

*Developing Lifelong Learners and Responsible Citizens*

School District of

**Manawa**

Home of the  
**Wolves**



# **Mentor Handbook**

*Approved by the Manawa Board of Education on July 20, 2015*

**School District of Manawa**

**800 Beech Street Manawa, WI 54949**

**920-596-2525**

**[www.manawa.k12.wi.us](http://www.manawa.k12.wi.us)**

## **Goals for Mentor/Induction Program**

- To improve teaching performance
- To establish a collaborative professional team responsible for providing assistance and support for inductees.
- To satisfy state-mandated requirements related to induction and certification
- To transmit the culture of the district to teachers new to the system
- To increase the retention of promising new members of the teaching staff during the induction years

## **Stages of the Mentoring Process**

**Direct Stage:** information providing

**Explain Stage:** answering "why" questions

**Share Stage:** new teacher directs questions

**Delegate Stage:** ask protégé reflection-based questions

## **Attributes of Good Mentors**

- positive attitude
- professional demeanor
- committed to professional growth
- demonstrates good interpersonal relationships
- empathetic and supportive
- able to serve as a teaching model
- respected by colleagues
- is an effective resource person, knowledgeable of school, school district, community, personnel procedures, and professional organizations

## **A Mentor is...**

A Role Model	gives examples, provides opportunities to colleague to observe professional behavior
A Motivator	helps new teachers to explore ways to involve students in learning
A Communicator	listens carefully and uses new teacher responses to improve learning for students
An Advisor	gives clarification and feedback by providing specific and general answers to questions
A Guide	assists new teacher to set up routines and understand the school organization and procedures
A Demonstrator	helps new teacher by demonstrating lessons for teaching specific learning objectives
A Resource	provides appropriate materials and directs new teacher to in-school and community resources
An Assessor	monitors effectiveness of learning in the classroom and helps new teacher to become self-evaluative
A Friend	develops a relationship of trust, confidentiality and support
A Coach	provides instruction in specific knowledge and skills necessary for successful job performance
An Advocate/Ally	helps to cushion the impact of negative experiences
A Counselor	is an empathetic listener who assists the new teacher in coming up with his/her own solutions
A Developer of Talent	challenges colleagues to assess, improve and refine his/her talents and special abilities
A Sponsor	encourages colleague to serve on important committees, help give colleague exposure to administration so he/she will be considered when opportunities arise

# Helpful Hints

## Mentor

- Recognize that the new teacher will have different strengths and weaknesses than you.
- Give moderate amounts of information at any one time--avoid overload.
- New teachers will make mistakes due to inexperience--help them redirect and learn from them.
- Keep goals and horizons high, yet realistic, for new teachers. Encourage them.
- Let go. Allow and encourage independence.
- Appreciate your partner's efforts.
- Be aware of excessive time commitments.
- Keep a log of what was helpful and when it was needed.
- List concerns that can be addressed in monthly meetings.
- Self-disclose; your personal experiences are valuable.
- Look for your partner's strengths and work from that positive viewpoint.
- Share--ideas, hints, materials, resources.
- Share knowledge of organization and people within it (keep it beneficial).
- Boost morale when needed.
- Think what you would have needed or appreciated.
- Maintain confidentiality.
- Help your partner analyze and face mistakes.
- Offer or help develop or elicit solutions.
- Believe you can make a positive difference.
- Be enthusiastic!
- Keep a sense of humor; laugh together.
- Appreciate your protégé's efforts.
- Seek and accept advice.

## New Teacher

- Appreciate your mentor's efforts.
- Seek and accept advice.
- Be willing to take risks. Try new ideas.
- Write down questions as they arise to be certain you cover them with your mentor. Keep a journal.
- Be committed to teaching and learning more about it.
- Listen carefully and ask questions.
- Offer suggestions and ideas. You have much to give.
- Identify problems you have; seek solutions.
- Be proactive rather than reactive.
- Maintain confidentiality.
- Share goals and concerns; keep your mentor informed.
- List concerns that can be addressed in monthly meetings.
- Be honest with yourself and your mentor.
- Be enthusiastic!

# Mentor Meeting Agenda Before School/ August

Where to go when you need help...

## Mentor

- District Policies
- Professional Educator Handbook
- Salary and Stipend Guide
- Establish a personal Google Calendar for all professional appointments (We are a Google District!)
- Open House
- Skyward features (employee- payroll and time off & student- grade book, attendance, etc.)
- Classroom management/discipline/school-wide expectations
- Classroom layout
- Classroom routines and procedures
- First day supplies and inventory (texts, desks, etc.)
- Organizing your gradebook
- Classroom schedules
- Schedules for special classes
- School schedules (individual class schedules, early-release/late start)
- Lesson plans
- Assignment notebooks/agendas
- Classroom/study hall/merit rules and procedures
- Locating and using school equipment (copier, phone, fax, etc.)
- Educator Effectiveness Program orientation and time lines
- Media/technology use
- After-school policies and procedures
- Curriculum/syllabus/unit plans (long-term planning)
- Program improvement plans
- Substitute folder/how to call in sick/personal days Payroll/TSA/insurance
- Introduce to available building staff
- Specialists and their roles
- Developing collegial relationships
- Tips on effective communication with students, parents, and teachers
- Lunch routine for teachers/students
- Appropriate dress
- Record-keeping (progress reports, attendance, tardies, documentation, etc.)
- School calendar/key events (monthly)
- Playground rules and equipment
- Referrals to the office
- PTO and other school organizations
- Confidentiality
- Students' IEPs, Health Plans, ELPs, Section 504 plans, or other special concerns

## Teacher Contract

- Sick days/hourly substitutions
- Time of arrival, departure
- Other responsibilities

## Principals

- Tour of building
- Introduce to available building staff
- Classroom inventory
- District forms
- Formal and informal observation and feedback
- Keys-alarms-security procedures
- Supervision of paraprofessionals
- Supervision and duties
- Referrals to the office (behavior, etc.)

## Office Staff

- Where supplies are kept
- Bus slips, detention, attendance, hall passes
- Information/emergency forms
- Lunch/milk tickets and procedures
- Announcements

## Special Education

- Continuum of Services
- Referrals/Building Consultation Teams/Response to Intervention
- Confidentiality
- Seclusion and Restraint

## Curriculum Director

- Program improvement plans
- Federal, state, and local assessments
- Response to Intervention (RtI)
- Gifted/Talented Services
- English Language Learner Program

## Library Media Specialist/Technology Coordinator

- Procedures/check-out for media and technology
- Computer lab and library rules and procedures
- Getting logged onto the computer network
- Integrating technology into lessons
- 1 to 1 Computing

Monthly Mentor Meeting: August

DPI Standards: #1, 5, 7, 10

Mentor Signature \_\_\_\_\_

New Teacher Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

Meeting Date & Time \_\_\_\_\_

## Mentor Meeting Agenda September

### Items for Discussion:

- In-class testing procedures
- Parent communications
- Extra-curricular school activities/duties/responsibilities
- Parent organizations
- Homework policies and procedures
- Parent volunteers
- Sub folders
- Progress reports
- Grading procedures
- Organization strategies
- Pacing of lessons, curriculum
- Field trips/bus requests/guest speakers
- Work orders/maintenance
- Fundraising
- Discipline
- Student rewards and recognition
- Assistance with curricular planning and time line
- Assessment procedures
- Building Consultation Team (BCT) process
- Student data analysis

### Other issues to discuss:

Union representatives walk through contract with new teachers.



