



Special Education Teacher Induction & Mentorship Program

Phase 2 Mentor & Administrator Handbook

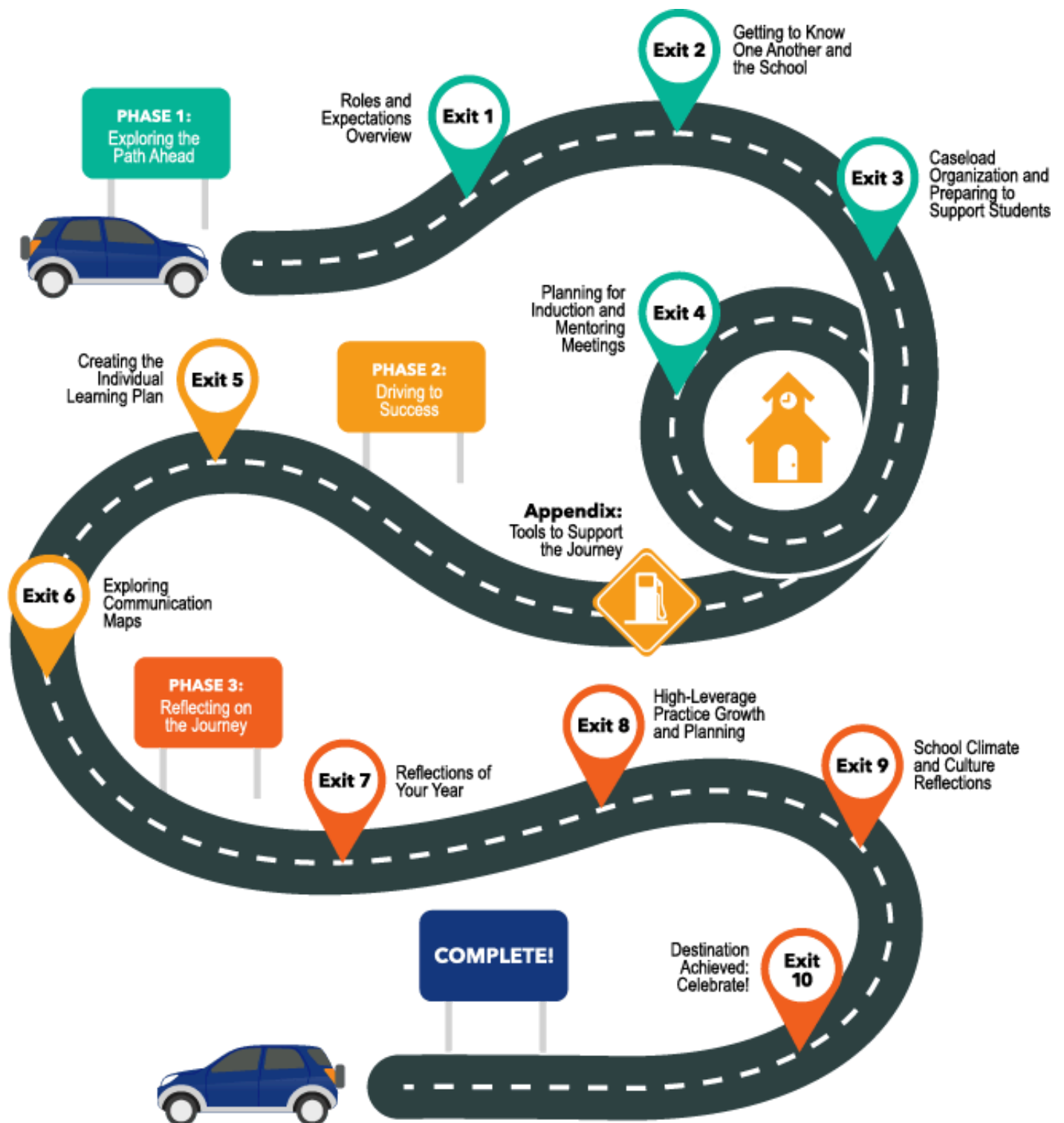


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Special Education Teacher Induction and Mentorship Program



Induction and Mentorship Program Timeline

Please note: These dates are subject to change. If your school does not follow an August to May schedule, you may need to adjust the following dates.

Introduction

Time commitment: Approximately 15 minutes to watch the introduction video.

- Video Introduction to the Induction and Mentorship Program

Phase 1: Exploring the Path Ahead

Time commitment: Approximately 6-7 hours of mentor/mentee time and 2 hours of administrator time.

Exits	Completion Dates
Exit 1: Roles and Expectations Overview	By the date IEP services begin
Exit 2: Getting to Know One Another and the School	By the date IEP services begin
Exit 3: Caseload Organization and Preparing to Support Students	By the date IEP services begin
Exit 4: Planning for Induction and Mentoring Meetings	By Sept. 1

Phase 2: Driving to Success

Time commitment: Approximately 2-3 hours of mentor/mentee time for planning and 4 hours in monthly meetings. Administrator time includes approximately 1 hour per month during meetings (last of the month) and additional time checking in with mentees, as needed.

Exits	Completion Dates
Exit 5: Creating the Individual Learning Plan	Sept. 1-7
Exit 6: Exploring Communication Maps	Sept. 7- April 30

Phase 3: Reflecting on the Journey

Time commitment: Approximately 4 hours of mentor/mentee time and 2 hours of administrator time.

Exits	Completion Dates
Exit 7: Reflections of Your Year	May 1-7
Exit 8: High-Leverage Practices Growth and Planning	May 1-7
Exit 9: School Climate and Culture Reflections (Administrator only)	May 7-14
Exit 10: Destination Achieved: Celebrate!	By the last day of the contract year

PHASE 2



Driving to Success

Welcome to Phase 2 of Get SET Nebraska's Special Education Teacher Induction and Mentorship Program: Driving to Success. It is helpful to think of this process as a road trip with Get SET Nebraska as your GPS to guide you along the way. There are important exits you will need to take in your mentoring and induction journey. Each exit includes various activities that provide opportunities for your team to work together, connect and learn. You will use this handbook to complete activities as a team. You will want to keep it handy as you watch the exit videos. It is a good idea to print a hard copy or save it digitally before you start the program.

