



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 responsibilities, 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 <small>New Teacher/Mentor</small> | 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: | | |

APRIL/MAY/JUNE

| Activity | Initials New Teacher/Mentor | Date Completed |
|---|--------------------------------|-------------------|
| Contract renewal & signing | | |
| Spring/Year-End Activities <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Dates • Informal/formal policies • Celebration policies | | |
| End-of-Year Clean-Up and Storage Policies <ul style="list-style-type: none"> • Clean up classroom • Remove or lock valuables • Send student fines and missing books/equipment to office | | |
| Summer <ul style="list-style-type: none"> • Summer school <ul style="list-style-type: none"> ◦ Referrals/Remediation • Summer curriculum work • Summer work <ul style="list-style-type: none"> ◦ Working around janitor schedules (wax week, etc.) | | |
| Next Year <ul style="list-style-type: none"> • 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 1 st 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...