*Monthly Mentor Meeting: September*

*DPI Standards: #1, 2, 3*

*Mentor Signature: \_\_\_\_\_*

*New Teacher Signature: \_\_\_\_\_*

*Principal Signature: \_\_\_\_\_*

*Meeting Date & Time: \_\_\_\_\_*

## Monthly Meeting Agenda

October

Items to Discuss:

- Prepare for Parent/Teacher Conferences
- Special education referral procedures
- In-service days
- New student procedures
- Report cards/grading and comment codes
- Professional development opportunities
- Program improvement plans-progress
- Classroom management and discipline issues

Review items from September and August list that are appropriate/

Other issues to discuss:

Monthly Mentor Meeting: October

DPI Standards: #2, 5, 6, 8

Mentor Signature: \_\_\_\_\_

New Teacher Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Meeting Date & Time: \_\_\_\_\_

## Monthly Meeting Agenda

November /December

Discuss:

- Feedback from parent/teacher conferences
- Snow day procedures
- Research-based instructional strategies (see *Classroom Instruction that Works* by Marzano)
- Teaching culturally diverse students/tolerance
- Guidance policies and procedures
- Holiday observances/district policies/student first perspective (Respect for all; all the time!)
- Pre-arranged absences
- Educator Effectiveness interim review
- Budget procedures

Two-Way Observation and Feedback:

Other issues to discuss:

*Monthly Mentor Meeting: November/December*

*DPI Standards: #3, 4, 6, 9*

*Mentor Signature:\_\_\_\_\_*

*New Teacher Signature:\_\_\_\_\_*

*Principal Signature:\_\_\_\_\_*

*Meeting Date & Time:\_\_\_\_\_*

### Mentor Meeting Agenda

January

Discuss:

- End of the semester procedures
- Report cards/records day
- Secondary school scheduling
- Plan for second semester
- Finish and submit budget requisitions
  
- Other issues to discuss:

Monthly Mentor Meeting: January

DPI Standards: #1, 7, 8

Mentor Signature: \_\_\_\_\_

New Teacher Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Meeting Date & Time: \_\_\_\_\_

Monthly Meeting Agenda  
February

Discuss:

- Differentiated lesson planning
- Retention policies
- Spring programs/trips

Other issues to discuss:

Two-Way Observation and Feedback:

*Monthly Mentor Meeting: February*

*DPI Standards: #4, 7, 9*

*Mentor Signature:* \_\_\_\_\_

*New Teacher Signature:* \_\_\_\_\_

*Principal Signature:* \_\_\_\_\_

*Meeting Date & Time:* \_\_\_\_\_

Monthly Meeting Agenda  
March/ April

Items to Discuss:

- End-of-year data analysis
- Effectiveness Project SLO closure
- Summer school referrals and courses
- Supply list for next year
- Second parent/teacher conference
- Standards correlation and curriculum pacing

Two-Way Observation and Feedback: (March)

Other items to discuss:

*Monthly Mentor Meeting: March/April*

*DPI Standards: #1, 8, 9, 10*

*Mentor Signature:* \_\_\_\_\_

*New Teacher Signature:* \_\_\_\_\_

*Principal Signature:* \_\_\_\_\_

*Meeting Date & Time:* \_\_\_\_\_

Monthly Meeting Agenda  
May

Items to Discuss:

- Classroom inventories
- Year-end activities and awards
- Ending the school year successfully with student engagement
- Year-end reports
- Year-end cumulative folder information
- Teacher check-out procedure

Other items to discuss:

*Monthly Mentor Meeting: May*

*DPI Standards: #5, 6, 9*

*Mentor Signature:* \_\_\_\_\_

*New Teacher Signature:* \_\_\_\_\_

*Principal Signature:* \_\_\_\_\_

*Meeting Date &*

*Time:* \_\_\_\_\_

# More Helpful Hints

## Discipline

Of all the aspects of teaching, the one most new teachers are least prepared for is discipline. Without classroom discipline, effective teaching cannot take place.

You need to determine your classroom expectations and rules. In our school swearing and foul language is never acceptable. Familiarize yourself with every aspect of the student handbook. Think about as many scenarios as possible and have a plan ready!

### For example:

“No talking when I’m talking.”

“Pay attention.”

“During work time, be working.”

“Be prepared for class every day.”

...and they, what next?

someone is sleeping during a video

they write notes instead

John never is, now what?