Exits along the way:



Exit 5: Creating the Individual Learning Plan

- 5a: Exploring High-Leverage Practices in Special Education
- 5b: Identification of Mentee Planning Needs
- 5c: Creation of the Individual Learning Plan



Exit 6: Exploring Communication Maps

- 6a: Introduction to the Induction Process
- 6b: The Role of Observation in Mentoring
- 6c: The Meeting Process

Reflection:



Fidelity Checklist

Get SET Connect Activities



EXIT 5

Creating the Individual Learning Plan



Start:

Upon agreement to participate.



Connect:

In Exit 5 you will complete the following activities:

- Watch the Exit 5 video presentation
- Pause and complete the following Exit 5 activities:
 - 5a: Exploring the High-Leverage Practices in Special Education
 - 5b: Identification of Mentee Planning Needs
 - 5c: Creation of the Individual Learning Plan



Complete:

Within two days of the start date.

Activity 5a: Exploring the High-Leverage Practices in Special Education

Activity overview:

Your team will learn about the CEEDAR Center's High-Leverage Practices in Special Education, or HLPs, and discuss how these practices impact the mentee's caseload. There are 22 HLPs organized within four areas of practice (also referred to as domains): Collaboration, Assessment, Social/Emotional/Behavioral Learning and Instruction. You will explore CEEDAR Center documents to gain an understanding of the practices.

Recommended Participants:

- Mentor
- Mentee
- Administrator (direct or indirect)

Guiding steps for mentors:

1. Review the CEEDAR Center's materials for High-Leverage Practices in Special Education.
2. Discuss the mentee's needs related to the High-Leverage Practices in Special Education.

Step 1

Learn more about the High-Leverage Practices in Special Education using the resources provided.

1. Download, print and save the following materials outlining the CEEDAR Center's High-Leverage Practices in Special Education. Consider placing these materials in the mentee's binder.

**Collaboration:**

<https://getsetnebraska.org/wp-content/uploads/2024/02/Collaborationfinal.pdf>

**Assessment:**

<https://getsetnebraska.org/wp-content/uploads/2024/02/Assessmentfinal.pdf>

**Social/Emotional/Behavioral Learning:**

<https://getsetnebraska.org/wp-content/uploads/2024/02/SEBfinal.pdf>

**Instruction:**

<https://getsetnebraska.org/wp-content/uploads/2024/02/Instructionfinal.pdf>

2. Watch the CEEDAR Center's "Welcome to Our New Series on High-Leverage Practices" video with your mentee.

**Access the video:**

<https://highleveragepractices.org/welcome-our-new-series-high-leverage-practices>

**Read the transcript:**

<https://highleveragepractices.org/sites/default/files/2020-10/Intro-Video-Script.pdf>

3. Discuss what you learned. Note discussion points in the space below:

Step 2

Using the “High-Leverage Practices in Special Education” document below, discuss how the HLPs support students.

Discuss High-Leverage Practices that may concern the mentee. Your goal is to identify areas that may cause stress for the mentee as they progress through the year. We have provided questions to guide the discussion, but please feel free to modify them to fit your needs.

Conversation Starters:

- Which HLP(s) do you feel comfortable with?
 - What experience have you had in this HLP area?
 - Can you share a little about your strength in this area?
- Which HLP(s) could you see as a growth area?
 - How do you feel about your ability to collaborate with:
 - Teachers and other professionals
 - Related service providers
 - Families
 - Agencies
 - How do you feel about your ability to administer or interpret:
 - Cognitive assessments given by psychologists
 - Formal measures like the WIAT-V, WJ-IV, etc.
 - Informal assessments and progress-monitoring tools
 - Transition-related assessments (if transition level)
 - GOLD (if early childhood)
 - Functional Behavioral Assessments and/or Behavioral Intervention Plans
 - How do you feel about your ability to support social/emotional/behavioral needs?
 - Students and families
 - Functional Behavioral Assessments and Behavioral Intervention plans
 - Social skill instruction
 - How do you feel about your ability to provide instruction to students?
 - Evidenced-based instructional practices for youth verified with disabilities
 - Goal writing: Setting short-term and long-term goals
 - Assistive technology use
 - Specialized instruction related to:
 - Math
 - Reading
 - Writing
 - Behavior
- Which of the 22 HLPs stood out to you? Why?
- What knowledge about the HLPs did you already have?
- What HLP do you feel you are fully prepared to implement?
- Which HLPs are the most important in supporting your current caseload?

Note important discussion points:

High Leverage Practices in Special Education (HLPs)

What are HLPs?

"A set of practices that are fundamental to support...student learning, and that can be taught, learned and implemented by those entering the profession."

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

What were Criteria for HLP Development?

- ❖ Focus directly on instructional practice.
- ❖ Occur with high frequency in teaching.
- ❖ Research based and known to foster student engagement and learning.
- ❖ Broadly applicable and usable in any content area or approach to teaching.
- ❖ Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

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Activity 5b: Identification of Mentee Planning Needs

Activity overview:

The mentee will complete the CEEDAR Center's "High-Leverage Practices for Students with Disabilities: Self-Assessment Tools." This activity will provide a broad measure of the mentee's ability to implement HLPs, which will serve as a basis for discussion and identification of areas for induction support. The team will work to identify three skill-building goals for the mentee. This activity will help your team create the mentee's **Individual Learning Plan** (completed in 5c).

Recommended Participants:

- Mentor
- Mentee
- Administrator (direct or indirect)

Guiding steps for mentors:

1. The mentee will complete the CEEDAR Center's "High-Leverage Practices for Students with Disabilities: Self-Assessment Tools."
3. The mentor will review the mentee's self-assessment and prepare the form for a discussion.
4. The team will work through a process to identify three skill-building goals for the **Individual Learning Plan**.

