



Fall Creek School District
**Teacher
Mentoring
Program**



Table Of Contents

Mission Statement.....	page 3
Goals.....	page 3
Mentor Qualifications.....	page 3
Roles and Responsibilities	
Mentor	page 4
New Teacher.....	page 4
Site Coordinator.....	page 5
Mentor/New Teacher “No Fault” Agreement.....	page 5
New Teacher Needs and Responsibilities	
Monthly Topics	
Orientation.....	page 6
August	page 7
September.....	page 10
October.....	page 12
November/December.....	page 13
January/February/March.....	page 14
April/May/June.....	page 15
Second Year Mentoring Program	
Monthly Topics	
August/September.....	page 17
October/November/December.....	page 17
January/February/March.....	page 18
April/May/June.....	page 18
Coaching Conversations.....	page 19

Mission Statement for Mentoring Program

The School District of Fall Creek, along with the community, through meaningful personal connections, will provide a safe, supportive environment that inspires students to reach their academic and personal potential and to become responsible citizens.

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:

- Be a licensed teacher.
- 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 a 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.
- 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, the mentor should request the Site Coordinator 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	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	
Teacher Handbook <ul style="list-style-type: none"> - Professional, personal, and sick leave - Salary schedule 	
Additional Level Movement (edWeb, etc.)	
Professional Growth Goal	
In-service: Dates and Attendance	
Remind App	

Technology Coordinator

Activity	Completed
District email, email groups	
Technology policies	
Staff/Employee access homepage	
Telephone, voicemail, password, emergency numbers	
Logins and pass codes: email, Skyward Financial, Skyward Student Information System, lunch number and library resources check-out number, Google, District Drives, Two-factor authentication, Frontline	
Tech Help Ticket	

New Teacher Needs and Responsibilities

AUGUST

Library Media Specialist

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

Fall Creek Education Association

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

School Counselor

Activity	Completed
School counseling program <ul style="list-style-type: none">Who are your building counselor(s)	

School Psychologist

Activity	Completed
Special education programing, services, staffing	
Location of IEPs and 504s	

Building Principal

Activity	Completed
Classroom schedule, bell schedule	
Teacher Handbook <ul style="list-style-type: none"> - Requesting a substitute (illness or personal leave) - Extra-curricular pay - Work day conditions and hours 	
Parent communication <ul style="list-style-type: none"> - When to communicate - Appropriate methods of communication 	
Staff evaluations and forms	
Storage of money and valuables (fundraisers, extra-curricular, trips)	

Mentor

Activity	Completed
Building map and layout <ul style="list-style-type: none"> - Tour - Introductions (office, support staff, school nurse, food service director, custodians, etc.) - District and staff mailboxes 	
Calendars: district, building, grade level, school year <ul style="list-style-type: none"> - vacation days, open house, parent-teacher conferences, inservice, last day of school 	
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	
Mandatory Reporting Procedures	
Forms (maintenance, leave, field trip, extra pay, facilities, tech help ticket, accident report, etc.)	
Student handbook	
Open House information/procedure	
Professional Growth Goal (development and timeline)	
Curriculum, common core, instructional materials, textbooks, workbooks,	

Lesson plan procedures	
Google Classroom, district drives, Google Docs	
Skyward Student Information System: family information and health information, gradebook, attendance	
Budgets: classroom and school	
Student supervision: study hall, recess duty, bus duty	
Bulletin boards, hallway displays, location of teaching supplies	
School pictures	
Equipment/areas for teacher use: copier, laminator, die cutter, book binder, Cricut, Fab Lab, kitchen	
Student transportation information (bus, walk, pick-up, etc)	
Milk break record keeping (ES only), book orders	
Notes:	

New Teacher Needs and Responsibilities

SEPTEMBER

Activity	Notes	Completed
Mentor program: set up time for classroom visit (first 9 weeks) & agree upon time/place for weekly meetings (20-30 min)		
PBIS/MTSS <ul style="list-style-type: none"> - Classroom management - Discipline referral - School wide expectations 		
Fastbridge Testing / RTI (reports and testing schedule)		
Professional seminars and workshops		
Special education procedures (referrals, meetings, IEPs & 504s, Title I)		
School Counseling Check-in <ul style="list-style-type: none"> - How to refer a student for Counseling Support (Building Specific) - Youth Tutoring Youth Class 		
Substitute procedures (lesson plans)		
Educator Effectiveness (Frontline)		
Remediation programs (Alt Ed, Title One)		
Grading procedures and scale (homework policy, grade weights, standards based, etc)		
Progress Reports, Report Cards, FastBridge Reports, Quarterly IEP Progress Reports		
Classroom volunteer/visitor policies (parents, senior citizens, college students, youth-to-youth tutoring)		
Field Trips / Guest Speakers <ul style="list-style-type: none"> - chaperones, permission slips, money collection, procedure for students unable to pay, emergency contact, emergency/medical kit take along 		
School lounge/workroom etiquette		
Sunshine Committee		

