Fall Creek School District

Teacher Mentoring Program

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Mission Statement for Mentoring Program

The School District of Fall Creek is committed to personal, academic, and student excellence. Our staff, together with our families and community, will provide the finest educational experience so each student becomes the best possible citizen.

It is the mission of the mentoring program to provide support and encouragement for new staff, so they in turn will become the best teachers.

Goals for Mentoring Program

1. Provide a system to effectively assimilate new teachers to the culture of the community and school environment.
2. Provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.

Mentor Qualifications

The key to an effective mentor program is the recruitment, training, and selection of mentors. Mentors need to have a complete understanding of the basic expectations before they commit to the program.

To be a mentor in the Fall Creek School District an educator must:
- Hold a Professional Educator License (or five year renewable license, or life license).
- Have at least two years experience in the district.
- Demonstrate knowledge of the Wisconsin Standards for Teacher Development and Licensure and have the ability to convey knowledge of the standards to colleagues.
- Complete the District mentor training.

Roles and Responsibilities

Mentor

The overall role of the Mentor is to provide daily support, advice, and counsel to the new teacher helping him or her to have a successful experience for their first two years in the school and community. The specific responsibilities of the Mentor Teacher are:

- To meet formally on a regular basis throughout the school year.
  - Mentors must be available during the new teacher in-service to meet with their mentee
- To observe the new teacher in an instructional atmosphere.
  - Observations will be done during the school day and will be arranged between the new teacher, mentor teacher and administrator. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building.
- To guide the new teacher to other staff members and resources who can provide direction and support.
- To encourage and assist the new teacher in developing collegial relationships.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To follow the checklist of activities and initial the log as activities are completed.
- To participate in an evaluation and make necessary annual adjustments to the Teacher Mentoring Program.
- To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.

New Teacher

In general, the role of the New Teacher is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, district, and profession. The specific responsibilities of the New Teacher are:

- To perceive the Teacher Mentoring Program as an opportunity for professional growth and participate in these activities with that goal in mind.

- To participate in peer observation experiences with mentor and other teachers.
  - Observations will be done during the school day and will be arranged between the new teacher, mentor teacher and administrator. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building.

- To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.

Site Coordinator

- Develop and facilitate mentor training
- Assist with the mentee's formal and ongoing induction
- Evaluate and revise the mentor program using collected data
- Provide leadership in knowledge, methods, and materials concerning mentoring by disseminating information that is available
- Provide support to mentors in assuming their roles and responsibilities
- Promote arrangements for classroom visitations between mentors and mentees
- Maintain confidentiality
- Maintain professional growth through graduate and/or staff development courses, professional organizations, seminars, and/or professional literature
- Attend and/or present at relevant professional conferences
- Schedule time willingly with mentor, mentees, and administrators
- Assist the building principal with monitoring mentoring program components throughout the year
- Solicit feedback from mentors and mentees throughout the year
- Be available to visit the mentee's classroom for a visitation and provide feedback if requested by the mentee
- Check with the administration to ensure the following people will be available to the mentee for orientation: office personnel, technology coordinator, librarian, association representative, counselor, school psychologist, and mentor
- Enhance communication about the Mentoring Program through emails to mentors, mentees, administration, and potential mentor recruits
- Assist the building principal with monitoring the mentoring process and make arrangements for mentoring opportunities
- Recommend to the administration those people who have requested being a mentor and share the names of the staff members who have completed mentor training.
- If a mentor or mentee should request the no fault divorce, share this with the building principal so a new mentor can be placed with the mentee
- Report to administration on the success and weaknesses of the program after program evaluations

Mentor/New Teacher "No Fault" Agreement

It needs to be understood that there may be circumstances by which an assigned mentor may not be able to complete their assigned mentoring role. These circumstances may range from events in the life of a mentor, personality conflicts, or professional conflicts. If these circumstances arise, then the mentor should request the Site Coordinator to find a new mentor. A mentee may initiate the request if a personal conflict arises. Finally a building principal or the site coordinator may decide that in the best interest of the mentee and the entire school, a change in mentorship is required.

