As with classroom instruction and all endeavors, the magic of the mentoring relationship takes shape through disciplined planning, understanding, and the willingness to learn and teach at unexpected moments. The information and processes in this manual should guide you to a fruitful mentoring relationship. Start with enthusiasm and build confidence through the mentoring year.

PHASES OF FIRST YEAR TEACHING

The school year has ups and downs! In looking at the Phases of First Year Teaching, you can better understand what may be happening at various times throughout the school year. It may offer some insight as to why new teachers may be feeling the way they are. The following chart shows the phases as they occur during the year followed by a description of each phase. It is interesting to talk about these phases and how they change for a more experienced teacher (Lipton & Wellman, 2003).



Source: Lipton & Wellman (2003)

Anticipation: New teacher begins to anticipate the happenings of the first year of work. When entering the classroom, the teacher holds a commitment to make a difference. This is a very large goal, and teachers often are vague and rather idealistic about how they will accomplish this goal.

Survival: Around the middle of September and October, realities are setting in. New teachers are faced with many different problems for the first time and have no past experience to help solve them. Most teachers feel they are running to stay up with things and don't have time to reflect on their work and continue to prepare.

Disillusionment: This happens around the middle of October and runs into January. This is the "hit-the-wall" time after working nonstop since the beginning of school. This stage will vary in intensity and length. Novice teachers begin to second-guess their abilities, commitment, and worth in the teaching field. Teachers may get sick during this time because of fatigue. Many events are occurring during this time such as back-to-school night, their evaluation with their administrator, and meeting parents through conferences, etc. This phase is usually the toughest challenge to overcome.

The mentor can share materials and offer tips for managing this phase. Support the protégé in examining what has been accomplished and what can be given up as unnecessary or ineffective routines. Acknowledge the protégé's feelings of inadequacy and do not diminish them by suggesting that these feelings will just go away.

Rejuvenation: A winter break will mark a transition in the pace of the school year. Being with family and friends over the break helps the teacher become grounded again. Many times, there will be a clearer understanding of the realities of the classroom and new teachers will begin to sense their accomplishments thus far. This phase will last into spring. There will be a sense of urgency as the year is coming to the end, that things must be accomplished.

Reflection: The last weeks of the first year are good for reflecting and taking stock in their work. Mentors are essential in helping new teachers remember how far they have come and what they have learned, what they would modify and what would be set aside.

REFLECTIVE PRACTICE: Establishing reflective practice is important to all teachers because teaching is conducted in the isolation of the classroom. Taking 15-20 minutes per week to write your thoughts about teaching can bring teaching practice into focus. Reflective dialogue with a partner is one way of looking at the practice of teaching. Another way is through journal writing of happenings along with your reaction to what happened. Notes about your teaching experiences do not have to be formal writings.

One reflective process is P+M-I* developed by Edward DeBono to provide a simple framework for reflection and self-assessment. It is as simple as having three columns to record your thoughts in: P+ would be the positives, M- would be the negatives and I* are the interesting or intriguing ideas that are neither plus nor minus. This process can be utilized by both the mentor and the protégé to reflect on something related to mentoring, teaching practice or even parent conferences (Lipton & Wellman, 2003).

As the mentoring team discusses reflection notes, you will begin to see recurring practices and thoughts about teaching. These writings can provide a better understanding of your teaching practices (Udelhofen & Larson, 2003).

REFERENCES & RESOURCES

Daresh. J. C. (2003). *Teachers mentoring teachers.* Thousand Oaks, CA: Corwin Press, Inc.

Jonson, D. F. (2002). *Being an effective mentor.* Thousand Oaks, CA: Corwin Press, Inc.

Lipton, L., & Wellman, B. (2003). *Mentoring matters: A practical guide to learning focused relationships.* Sherman CT: MiraVia, LLC.

Portner, H. (2002). *Being mentored: A guide for protégés.* Thousand Oaks, CA: Corwin Press, Inc.

Udelhofen, S., & Larson, K. (2003). *The mentoring year.* Thousand Oaks, CA: Corwin Press, Inc.

STRUCTURED EXPERIENCES OVERVIEW

Experiences are planned by the mentor-protégé team to support the protégé in undertaking the professional responsibilities of teaching in the building, district, and state. These experiences utilize content area program standards, protégé's classroom situation, strengths, identified needs, and prior experience.

INTENT OF THE MENTORING EXPERIENCE:

- Focus on support for new and returning teachers based on their needs;
- Focus on program standards for student achievement within the protégé's specific program area;
- Offer a variety of effective professional development activities for teaching and learning practices;
- Create a plan of action that provides a recordkeeping and accountability system to support the protégé's school district's overall professional development goals.

PLANNING CALENDAR FOR THE MENTORING YEAR: To assist in keeping track of work to be completed during the mentoring year, a general calendar is provided. The intent of this calendar is to be a quick reference for target dates. These dates may vary within your section but all work needs to be completed and submitted to content advisors by May 1.

FOCAL POINTS CHECKLIST: This checklist is to be completed by the protégé during the initial meeting of the mentoring team. The checklist should be used to guide the team in identifying which of the 'possible areas of collaboration' are most important to the protégé.

DECISION POINTS CHECKLIST: This checklist will help establish structure for the mentoring team. It will be completed as part of the first meeting for the mentoring year. The checklist helps clarify communication norms and identify possible areas of interest to the protégé.

INDIVIDUAL MENTORING PLAN: Activities, strategies, and targeted completion dates will be identified and agreed upon by the mentoring team. Activities will focus around the mentoring experiences selected by the team. The sample list allows for flexibility in meeting the needs of the protégé.

Two experiences are to be selected for first semester and two for second semester. Please note the team has considerable flexibility in designing the experiences for the year. The content advisors and DESE staff will provide guidance, background information, and suggestions during the planning process at the first meeting of the mentoring year. If the team wishes to submit experiences not on the suggested list, a written description of the proposed experience should be submitted for approval to the appropriate content advisor.

The Individual Mentoring Plan ensures agreement on purpose and action by the team. The plan may be revised and adjusted at any time to keep it current and to reflect the

protégé's professional growth needs. Any changes need to be shared with the content advisor(s) to whom you send the reports of your experiences.

MENTORING EXPERIENCES and MENTOR COMMENT FORM: Experiences for the year may be selected from the list of sample experiences or designed by the mentoring team (mentor and protégé). As each experience is completed by the protégé with the guidance of the mentor, the final project is forwarded to the mentor for final comment. At this point, the mentor completes a mentor comment form to be submitted to the content advisor(s). This report made by the mentor keeps the content advisor(s) in the loop as to the experiences of the team. The content advisor(s) may request additional information about the experience.

ON-SITE VISIT and REPORT: The on-site visit is planned to support the needs of the protégé. The visit may be made to the protégé's school or the mentor's school, as determined by the mentoring team. Determine the primary goals of the visit and make the request of the administrators to participate in this visit either as the visitor or the host. The on-site visit section in the manual can provide guidance in planning the visit. A report is to be completed by the mentor after the visit is made. Please use the Visit Report Form as a guide in completing this experience. Upon completion of the visit, the original Visit Report form will be sent to the content advisor. A copy will be sent to the protégé and one copy retained for the mentor's records.

MENTORING PROGRAM EVALUATION: In the spring an online evaluation link will be sent to all participants for a formal evaluation of the mentoring program. The evaluation will be completed and submitted online.

FORMS AND MENTORING MANUAL: The manual contains master copies of the report forms. All mentoring materials may be accessed online at http://dese.mo.gov/college-career-readiness/career-education/forms-applications and may be submitted electronically to the mentoring partner, content advisors, and DESE representative as directed in your section meetings.

SUGGESTED TIMELINE

September	Mentor & Protégé Kickoff, Jefferson City, MO
Mentoring Kickoff	Individual Mentoring Plan due to your assigned Content Advisor(s)
_____	Mentor/Protégé Visit (optional)
_____	Target date for completion of Experience 1 by the Protégé
_____	Target date for completion of Experience 2 by the Protégé
December 15	Protégé deadline: Send Experiences 1 & 2 to Mentor
December 30	Mentor deadline: Send Mentor Comment Forms on for Experiences 1 & 2 to Content Advisor(s)
_____	Target date for completion of Experience 3 by the Protégé
_____	Target date for completion of Experience 4 by the Protégé
April 1	Online Program Evaluation link emailed to individuals
April 10	Online Program Evaluation due
April 10	Protégé deadline: Send Experiences 3 & 4 to Mentor
April 20	Mentor deadline: Send Mentor Comment Form on Experiences 3 & 4 to Content Advisor(s)
April 27	Content Advisor list of program completers due to DESE staff contact
April 30	Mentor and Content Advisor invoices due to DESE for final payment
May 1	DESE staff will send a list of completers to DESE finance for protégé payments to schools in June payment.

