

# **MENTOR HANDBOOK**

2024-2025



**HAWLEY PUBLIC SCHOOLS**

***The mission of Hawley Public Schools is to prepare students for the  
challenges and opportunities of tomorrow***

School Board Approved August 26, 2024

# WELCOME TO THE HAWLEY SCHOOL DISTRICT

## CONGRATULATIONS!!

On behalf of the Hawley Mentoring and Q Comp Program, we would like to welcome you to our team. You have accepted a position with one of the finest schools in Minnesota. Hawley Schools consistently achieve at or above state standards and are a part of a highly supportive community when it comes to our school and students! Please take an opportunity to read through the information listed in this packet. We hope you find this information valuable and beneficial. You will be contacted before the first day of school to schedule a meeting between you and your mentor. Your mentor's name is listed below.

Again, welcome to Hawley!

Sincerely

Hawley Public School Q Comp Leadership Team:

Phil Jensen, Superintendent  
Kelly Anderson, High School Principal  
Chris Ellingson, Elementary Principal  
Steve Pasche, Teacher  
John Hinrichs, Teacher  
Jennifer Tjaden, Teacher  
Tim Pederson, Teacher  
Dave Swanson, Teacher

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

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

## **WHAT IS A MENTOR?**

A mentor is a teacher, friend, confidant, role model, guide, and someone you can trust

This person has knowledge and experience to help you be a successful teacher

This person has a passion for teaching

This person wants to work with you and for you to succeed

## **WHAT IS THE GOAL OF THE MENTORING PROGRAM?**

The goal of the Hawley School District Mentoring Program is to provide assistance and support to new teachers to our district

## **DOES EVERYONE HAVE A MENTOR?**

No. Just new teachers to our district have a mentor and will continue with the mentor for their first 2 years in the district. At times, experienced teachers will take advantage of peer coaching opportunities to improve skills.

## **WHEN DO I MEET MY MENTOR?**

You will meet your mentor at the new teacher orientation day in August. This person will help you get adjusted to the school, your classroom, and policies.

## **WHAT DO MENTORS DO?**

Mentors are licensed and experienced teachers that are a current member of our teaching staff at Hawley. These individuals will answer your questions, observe you in the classroom at least 3 times per year, and help you with your transition into our school district.

## **HOW ARE MENTORS TRAINED?**

Mentors have years of experience in their teaching area. Each mentor has attended an orientation that is relevant to the mentorship program. Each mentor is evaluated by the building principal.

## **WHAT IF I HAVE A PROBLEM WITH MY MENTOR?**

The best thing to do is to talk with the mentor and try to solve whatever problem is present. You can talk to the mentor coordinator and he/she will work with you to find a peaceful solution. In rare situations, a new mentor can be found.

## **WHO IS ON THE MENTORING COMMITTEE AND WHAT DO THEY DO?**

The mentoring committee consists of members of the Q Comp Leadership Team. Mentor teachers have applied to this committee to be

a mentor and have received the necessary orientation to fulfill the duties of a mentor teacher. The mentoring committee consists of:

Phil Jensen, Superintendent	Kelly Anderson, HS Principal
Chris Ellingson, Elem. Principal	Tim Pederson, Elem. Teacher
Steve Pasche, HS Teacher	Jon Hinrichs, HS Teacher
Dave Swanson, HS Teacher	Jen Tjaden, Elem. Teacher

The role of the mentoring committee includes giving input regarding all aspects of mentoring, deciding on policy and procedure, supporting the program, attending meetings, and keeping up to date with current mentoring policies and practices.

## **WHO ASSIGNS MENTORS?**

Through the Q Comp plan submitted to the Minnesota Department of Education, mentor teachers apply for the position and are interviewed by a committee made up of members from the Q Comp Leadership Team. Mentors that are recommended by this committee are assigned to a new teacher that is in a similar grade level or subject matter by the building principal.

## **WHAT ARE SOME THINGS MY MENTOR CAN HELP ME WITH?**

The following are just a sampling of what your mentor can help you out with. This person is available for ANY questions or concerns you have. This should be the first person you go to as a resource.

Classroom Management	Standards Alignment
Curriculum	District Policies
Safety	Procedures
Professional Interactions	Daily Routines
Grading Program	P-T Conf. Preparation
Q Comp Procedures	Observations

## **WHAT IS MY MENTOR LOOKING FOR DURING MY OBSERVATIONS?**

Your mentor is identifying things that students say and do. These are things you might not notice while teaching. Your mentor will also focus on areas YOU would like them to look for. This should not be a stressful situation. Your mentor is working WITH you and will share the observation notes with you. The observation and any notes will NOT go into your personnel file. The observations that are conducted by your peer observer and building administrator may become part of your personnel file.

## **WHAT IS EXPECTED OF ME?**

It is expected that you will have a good professional working relationship with your assigned mentor. Your mentor will observe you three times per year during the school year. A peer observer and a building administrator will also observe you a total of three times during the year. It is encouraged that you go and watch/observe your mentor teacher or other teachers in the building to see first hand best practices in action.