It is important to start out strict in the beginning. You can always become more lax, but it is extremely difficult to become stricter once you've begun. Do not try to be the students' friend. They have their own friends and so do you. You are their teacher. They will respect you as their teacher when they know what you expect of them. Set high expectations. We've learned this ourselves through experience. Experience is the best teacher.

These are some tips:

- Never threaten or punish an individual in anger.
- Don't publicly humiliate the child. Don't be afraid to take a student elsewhere to discuss the problem.
- Try to empathize with students and look beyond the behavior as to what may be the cause.
- Be consistent and fair. Fairness is very important to students.
- Students need to know the consequences. As the teacher, have consequences set up beforehand.
- Include an "emergency plan" in the case of severe behavior. (When does someone else need to be involved?)
- Empty threats are the most common way to lose power.
- Criticize the behavior, not the child.
- Celebrate positive behavior.
- Don't argue with the student, remain calm.
- Follow through with what you say-be assertive!





## SUPPORT TEACHER

What can you do to support *new teachers*?

### PRE-SCHOOL BUDDY

- moving-in assistance
- community tour
- school layout
- set up classroom

### ORIENTATION

- opening day
- schedules
- lesson plans
- room environment
- obtaining supplies
- other support personnel

### PRACTICAL INFORMATION

- ordering materials/films
- assessment
- grading/record keeping
- report cards
- parent conferences
- parent communication
- open house
- substitutes

### EMOTIONAL SUPPORT

- school culture
- resource materials
- unit and lesson planning
- teaching strategies
- curriculum planning
- evaluation

### ASSISTANCE WITH

- special needs students
- classroom management
- discipline procedures
- student motivation
- positive reinforcement

### PROFESSIONAL DIALOGUE

- reflection and self-analysis
- coaching and feedback
- sharing philosophies

### PREPARE FOR ROLE

Know about:

- expectations of your role as a new teacher
- needs/phases new teacher's students, class
- procedures, curriculum current educational issues
- professional growth requirements

Be skilled in:

- peer coaching
- stress management
- communication skills
- time management

Develop supportive attitudes by:

- reflecting on when you were helped
- establishing rapport and trust
- understanding receptivity
- recognizing personal chemistry and philosophies

### OVERCOME OBSTACLES

- create more time
- develop alternatives for mismatches
- develop strategies for working with resistant teachers
- provide special help for struggling teachers

## ADMINISTRATOR



*What can you do to support new teachers?*

### ORIENTATION

- send welcome letter
- conduct site based orientation session
- provide a new teacher handbook
- provide copies of maps, schedules, etc.
  
- conduct a walking or bus tour

### RESOURCES

- order materials for them
- provide equal access
- give copies of curriculum guides, frameworks, course outlines
- give information about district resources
- provide time before school opens
- give a survival kit
- throw a materials shower

### TEACHING ASSIGNMENTS & WORKLOAD

- assign classroom near colleagues
- no combination classes
- no traveling assignments
- balance class composition
- minimize number of preparations
- match experience to grade/subject
- create split load assignments

### SUPPORT SYSTEMS

- assign a support teacher at the same school, grade, subject
- ensure training for support teacher
- meet with new teacher & support teacher
- have a backup plan if pairing doesn't work
- set up a site support team
- create supportive climate & norm of collaboration
- sensitize staff to needs of new teachers

## STAFF DEVELOPMENT

- support release time during school day
- help them plan for substitutes
- schedule regular meetings with new teachers
- co-plan a lesson
- provide practical information, e.g. report cards
- recognize new teacher accomplishments
- develop sharing program
- provide observation times
- connect to professional growth advisor

### EVALUATION

- explain procedure & time line
- have support teacher help prepare
- state performance objectives clearly
- clarify role of support teacher as non-evaluator
- visit classroom informally prior to evaluation

### SUPERVISION

- communicate goal for improved instruction
- identify first year growth areas
- explain difference between evaluation & supervision
- conduct pre-conference, observation & post-conference
- do informal drop-in visits
- withhold judgments
- encourage teacher self-assessment

### PREPARE FOR ROLE

- understand new teacher preparation & needs
- develop communication skills
- work with supportive colleagues

### OVERCOME OBSTACLES

- delegate, collaborate, and recognize others
- reduce problems for teachers hired late
- explore use of existing funding sources
- use existing staff to provide release time



# DISTRICT PERSONNEL CHECKLIST

What can you do to support new teachers?

## POLICIES

- assign new teachers appropriately
- establish advisory board
- appoint district coordinator
- train site administrators
- select and train experienced teachers
- inform new teachers of expectations
- advertise new teacher support
- involve site administrators
- assign new teachers to supportive settings
- establish assignment guidelines
- work with teachers' association
- assign experienced teachers to work with new teachers
- review evaluation procedures

## ACTIVITIES

- build on new teacher needs
- avoid conflicts with site level activities
- offer stipends for attendance
- offer salary credit
- provide release time
- provide and train substitutes
- train administrators
- utilize mentor teachers
- collaborate with universities

## COLLABORATING WITH COLLEGES AND UNIVERSITIES

- explore potential contributions
- explain school organization procedures
- seek to understand university procedures
- identify contact persons
- provide feedback to university
- include faculty on advisory board

## PREPARE FOR ROLE

- know current research
- know new teacher needs
- be aware of various delivery systems
- help minimize demands
- customize staff development
- inform about curriculum frameworks & guides
- take site level activities into account

## OVERCOME OBSTACLES

- explore creative funding
- consider alternatives to release time
- explore outside resources

# TIPS FOR STAYING ORGANIZED



There are so many details to remember; so many things to do in establishing maintaining an effective classroom environment so that learning can take place.

Try to lessen your load by letting students handle some of the routine items. For example, let students:

- o Change bulletin boards (perhaps you can have a sign-up sheet indicating who is responsible and the required theme, if you have a preference).
- o Pass out and collect papers and books (maybe start out with first person in each row and change as grading period ends or unit ends).
- o Assist with routine chores (attendance, lunch count). Help each other (peer tutoring, make-up work buddies).

## Suggestions For A More Organized You:

1. Have needed supplies ready in a convenient location and replenish them as they begin to deplete.
2. Check to see that you have the needed materials ready for the next day's lesson the night before (have Monday's things ready to go before you leave school Friday afternoon).
3. Have reference books (dictionaries, etc.) and extra textbooks readily available
4. Keep a folder of worksheets and assignments for absent students.
5. Keep a day book or file folder of lesson plans (this day book should be your constant companion to help you capitalize on what's going well and address what needs to be

changed): went well, examples that worked, student ideas that aided the lesson.

6. Make notes of changes needed the next time you teach this lesson.
7. Make note of particularly good examples or student questions.
8. Make note of points still needing more coverage.
9. Do lesson plans in advance, a week at a time (if your school does not require this, set up your own deadline for having this done).
10. Use different colored manila folders or different colored big dips for each class to separate papers needing to be returned or graded.
11. Have a definite place for students to turn in work. (You'll avoid hearing: "But I put it on your desk.")
12. Begin to make a permanent file of units, complete with answer keys and samples of student work.
13. When making a copy or taking a sheet from a workbook, record the source on the master copy. (That way you'll know where to find it again.)
14. Make a seating chart in pencil.
15. When recording grades, label when the assignment grade was taken and what it is; use different colored ink for test grades daily grades, etc.
16. Keep a record of phone calls made to parents and conferences held.
17. Keep a copy at home of student/parent names and phone numbers just in case you need to contact them.

*From Richfield Public Schools Mentorship Handbook*



## Preparing for the First Day and First Week of School

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

### Directions:

- Check (√) each item for which you have prepared.
- Place an (X) by each item for which you have not prepared, but think you need to do so.
- Highlight those items which you will teach the students on the first day of class.