FOCAL POINTS CHECKLIST

Review the statements below with your mentor. Mark the box indicating your level of concern about or interest in the topic at this time. ***Ratings: 1-low level of concern or interest 2-moderate level of concern or interest 3- high level of concern or interest***

New Teacher Needs	1	2	3
Classroom Management			
Anticipating and preventing disruptions in the classroom			
Setting up and organizing classroom, lab and/or shop area			
Strategies to use when disruptions occur			
Student Motivation			
Motivating difficult students			
Working with special needs students			
Socio-cultural Awareness of Sensitivity			
Working with students from diverse cultures and ethnicity			
Working with students who are at-risk, abused, come from complicated home lives, are pregnant or transient			
Classroom Instruction			
Adapting my knowledge and expertise to effective lessons for students			
CTSO's-starting a chapter and advising students			
Developing curriculum/lessons that align to national and state standards			
Using a variety of teaching strategies for a variety of student learners			
Writing a syllabus and lesson plan			
Technology in the Classroom			
Keeping up with changes in technology			
Ways to get the latest technology for instruction in my classroom			
Time Management			
Balancing personal and professional obligations			
Organizing my time and work on a daily basis			
Timing of lessons and activities			
Using class time efficiently			
Accountability			
Administering technical skills assessments and end of course assessments			
Assessing and reporting student learning			
Matching classroom learning objectives to assessments with standards and benchmarks			
Understanding my legal rights and responsibilities as a teacher			
Using a variety of assessment strategies in grading			
Workload			
Balancing my personal and professional responsibilities			
Meeting deadlines of district and/or building paperwork			
Organizing and managing my classroom, lab and/or shop			
Preparing lessons/activities for multiple courses			
Supervising extracurricular activities			
Working with a difficult or overloaded class			
Solitary Work Environment			
Feeling of loneliness and isolation/lack of adult interaction			
Finding appropriate professional learning opportunities			
Participating in professional organizations			
Relationships with Parents and Colleagues			
Developing collaborative relationships with my mentor(s) and colleagues			
Preparing for parent conferences and Back to School Night			
Promoting my program and career opportunities for students			
Working effectively with administration and colleagues			

DECISION POINTS CHECKLIST

Use the Focal Points Checklist to determine which of the 'possible areas of collaboration' are most important to the protégé at this time. Check the "YES" column if the item was discussed. This information should guide the team in deciding which structured experiences the protégé will work on during the first year. Use the Notes/Actions section to assist you in completing the Individual Mentoring Plan.

DECISION POINTS	YES	NOTES/ACTIONS
Communication Plans		
Best time to be reached		
Frequency of communication		
Preferred method: phone, email, fax, text, other		
Reflection practices planned		
Visit is planned, when & where		
Possible Areas of Collaboration		
Accountability		
Classroom instruction/learning activities		
Classroom management		
Managing workload		
Program area resources		
Relationships with colleagues and stakeholders		
Socio-cultural awareness		
Solitary work environment		
Student motivation		
Technology		
Time management		
Additional Areas		
Certification requirements		
Cooperative strategies, if relevant		
Professional organizations		
Record keeping		
State reporting		
Student organizations		

2015-2016 INDIVIDUAL MENTORING PLAN (IMP)

Teaching Content Area: _____(see application)

The mentor, protégé and the content advisor need a copy of this form. An electronic copy is acceptable.
All information pertaining to the Mentoring Program can be found at
http://dese.mo.gov/college-career-readiness/career-education/forms-applications (BOOKMARK NOW)

Protégé Contact Information
Mentor Name:
School:
Email:
When do you check the above email?
☐ Only during the school day ☐ 24/7 (days, nights, weekends, holidays)
School Phone:
Cell Phone: **Do you accept texts?** ☐ **Yes** ☐ **No**

Mentor Contact Information
Mentor Name:
School:
Email:
When do you check the above email?
☐ Only during the school day ☐ 24/7 (days, nights, weekends, holidays)
School Phone:
Cell Phone: **Do you accept texts?** ☐ **Yes** ☐ **No**

Content Advisor Contact Information			
Name:			
Cell Phone:			
Email:			
Mailing Address:			
City/State/Zip:			

Content Advisor: Initial here to APPROVE the	Content Advisor: Initial here after you RECEIVE the IMP

DESE Staff Contact Information
Name:
Work Phone:
Email:

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Protégé Name:_____ **Mentor Name:** _____ **2015-2016 IMP**

Experience # (1-18)	Experience # (1-18)	Experience # (1-18)	Experience # (1-18)
Experience Planned	**Experience Planned**	**Experience Planned**	**Experience Planned**
Target Date	**Target Date**	**Target Date**	**Target Date**
Date Achieved	**Date Achieved**	**Date Achieved**	**Date Achieved**
Notes and Comments	**Notes and Comments**	**Notes and Comments**	**Notes and Comments**

- You MUST first seek approval from the content advisor, Content Advisor Name, before seeking a different experience than what is on this form. You can email the Content Advisor at _____ and inform your Content Advisor of your desired switch.
  Content Advisor Email

- We strongly encourage you communicate with your mentor and/or protégé once a week via text message, email, phone call, or other electronic methods.