## **MENTOR TEACHER RESPONSIBILITIES**

The following are responsibilities for the Mentor Teacher:

- Complete Mentor Orientation with building principal
- Meet with mentees 2 times per month for first year and 1 time each month for second year teachers
- Help mentees establish relevant goals
- Observe a minimum of 3 times

- Arrange for mentees to observe recommended classrooms 3 times during the first year and 2 times for the second year.
- Discuss the Q Comp plan and procedures with mentee including but not limited to: Classroom Goals, PLC structure, Peer Observation procedures and rubrics, and School-Wide Goals.

Monthly Mentor/Mentee Checklist			
August			
X	Task	Notes	Date
	Attend new teacher orientation		
	Establish meeting times		
	Familiarize with district and building calendars, web page, etc.		
	Leave forms and calling in sick		
	Review handbooks and emergency procedures		
	Provide community information (tour of buildings in district)		
Building			
	Tour: building, parking, key card, keys		
	Introduction to staff – teachers, administration, custodians, paras, SRO, etc.		
	Office procedures		
	Telephone Information		
	Sources of classroom supplies		
	Location of cumulative files		
	Lunchtime routine		



	Supervisory duties/procedures		
<b>Classroom</b>			
	Assist with room prep		
	Back-to-school schedule/expectations		
	First day of school routine		
	Assist with planning first week of school		
	Locate and review textbooks, manuals, and curriculum resources		
	Locate teaching standards		
	Discuss lesson plan expectations		
	Discuss Google Enterprise/email		
	Classroom Schedule		
	PBIS		
	Establish daily tasks and classroom procedures such as attendance, lunch count, recess, etc.		
	Review JMC – attendance, grade book, etc.		
	Review organizational system for grades, homework, parent communication, etc.		

	TAT/SAT procedures		
	School Calendar		
	Discuss intervention procedures (classroom discipline)		
	School vehicles		

Unanswered Questions:

<b>September</b>			
<b>X</b>	<b>Task</b>	<b>Notes</b>	<b>Date</b>
	Discuss importance of student behavior documentation (date, behaviors, action taken, personnel contacted)		
	Explain importance of recordkeeping, gradebook, & attendance. Parents have access to JMC		
	Develop/implement classroom management strategies		
	Acquaint new teacher to TAT/SAT procedures and SpEd referral process and IEPs		
	Title I and enrichment		
	Discuss homework policies, makeup/late work procedures and policies		
	Discuss grading philosophy		

	Positive parent contacts		
	Field trip procedures		
	Substitute teacher folder		
	Emergency procedures – fire drill, code red/yellow, tornado drill		

Comments:

October			
X	Task	Notes	Date
	Address any concerns of classroom management and discipline		
	Discuss procedures for P-T conferences prior to scheduled dates		
	PLCs/Classroom Goal		
	Discuss Peer Observation procedures		
	Discuss end of quarter procedures (HS)		
	Positive parent contact		
	Share Professional Development procedures/opportunities		

What went well:

Areas to work on:

November			
X	Task	Notes	Date
	Advise new teachers of special events, holidays, late starts, and snow day procedures		
	Discuss end of trimester procedures and grading		
	Discuss procedures for monitoring student progress		
	Reflect on areas for growth		
	Discuss how Peer Observations went		
	How did P-T Conferences go		
	Positive Parent Contact		

What went well:

Areas to work on:

December			
X	Task	Notes	Date
	Review of grades/report cards (elem.)		

	Discuss different learning styles		
	Check on classroom management and discipline procedures		
	Arrange for new teacher to observe one of mentor teacher's lessons		
	Discuss how Peer Observations went		

What went well:

Areas to work on:

January			
X	Task	Notes	Date
	Discuss semester procedures including failures/loss of credit, etc.		
	Peer Observation #2		
	Field trips/fundraising		

What went well:

Areas to work on:

February			
X	Task	Notes	Date
	Discuss upcoming P-T Conferences		
	Encourage to try something new		
	Positive parent contact		
	Arrange for new teacher to observe one of mentor teacher's lessons		
	Capital purchasing procedures		

What went well:

Areas to work on:

March			
X	Task	Notes	Date
	Review parent communications		
	MCA and other standardized testing schedule		
	Classroom Goal progress check		
	Peer Observation #3		

What went well:

Areas to work on:

April			
X	Task	Notes	Date
	Discuss MCA procedures and specifics		
	Data review		
	Discuss student needs for next year		
	Ordering supplies for next year		
	Discuss summer school opportunities		

What went well:

Areas to work on:

May			
X	Task	Notes	Date
	Review plans for end-of-year activities		
	Planning for end of semester and school year		
	Review final grading procedures (cumulative cards elem.)		
	Homerooms for next year (elem)		

	Organize classroom and plan summer custodial requests and projects		
	Prepare for end-of-year checkout		
	Reflect on the school year		
	Provide feedback on mentor program		
	Q Comp forms: payment sheet, evaluations, goals, etc.		

What went well:

Areas to work on: