

Students Choosing to Excel, Realizing their Strengths

School District of

Manawa

Home of the
Wolves



Mentor Handbook

Approved by Manawa Board of Education on

**School District of Manawa
800 Beech Street Manawa, WI 54949
920-596-2525**

www.manawaschools.org



TEACHER MENTORING PROGRAM

Introduction	
Mission Statement	2
Program Overview	2
Pre-service Orientation.....	2
Educator/Mentor Meetings.....	2
Mentoring Program.....	2
Role of the Mentor	34
Role of Building Administrator	5
Mentor/Mentee Agreement	6
Ground Rules	7, 8
Mentor/Mentee Checklists.....	9-33
Before School Starts.....	9-12
September.....	13-15
October.....	16-17
November.....	18-19
December	20-21
January	22-23
February.....	24-25
March	26-27
April.....	28-29
May.....	30-31
June.....	32-33
Program Input	34
Observations.....	35-39
Pre-Conference Objectives	35
Pre-Conference Questions.....	35
Observation Form (Mentor).....	36-37
Post-Conference Objectives.....	38
Post-Conference Questions.....	38
Mentor Log Sheet	39

MISSION STATEMENT

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

PROGRAM OVERVIEW

The School District of Manawa defines an initial educator as a newly certified educator in accordance with PI34.

Pre-Service Orientation

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for the teachers to meet with their mentors, building principals, and other administrative personnel as needed.

Educator/Mentor Meetings

The focus for each meeting is outlined within the Educator/Mentor monthly checklist.

Mentoring Program

All initial educators new to the district will be assigned a mentor for the first year of employment with the district. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

ROLE OF THE MENTOR

A mentor is a teacher with at least three years of teaching experience and certified as a mentor in the School District of Manawa.

QUALIFICATIONS

1. A mentor must possess a valid Wisconsin Teacher Certificate License.
2. A mentor must have successfully completed the state approved mentoring class or equivalent. If a mentor is assigned an initial educator, mentor training is required.
3. A mentor must be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
4. A mentor must agree to abide by the expectations stated as "Mentor Responsibilities."

MENTOR RESPONSIBILITIES

1. Develop a collegial/professional relationship.
2. Orient the new teacher to the district, to his/her school(s), and to building procedures.
3. Attend new staff orientation at the start of the school year.
4. Gather necessary resources to assist the initial educator with planning efforts. Examples include:
 - Curriculum guides
 - Handbooks
 - Schedules
 - Target Assessments
5. Provide professional contacts as needed for the initial educator to meet content specific and teaching strategy needs.
6. Schedule an observation with the educator at least once each quarter. In addition, arrange for appropriate observations by the educator of the mentor and other professionals.
7. Discuss the teacher's responsibilities and expectations in the school district based upon the Wisconsin Standards for Teacher Development.
8. Establish a system of on-going communication with the educator.

9. Maintain confidentiality in the professional relationship.
10. Share resources for professional development opportunities.
11. Attend mentor/mentee in-service and other professional development opportunities.
12. Offer guidance as the educator creates and implements the Professional Development Plan per PI-34.
13. Attend available seminars to enhance professional development in the mentor role.
14. Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program.
15. Ensures that the mentor relationship and professional development plan process is separate from the formal employment evaluation process.
16. Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
17. Provide suggestions as to ways to improve the School District of Manawa's Mentoring Program.

TERMS FOR THE MENTOR CONTRACT

1. Recognize that not all mentor/mentee relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. Besides being recognized at the end of the year, the mentor will be compensated as defined in the teacher handbook.

ROLE OF THE BUILDING ADMINISTRATOR

1. Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
2. Recruit individuals to serve as mentors. Match new faculty with mentors.
3. Provide common release time or joint planning time to facilitate mentor/mentee interaction.
4. Allow for release time to complete mentor/mentee classroom visits.
5. Share resources for professional development opportunities.
6. Reassign a mentor if necessary.
7. Reflect on the year and offer suggestions to improve the mentor program to the building principal.
8. Ensure that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.

Mentor/Mentee Agreement of Confidentiality

I understand and will fulfill my responsibilities as outlined in the School District of Manawa's Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.

Name

Date

GROUND RULES

Ground rules for _____ and _____ (mentee)
working relationship. Rules apply to both parties.

OPEN DOOR POLICY - both of us will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

HUMOR - we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

CONFIDENTIALITY - we will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly.

PROMPTNESS - both of us believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

COMFORTABLE ENVIRONMENT - we will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

Signed by: _____ (mentor) & _____ (mentee) Date: _____

_____ (mentor) & _____ (mentee) working relationship:

G

Available: _____ or _____ may stop in to either person's room as needed. There will also be planned times for meeting together.

R

Atmosphere: We will respect each other's time and space. We will accommodate each other's comfort zone as to when and where to meet.

O

U

Tone: We will be aware that we are each human and that our job at times can be stressful. We will be serious in our approach to working together remembering that a good laugh is often the shortest distance to achieving a healthy working relationship.

N

D

Promptness: We will both respect the value of each other's time by being prompt at our set meeting times and to keep the meeting concise. If we are unable to keep the set meeting time we will notify the other as soon as possible.

R

Confidentiality: We agree to keep our discussions confidential. A successful relationship can only be built with honesty and trust at the heart of it.

U

Other:

L

E

Signature: _____ & _____

(mentor)

(mentee)

S

Date: _____

Mentor/Mentee Checklist

Mentor

Grade Level/Subject Area

Teacher

Grade Level/Subject Area

School

School Year

Orientation

- Attend new teacher orientation
- Establish/log meeting times with new teacher
- Provide information about the community possibly via the Chamber of Commerce
- Introduce technology systems, trainers, resources
- Familiarize mentee with district & building calendars (Google)
- Review 10 Wisconsin Standards Teacher Development & Licensure
- Review all applicable handbooks & emergency procedures
- Create personal Google calendar to contain applicable professional appointments

Building

- Introduce teacher to staff
- Review age appropriate social media usage (teacher to student)
- Demonstrate use of building equipment
- Discuss telephone procedures
- Create Web presence per building expectations
- Show how to obtain classroom supplies
- Show where cumulative files are kept and how to access them
- Obtain textbooks, manuals, & curriculum guides
- Discuss office procedures
- Give a tour of the building, parking areas, confirm entry card & keys
- Discuss school lunchtime routine
- Discuss supervisory duties/procedures

Classroom

- Assist with room preparations
- Review effective teaching methods of a lesson
- Review Response to Instruction/Intervention Universal Screeners
- Assist with planning for the first week of school
- Review time schedule, expectations & activities for the first day with students
- Explain Back to School Night and Open House procedures
- Share organizational systems for grades, homework, parent communications, etc.
- Review daily tasks of attendance, lunch count, recess, etc.
- Review student information provided in Skyward & the Student Information Management System (SIMS)
- Discuss organization of parent volunteers in the classroom

Mentor/Mentee Checklist

Task	Notes	Date
Orientation		
New teacher orientation		
Establish meeting times		
Community information		
Technology systems, etc.		
Building calendars		
Google personal calendar		
Handbooks and emergency procedures		
10 Wisconsin Standards		
Building		
Introduction to staff		
Telephone procedures		

Use of building equipment		
Classroom supplies		
Textbooks, manuals, etc.		
Cumulative files		
Tour		
Office procedures		
Lunchtime routine		
Supervisory duties		
Classroom		
Room preparation		
Review teaching methods		
First day		

First week		
BtSN, Open house		
Organizational systems		
Daily tasks		
Skyward, SIMS		
Parent volunteers		
Classroom schedule		
Special schedules		

September

Mentor and new teacher may need more than one meeting this month.

- | | |
|---|---|
| <input type="checkbox"/> Discuss importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted) | <input type="checkbox"/> Acquaint the new teacher with Special Education referral processes & pertinent forms (I.e. the Individualized Education Program - IEP) |
| <input type="checkbox"/> Discuss budget procedures & review budget selections | <input type="checkbox"/> Encourage mentee to continue reflecting on his/her teaching experience |
| <input type="checkbox"/> Assist in developing & implementing classroom management strategies | <input type="checkbox"/> Acquaint new teacher with RtI (Response to Instruction/Intervention) teams |
| <input type="checkbox"/> Discuss the referral process & documentation for Title I options | <input type="checkbox"/> Review services offered/referral procedures for school guidance counselors & psychologist |
| <input type="checkbox"/> Discuss importance of documenting each students' portfolio record/SIMS | <input type="checkbox"/> Acquaint new teacher with cumulative folders, test results, permanent records, confidential files & medical alerts |
| <input type="checkbox"/> Discuss student assessment & progress reports | <input type="checkbox"/> Discuss policy for homework, make-up work & late work |
| <input type="checkbox"/> Explain importance of accurate recordkeeping (gradebook, attendance) | <input type="checkbox"/> Discuss grading philosophy (what, when, how, why) & review recording/weighting data |
| <input type="checkbox"/> Discuss procedures for new students who enroll/withdraw after the school year has begun | <input type="checkbox"/> Discuss supplementary tools, materials, resources, media center & specialists, etc. |
| <input type="checkbox"/> Explain curriculum, access to the curriculum guides & importance to lesson planning | <input type="checkbox"/> Share lesson plans & other related schedules/activities (i.e. field trip procedures) |
| <input type="checkbox"/> Prepare new teacher for principal observation/evaluation | <input type="checkbox"/> Help establish a Substitute Teacher Folder |

What Went Well:

Areas to Work on:

September

TASK	NOTES	DATE
Student behavior documentation		
Develop/implement classroom management strategies		
RtI (Response to Instruction/Intervention) teams		
Special Ed. referral processes, IEP		
Title I referral process		
Guidance/psychologist services, referral procedures		
Documenting student assessments		
Cumulative folders, test results, permanent records, medical alerts, legal flags, etc.		
Homework policies, makeup/late work		
Recordkeeping, gradebook, attendance		

Grading philosophy, weighting data		
Refine computerized grading systems		
Help prioritize workload		
Positive parent contacts		
Supplementary books, resources, media center, etc.		
Access to curriculum guides, lesson planning		
Share plans, related schedules/activities, field trip procedures		
Aid with lesson planning		
Substitute teacher folder		
Procedures for mid-year enroll/withdraw students		
Prep for principal evaluation/observation, forms		

October

- Address concerns of classroom management & discipline
- Review organizational & recordkeeping skills
- Discuss procedures for parent-teacher conferences prior to scheduled dates
- Assist the new teacher through the first report cards
- Discuss snapshot observation, if one occurred
- Share information & process for professional development opportunities
- Discuss standardized exam policies & share sample tests in appropriate grade level
- Complete new teacher observation & offer feedback
- Review items from the beginning of the mentoring process
- Discuss grading philosophy (what, when, how, why) & review recording/weighing data

What Went Well:

Areas to Work on:

October

TASK	NOTES	DATE
Classroom management concerns		
Organizational/recordkeeping skills		
Parent-teacher conferences prior to scheduled dates		
First report card		
Standardized exam policies, sample tests		
Observation/feedback		
Information process for professional development opportunities		

November

Share success stories & celebrate!

- Advise new teacher of special events, delayed opening & snow day procedures
- Plan for mid-year Universal Screeners
- Reflect on areas for growth
- Discuss end of semester procedures
- Discuss assessment techniques & recordkeeping skills
- Discuss staff-program change procedures for the upcoming school year

What Went Well:

Areas to Work on:

November

TASK	NOTES	DATE
Special events, delayed opening, snow days		
End of semester procedures		
Retention procedures		
Assessment techniques, recordkeeping skills		
Reflect on areas for growth		
Staff/program change procedures for upcoming year		
Prep for principal evaluation/observation, forms		
Information process for professional development opportunities		

December

- Discuss different learning styles
- Check in on classroom management & discipline procedures
- Complete new teacher observation & provide feedback
- Arrange for new teacher to observe one of your best lessons
- Discuss "snapshot observation" by new teacher, if one occurred
- Discuss new teacher probationary policy

What Went Well:

Areas to Work on:

December

TASK	NOTES	DATE
Learning styles		
Classroom management, discipline		
Observation & feedback		
Plan mid-year target assessment		
Discuss probationary policy for new teachers		
New teacher to observe mentor		

January

- Complete new teacher observation & provide feedback
- Discuss budget procedures & review budget selections
- Discuss summer school teaching opportunities
- Encourage mentee to continue reflecting on his/her teaching experience

What Went Well:

Areas to Work on:

January

TASK	NOTES	DATE
Observation Feedback		
Budget Procedures		
Encourage Reflecting/Journaling		
Summer School Teaching Opportunities		

February

- Encourage trying new things
- Review policies & issues that relate to retention, failure of students & Summer School options
- Update personal Google calendar with new 2nd semester appointments
- Encourage new teacher to contact parents in preparation for parent/teacher conferences
- Plan for February Data Retreat
- Encourage participation in staff/program changes, if applicable

What Went Well:

Areas to Work on:

February

TASK	NOTES	DATE
Encourage new things		
Review retention issues, summer school options, etc.		
Update personal Google calendar		
Encourage parent contact in preparation for conferences		
Encourage participation in staff/program changes, if applicable		

March

- Complete new teacher observation and provide feedback
- Give suggestions for keeping momentum & interest at the end of the year for students & teachers
- Review procedure for field trips, in necessary
- Discuss Summer School enrollment procedures
- Review proper procedure for signing contract and following deadlines

What Went Well:

Areas to Work on:

March

TASK	NOTES	DATE
Observation Feedback		
Field trip procedures		
Summer school enrollment procedures		
Suggestions for keeping momentum & student interest		
Contract signing procedures		

April

- Plan for end-of-year Universal Screeners
- Plan for May Data Retreat
- Classroom Inventories
- Teacher Check-out Procedures
- Discuss specific student clustering or transitioning needs for next year
- Discuss transfer and retention procedures for specific students

What Went Well:

Areas to Work on:

April

TASK	NOTES	DATE
Plan end-of-year Universal Screeners, Data Retreat		
Transfer/retention procedures for specific students		
Student clustering/needs for next year		
Classroom Inventories		
Teacher Check-out Procedure		

May

- Review plans for end-of-year student activities
- Discuss specific student clustering or needs for next year
- Give suggestions for keeping momentum & interest at the end of year for students & teacher
- Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful

What Went Well:

Areas to Work on:

May

TASK	NOTES	DATE
End-of year student activities		
Suggestions for keeping momentum & interest		
Student clustering needs for next year		
Encourage thank-you notes to parents/staff		

June

- Discuss end-of-year checkout procedures
- Ask for feedback on the mentor program & record data to be shared
- Assist with final grading procedures

What Went Well:

Areas to Work on:

June

TASK	NOTES	DATE
End-of year checkout		
Final grading procedures		
Mentor program feedback & record data to be shared		

Mentor program input

WHAT went well this year?

ANY suggestions for improvements or change?

PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The new teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding intended lesson plan.

PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

Mentor/Mentee Observation Sheet

Date:

Class:

Teacher:

Observer:

Pre-Observation: What am I looking for? (Mentor)

Observation Notes (Mentor)

Action Plan: (Mentor)

Observation

Date: _____

Class being observed: _____

Teacher: _____

Observer: _____

Teacher Standard: #1 – The teacher understands the central concepts, tools of inquiry and structures of the discipline he/she teaches and creates learning experiences that make these aspects **of subject matter** meaningful for pupils.

Pre-Observation – What am I looking for? (Mentor and New Teacher)	Observation Notes (Mentor and New Teacher)	Action Plan – (New Teacher)

POST-CONFERENCE OBJECTIVES

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem solving strategies.
4. Provide for continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the teacher's skills in self-analysis.

POST-CONFERENCE QUESTIONS

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?