Step 1

The mentee will complete the "High-Leverage Practices for Students with Disabilities: Self-Assessment Tools." Follow the steps below:

1. Save or print the CEEDAR Center's "High-Leverage Practices for Students with Disabilities: Self-Assessment Tools."



Access the document:

<https://getsetnebraska.org/wp-content/uploads/2024/02/HLP-Self-Assessment-Tools-Cover-Page-combined.pdf>

2. Offer the mentee private time to reflect and complete the self-assessment. The mentee can complete the long version beginning on page 1 or the short screener on page 17.
3. The mentee will share a completed copy with the mentor.

Step 2

The mentor will review the results from the mentee's self-assessment and prepare to discuss it with the mentee.

Review the results by doing the following:

- Review the mentee's self-assessment for areas rated 4 or 5.
 - Highlight each 4 or 5 to help you during your discussion.
- Review the mentee's self-assessment for any areas the mentee rated 3.
 - Underline the content with 3 scores to help you during your discussion.
- Review the mentee's self-assessment for areas rated 1 or 2.
 - Circle each item with 1 or a 2 to help you during your discussion.

Step 3

The team will schedule a meeting to review the results and build the mentee's Individual Learning Plan.

1. Complete the following steps during a discussion of the mentee's self-ratings. A general discussion of strengths and growth areas may include:
 - ☐ **Celebrate strengths:** Identify the top 5 areas with the highest ratings.
 - ☐ **Growth areas:** Identify areas with a 3, 2 or 1 rating and discuss specific challenges the mentee notes in each area.
2. Conduct a deeper dive into the HLP subtopic focus areas and begin identifying the learning plan goals.
 - ☐ List 10 HLP subtopic focus areas the team discussed that could significantly impact the mentee's caseload.
 - ☐ Rate each HLP subtopic focus area based on the following priority scale:
 - **High Priority (3 rating):** The HLP is used frequently, possibly daily, with the mentee's caseload. It is a high-priority need.
 - **Medium Priority (2 rating):** This HLP may be used weekly or monthly with the mentee's caseload. Due to the infrequency of use, this may not be the best area to prioritize.
 - **Low Priority (1 rating):** This HLP will be used monthly to once a year in the school or district and with the mentee's caseload. Due to the infrequency of use, this may not be the best area to prioritize.
 - ☐ **Identify three HLP subtopic focus areas** that will be used to build the mentee's **Individual Learning Plan** and check the box to select them as skill-building goals.

HLP Self-Assessment – Subtopic Focus Areas

HLP Subtopic Focus Area:	Priority: High (3), Medium (2), Low (1)	Selected as a Skill-Building Goal:
1:		☐
2:		☐
3:		☐
4:		☐
5:		☐
6:		☐
7:		☐
8:		☐
9:		☐
10:		☐

Activity 5c: Creation of the Individual Learning Plan

Activity overview:

The team will use the **Individual Learning Plan** forms to outline skill-building goals for the 2nd, 3rd and 4th quarters of the school year. Note the HLP subtopic focus area identified as needing support in Activity 5b, as well as specific training or development opportunities that will facilitate growth in that area and determine how growth will be measured.

Recommended Participants:

- Mentor
- Mentee
- Administrator (direct or indirect)

Guiding steps for mentors:

1. Complete **Individual Learning Plan** forms:
 - 2nd Quarter
 - 3rd Quarter
 - 4th Quarter

Step 1

To complete the Individual Learning Plan form, follow the steps below:

Complete each step for 2nd, 3rd and 4th quarter.

1. Note each HLP subtopic focus area within the designated box.
2. Identify three trainings or development opportunities the mentee can use to strengthen their skills in this HLP. Note three training or development opportunities in each quarter plan. Your team will use the following resource to identify the opportunities: Appendix, Part H: Skill Development Materials – High-Leverage Practice Aligned Training and Development.
3. Outline additional school-based training or development opportunities to support growth related to the HLP.
4. Determine how the team will measure growth in the HLP subtopic growth area by completing the Growth Measurement box.

Individual Learning Plan Form

2nd Quarter Skill-Building Goal

HLP Subtopic Focus Area:

(Activity 5b, Step 3)

Training or Development Opportunities to Support Growth:

(Appendix, Part H: Skill Development Materials – High-Leverage Practice Aligned Trainings and Development)

1.

2.

3.

Additional School-Based Training or Development Opportunities to Support Growth:

Growth Measurement:

What will growth look like?

What will growth sound like?

What will growth feel like?

3rd Quarter Skill-Building Goal

HLP Subtopic Focus Area:

(Activity 5b, Step 3)

Training or Development Opportunities to Support Growth:

(Appendix, Part H: Skill Development Materials – High-Leverage Practice Aligned Trainings and Development)

1.

2.

3.

Additional School-Based Training or Development Opportunities to Support Growth:

Growth Measurement:

What will growth look like?

What will growth sound like?

What will growth feel like?

4th Quarter Skill-Building Goal

HLP Subtopic Focus Area:

(Activity 5b, Step 3)

Training or Development Opportunities to Support Growth:

(Appendix, Part H: Skill Development Materials – High-Leverage Practice Aligned Trainings and Development)

1.

2.

3.

Additional School-Based Training or Development Opportunities to Support Growth:

Growth Measurement:

What will growth look like?

What will growth sound like?

What will growth feel like?

*** After you complete this task, move on to Exit 6 to continue your journey.

Get SET Connect Activities



EXIT 6

Exploring Communication Maps



Start:

Within three weeks of beginning the program.



Connect:

In Exit 6 you will complete the following activities:

- Watch the Exit 6 video presentation
- Pause and complete the following Exit 6 activities:
 - 6a: Introduction to the Induction and Mentoring Process
 - 6b: The Role of Observation in Mentoring
 - 6c: The Meeting Process



Complete:

September-April

- Weekly Mentor/Mentee Meetings
- Monthly Induction Reflection Meetings

Activity 6a: Introduction to the Induction and Mentoring Process

Activity overview:

Your team will explore the structure of the induction and mentoring system and learn how to use the Communication Maps in your weekly and monthly meetings. You will examine the following components of Communication Maps:

- Information sharing
- Problem-solving and decision-making support
- Skill development

Recommended Participants:

- Mentor
- Mentee
- Administrator (direct or indirect)

Guiding steps for mentors:

1. Review the Weekly Mentor/Mentee Meeting structure and contents from the Communication Maps.
2. Review the monthly administrator, mentor and mentee Monthly Induction Reflection Meeting Communication Maps.
3. Reflect on the content your team will use to guide meetings throughout Phase 2, September through April. Note how to use them to enhance your induction and mentoring support process.

Step 1

Review the Weekly Mentor/Mentee Meeting structure and contents from the Communication Maps.

Weekly Mentor/Mentee Meeting Structure

You will use a Communication Map to guide meetings in the relevant month. Your team will complete the Communication Map by the end of the month noted at the top of the guide. The map content should be completed by the 2nd to last meeting of the month.

Please review the following components of the Communication Map to learn more:

- #1. Month to complete:** The month will always be noted at the top of the guide. You will begin this discussion around the first of each month.
- #2. Information sharing:** Mentors will review and inform mentees of details within the information sharing section. When this is completed, your team will note the completion date for each item.
- #3. Problem-solving and decision-making support:** Mentors will help the mentee identify problems or decisions the team should discuss weekly. Then, they will guide the mentee through the problem-solving process using problem-solving and decision-making guidance materials within the Get SET Nebraska Appendix. When this is completed, your team will note the completion date for each item.
- #4. Skill development:** Mentors will help the mentee plan for and access skill development training in the Get SET Nebraska Appendix. You will place your quarterly HLP skill within this section. The team will discuss content during weekly meetings. When this is completed, your team will note the completion date for each item.

Please note: If your district does not follow an August-May schedule, you will need to adapt the months accordingly.

- Begin in the 2nd month of the school year.
- Complete meetings one month prior to the end of the school year.

Example: Weekly Mentor/Mentee Communication Map

#1 — SEPTEMBER		
	Weekly Communication Points for the Month	Date Completed
#2 Information Sharing	Classwide and individual discipline.	
	IEP and MDT due dates. Schedule on calendars.	
	Process for parent/teacher communication plan and documentation system.	
	Special educator role in the district's multi-tiered student support frameworks.	

#3	Mentee participation in building committees and teams.	
	Progress monitoring assessments and accommodations. Plan dates on the calendar.	
	How is the IEP writing process is going?	
	Scheduling student services.	
	Support needed for upcoming IEP meetings.	
	Student data collection and analysis for instructional planning.	
	Plans for a substitute teacher if the mentee is absent.	
	Open house or back-to-school days.	
	Elements related to district in-services and teacher work days.	
	IEP-type transitions (i.e., from Part C to Part B and any students who are turning age 8 and are served on an IEP for Developmental Disabilities verification [Early childhood-elementary only])	
	Other:	
	Other:	
	Other:	
Problem-Solving and Decision-Making Support	Instructional model implementation related to the caseload.	
	Professional relationship concerns related to collaboration with paraprofessionals, administrators and related service providers.	
	Time management and paperwork efficiency.	
#4	Use an achievement assessment report to review, understand and integrate components into MDT and IEP development.	
	Working with paraprofessionals.	
	Review Early Intervention Ongoing Assessment Guidance (early childhood only).	
	Provide learning and guidance related to HLP Learning Goal #1:	
	Appendix resource reviewed and developed.	
	Focus of Goal 1: Appendix resource planned:	
	Appendix resource reviewed and developed.	
	Focus of Goal 1:	
	Appendix resource planned:	

Step 2

Review the monthly administrator, mentor and mentee Monthly Induction Reflection Meeting Structure.

Monthly Induction Reflection Meeting Structure

The administrator will attend the last weekly meeting of each month. The team will use the Monthly Induction Reflection Communication Map. Items discussed at monthly meetings will help reduce mentee frustration or stress.

Review the content below:

#1. Directions: Each month, you will see a set of directions that will assist you in selecting the items your team will discuss. Read through the steps to help you reach a successful induction discussion.

#2. Priority points: The team will identify any topics that may be considered priority points and should be revisited by the team in the next month. The mentor and mentee will write them on the monthly Communication Map to identify them. The team will write them into the appropriate category on the following weekly Communication Map. Place priority points onto the following mentoring Communication map.

#3. Immediate needs: The team will identify immediate concerns. The mentor and the administrator will cover these topics by the end of the meeting to ensure that the mentee receives clarity on concerning issues. The team will note the date the immediate needs were discussed.

Please note: If your district does not follow an August-May schedule, you will need to adapt the months accordingly.

- Begin in the 2nd month of the school year.
- Complete meetings one month prior to the end of the school year.

Example: Monthly Induction Reflection Communication Map

#1

SEPTEMBER REFLECTION

1. As a team, discuss the elements completed for September and identify items to revisit during October meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the October priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

#2

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the October Weekly Communication Map under the priority points section.)

#3

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Step 3

Reflect on the content your team will use to guide meetings throughout Phase 2, September through April. Note how to use them to enhance your induction and mentoring support process.

Planning for Your Meetings

Think about the Communication Maps and use the information below to create a general plan for monthly and weekly meetings.

Information Sharing

How many topics from the information sharing section would the team like to complete in each weekly meeting?

How will the team identify additional items to the information sharing section?

What role does the administrator have in assisting in building this section?

Problem-Solving and Decision-Making Support

Review the problem-solving and decision-making model in the Appendix and discuss how this will guide the section.

Skill Development

What is a reasonable number of skill-building activities for the mentee to complete in a week?

Does the mentee have scheduled time within the school day to achieve these?

If so, when is a protected time?

Day of the week: _____ Time: _____

How will the team reflect on the learning points in the skill development section? How will the **Individual Learning Plan** be incorporated into the development activities?