Student critical health list and medication		
Documentation of parent contact		
Committee assignments (curriculum, PBIS, etc.)		
School-related clubs/programs		
Grade level/department meetings, curriculum meetings		
All-School assemblies - supervision responsibilities, seating		
Homecoming		
Celebrations <ul style="list-style-type: none"> - Student birthdays - Classroom parties - Holidays 		
Notes:		

OCTOBER

Activity	Notes	Completed
Check-in <ul style="list-style-type: none"> - Parent Contact - Professional Growth Goal - Classroom management - Student Connections - Personal well-being 		
School Counseling Check In <ul style="list-style-type: none"> - Academic and Career Planning (ACP) District Plan - Elementary school mentoring program, selection of students involved, scheduling 		
Instructionally-Focused Conversations <ul style="list-style-type: none"> - Culturally competent practices - Implicit bias - Engaging students in learning 		
Parent Teacher Conferences (scheduling, length, content, format)		
Mid-Term grades		
Classroom needs/curriculum plans		
Cricket Chirp		
Social Media (Twitter, FB, webpage, etc)		
Reflect upon classroom observation (as applicable)		
Supplies (requisitions, year end, credit card, reimbursement)		
Notes:		

NOVEMBER / DECEMBER

Activity	Notes	Completed
Mentor program: agree upon time/place for bi-weekly meetings (20-30 min)		
Check-in <ul style="list-style-type: none"> - Parent Contact - Professional Growth Goal - Classroom management - Student Connections - Personal well-being 		
Weather related cancellation - notification and make-up		
Budget requests - Skyward		
Classroom observation and reflection (if not done previously)		
School Counseling Check In <ul style="list-style-type: none"> - Big Brothers Big Sisters Program (Bigs) - Student Scheduling Procedure (Building Specific) - High School Course Handbook (HS Only) - Graduation Requirements (HS Only) - Procedures for offering a new class (HS only) 		
Quarter and Trimester Grades and Progress Notes (SPED) <ul style="list-style-type: none"> - Incomplete grades, adjusting grades 		
Concerts/music department (ES only)		
Breaks (Thanksgiving, winter)		
Organizational and time-saving strategies		
Notes:		

JANUARY/FEBRUARY/MARCH

Activity	Notes	Completed
Check-in <ul style="list-style-type: none"> - Parent Contact - Professional Growth Goal (mid-year in Frontline) - Classroom management - Student Connections - Personal well-being 		
Final Exam Schedule (HS only)		
Grading (incomplete grades, semester grades, changing grades)		
Spring break		
SnoFest (HS only)		
Teaching summer school classes - class offerings, compensation		
Schedule second classroom visit		
Preparation for Standardized Testing <ul style="list-style-type: none"> - Proctoring and practice procedures - Accommodations - Administration window 		
Parent-Teacher Conferences		
Final purchase orders, budget requests, and timelines		
Notes:		

APRIL/MAY/JUNE

Activity	Notes	Completed
Check-in <ul style="list-style-type: none"> - Parent Contact - Classroom management - Student Connections - Personal well-being 		
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 - Finals 		
Testing (ACT, PreACT, 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 - Office Hours <ul style="list-style-type: none"> - Working around janitor schedules 		
Next Year <ul style="list-style-type: none"> - Scheduling for next year - Class lists for next year - School district calendar - Kindergarten registration and orientation 		
Professional Growth Goal		

- | | | |
|--|--|--|
| <ul style="list-style-type: none">- Submit Street Fair Checklist (Reflection is included)- Street Fair Preparation & Requirements- Put Goal in Frontline | | |
|--|--|--|

Notes:

2nd Year Mentoring Program

AUGUST/SEPTEMBER

Activity	Notes	Completed
Professional Growth Goal - Timeline & Schedule - Develop & Submit Goal - Put goal in Frontline		
Check-in - Parent Contact - Classroom management - Student Connections - Personal well-being - Schedule monthly meetings with Mentor - Revisit 1st Year Mentor Handbook Checklist		
FastBridge Testing/RTI Schedule		
Notes:		

OCTOBER/NOVEMBER/DECEMBER

Activity	Notes	Completed
Check-in - Parent Contact - Classroom management - Student Connections - Personal well-being - Address professional needs and concerns		
Set up classroom observation and reflection		
Notes:		

JANUARY/FEBRUARY/MARCH

Activity	Notes	Completed
Check-in <ul style="list-style-type: none"> - Parent Contact - Classroom management - Student Connections - Personal well-being - Address professional needs and concerns 		
Mid-year growth goal review		
Plan for second classroom observation and reflection		
Notes:		

APRIL/MAY/JUNE

Activity	Notes	Completed
Check-in <ul style="list-style-type: none"> - Parent Contact - Classroom management - Student Connections - Personal well-being - Address professional needs and concerns 		
Professional Growth Goal <ul style="list-style-type: none"> - Submit Street Fair Checklist (Reflection is included) - Street Fair Preparation & Requirements - Put Goal in Frontline 		
Notes:		

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 thoughts 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...

