

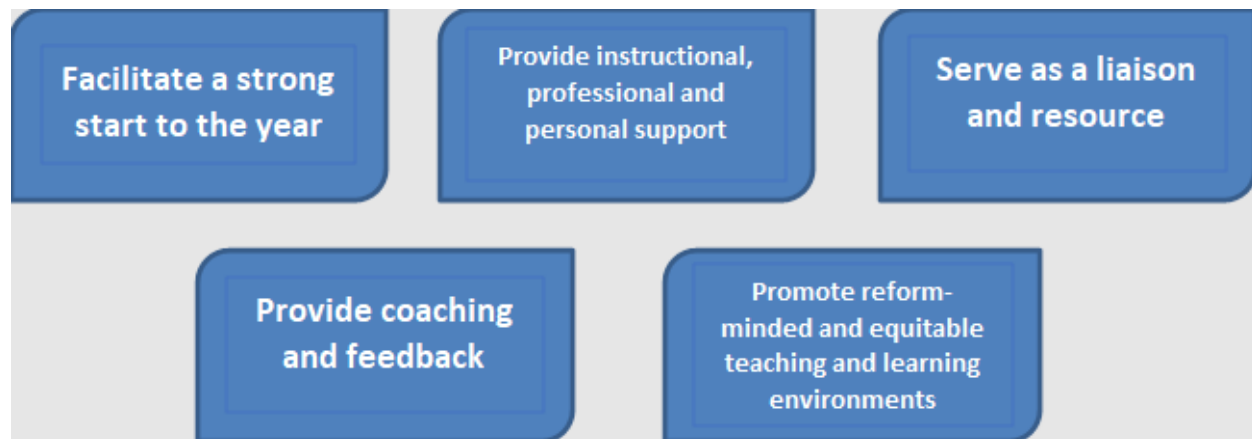
Mentoring Program Guide

Mentorship Program Roles and Responsibilities

MENTOR QUALIFICATIONS

- A mentor is a continuing ECASD educator.
- It is preferred, but not required, that the mentor have at least three years of District teaching experience.
- A mentor shall possess a valid Wisconsin Professional Educator License.
- A mentor shall successfully complete district-provided mentor training.
- A mentor shall be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
- A mentor shall agree to abide by the expectations stated as “Mentor Roles and Responsibilities.”

Key Roles of the Mentor



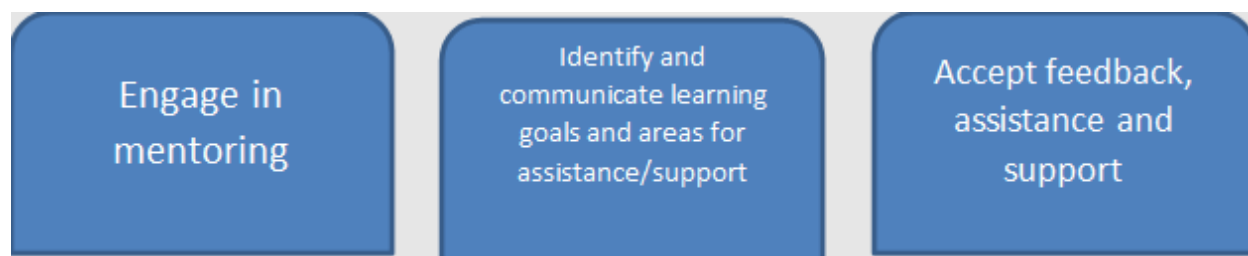
Adapted from: Mentoring Induction Toolkit: Roles and Responsibilities of and Effective Mentor (January 2019). Center on Great Teachers and Leaders at American Institutes for Research (AIR). <https://gtlcenter.org/sites/default/files/Module2-Handout3-QualitiesEffectiveMentor.pdf>

Mentor Roles and Responsibilities

- Provide on-going support (equivalent to 8 hours per month).
- Orient the new educator to the district, to his/her school(s), and to building procedures.
- Develop a collegial/professional relationship.
- Establish a system of two-way communication.
- Maintain a confidential relationship.
- Discuss the new educator’s responsibilities and expectations in the school district.

- Provide professional contacts as needed for the new-to-the-District educator to meet content specific and teaching strategy needs.
- Gather necessary resources to assist the new-to-the-District educator with planning efforts.
 - Examples include, but are not limited to the following:
 - Curriculum guides
 - Handbooks
 - Schedules
 - Assessments
- Offer guidance regarding Educator Effectiveness.
- Ensure that the mentor relationship and professional development plan processes remain separate from the formal employment evaluation process.
- Share resources for professional learning opportunities.
- Schedule periodic classroom visits or check-ins with the educator.
- Arrange appropriate observations by the educator of the mentor and other professionals (as applicable to position).
- Attend available seminars and training to enhance professional development in the mentor role.
- Engage in reflective practices with the educator to obtain feedback and suggestions for improvement of the mentoring relationship and mentoring program.

Key Roles of the Mentee



Mentee Roles and Responsibilities

- Engage in meetings and professional learning activities with your mentor (equivalent to a total of 8 hours per month).
- Attend support seminars offered by the district.
- Promptly respond to communications related to mentoring.
- Work with your mentor to set professional learning goals and an action plan to meet identified goals.
- Identify areas in which assistance is needed from your mentor or building administrator.
- Take initiative to communicate needs and desired support from your mentor.
- Participate in classroom visits and observations of mentors/other professionals (if applicable).
- Accept constructive feedback from others to build and enhance professional practice.
- Accept assistance and support from your mentor and others.
- Provide feedback to the mentor regarding suggestions for improvement of the mentoring relationship and mentoring program.

ROLE OF THE BUILDING ADMINISTRATOR

- Assign mentors to new educators and educators new to the district.
 - Considerations for mentor assignments:
 - Assigning mentors who teach students in the same content area(s)/grade level is preferred, but not required.
 - Whenever possible, mentors and mentees should have proximity to each other.
 - Determine need for mentor assignment for continuing educators transitioning into new roles.
 - As a general rule, a mentor should be assigned one mentee each year. However, principals can use their discretion when assigning mentors to more than one mentee, depending upon the context and staffing situation of the building.
 - Cross-building mentors may need to be utilized, depending on the role.
 - Some new educators may need a mentor from another building, due to the specialized nature of his/her position. This may result in having two mentors: A specialized mentor from another building to support the specific position; and the mentor from his/her building to support building-based mentoring.
 - The building principals will coordinate the assignment of the specialized mentor from another building. If there are two mentors, they will each be compensated at either a full or adjusted rate that is agreed upon by Teaching & Learning.
- Assign mentors to all certified Emergency/Limited Term Employee hires.
- Assign mentors to new certified part-time staff. In the case of part-time staff, the principal will work with the mentor and mentee to create a modified schedule to support the mentee.
- Re-assign a mentor or mentee if necessary. Both mentors and mentees can request a change in mentorship assignment. {Check in with Mentee within the first month of the school year.}
- Monitor mentorships through the school year to ensure educators in a mentoring relationship are supported.
- Ensure that the evaluation process of educators occurs independently of the mentor relationship and professional development plan processes.

Length of Mentorship

- New to the district educators will receive a mentor for the first year of employment.
- Continuing educators transitioning to a new role in the district may receive a mentor during the first year in their new role (determined in consultation with the building administrator).
- No fault separation of mentorship: Sometimes the mentoring relationship does not work out, through no fault of either party. Either party can request a change, through their principal, of mentoring assignment.

Time Commitment and Compensation

- A \$100 monthly stipend equals 8 hours of mentoring for both the mentor and mentee, but only paid out to the mentor.
- The expectation is that mentor/mentee are meeting on a regular basis throughout the month to equal 8 hours.
- This time may be done after or during the school day. ECASD recognizes mentoring looks different for each employee.

- Mentors will be paid the \$100 stipend August through May. Adjustments will be made for employees who start after the school year's start date.
- It is recommended that staff only mentor one mentee at a time but understand that exceptions may need to occur from time to time. Mentors that provide mentoring to more than one mentee and meet with them separately will be compensated for each mentee they are working with. If a mentor is able to meet with multiple mentees at one time, they will be compensated for only one pairing.

Process for Compensation

- Administrators will confirm and communicate mentor/mentee pairings for the purposes of compensation.
- Mentors will automatically be compensated for the monthly stipend unless their supervisor communicates differently. The district appreciates your commitment to the mentor program and will assume you are meeting the expectations outlined in the Mentor Program Guide.
- Mentors will be compensated for mentorships every three-four months. (3 cycles total)
 - August – October (Payments on the November 8th, paycheck)
 - November – February (Payments on the March 14th paycheck)
 - March – May (Payments on the June 6th paycheck)
- At the completion of a cycle, Tia Anderson, Teaching and Learning Administrative Specialist, will confirm pairings with administrators and make any necessary adjustments. Administrators will monitor mentorships through the school year to ensure new educators are supported and mentors receive stipends.
- Administrators may report necessary changes any time to Tia Anderson, Teaching and Learning Administrative Specialist.
- Monthly reminders will be sent to the mentors and mentees on the expectations and suggested discussion points for the month.
- Mentor Program guidelines are subject to change at any time.

Mentor Training

- All mentors need to complete the series of three training modules, all three modules are online.
- Mentors must complete all training modules by the end of the first cycle, August-October.
- Staff earn a stipend for successfully completing each module. Payment for training will be distributed after all three modules are completed.
- The Mentor Training Modules in Canvas are aligned with the ECASD Instructional Framework Professional Learning Plan.
- Successful completion of mentor training is required to earn stipend compensation.

Mentor Training Modules:

- Module I (online) –Building Relationships
 - Needs, Roles, & Responsibilities
 - Strengthening Conference Skills
 - Building Relationships
- Module II (online) – Family and Community Engagement
 - Family and Community Engagement Video & Response Questions
 - The Case for Strong Family and Community Engagement in Schools
- Module III (online) – Grow for Mentor & Mentee
 - Professional Growth through Educator Effectiveness
 - The Educator Effectiveness Process

Quick Guide to your School (this will be shared with you by your principal)

- Emergency Scenarios
 - Fire
 - Tornado
 - Intruder
 - Phone instructions
 - Raptor training
- Budget Questions
 - School supplies, purchase card, classroom necessities
- Workroom Questions
 - Where to find supplies
 - Don't touch the laminator...
 - How to Print
 - Color/Black and White
- Phone Logistics
 - In School
 - Out of School
 - Emergency
 - Provide phone lists
- Lunch Information
- Teacher Lounge Etiquette
 - Who cleans up
 - Weekly/monthly treats
 - Coffee pot: who makes it, do you pay for it
- Teacher/Student Bathrooms
 - Adaptive bathrooms
 - Staff bathrooms
- IT Questions
 - Help desk tickets
- Related Services
 - OT
 - PT
 - SLP
 - School Psych
 - Counselors
 - Nurses
 - Medical Plans/Allergies/Administration
- Walkie Talkie Systems
 - How to use
- Weekend/Night Entrance Protocol
 - Disabling Alarms
 - Enabling Alarms
- Custodians
- School map posted in classrooms, extra copies for sub plans, SEAs

Certified Staff Mentor/Mentee Month-to-Month Discussion Points

Year 1: Focus on reflection, enhancing professional growth, and student learning. Below are suggested discussion points.

Prior to the start of the school year
<ul style="list-style-type: none">● Familiarize new staff with district building goals/mission/demographics of student population/culture, strategic priorities, etc.● Review important handbooks/curriculum guides/district initiatives<ul style="list-style-type: none">○ Employee Handbook○ School Staff Handbook○ Student Handbook● Master schedule● Offer information and context for district, community, school board, and/or school● Answer immediate how-to questions and building logistical questions● Offer additional/complementary help to already established successful components of new educator support● Share information on Professional Learning Plan: (PL) Wednesdays and PL/IP (instructional planning) Days● Plan next meeting

August
Year 1 suggested discussion points:

- Meet new educator during New Employee Orientation
- Build relationship and share interests
- Make access to the District Update a weekly routine
- Share information regarding the school’s PTA/PTO
- Review mentor program guidelines/canvas courses
- Offer information regarding coaching/officiating opportunities
- “Quick guide to _____ School”
- Help Desk Ticket (Incident IQ) walk through
- Define roles of building personnel (instructional/literacy coach, interventionist, head custodian, media specialist, partnership coordinator, etc.)
- Introduce mentee to staff and building tour, make sure mentee knows who to go to for different needs and questions (School District Hierarchy)
- Discuss any health and wellness supports offered in school/district
- Discuss knowledge of diversity of students and families
- First aid procedures
- Supply cabinet
- Procedures to access building after hours and alarm code
- Extra-curricular/Extension Programs
- Before/after school duty opportunities and requirements
- Sick days/AESOP
- Explain how to enter employee absences, and who to communicate with about absences
- Substitute plans – how to request a sub, write sub plans, where to submit, sub folder to office, make preferred sub list, establish emergency substitute file folder
- Building norms and protocols
- School day hours – regular, PL/IP, PL Wednesday
- Technology training – accounts, logins, where and how to access information and student data
- Plan meeting times

Secondary Specific:

- After school opportunities for students – school clubs/programs/extra-curriculars
- Coaching/officiating opportunities for middle and high school sports – WECAN
- Open House (Middle School)
 - Topics to discuss
 - Materials needed

Special Education Specific:

- Write and send out Introductory Parent Letter
- Setting up schedules for students
- Setting up data collection strategies for different students/areas

Pupil Services Staff Specific:

- Share information about: PBIS/RTI, SWIS, Skyward, Culturally Relevant Practices, NVCI, Canvas, Data Warehouse, Aimsweb, STAR. (It is important for individuals to know their role within their schools RTI/PBIS system, so they know how in-depth future training needs to be or if they just need an awareness).

September

More than one meeting may be needed this month to accommodate the needs of the mentee
Year 1 suggested discussion points:

- Setting up classroom routines; set up schedules at buildings if travel between schools occurs
 - Model and practice
 - Engaging students
 - Setting up classroom expectations, procedures, etc.
- Discuss interim assessments (STAR Early Literacy/STAR Reading, STAR Math) and common assessments
- Facilitate review of student cumulative (CUM) files (follow school protocols)
- Family-Teacher Communication
 - Contacts
 - Conferences
 - Skyward grading and reporting
 - Tips and ideas for communicating with families (e.g. classroom expectations, weekly parent communication letters)
 - You and the parent are on the same side, even though approaches may differ
 - Review back-to-school papers (opt-out forms, transportation plan, Weekend Kids' Meals, Emergency Dismissal Plan, Critical Health Lists, etc.)
- Committee membership opportunities
- Create an online shared document of mentee's questions and mentor's answers (this could ultimately be used for improving the program)
- Formative assessment methods
- Follow up on Skyward electronic gradebook/attendance and all its features
- Collaborating with paraprofessionals (e.g. GSAs, SEAs)
- School procedures and norms
 - Office protocols/norms
 - Dress code
 - Special education referral procedure
 - Location of supplies
 - Classroom volunteer policies
 - School pictures
 - Sunshine committee
 - Education association
 - Grade level/department meetings
 - Classroom and/or course change procedure
 - Staff workroom/lunchroom etiquette
 - Individual school socials/support
 - District and School Wellness activities
 - Budget items – discuss with department chair
 - Discuss PLCs: collaborative team time, grade level, same-subject
 - Canvas course expectations
- Classroom management discussions
 - Culturally responsive practices
 - Non-violent crisis intervention
 - Positive Behavior Intervention Systems (PBIS)
 - AVID
 - First Aid

- School polices on behavior and support/documentation and SWIS
- Getting to know students
- Curriculum
 - Familiarize with curriculum guides and learner outcomes, familiarize where to find documents – SharePoint
 - Familiarize with standards and where to find them
 - Give samples of unit and lesson plan formats and review unit plans
 - Discuss common and district assessment guidelines and procedures
 - Familiarize and differentiate students with special needs/EL/GT/IEP – review IEPs/504 plans
- Clever resources
- Help with Educator Effectiveness
 - SLO/PPG documents
 - Discuss evidence monthly
- Raptor
- Schedule 15 min brief meeting with technology coordinator to answer any tech questions
- Assessment methods... backwards planning
- Getting set up to use SharePoint/Canvas/OneDrive/Frontline/My Learning Plan
- Have lunch with mentee if schedule permits
- Designate a break in your schedule
- After school activities: dances, music concerts, plays
- Working with students with special needs/EL/GT/IEPs
- Reflection on practices
 - What went well? What would you change?
 - What do we want/need all students to know and be able to do? How will we know they learned it? How will we respond when some students don't learn it or already know it?
 - Plan next meeting/set new goals

Secondary Specific:

- Expectations at the grade level for late work, assignments

Special Education Specific:

- Walk through Skyward for IEP forms and information
- Organizing IEP information for students (EIP due dates, hard copy IEPs)
- Checking IEPs to make sure services are provided during the school year
- Medication/health plans of students, how to follow, documentation
- CPR training, NVCI training, Bloodborne Pathogens, medicine administration
- Getting to know resources such as Parent Advocates, SEPTA, Special Education Parent Facilitator, Disability Rights Advocates, Social Workers, DVR
- Discuss opportunities for students like Special Olympics or PRIDE
- Print copy of master schedule to have on hand

Pupil Services Staff Specific:

- Talk about data and how to use data to drive interventions (behavior, academic, attendance, etc)
- Data collection training depending on role (i.e. SWIS, Aimsweb, STAR, PALS)
- Set up schedules with teachers if you are doing classroom lessons



October

Year 1 suggested discussion points:

- Set first goals between mentor and mentee for a pop-in to mentee’s classroom (if applicable). Communicate plans for classroom visit with Principal.
- Discuss classroom management successes and concerns (repeat monthly)
- Student interventions
- Prepare for evaluation by administrator
- Attend a school board meeting (live stream or in-person)
- Family – Teacher conferences procedures and expectations
 - Scheduling (with families and related services)
 - Length of conference
 - Forms, documents needed to have a positive conference
 - Student participation at conferences if applicable to building
 - Consider student reflections of grades, work, etc.
 - Role play possible conference scenarios
 - Confidentiality
 - Consider student work evidence – consider different types of work samples
 - Anticipate parent concerns
- PL/IP procedures and protocols
- Educator Effectiveness requirements and documentation – discuss evidence monthly
- Communication/Connection
 - Family communication reach outs
 - Connecting with students
 - How to make guardian contact (positive and negative), how often to make contact
- Long and short-range lesson planning: daily, unit, semester, yearly
- Review standards and curriculum
 - Report card/progress report discussion and comments – end of quarter grades
 - Alternate report card form if necessary
 - Changing grades
 - Share report card comment codes
- Advising for school/student organizations
- Halloween – Holiday procedures, rules, and expectations
- Picture retake procedures
- Reflection on classroom management and instructional practices
 - What went well? What would you change?
 - Plan next meeting/set new goals

Secondary Specific:

- Procedures for incompletes and changing grades after quarter ends

Special Education Specific:

- Discuss inclusion of students and working through differences with other teachers
- IEP logistics: how to create/send out/where it goes – SharePoint documents

Pupil Services Staff Specific:

- Share more detailed and answer questions about PBIS/RTI/SWIS/Skyward, Culturally Relevant Practices, NVCI, Canvas, Data Warehouse, Aimsweb, STAR
- Start to look at data (behavior, attendance, academic)



November

Year 1 suggested discussion points:

- Educator Effectiveness support – discuss evidence that can be documented
- Student interventions
- Report cards and end of semester grading
- Who are other resources in the building and their roles
- Share success stories
- November Break in the ECASD (PL/IP Mon. and Tues.)
- Mid-term for conferences
- Discussion about challenges students face at home and how it impacts school
- Culturally relevant instruction and practices
- Reflection on classroom management and instructional practices: what went well? What would you change?
 - What do we want/need all students to know and be able to do? How will we know they learned it? How will we respond when some students don't learn it or already know it?
- Plan next meeting/set new goals

Secondary Specific:

- Procedures for incompletes and changing grades after quarter ends

Special Education Specific:

- IEP progress reports – collaborating with coworkers and sending them out
- Using data to inform instruction and IEP goals
- Related Services conversation and collaboration: who are they and where to find them
- Revisit IEP documents

Pupil Services Staff Specific:

- Data review (behavior, academic, attendance, and planning)
- Holiday resources – collaborative effort among pupil services to communicate resources to families

December

Year 1 suggested discussion points:

- Report cards and end of semester grading
- Interim assessments (STAR) and common assessments
- Student absences – how to catch students up on work
- Holiday/classroom celebrations
- Winter break
- Discuss new teaching strategies (mentee and mentor bring something to the table to try in their classroom)
Share strategies to get through upcoming weeks and prevent burning out
- Take time for yourself, address emotional well being
- Classroom visits
- Discuss mid-year assessment, and compare data from beginning of year assessment and student concerns/success
- Start discussing any needed changes for upcoming new year/semester
- Family/student connections
 - How is student engagement? How can you reach out to families/students?
- Review snow day/late start procedures: Virtual learning – canvas course set-up
- What do you do if you are absent, how to get a substitute, what to set out, how to plan, what do you do if you don't have a sub?
- Reflection on practices: what went well? What would you change?
 - What do we want/need all students to know and be able to do? How will we know they learned it? How will we respond when some students don't learn it or already know it?
 - Plan next meeting

Pupil Services Staff Specific:

- Data review (behavior, academic, attendance) and planning



January

Year 1 suggested discussion points:

- Interim assessments (STAR) and common assessments
- Review and interpret student assessment data (behavior, academic, attendance) and planning
- PBIS practices/boosters
- Student interventions
- Review summer school opportunities including proposing enrichment/remediation classes for all levels
- January PL/IP day
- Student absences – nurse guidelines, how to catch students up on work
- Reflection of first semester and set goals for rest of year with students and self
- Discuss insurance and health forms
- District assessments
- Discuss strategies for struggling students
- EE – Midyear review – discuss evidence that can be documented
- State and national testing
- Take time for yourself, address emotional wellbeing
- Reflection on classroom management and instructional practices: What went well? What would you change? What does it look and sound like?
- Plan next meeting/set new goals

Elementary/Early Learning Specific:

- State and national testing (Gr. 3-5 only)

Secondary Specific:

- End of secondary semester
 - Review grading procedures and comments
 - Review final exam schedule
- Prepare second semester courses
- Workday (secondary)



February

Year 1 suggested discussion points:

- Review and interpret student data
- Share strategies for keeping momentum and interest for the duration of the year for both students and teachers
- Revisit success
- Behavior strategies
- EE – discuss evidence that can be documented – mid-year reflection
- Classroom visits
- Budgeting requests
- Family/Student connections
- State and national testing
- Plan and prepare for family-teacher conferences
 - Length of conference
 - Forms, documents needed to have a positive conference
 - Student participation at conferences if applicable to building
 - Consider student reflections of grades, work, etc.
 - Consider student work evidence – consider different types of work samples
 - Anticipate parent concerns
- Reflection on classroom management and instructional practices
 - What went well? What would you change?
 - Plan next meeting

Secondary Specific:

- Family-teacher conferences procedures and expectations

Pupil Services Staff Specific:

- Data Review (behavior, academic, attendance) and planning

Elementary/Early Learning Specific:

- Family – teacher conferences procedures and expectations



March

Year 1 suggested discussion points:

- Spring break
- Time for self
- District summer employment opportunities
- EE – discuss evidence that can be documented
- Family/student connections
- Strategies to keep yourself and students motivated through the end of the year
 - PD books, podcasts to look into
- Review after school activities for Spring: dances, music concerts, plays
- State and national testing
- Reflection on classroom management and instructional practices
 - What went well? What would you change?
 - Plan next meeting/set new goals

Special Education Specific:

- IEP Progress Reports – collaborating with coworkers and sending them out



April

Year 1 suggested discussion points:

- Look ahead to the end of the school year
- District summer employment opportunities
- Review policies and procedures for contracts and additional increments
- State testing procedures and trainings
- Discuss membership in a professional organization and subscription to professional journal
- Classroom visits
- End of year student district assessment
- EE – discuss evidence that can be documented
- End of year field trips procedures
- End of year student district assessment – review student data
- Review plans for end of year student activities
- Will you meet your SLO?
- Consider teaching summer school
- Adjustments for next year based on collected data
- Professional goal review and goal-setting
- Reflection on classroom management and instructional practices
 - What went well? What would you change?
 - Behavior
 - Instructional strategies
 - Plan next meeting/set new goals

Secondary Specific:

- Advanced placement exams
- Graduation procedures and assignments (High School)

Special Education Specific:

- Conferences (secondary)
- Administering testing
- Caseloads for next year
- Transition meetings (elementary)
- Budget/materials requests

Pupil Services Staff Specific:

- Data review and planning
- Collect PBIS survey and evaluation data to help plan for next year



May

Year 1 suggested discussion points:

- Did you meet your SLO?
- Wrapping up the school year – school traditions and review plans for activities for end of year
- Interim and common assessments
- Review student data
- Adjustments for next year based on collected data
 - Behavior
 - Instructional strategies
- Reflection on classroom management and instructional practices
- Final grading reports
- Provide feedback on mentor program
- Celebrate successes
- Areas for improvement
- Looking ahead to next year
- What went well? What would you change? What does it look and sound like?
- End of year check out procedures with grades, keys, office expectations
- Procedures for staff transfer
- How to prepare classroom for end of the year
- Preparations to make the start of next year easier
- Summer trainings and what is recommended (offered by district and out of district, other conferences to attend)
- Celebratory dinner
- Summer plans

Special Education Specific:

- Update matrices if necessary
- Summer school planning or ESY planning
- Double check caseload dated to ensure compliance
- IEP Progress Reports – collaborating with coworkers and sending them out

Pupil Services Staff Specific:

- Data review
- Final notes for students plans to put in place right away in the fall