Activity 6b: The Role of Observation in Mentoring

Activity overview:

Your team will work together to identify the role of observation in the skill-building process. There are two critical observations that you will discover within this process.

1. Mentor guidance of skills through observation of the mentee.
2. Mentee skill growth through observation of special education teachers and classrooms.

Recommended Participants:

- Mentor
- Mentee
- Administrator (direct or indirect)

Guiding steps for mentors:

1. Read the definition of observations in the Get SET Nebraska program.
4. Familiarize yourself with the Mentor Skill Observations in your mentoring process.
5. Familiarize yourself with Mentee Observations of Classrooms.

Step 1

Read the following points to define observation in the Get SET Nebraska Program.

Observation is...

- An authentic support method.
- Centered around the mentee's **Individual Learning Plan** goals.
- Based on the High-Leverage Practices in Special Education.
- An opportunity for modeling support.
- Intended to be collegial and not hierarchical.
- Meant as an encouraging and empowering support method.
- An opportunity for focused feedback and coaching.
- A confidential process shared between the mentor and the mentee.

Observation is NOT...

- An opportunity for judgment or offered through a lens of judgment.
- A "gotcha" event.
- An evaluative process shared openly with administrators or others in the school setting.

Observation Types

There are two types of observations in the Get SET Nebraska Induction and Mentorship Program:

1. Mentor Observation of Mentee

The mentor will schedule opportunities to visit the mentee's classroom, IEP meetings, PLC meetings or other service activities. During this observation, the mentor will use the HLP-focused form to provide written feedback to the mentee. The mentor will provide verbal coaching and support during the weekly meeting "skill development" section.

Mentor observations follow dates noted in the Communication Maps. The mentor will communicate in advance and coordinate the time and date with the mentee.

Mentor Observation Forms (Available in the Appendix):

- Pre-Observation Meeting Form (Mentee will complete)
- Mentoring Observation Form

Examples of mentor observation opportunities:

- The mentor sits in on a high school transition lesson conducted by the mentee.
- The mentor observes and provides support during one of the mentee's IEP meetings.
- The mentor sits by (at a distance if necessary) and observes while the mentee conducts an evaluation.
- The mentor supports and observes the mentee completing GOLD entries into the system.
- The mentor supports and observes the mentee writing an IEP with minimal assistance.

2. Mentee Classroom Observation

The mentee will schedule opportunities to visit the mentor's classroom and other general or special education teacher's classrooms for authentic learning opportunities. This will allow the mentee to watch colleagues provide support to students, parents, agencies or related service providers. The mentee will take notes on the forms provided. Conduct observations in the months noted within the Communication Maps. The mentor will assist in scheduling observations with the mentee.

Classroom Observation Forms (available in the Appendix):

- Mentee Classroom Observation Notetaker Form

Examples of classroom observation opportunities:

- The mentee observes the mentor working with a group of 2nd-grade reading students.
- The mentee attends an IEP meeting the mentor is hosting.
- The mentee sits by the mentor while they complete procedural requirements related to caseload management.
- The mentee sits in a CTE course for one of their students to learn about the transition opportunities for students.
- The mentee observes a kindergarten classroom for half a day to assist in writing preschool to kindergarten IEPs.
- The mentee visits a special education teacher's classroom in a neighboring school.

Step 2

Review the Program Observation Forms below and discuss how your team will use each form.



Nebraska

Pre-Observation Meeting Form

Mentor Name:

Mentee Name:

Observation
Date:

Observation
Time:

Classroom for Observation:

Number of
Students:

Students on SPED Teacher Caseload:

Lesson Topic and HLP Focus:

Which subtopic focus areas within Collaboration will you demonstrate?

Which subtopic focus areas within Assessment will you demonstrate?

Which subtopic focus areas within Social/Emotional/Behavioral Learning will you demonstrate?

Which subtopic focus areas within Instruction will you demonstrate?

Identify subtopic focus areas that may require additional support from your mentor:



Nebraska

Mentoring Observation Form (2x per year)

The mentor will identify the HLP subtopic focus areas they observed and did not observe. Feedback will be reflected within the “Keep Doing” and “Consider Doing” sections.

Collaboration HLPs	+/ -	Assessment HLPs	+/-
1. Collaborate with professionals to increase student success.		4. Use multiple sources of information to understand a student's strengths and needs.	
2. Organize and facilitate effective meetings with professionals and families.		5. Interpret and communicate assessment information with stakeholders to design and implement educational programs.	
3. Collaborate with families to support student learning and secure needed services.		6. Use student assessment data, analyze instructional practices and make necessary adjustments that improve student outcomes.	
Keep Doing:		Keep Doing:	
Consider Doing:		Consider Doing:	

Social/Emotional/Behavioral Learning HLPs	+/ -	Instruction HLPs	+/-
7. Establish a consistent, organized and respectful learning environment.		11. Identify and prioritize long- and short-term learning goals.	
8. Provide positive and constructive feedback to guide students' learning and behavior.		12. Systematically design instruction toward specific learning goals.	
9. Teach social behaviors.		13. Adapt curriculum tasks and materials for specific learning goals.	
10. Conduct functional behavioral assessments (FBA) to develop individual student behavioral support plans.		14. Teach cognitive and metacognitive strategies to support learning and independence.	
		15. Provide scaffolded supports.	
		16. Use explicit instruction.	
		17. Use flexible grouping.	
		18. Use strategies to promote active student engagement.	
		19. Use assistive and instructional technologies.	
		20. Provide intensive instruction.	
		21. Teach students to maintain and generalize new learning across time and settings.	
		22. Provide positive and constructive feedback to guide students' learning and behavior	
Keep Doing:		Keep Doing:	
Consider Doing:		Consider Doing:	



Nebraska

Mentee Classroom Observation Notetaker Form (2x per year)

Note any meaningful and memorable practices you have observed within the classroom during observation. Bring this notetaker form to your weekly meetings to discuss observations.