New Teacher Needs and Responsibilities
Orientation

District Office

Activity	Date Completed
Explanation of Teacher Contract	
Explanation of health and dental insurance	
Explanation of HSA and Flex Plan	
Explanation of tax forms, TSA forms, WRS information	
Pay checks including summer pay, pay periods, direct deposit forms	
Staff Directory Booklet	
Policies regarding keys and fob	

Technology Coordinator

Activity	Date Completed
District email, email groups	
Technology policies	
Staff/Employee access homepage	
Skyward attendance, grading, requisitions, employee time-off, check history	
Telephone, voicemail, password, emergency numbers	
Google classroom, District Drives, Google Docs	
Logins and pass codes: email, Skyward Financial, Skyward Student Information System, lunch number and library resources check-out number	

Library Media Specialist

Activity	Date Completed
Library Resources webpage, student and staff login	
Professional materials in the library	
Digital equipment and accessories available for check-out	
Interlibrary loan policy	
CESA 10 professional and classroom materials	
Library Media Specialist co-teach topics	

Fall Creek Education Association

Activity	Date Completed
Refer to F.C.E.A Director	
Meeting dates, committees, duties, benefits, professional organizations, etc.	

School Counselor

Activity	Date Completed
School guidance program	
Elementary school mentoring program, selection of students involved, scheduling	
Community helpers	
Standardized testing	
Student scheduling procedure	
Youth Tutoring Youth Program	

School Psychologist

Activity	Date Completed
Special education programing, services, staffing	
Special education/regular education co-teaching	
Process for making referrals	
Location of IEP's	
School-Based mental health	

Building Principal / Elementary, Middle, High School Office

Activity	Date Completed
Classroom schedule, bell schedule	
Teacher Handbook	
Procedures for calling substitute	
Parent communication	
Calendars District, Building, Grade level, School Year: vacation days, open house, parent-teacher conferences, in-service, last day of school	
Professional seminars and workshops: approval, District professional	
Staff evaluations and forms	
Procedures for offering a new class (HS only)	
Student accident report	
Emergency Procedures: Flipchart, lock down (hold and secure), red and green cards, fire drill, tornado drill and severe weather, hazardous materials, bomb threat, suicide threat, medical emergency, spill kits, first aid	
Field trips and guest speakers: forms, funds, procedures, bus	
Form for room repairs	
Summer schedule for office staff	
Personal/long distance phone calls and cell phone use	
Building map and layout	

Student teachers and block students	
District and staff mailboxes	
Policy for leaving school during the day	
School visitor policy	
Storage of money and valuables	
School hours, contract hours, student hours	
Student supervision: study hall, recess duty	
Extra-curricular assignments including approval for fundraising activities	
Staff members: office staff, cooks, custodians, support staff, bus drivers	
Policies regarding student medication	
Student handbook	
Alternative education programs	
Skyward Student Information System: family information and health information, gradebook, attendance	
Discipline system	
Support staff assistance: scheduling, availability, projects	
Concerts/music department	
Bus procedures and safety patrol program	
Bulletin boards, hallway displays, location of teaching supplies	
Budgets: classroom and school	
Parent volunteers: scheduling and principal approval	
Milk break record keeping (Elem. Only), book orders	
Curriculum, common core, instructional materials, textbooks, workbooks, supplies for lessons, catalogs for ordering, ordering resources	
Lesson plan procedures	
Equipment for teacher use: copier, laminator, die cutter, book binder, cricket	
Policies regarding collecting money: milk money, lunch money, book order money, field trip money, fundraiser money	

New Teacher Needs and Responsibilities

AUGUST/SEPTEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Open House Information/Procedure		
In-service: Dates and Attendance		
Progress Reports, Report Cards, Star Reports, Quarterly IEP Progress Reports		
Star Testing / PALS Testing / Rti (reports and testing schedule)		
Field Trips: chaperones, permission slips, money collection, procedure for students unable to pay, emergency contact, emergency/medical kit take along		
Student Transportation Information (bus, walk, pick-up, etc)		
Classroom volunteer policies (parents, senior citizens, college students, youth-to-youth tutoring)		
Leave form, extra pay form, school cancellation form, college credit approval and reimbursement form (Staff only webpage)		
College and staff credit forms		
PBIS		
Calling in Sick & Substitute Procedures		
Special education procedures (referrals, meetings, IEP's & 504's, Title I)		
School pictures		

Professional leave
   -Employee initiated – (limit 2 days, $300 allotment)
   -District initiated – (discretion of building principal)
Personal leave
   Sick days   Personal days
   Emergency days   Family illness
   Family Medical Leave Act   Jury Duty
   Deduct day		

Emergency procedures and book		
Work orders and maintenance		
District technology		

Grade level/department meetings, curriculum meetings		
Classroom and/or course change procedures		
Student and staff birthday policies		
Classroom parties		
School lounge etiquette		
Grading procedures and scale (homework policy, grade weights, standards based, etc)		
Student critical health list and medication		
EduClimber discipline referrals		
Curriculum materials		
Committee assignments (curriculum, pbis, etc.)		
School-related clubs/programs		
All-School assemblies - supervision responsiblities, seating		
School based mentoring & mental health programs		
Remediation Programs (Alt Ed, Title One)		
Homecoming		
Teacher Evaluation Program		
Activity Points & Salary Schedule		
Sunshine Committee		
Professional Growth Goal (development and timeline)		
Classroom Management Plan		
Mentor program: set up time for classroom visit (first 9 weeks) & agree upon time/place for weekly meetings (20-30 min)		
Documentation of parent contact		
Notes:		

OCTOBER

Activity	Initials New Teacher/Mentor	Date Completed
Parent Teacher Conferences (scheduling, length, content, format)		
PI-34/Licensing Changes - initial educator training		
Standards (WI teacher standards, common core, etc)		
Supplies (requisitions, year end, credit card, reimbursement)		
Mid-Term grades		
Parent Contact		
Cricket Chirp		
Social Media (Twitter, FB, webpage, etc)		
Reflect upon classroom observation (as applicable)		
Classroom needs/ curriculum plans		
CESA resources		
Notes:		

NOVEMBER / DECEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Weather related cancellation - notification and make-up		
Budget requests - Skyward		
Winter holiday activities and policies (classroom parties, music programs, staff parties, decorations)		
Classroom observation and reflection (if not done previously)		
Review professional growth goal - mid year		
Mentor program: agree upon time/place for bi-weekly meetings (20-30 min)		
Quarter Grades (high school only)		
Notes:		

JANUARY/FEBRUARY/MARCH

Activity	Initials New Teacher/Mentor	Date Completed
Final Exam Schedule (high school only)		
Class changes		
Grading (incomplete grades, semester grades, changing grades)		
Spring break		
SnoFest		
Teaching summer school classes - class offerings, compensation		
Schedule second classroom visit		
Discuss scholarships with students (high school only)		
Posting into new teaching position		
Notes:		

Activity	Initials New Teacher/Mentor	Date Completed
Contract renewal & signing		
Spring/Year-End Activities • Prom • Picnics • Field trips • Concerts/banquets • Award programs • End-of-year parties • Talent Show		
Testing (ACT, ACT Aspire, Forward Exam, AP)		
Graduation and/or Promotion Activities and Policies • Dates • Informal/formal policies • Celebration policies		
End-of-Year Clean-Up and Storage Policies • Clean up classroom • Remove or lock valuables • Send student fines and missing books/equipment to office		

Summer
• Summer school
  ○ Referrals/Remediation
• Summer curriculum work
• Summer work
  ○ Working around janitor schedules (wax week, etc.)		

Next Year • Scheduling for next year • Class lists for next year • School district calendar • Kindergarten registration and orientation		
Notes:		

2nd Year Mentoring Program

AUGUST/SEPTEMBER

Activity	Initials New Teacher/Mentor	Date Completed
PDP timeline & schedule		
Arrange monthly meetings with mentor		
Review curriculum		
Develop and submit growth goal		
Respond to monthly Mentee identified topics from 1st year handbook to be reviewed or revisited		
Star Testing/Rti Schedule		
Notes:		

OCTOBER/NOVEMBER/DECEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Set up classroom observation and reflection		
Holiday schedule		
Activity points plan		
Notes:		

JANUARY/FEBRUARY/MARCH

Activity	Initials New Teacher/Mentor	Date Completed
Mid-year growth goal review		
Plan for second classroom observation and reflection		
Notes:		

APRIL/MAY/JUNE

Activity	Initials New Teacher/Mentor	Date Completed
Submission of activity points		
Submit growth goal		
State testing		
Notes:		

Advanced Topics for Discussion

- ❏ Assessment
    - ❏ Summative vs. Formative
    - ❏ Rubrics
- ❏ Co-teaching
- ❏ Grading practices
    - ❏ Standards Based
    - ❏ Grading for Learning
- ❏ Classroom management
- ❏ PLCs
    - ❏ Grade level
    - ❏ Cross-curricular
- ❏ Project Based Learning (PBL)
- ❏ Technology Integration
    - ❏ Flipped classroom
    - ❏ Google Classroom
- ❏ Homework
- ❏ Differentiated Instruction
- ❏ Critical thinking
- ❏ College and Career Readiness
- ❏ Professional Development
    - ❏ Edcamp

- ❏ Reading and writing across the curriculum
- ❏ Multiple intelligences
- ❏ The achievement gap
- ❏ Gender gap
- ❏ Student voice
- ❏ Lesson planning
- ❏ Standards
    - ❏ Common core standards
    - ❏ Wisconsin teacher standards
- ❏ Family engagement
- ❏ Growth mindset
- ❏ Inquiry-based learning
- ❏ Learning styles
- ❏ Building relationships
- ❏ Individualized Learning Plans
- ❏ Flexible Spaces
- ❏ Whole Child
- ❏ Data collection and use
- ❏ Engagement
- ❏ Motivation
- ❏ Managing stress

Coaching Conversations

VALIDATE
Acknowledge the work that has been done and emphasize strong practices.

Some possible stems to validate:
- I see that you've done some deep analysis of student learning data.
- I know that generating learning goals around literacy is challenging when you teach in a content area.
- You have clearly dug deeply into your content standards and have considered essential learning in your course.
- I see you've included students with similar needs from all of your courses as your target population.

CLARIFY
Clarifying communicates that the listener has…

HEARD what the speaker said
BUT seeks to deepen understanding

Clarifying involves ASKING A QUESTION (direct or implied) to:
1. Gather more information
2. Get clarity about reasoning
3. Eliminate confusion
4. Identity a focus

Some possible stems to clarify:
- Can you share your thinking about how you arrived at this area of focus?
- Can you tell me a little more about how you identified your target population?
- Could you explain the assessment source you will use to measure student growth?
- How did you decide where to set the end-of-the-year learning targets?
- Can you describe how this SLO focus meets the rigor identified in your content standards?

STRETCH AND APPLY
Coach a teacher toward higher levels of practice.

- How do you currently measure if/how students are acquiring essential learning in your courses or classroom?
- How might this goal impact other students in your class(es)?
- What might be some challenges associated with using your post-course assessment as the growth measure?
- Have you thought about collaborating with _____ to discuss strategies that might work for you?
- Tell me more about your plan to monitor student learning along the way.
- What do you plan to do differently in your classroom to get students to these targets?
- Have you considered….?
- We know that research says…