- **BEFORE YOU LEAVE:** 1) After completing this IMP, the content advisor, Content Advisor Name, must initial the IMP to verify that it is approved. 2) Once it is approved email her the IMP. 3) Once the IMP is received, the Content Advisor will initial again and you are free to go. (*if applicable--some may handwrite)*

EXPERIENCE SUGGESTIONS

Experiences from year one and year two were similar. I highlighted those experiences. We'll need to combine, change, delete as you see fit.

1. Following the district's format, create a syllabus for a course, including the following:
    a. rationale which relates the course goals to the district's mission and philosophy
    b. general description of the content of the course
    c. general goals for graduates in the program area
    d. other information students need to know about the course

2. With the help of your CTSO officers and committee chairs (if possible), create a program of activities/calendar for the organization, including activities designed to develop leadership skills, community/school service, occupational competence, and professionalism. Ideally, the program of work is aligned with curriculum goals and objectives and will be approved and implemented by all chapter members.

    Review your content area's program resource book/handbook and prepare a personalized planning calendar of school and professional happenings and deadlines.

3. Prepare a professional development plan for the upcoming school year; your plan should align with your individual performance-based teacher and evaluation. Suggestions for areas of focus include: Classroom Management, High-Stakes Accountability, Time Management, Sensitivity Awareness, Classroom Instruction, Student Motivation, Technology in the Classroom, and Relationships with Parents/Colleagues.

4. Establish an advisory committee comprised of representatives from aspects of current and emerging local and state-level industry, appropriate local district representatives, and possibly postsecondary representatives. Schedule the date of the first advisory committee meeting and prepare the meeting agenda.

    Revise, as needed, a year-long plan for an advisory council. Include information pertaining to procedures for establishing the council, selection of members, terms of service, meeting guidelines, suggested plan of activities (council work), and recognition of council members.

5. Complete the *Common Criteria and Quality Indicators for Career Education Programs, Evaluation and Program Improvement Tool* for your content area program.

6. Develop a system to track mastery of competencies. Check with your school administrators or co-workers to see how this is managed in your building or district.

7. Incorporate critical thinking/practical problem solving into a lesson.

8. Work with students to prepare a classroom project to enter in a CTSO event and submit the completed project to mentor.

9. Develop curriculum for student portfolios with appropriate assessments.

10. Develop an oral presentation (outline or PowerPoint slides) to use in presenting your program to prospective students.

    Develop a comprehensive plan for recruiting new students into your program and retaining current students. Include an analysis showing trends in enrollment for the courses in your program and plan to track changes in enrollment based on implementation of your plan.

11. Select a unit and identify (a) measurable competencies aligned with assessment methods, (b) activities to support learning, and (c) related resources.

12. Prepare a comprehensive plan for promoting your program to the community. Include any community events that will be used to highlight the benefits students receive by participating in your program, plans to use the media to provide information, and other strategies or resources to help with promotion.

    Develop a brochure or flyer to use in promoting your program.

13. Write a grant for 1) enhancing student learning in your program and/or 2) for enhancing technology in your program.

14. Develop or update a written articulation agreement or make dual credit arrangements with a postsecondary institution and implement it.

15. Develop a plan to identify and utilize community resources for program enhancement.

16. Develop a cooperative training agreement that meets the quality standards described in Department policies for credit and supervised employment.

17. Develop curriculum, containing all the required MSIP components, for one of your courses.

18. If you wish to complete experiences not on this suggested list, please complete a written description of your proposed alternate experience to the appropriate content advisor for approval.

Structured Experience
Mentor Comment Form

Upon completion of each of the four Structured Experiences, the protégé will submit paperwork supporting his/her work to the mentor. Mentor and protégé will discuss the experience. After review of the paperwork submitted and discussing the experience with the protégé, Mentor will complete the Structured Experience Mentor Comment Form, make two copies, submit the original to the Content Advisor assigned to the team, send one copy to the protégé, and retain one copy for their records.

Date: Program Area:	Mentor: Protégé:
Mentoring Experience Identified by the Protégé/Mentor Team:	
Comments on thoroughness, practicality, and usefulness:	

_____

Mentors Signature

Be sure that the administrator of the school to be visited is aware that visitors are in the building and that the administrator signs this form.

Mentor/Protégé Visit Report (optional)

A first semester visit is highly recommended.

Mentor can visit protégé's school, protégé may visit mentor's school, or mentor and protégé can visit a neutral school site. A few days prior to the scheduled visit the team should discuss their goals and topics for discussion during the visit.

The mentor will complete and submit this form to the assigned Content Advisor, give one copy to the protégé, and retain one copy.

PROGRAM AREA:

Mentor: **Protégé:**

Date of Visit:

Location of Visit: ☐ **Protégé school** ☐ **Mentor school**

Topics discussed during visit:

Suggested strategies discussed:

Mentor Signature **Protégé Signature**