Collaboration HLPs	Activities Observed	Assessment HLPs	Activities Observed
1. Collaborate with professionals to increase student success.		4. Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.	
2. Organize and facilitate effective meetings with professionals and families.		5. Interpret and communicate assessment information with stakeholders to design and implement educational programs.	
3. Collaborate with families to support student learning and secure needed services.		6. Use student assessment data, analyze instructional practices and make necessary adjustments that improve student outcomes.	
Things I would like to learn more about:		Things I would like to learn more about:	
Social/Emotional/ Behavioral Learning HLPs	Activities Observed	Instruction HLPs	Activities Observed

7. Establish a consistent, organized and respectful learning environment.		11. Identify and prioritize long- and short-term learning goals.	
8. Provide positive and constructive feedback to guide students' learning and behavior.		12. Systematically design instruction toward specific learning goals.	
9. Teach social behaviors.		13. Adapt curriculum tasks and materials for specific learning goals.	
10. Conduct functional behavioral assessments (FBA) to develop individual student behavioral support plans.		14. Teach cognitive and metacognitive strategies to support learning and independence.	
		15. Provide scaffolded supports.	
		16. Use explicit instruction.	
		17. Use flexible grouping.	
		18. Use strategies to promote active student engagement.	
		19. Use assistive and instructional technologies.	
		20. Provide intensive instruction.	
		21. Teach students to maintain and generalize new learning across time and settings.	
		22. Provide positive and constructive feedback to guide students' learning and behavior.	
Things I would like to learn more about:		Things I would like to learn more about:	

Activity 6c: The Meeting Process (September 7-April 30)

Activity Overview:

This activity provides the framework for the weekly mentoring and monthly induction reflection meetings. The team will use the monthly Communication Maps to guide their meeting discussions.

Recommended Participants:

- **Mentor:** Weekly Mentor/Mentee Meetings and Monthly Induction Reflection Meeting participation.
- **Mentee:** Weekly Mentor/Mentee Meetings and Monthly Induction Reflection Meeting participation.
- **Administrator:** Monthly Induction Reflection Meeting attendance only, with support as needed throughout the month.

Guiding steps for mentors:

1. September

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

2. October

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

3. November

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

4. December

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

5. January

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

6. February

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

7. March

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

8. April

- ☐ Weekly Mentor/Mentee Meeting
- ☐ Monthly Induction Reflection Meeting

Please note: If your district does not follow an August-May schedule, you will need to adapt the months accordingly.

- Begin in the 2nd month of the school year.
- Complete meetings one month prior to the end of the school year.

Weekly Mentor/Mentee Communication Map**SEPTEMBER**

	Weekly Communication Points for the Month	Date Completed
Information Sharing	Classwide and individual discipline.	
	IEP and MDT due dates. Schedule on calendars.	
	Process for parent/teacher communication plan and documentation system.	
	Special educator role in the district's multi-tiered student support frameworks.	
	Mentee participation in building committees and teams.	
	Progress monitoring assessments and accommodations. Plan dates on the calendar.	
	How is the IEP writing process is going?	
	Scheduling student services.	
	Support needed for upcoming IEP meetings.	
	Student data collection and analysis for instructional planning.	
	Plans for a substitute teacher if the mentee is absent.	
	Open house or back-to-school days.	
	Elements related to district in-services and teacher work days.	
	IEP-type transitions (i.e., from Part C to Part B and any students who are turning age 8 and are served on an IEP for Developmental Disabilities verification [Early childhood-elementary only])	
	Other:	
	Other:	
	Other:	
Problem-Solving and Decision-Making Support	Instructional model implementation related to the caseload.	
	Professional relationship concerns related to collaboration with paraprofessionals, administrators and related service providers.	
	Time management and paperwork efficiency.	
Skill Development	Use an achievement assessment report to review, understand and integrate components into MDT and IEP development.	
	Working with paraprofessionals.	
	Review Early Intervention Ongoing Assessment Guidance (early childhood only).	
	Provide learning and guidance related to HLP Learning Goal #1:	
	Appendix resource reviewed and developed.	

	Focus of Goal 1: Appendix resource planned:	
	Appendix resource reviewed and developed. Focus of Goal 1: Appendix resource planned:	

Monthly Induction Reflection Communication Map

SEPTEMBER REFLECTION

1. As a team, discuss the elements completed for September and identify items to revisit during October meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the October priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the October Weekly Communication Map under the priority points section.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Weekly Mentor/Mentee Communication Map

OCTOBER

	Weekly communication points for the month	Date Completed
Information Sharing	IEP and MDT due dates. Schedule IEPs in the next month and look out for future MDTs.	
	Parent and family communication plans and documentation system.	
	School process for parent/teacher conferences and date planning.	
	Building committees and teams (i.e. process, participation, etc.).	
	Accommodations and modifications for district-wide progress monitoring assessment.	
	Grading requirements and district report card requirements.	
	Location of progress report in the IEP writing system and procedures.	
	District goal setting needs.	
	Priority points from September:	
	Priority points from September:	
	Priority points from September:	
	Other:	
	Other:	
	Other:	
Problem-Solving and Decision-Making Support	Implementation of instructional models and curriculum/interventions.	
	Professional relationships: teams, paraprofessionals, administrators, and related service providers.	
	Parent and/or guardian communication and contact.	
	Concerns related to IEP and MDT writing process.	
Skill Development	Mentor schedules and completes first Mentoring Observation Form and files it with mentoring documents. Observation date: Reflection date:	
	Use a cognitive psychological report to review, understand and integrate components into MDT and IEP development.	
	NDE Technical Guidance Document: Accommodations and Accessibility: <i>How to Select, Administer and Evaluate Accommodations and Accessibility Supports for Instruction and Assessment for Students with Disabilities</i> (located in Appendix)	
	NDE Guidance Document: <i>A Family Guide to Special Education in Nebraska</i> (located in Appendix)	

	Provide learning and guidance related to HLP Learning Goal #1:	
	Appendix resource reviewed and developed.	
	Focus of Goal 1:	
	Appendix resource planned:	
	Appendix resource reviewed and developed.	
	Focus of Goal 1:	
	Appendix resource planned:	

