

NEW TEACHER – MENTOR PROGRAM

THE SCHOOL DISTRICT OF NORTH FOND DU LAC



"Education is not filling a pail, but the lighting of a fire."

-William Butler Yeats

New Teacher – Mentor/ Handbook/ 1

SCHOOL DISTRICT OF NORTH FOND DU LAC

MENTORING PROGRAM

Beliefs

New teachers with quality mentors are more likely to:

- Become quality teachers more quickly
- Remain in the profession
- Enjoy their work
- Feel part of the educational community

Mentors who work with the new teachers will be likely to:

- Attain satisfaction by helping a fellow professional
- Be learners themselves
- Grow in professional attitudes and skills
- Feel part of the educational community

Goals for Mentoring Program

All professional development activities are based on mutually developed standards for quality teaching and learning in the School District of North Fond du Lac

- Build a life-long learning community
- Ensure that teachers and staff new to the School District of North Fond du Lac will have a successful teaching and learning experience
- Improve instructional strategies so teachers meet the needs of all students
- Develop collegial relationships
- Enhance student achievement
- Transmit the culture of the school system to beginning teachers
- Increase the retention of promising beginning teachers during the initial years of teaching

***"People with goals succeed because they
know where they're going."***

-Earl Nightingale

What's In It For the Mentor?

Formally, a mentor is a teacher who provides support and assistance to beginning teachers. A mentor is an experienced person who is willing and generous enough to share personal and professional knowledge and experience in helping another to grow personally and professionally.

Some mentor benefits that were cited as "substantial" came from the University of Wisconsin-Whitewater Teacher Induction Program.

These include:

- Established a trusted friendship.
- Fostered a sense of pride in helping another get started in the profession.
- Felt it could help my school in the long term.
- Pleased me to know that my inductee found my past experiences useful.
- Received affirmation and support from my inductee.
- Helped reinforce my own professional identity.
- Gave me a *sense* of pride in passing the skills of the profession to the next generation of teachers.
- Challenged me professionally.
- Caused me to analyze my own teaching more.
- Became more aware of the importance of communicating in a professional manner.
- Rejuvenated me professionally.
- Stimulated ideas for me to use in the classroom.
- Felt honored to be selected as a mentor.
- Sharpened my ability on how to effectively help another.

Qualities of a Good Mentor

Mentors are special people. They are highly accomplished teachers, yet teaching expertise is not enough. They may have many years of "front-line" experience behind them, yet more than experience is required. The qualities and responsibilities of a good mentor include, but go beyond, those of a good teacher.

- **Advisor**
 - Help prepare lesson plans and grade book
 - Assist in setting up routines
 - Assist with classroom organization
 - Provide advice as to interaction with students, parents, and other teachers
 - Link teacher to other resources
 - Demonstrate lessons for teaching specific learning objective
- **Supporter**
 - Encourage
 - Praise while being realistic when events don't go as planned
 - Watch over as individual "learns the ropes"
 - Set up opportunities to meet people
- **Counselor**
 - Be an empathetic listener
 - Assist individual in coming up with his/her own solutions

- **Teacher/Coach**
 - Be a resource for teaching materials
 - Provide instructional materials & direct to resources
 - Impart helpful “tricks of the trade”
 - Process the things that work and those that don’t
 - Explain the curriculum
 - Provide information on procedures
 - Advise with discipline
 - Explain and help with paper work
 - Observe in the classroom and make constructive suggestions
- **Orientation Facilitator**
 - Tour the building
 - Familiarize with school culture & traditions
 - Give a feel for the school’s atmosphere and philosophy
 - Do not try to do too much at one time-make orientation a year-long process
- **Be a Trusted Confidant**
 - Listen
 - Be available
 - Maintain confidentiality
- **Communication Facilitator**
 - Facilitate communication between the beginning teacher and the administrator
 - Interpret educational jargon

New Teacher Induction Program

New teachers to the School District of North Fond du Lac are defined as one who is under contract and is a member of the North Fond du Lac Education Association. Whether the teacher has zero, or many years of experience, each different place of employment has its own personality. To learn about the district's personality the new teacher is required to participate in the following activities designed to assist them in getting acquainted with the district and assisting them into becoming an effective teacher.

One Day – New Teacher Academy

This program assists the new teacher in learning about the different aspects of the district by attending a one day orientation program. Time will be provided for the new teacher to meet with their mentor.