### WORK REQUIREMENTS

- \_\_\_ heading papers
- \_\_\_ use of pen or pencil
- \_\_\_ writing on back of paper
- \_\_\_ neatness, legibility
- \_\_\_ incomplete work
- \_\_\_ late work
- \_\_\_ missed work
- \_\_\_ due dates
- \_\_\_ make-up
- \_\_\_ supplies
- \_\_\_ coloring/drawing on paper
- \_\_\_ use of manuscript/cursive (elem.)

### ROOM/SCHOOL AREAS

- \_\_\_ shared materials
- \_\_\_ teacher's desk
- \_\_\_ drinks, bathroom, pencil sharpener
- \_\_\_ student storage, locker
- \_\_\_ student desks
- \_\_\_ learning centers, stations
- \_\_\_ playground, school ground
- \_\_\_ lunchroom
- \_\_\_ halls/hall passes

- \_\_\_ seating chart
- \_\_\_ attendance
- \_\_\_ lunch count
- \_\_\_ academic warm-ups
- \_\_\_ distributing materials
- \_\_\_ class opening
- \_\_\_ announcements

### ENDING CLASS

- \_\_\_ putting away supplies, equipment
- \_\_\_ cleaning up
- \_\_\_ organizing class materials
- \_\_\_ dismissing class

### BOOKS AND MATERIALS

- \_\_\_ book covers
- \_\_\_ notebooks
- \_\_\_ daily class supplies
- \_\_\_ pencil/pens

### OTHER INSTRUCTIONAL ACTIVITIES

- \_\_\_ teacher, student contracts
- \_\_\_ student movement in the room
- \_\_\_ signals for students' attention
- \_\_\_ signals for teacher's attention
- \_\_\_ student talk during seat work
- \_\_\_ activities to do when work is done
- \_\_\_ student participation
- \_\_\_ laboratory procedures
- \_\_\_ movement in/out of small groups
- \_\_\_ bringing materials to school
- \_\_\_ expected behavior in group
- \_\_\_ behavior of students not in group

### SETTING UP INDEPENDENT WORK

- \_\_\_ defining "working alone"
- \_\_\_ identifying problems
- \_\_\_ identifying resources
- \_\_\_ identifying solutions
- \_\_\_ scheduling
- \_\_\_ interim checkpoints

### GRADING POLICIES & PROCEDURE

- \_\_\_ scale
- \_\_\_ recording
- \_\_\_ posting
- \_\_\_ extra credit
- \_\_\_ late assignments
- \_\_\_ grading reports to parents



# Classroom Procedures

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the classroom management time.

Directions:

- Check (✓) each item for which you have prepared.
- Place an (X) by each item for which you have not prepared, but think you need to do so.
- Highlight those items which you will teach the students on the first day of class.

## BEGINNING CLASS

- roll call, absent, tardy
- academic warm-ups
- distributing materials
- class opening

## ROOM/SCHOOL AREA

- shared materials
- teacher's desk
- drinks, bathroom, pencil sharpener
- student storage/locker
- student desks
- playground, school ground
- learning centers, stations
- lunchroom
- halls

## SETTING UP INDEPENDENT WORK

- defining working alone
- identifying problems
- identifying resources
- identifying solutions
- scheduling
- interim checkpoints

## INSTRUCTIONAL ACTIVITIES

- teacher, student contracts
- student movement in the room

- signals for students' attention
- signals for teacher's attention
- student talk during seat work
- activities to do when work is done
- student participation
- laboratory procedures
- movement in/out of small groups
- bringing materials to school
- behavior of students not in group

## ENDING CLASS

- putting away supplies, equipment
- cleaning up
- organizing class materials
- dismissing class

## INTERRUPTIONS

- rules
- talk among students
- conduct
- passing out books, supplies
- turning in work
- handing back assignments
- getting back assignments
- out of seat policies
- consequences on misbehavior

## OTHER PROCEDURES

- lunch procedures
- student helpers
- safety procedures
- fire drills

## WORK REQUIREMENTS

- heading papers
- use of pen or pencil
- writing on back of paper
- neatness, legibility
- incomplete work
- late work
- missed work
- due dates
- make-up
- coloring/drawing on paper
- use of manuscript/cursive (elem.)