Monthly Induction Reflection Communication Map

OCTOBER REFLECTION

1. As a team, discuss the elements completed for October and identify items to revisit during November meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the November priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the November Weekly Communication Map under the priority points section.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Weekly Mentor/Mentee Communication Map

NOVEMBER

	Weekly communication points for the month	Date Completed
Information Sharing	IEP and MDT due dates. Schedule on calendars.	
	Building committee participation and teams involvement activities.	
	Upcoming in-services or work day dates and topics.	
	Data collection for progress reporting.	
	Professional development plan and upcoming trainings.	
	Priority points from October:	
	Priority points from October:	
	Priority points from October:	
Problem-Solving and Decision-Making Support	Other:	
	Implementation of instructional models or curriculum used related to the caseload.	
	Professional relationships and collaboration with paraprofessionals, administrators and related service providers.	
	Parent, family and guardian communication and contact.	
	IEP and MDT writing process and procedures.	
	Support needed for upcoming IEP meetings. Get scheduled on the calendar if needed.	
	Managing time and paperwork efficiency.	
	Other:	
Skill Development	Arrange for the mentee to observe the mentor teacher. Complete the first Mentee Classroom Observation Notetaker Form. Observation date: Reflection date:	
	NDE Guidance Document: <i>Prior Written Notice</i> (located in Appendix)	
	NDE Technical Guidance: <i>Transition Planning Guidance</i> (located in Appendix)	
	Provide learning and guidance related to HLP Learning Goal #2:	
	Appendix resource reviewed and developed. Focus of Goal 2: Appendix resource planned:	
	Appendix resource reviewed and developed. Focus of Goal 2: Appendix resource planned:	

Monthly Induction Reflection Communication Map

NOVEMBER REFLECTION

1. As a team, discuss the elements completed for November and identify items to revisit during December meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the December priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the December Weekly Communication Map under the priority points section.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Weekly Mentor/Mentee Communication Map

DECEMBER

	Weekly communication points for the month	Date Completed
Information Sharing	IEP and MDT due dates. Schedule on calendars.	
	Participation in the building committees and teams the mentee is involved in.	
	Accommodations and modifications for district-wide progress monitoring assessments.	
	Grading requirements and district report card processes and tasks.	
	Location of progress report in the IEP writing system and procedures.	
	The process regarding holiday breaks and activities.	
	Data collection necessary for ESY over holiday breaks or school closures.	
	Process for filing for ACT accommodations (HS SPED only).	
	Scheduling for services at semester change.	
	Priority points from November:	
	Priority points from November:	
	Priority points from November:	
	Other:	
Problem-Solving and Decision-Making Support	Implementation of instructional models, curriculum or interventions.	
	Interaction and collaboration with team members, paraprofessionals, administrators and related service providers.	
	Parent and family communication and contact.	
	IEP and MDT writing concerns.	
	Other:	
Skill Development	Personal wellness and health-stress management (located in Appendix).	
	NDE Technical Guidance: <i>Extended School Year</i> (located in Appendix).	
	Provide learning and guidance related to HLP Learning Goal #2:	
	Appendix resource reviewed and developed. Focus of Goal 2: Appendix resource planned:	
	Appendix resource reviewed and developed. Focus of Goal 2: Appendix resource planned:	

Monthly Induction Reflection Communication Map

DECEMBER REFLECTION

1. As a team, discuss the elements completed for December and identify items to revisit during January meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the January priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the January Weekly Communication Map under the priority points section.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Weekly Mentor/Mentee Communication Map

JANUARY

	Weekly communication points for the month	Date Completed
Information Sharing	IEP and MDT due dates. Schedule on calendars.	
	Participation in building committees and teams.	
	Grading requirements and district report card requirements.	
	Location of progress report in the IEP writing system and procedures.	
	Extended school year decisions and meeting setting.	
	Priority points from December:	
	Priority points from December:	
	Priority points from December:	
	Other:	
	Other:	
Problem-Solving and Decision-Making Support	Implementation of instructional models, curriculum or interventions.	
	Interaction and collaboration with team members, paraprofessionals, administrators and related service providers.	
	Parent and family communication and contact.	
	IEP and MDT writing concerns.	
	Other:	
Skill Development	NDE Technical Guidance: <i>Dyslexia</i> (Located in Appendix)	
	NDE Technical Guidance: <i>Shortened Day Document</i> (Located in Appendix)	
	Provide learning and guidance related to HLP Learning Goal #3:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	

Monthly Induction Reflection Communication Map

JANUARY REFLECTION

1. As a team, discuss the elements completed for January and identify items to revisit during February meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the February priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the February Weekly Communication Map under the priority points section.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Weekly Mentor/Mentee Communication Map

FEBRUARY

	Weekly communication points for the month	Date Completed
Information Sharing	IEP and MDT due dates. Schedule on calendars.	
	District in-services and dates.	
	Supplying ordering process for the next school year.	
	Graduation requirements and planning (if applicable).	
	Priority points from January:	
	Priority points from January:	
	Priority points from January:	
	Other:	
Problem-Solving and Decision-Making Support	Implementation of instructional models, curriculum or interventions.	
	Interaction and collaboration with team members, paraprofessionals, administrators and related service providers.	
	Parent and family communication and contact.	
	IEP and MDT writing concerns.	
	Other:	
Skill Development	Review an FBA and BIP to understand and integrate data into IEPs and MDTs.	
	Schedule mentee for observation of mentor, special education teacher or neighboring district. Complete the second Mentee Classroom Observation Notetaker Form. Observation date: Reflection date:	
	Explore the NeMTSS website and resources at: https://nemtss.unl.edu/	
	Provide learning and guidance related to HLP Learning Goal #3:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	

Monthly Induction Reflection Communication Map

FEBRUARY REFLECTION

1. As a team, discuss the elements completed for February and identify items to revisit during March meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the March priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the March Weekly Communication Map under the priority points section.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Weekly Mentor/Mentee Communication Map**MARCH**