Effective Teacher Training

This training is seven hours of in-service targeting the different aspects of becoming an effective teacher. This program has something for the new as well as the veteran teacher. These seven hours are typically spread over the orientation day and the remainder of the year. Meetings will be held as a group and at individual buildings.

Topics discussed include but are not limited to:

- The Effective Teacher
- The First Days of School
- Discipline and Procedures
- Procedures and Routines
- Cooperative Learning and Culture
- Lesson Mastery
- The Professional Educator
- Positive Expectations

Mentoring Program

The new teacher will be assigned a mentor throughout the first year of employment with the district to provide guidance and expertise. A checklist of activities is located in the “New Teacher Handbook” portion of this publication. The assignment of the mentor will be made by the building principal.

Role of the New Teacher to the North Fond du Lac School District

- A new teacher in the North Fond du Lac School District, is one who is under contract and is a licensed teacher. There will be two categories of new teachers to the NFDL School District – teachers with 0-3 years and teachers with 4 years or more of experience. All new teachers are required to participate in the following activities (unless noted):
- Participate in the mentor program with enthusiasm and commitment and to identify areas of needed support and concern and be willing to ask for assistance.
- Attend ongoing training and support sessions, discuss information and Wisconsin Standards for Teacher Development with your mentor.
- Work on developing a professional collegial relationship with your mentor
- Share goals and concerns. Keep your mentor informed.
- Identify problems you have; seek solutions. Be proactive rather than reactive.
- Be willing to take risks, ask questions, and try new ideas.
- **(0-3 only)** Observe your mentor and other teachers during your assigned prep time, as well as be observed by your mentor.
- **(0-3 only)** Keep a journal of activities (training and support sessions, visitations, discussions) for personal reflection and submit twice annually to your mentor.
- Participate in recognition celebrations with your mentor.
- Reflect on year and offer suggestions to improve the mentor program.

Role of the Mentor

A mentor is a teacher with at least three years of teaching experience (unless specifically identified by the supervising administrator if necessary) and certified as a mentor in the North Fond du Lac School District.

Qualifications of the Mentor

1. A mentor must possess a valid Wisconsin Teacher Certificate as a Professional Educator.
2. A mentor must have successfully completed the state approved mentoring class or equivalent
3. A mentor must be recommended and selected and approved by the respective building principal, 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. Orient the new teacher to the North Fond du Lac School District and to the building and familiarize that person with the building procedures. Sit with the new teacher during all faculty meetings.
2. Provide ongoing support, advice, and counsel to the new teacher assigned. Provide other professional contacts as needed for the new teacher to meet content specific needs or teaching strategy needs.
3. Observe the new teacher to the North Fond du Lac School District formally at least once each quarter and arrange for appropriate observations by the new teacher of self and others.
4. Conduct pre-and post-observation visitation
5. Facilitate the understanding of the professional teacher's responsibilities in the school district based upon the Wisconsin Standards for Teacher Development.
6. Establish a system of ongoing communication.
7. Maintain confidentiality in the professional relationship
8. Share resources for professional development opportunities.
9. Attend mentor/new teacher in-service and professional development sessions, lunches and (recognition ceremonies)
10. Provide pre-school support for new teacher by assisting and gathering resources, developing a learning environment, and by attending the WCSD new staff orientation program
11. Develop a collegial/professional relationship.
12. Reflect on the year together and offer suggestions to improve the Mentoring program
13. Offer guidance in the Professional Development Plan per P1-34.
14. Commit to a one year relationship with the new teacher whenever possible and practical
15. Attend mentoring the mentor seminars.
16. Recognize that not all mentor/new teacher relationships will work for a wide variety of reasons. Consult with the principal when a new mentor needs to be assigned.
17. Ensures that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.

Terms for the Mentor

1. The mentor will be responsible for no more than one new teacher during any school year.
2. The journal and mentor checklist of activities will serve as evidence of meeting mentor responsibilities, and will be handed in to the Mentor Program Coordinator at the end of the school year.
3. The mentor will be paid \$750.00 for mentor duties performed during the assigned school year.
4. Orient the entire building faculty regarding the mentor program's mission and purpose.
5. Recruit individuals to serve as mentors for new teachers. Match new faculty with mentors.
6. Orient the new teacher to building procedures.
7. Provide common release time or joint planning time to facilitate mentor/new teacher interaction.
8. Allow for release time to complete mentor/beginning teacher classroom visits.
9. Share resources for professional development opportunities.
10. Reflect on the year and offer suggestions to improve the mentor programs to the Mentor Program Coordinator.
11. Have the flexibility to reassign a mentor if necessary.
12. Ensures that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.

Role of the Mentor Program Coordinator

The High School Principal of Horace Mann High School will serve as the Mentor Program Coordinator.

1. Coordinate the financial reimbursement to teachers for participating in mentoring activities.
2. Actively seek additional grant money that can be used to finance the mentor program.
3. Coordinate the new teacher fall orientations.
4. Plan and coordinate the new teacher workshops.
5. Arrange mentor training sessions.
6. Annually evaluate and seek way to improve the effectiveness of the Mentor Program.
7. Share resources for professional development opportunities.
8. Ensures that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.

Pre-Visitation Objectives

Information obtained during a pre-visitation will guide the observation. When the mentor has as much information as possible regarding what the teacher intends, inaccurate perceptions can be avoided. As the teacher describes the purpose and intent of the instruction to be observed, the analysis that occurs will clarify and improve the result.

THE OBJECTIVES FOR A PRE-VISITATION ARE:

- To build rapport and trust
- To determine what the teacher intends for the lesson.
- To establish clear understanding regarding the mentor's objectives for the observation.
- To review and agree on any observation forms to be utilized.
- To identify specific areas of instruction to be observed.
- To provide coaching assistance prior to an observation.
- Questioning can be manipulative or it can be supportive. The attitude with which it is done has as much to do with the outcome as how it is done. Questioning for the purpose of assisting the teacher to develop skills of self-analysis while maintaining the teacher's dignity absolutely requires an intent that is not manipulative.

PRE-VISITATION QUESTIONS

- The following questions will provide a framework for a pre-visitation discussion.
- What will the students be learning?
- How did you decide to teach this lesson?
- What type(s) of diagnosis told you this lesson was needed?
- What is/are your objective(s) for this instruction?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the students are achieving the objective in your lesson?
- How does this lesson fit into prior lesson?
- What will your standards be for student behavior?
- How does this lesson fit into future objectives for these students?
- What will you do to adjust this lesson to slower and faster moving students?
- What would you like me to look for while you teach this lesson?
- Do you have any questions for me about the lesson you will be teaching?

Post-Visitation Objectives

A post-visitation represents the laboratory in which the instruction can be analyzed for its effects. The mentor's responsibility is to assist in the analysis by questioning, sharing perceptions, checking realities and generally providing support in the difficult process of making decisions for change.

THE OBJECTIVES FOR A POST-VISITATION ARE:

- To build rapport and trust.
- To provide for recall of what happened during the observation.
- To provide collaborative analysis and problem solving.
- To provide for continuation of effective teaching behavior through coaching.
- To support commitment to continued growth and change.
- To develop the teacher's skills in self-analysis.

POST-VISITATION QUESTIONS

A post-visitation will begin with an open ended sharing or perceptions. Questions will allow for free association regarding effective and less effective aspects of the observed instruction. As the analysis proceeds, questions may become more focused as areas for concentration are revealed by the record and the shared perception of cause and effect. Questions as the visitation ends will provide for summarization by the teacher and a commitment to continue of change behaviors based on the conclusions which have been drawn.

Examples of open-ended questions:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- What did you feel did not go as you had intended?
- Did you achieve the objective you had planned?
- How did you feel about that part of the lesson?
- If you were to teach the same lesson tomorrow, would you change anything or do anything differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?
- What information did you gain from your teaching of this lesson?
- Did that have a negative/positive effect on the lesson?

School District of North Fond du Lac New Teacher Visitation Form

This form should be used by the mentor to help structure feedback for his or her mentee. This form is not to be turned into the supervising administrator; it is only shared from the mentor to the mentee for the purpose of reflection and feedback. This is not a formative or summative process – it is meant to help the mentee grow through information shared from his or her mentor. There should be a pre-visitiation before this visitation and a post visitation after.

Date of Observation: _____

Time (hour): _____

New Teacher: _____

- Date of pre-visitiation: _____
- What specific skills would you like the mentor to focus on during the observation and what standards do they relate to?

Mentor Comments

- Date of post-visitiation: _____

School District of North Fond du Lac Mentor/New Teacher Checklist

BEFORE THE FIRST DAY!

New Teacher _____ Grade Level/Subject Area _____

Mentor _____ Grade Level/Subject Area _____

School _____ School Year _____

To Do:

Make Sure to **STRESS** with the mentee

- Confidentiality between you and your new teacher
- Your comments and opinions will never be part of the evaluation process

Tasks and Information

- | | |
|--|--|
| <ul style="list-style-type: none">_ Give a tour of the building_ Confirm they have entry card and keys_ Introduce them to available building staff_ Get textbooks and curriculum guides_ Help them arrange their rooms_ Locate and discuss office turn-in procedures_ Show where equipment and cumulative files are kept and how to access them.
Go over Student Handbook_ Location of supplies_ Emergency fire, tornado, code procedures_ Usual routine for the first week_ Procedures for Open House | <ul style="list-style-type: none">_ Supervisory duties/procedures_ The phone and email who's who list._ Building procedures for making copies arrangement_ Seating charts and classroom_ The time schedule, expectations, and activities for the first day with students_ The routine for school lunchtime_ New teachers' helpful hints_ Help them plan for the first week_ Share sample lesson plans_ Help develop individual classroom rules_ The 10 Wisconsin Standards for Teacher Development and Licensure |
|--|--|

Reflection

What Went Well:

Ideas for Additions/Adjustments to The Process:

School District of North Fond du Lac Mentor/New Teacher Checklist

SEPTEMBER

New Teacher _____ Grade Level/Subject Area _____

Mentor _____ Grade Level/Subject Area _____

School _____ School Year _____

To Do:

Make Sure to STRESS with the mentee

- Confidentiality between you and your new teacher
- Your comments and opinions will never be part of the evaluation process

Tasks and Information

- Discuss importance of documentation of student behaviors (dates, explanation, actions taken, and personnel contacted)
- Continue to help your new teacher with his/her lesson plans
- Help new teacher set up a substitute folder
- Help the new teacher prioritize his/her workload
- Explain grade book and discuss importance of accurate record keeping and classroom attendance
- Establish and record meeting times with new teacher
- Discuss field trip procedures
- Provide information about the community
- Explain curriculum and curriculum guides
- Discuss policy for homework, make-up work, and late work
- Discuss what, when, how, and why of grading and review recording and weighting of data
- Discuss importance of parental involvement and making positive parent contacts
- Ask new teacher how their classroom management strategies are working
- Discuss procedure for parent teacher visitations and conferences

Reflection

What Went Well:

Ideas for Additions/Adjustments to The Process:

School District of North Fond du Lac Mentor/New Teacher Checklist

OCTOBER

New Teacher _____ Grade Level/Subject Area _____

Mentor _____ Grade Level/Subject Area _____

School _____ School Year _____

To Do:

Make Sure to STRESS with the mentee

- Confidentiality between you and your new teacher
- Your comments and opinions will never be part of the evaluation process

Tasks and Information

- Discuss WKCE exam policies and share sample tests in appropriate grade
- Share homecoming and other special events with mentee
- Check on how the new teacher is keeping up with grading, evaluating, recording data, and pacing of the curriculum
- Address concerns of classroom management and discipline
- Assist your beginning teacher through the first report card
- Prepare new teacher for principal observation/evaluation
- Discuss new teacher's organizational and record keeping skills
- Review items from the beginning of the mentoring process
- Review the Pupil Services referral process.
- Discuss "new" student procedures
- Address concerns of classroom management and discipline
- Discuss Professional Improvement Requirements/Hours/Credits
- Forms to complete
- Reimbursement procedures
- Share information and process for professional development opportunities
- Discuss 'snapshot' observation
- Complete new teacher observation and provide feedback

Reflection

What Went Well:

Ideas for Additions/Adjustments to The Process:

School District of North Fond du Lac Mentor/New Teacher Checklist

NOVEMBER AND DECEMBER

New Teacher _____ Grade Level/Subject Area _____

Mentor _____ Grade Level/Subject Area _____

School _____ School Year _____

To Do:

Make Sure to **STRESS** with the mentee

- Confidentiality between you and your new teacher
- Your comments and opinions will never be part of the evaluation process

Tasks and Information

- _ Prepare your new teacher in how to handle student's behavior after the Thanksgiving Holiday and Christmas Vacation
- _ Discuss various teaching strategies
- _ Advise new teacher of special events Discuss end of semester procedures
- _ Share success stories and celebrate
- _ Check in on classroom management and discipline procedures
- _ Discuss delayed opening and snow day procedures
- _ Make plans for your new teacher to observe one of your best lessons
- _ Discuss 'snapshot' observation
- _ Complete new teacher observation and provide feedback

Reflection

What Went Well:

Ideas for Additions/Adjustments to The Process:

School District of North Fond du Lac Mentor/New Teacher Checklist

JANUARY AND FEBRUARY

New Teacher _____ Grade Level/Subject Area _____

Mentor _____ Grade Level/Subject Area _____

School _____ School Year _____

To Do:

Make Sure to **STRESS** with the mentee

- Confidentiality between you and your new teacher
- Your comments and opinions will never be part of the evaluation process

Tasks and Information

- _ Discuss assessment techniques
- _ Discuss different learning styles
- _ Help new teacher prepare for parent-teacher visitations
- _ Discuss new semester and semester exam procedures (HMHS only)
- _ Discuss new teacher's organizational and record-keeping skills
- _ Praise the positive and reflect on areas for growth
- _ Discuss budget procedures
- _ Encourage beginning teachers to continue reflecting on their teaching experience
- _ Encourage trying new things
- _ Discuss summer school enrollment procedures
- _ Encourage new teacher to contact students' parents
- _ Discuss 'snapshot' observation
- _ Complete new teacher observation and provide feedback

Reflection

What Went Well:

Ideas for Additions/Adjustments to The Process:

School District of North Fond du Lac Mentor/New Teacher Checklist

MARCH AND APRIL

New Teacher _____ Grade Level/Subject Area _____

Mentor _____ Grade Level/Subject Area _____

School _____ School Year _____

To Do:

Make Sure to STRESS with the mentee

- Confidentiality between you and your new teacher
- Your comments and opinions will never be part of the evaluation process

Tasks and Information

- _ Complete new teacher observation and provide feedback
- _ Review budget selections before turning it in
- _ Review proper procedure for signing contract and following deadlines
- _ Review procedure for field trips if necessary
- _ Give suggestions for keeping momentum and interest at the end of the year for students and teachers
- _ Discuss 'snapshot' observation
- _ Complete new teacher visitation and provide feedback

Reflection

What Went Well:

Ideas for Additions/Adjustments to The Process:

School District of North Fond du Lac Mentor/New Teacher Checklist

MAY AND JUNE

New Teacher _____ Grade Level/Subject Area _____

Mentor _____ Grade Level/Subject Area _____

School _____ School Year _____

To Do:

Make Sure to **STRESS** with the mentee

- Confidentiality between you and your new teacher
- Your comments and opinions will never be part of the evaluation process

Tasks and Information

- _ Discuss end of the year procedures
- _ Discuss specific student clustering or needs for next school year
- _ Give suggestions for keeping momentum and interest at the end of year for students and teacher
- _ Assist your new teacher with final grading
- _ Review plans for end of year activities/awards
- _ Get feedback from your new teacher on his or her perceptions of the Mentor program. Record the data so it can be shared with others.
- _ Encourage your new teacher to write thank you notes to parents and staff who helped to make their first year of teaching successful
- _ Review plans for end of year activities/awards

Reflection

What Went Well:

Ideas for Additions/Adjustments to The Process:

SNAPSHOTS

(Short, Informal Visitations)

"Snapshot" is a term coined for use with the New Teacher Induction Program of the School District of North Fond du Lac . It is used to describe *an event in which a beginning teacher visits a colleague's classroom for a short period of time, 7 to 10 minutes. During the visit, the beginning teacher looks for and writes only positive observations in a note for the teacher who is observed.* Beginning teachers will visit 5 colleagues' classrooms during the school year.

Snapshot Number (circle): #1 #2 #3 #4 #5

Date: _____
Time (hour): _____

New Teacher: _____

Teacher being Visited: _____

Grade Level: _____

Three effective strategies I noticed:

Some things I have questions about:

Note: You have the option of completing all (5) snapshots in the first semester. At least (3) snapshots are required by the end of the first semester with the remaining (2) due by May 1st. Turn them into your mentor.