	Weekly communication points for the month	Date Completed
Information Sharing	IEP and MDT due dates. Schedule on calendars.	
	Location of progress report in the IEP writing system and procedures.	
	Progress reporting for 3d quarter. Due dates and data discussion.	
	State assessment schedules and accommodation support.	
	Priority points from February:	
	Priority points from February:	
	Priority points from February:	
	Other:	
	Other:	
	Other:	
Problem-Solving and Decision-Making Support	Implementation of instructional models, curriculum or interventions.	
	Interaction and collaboration with team members, paraprofessionals, administrators and related service providers.	
	Parent and family communication and contact.	
	IEP and MDT writing concerns.	
	Other:	
Skill Development	Mentor schedules and completes second Mentoring Observation Form and files it with mentoring documents. Observation date: Reflection date:	
	Provide learning and guidance related to HLP Learning Goal #3:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	

Monthly Induction Reflection Communication Map

MARCH REFLECTION

1. As a team, discuss the elements completed for March and identify items to revisit during April meetings (or future meetings). Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
 - a. Transfer items in the priority points section into the April priority points section.
 - b. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify essential elements.

PRIORITY POINTS

Please note any topics that need to be discussed in future meetings.

(In addition to listing them here, you will place these on the April Weekly Communication Map under the priority points section.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Step 8

Complete April Communication Maps.

Weekly Mentor/Mentee Communication Map

APRIL

	Weekly communication points for the month	Date Completed
Information Sharing	IEP and MDT due dates. Schedule on calendars.	
	Location of progress report in the IEP writing system and procedures.	
	School building end-of-the-year process from pre-school, elementary, middle school, high school, etc.	
	Transition to Phase 3 of Induction and Mentoring Program.	
	Priority points from March:	
	Priority points from March:	
	Priority points from March:	
	Other:	
	Other:	
	Other:	
Problem-Solving and Decision-Making Support	Specific issues related to implementation instructional models used related to the caseload.	
	Specific issues related to professional relationships: teams, paraprofessionals, administrators and related service providers.	
	Specific issues related to parent and/or guardian communication and contact.	
	Specific issues related to state assessment supports.	
	Other:	
Skill Development	Review the process for Summary of Performance (high school only)	
	Provide learning and guidance related to HLP Learning Goal #3:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	
	Appendix resource reviewed and developed. Focus of Goal 3: Appendix resource planned:	

Monthly Induction Reflection Communication Map

APRIL REFLECTION

1. Discuss elements completed for April and identify areas for clarification or support. Review topics within each section:
 - Information sharing
 - Problem-solving and decision-making
 - Skill development
2. Note topics that may require further support or discussion by adding them to the priority points or immediate needs sections below.
3. Discuss items in the immediate needs section and take time to review them at this meeting. If necessary, make plans to clarify necessary elements.

PRIORITY POINTS

Topics the mentee understands but may require further clarification.

(Discuss topics now since no further meetings are required.)

IMMEDIATE NEEDS

Please note any topics needing immediate clarification or resolution. Work as a team to ensure you meet the mentee's immediate needs within this meeting.

Congratulations! You have completed Phase 2.
Begin your Phase 3 videos and activities after May 1st.



INDUCTION & MENTORSHIP FIDELITY CHECKLIST



Use the Fidelity Checklist to monitor the set-up and implementation of the Get SET Nebraska program. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another team member.

PHASE 2

PROCESS: Check the answer that best fits your team's participation in Phase 2.

When did your team start Phase 2?

- | | |
|---|--|
| ☐ September 1-10 | ☐ September 1-15 |
| ☐ September 30 | ☐ After November 16 |
| ☐ October 1-31 | ☐ Other: |

How often did you attend induction meetings between October and April?

- | | |
|--------------------------------------|-------------------------------------|
| ☐ Monthly | ☐ Not at all |
| ☐ Most months | ☐ Other: |
| ☐ Some months | |

Which of the following statements describes the work your team completed in Phase 2?

- ☐ Our team followed all tasks and activities provided in the handbook.
- ☐ Our team adjusted some tasks and activities to meet the needs of our team and fit into our school's structure.
- ☐ Our team adjusted all tasks and activities to meet the needs of our team and fit into our school's structure.
- ☐ Our team did not complete any of the Phase 2 activities.
- ☐ Other:

How would you describe your effort and willingness to engage in Phase 2 activities?

- ☐ Was interactive and demonstrated full effort and willingness to help the mentee learn and grow.
- ☐ Was willing to interact with activities and demonstrated a desire to help the mentee learn and grow, but was overwhelmed with my own duties which may have limited the mentee's level of effort.
- ☐ Was not interactive and provided limited support.
- ☐ Other:

CONTENT: Check items your team completed during Phase 2.

☐ **Unit 5: Creating the Individual Learning Plan**

- ☐ 5a: Exploring High-Leverage Practices in Special Education
- Watched video
 - Completed handbook activities

- ☐ 5b: Identification of Mentee Planning Needs
- Watched video
 - Completed handbook activities

- ☐ 5c: Creation of the Individual Learning Plan
- Watched video
 - Completed handbook activities

☐ **Unit 6: Exploring Communication Maps**

- ☐ 6a: Introduction to the Induction Process
- Watched video
 - Completed handbook activities

- ☐ 6b: The Role of Observation in Mentoring
- Watched video
 - Completed handbook activities

- ☐ 6c: The Meeting Process
- Watched video
 - Completed handbook activities

REFLECTION: Reflect on your team's program completion of Phase 2.

How would you rate your team's fidelity of Phase 2?

- | | |
|--|--|
| ☐ completed 100% of program activities. | ☐ completed 25% to 49% of program activities. |
| ☐ completed 75% to 99% of program activities. | ☐ completed 0% to 24% of program activities. |
| ☐ completed 50% to 74% of program activities. | |

Please take a moment to identify your team's strengths and areas for improvement.

Areas of strength:

Areas for improvement: