

# **School District of Mellen**

## **New Teacher**

### **Mentoring Handbook**

# **2022-2023**



# Ground Rules

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

**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.

**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.

**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.

**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.

Signed by: \_\_\_\_\_ (mentor) & \_\_\_\_\_ (mentee)  
Date: \_\_\_\_\_

\_\_\_\_\_ (mentor) & \_\_\_\_\_ (mentee) working relationship:

# Ground Rules

**Available:**

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

**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.

**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.

**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.

**Confidentiality:**

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

**Other:**

Signature: \_\_\_\_\_ (mentor) & \_\_\_\_\_ (mentee)

Date: \_\_\_\_\_

# Mentor/Mentee Checklist

Mentor

Grade level/Subject Area

Teacher

Grade Level/Subject Area

School Year

<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend new teacher orientation</li> <li><input type="checkbox"/> Provide information about the community</li> <li><input type="checkbox"/> Familiarize mentee with district &amp; building calendars (Google)</li> <li><input type="checkbox"/> Review all applicable handbooks &amp; emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish/log meeting times with new teacher</li> <li><input type="checkbox"/> Introduce technology systems, trainers, resources</li> <li><input type="checkbox"/> Review 10 Wisconsin Standards Teacher Development and Licensure</li> <li><input type="checkbox"/> Create personal Google calendar to contain applicable professional appointments</li> </ul>
<p><b>Building</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce teacher to staff</li> <li><input type="checkbox"/> Demonstrate use of building equipment</li> <li><input type="checkbox"/> Show where cumulative files are kept and how to access them</li> <li><input type="checkbox"/> Discuss office procedures</li> <li><input type="checkbox"/> Discuss telephone procedures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Show how to obtain classroom supplies</li> <li><input type="checkbox"/> Obtain textbooks, manuals &amp; curriculum guides</li> <li><input type="checkbox"/> Give a tour of the building, parking areas, confirm entry cards &amp; keys</li> <li><input type="checkbox"/> Discuss school lunchtime routine</li> <li><input type="checkbox"/> Discuss supervisory duties/procedures</li> </ul>
<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assist with room preparations</li> <li><input type="checkbox"/> Review Response to Instruction/Intervention Universal Screeners</li> <li><input type="checkbox"/> Review time schedule, expectations &amp; activities for the first day with students</li> <li><input type="checkbox"/> Share organizational systems for grades, homework, parent communications, etc</li> <li><input type="checkbox"/> Review student information provided in Powerschool</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review effective teaching methods of a lesson</li> <li><input type="checkbox"/> Assist with planning for the first week of school</li> <li><input type="checkbox"/> Explain Open House procedures</li> <li><input type="checkbox"/> Review daily tasks of attendance, lunch count, recess, etc</li> <li><input type="checkbox"/> Discuss organization of parent volunteers in the classroom</li> </ul>

# Mentor/Mentee Checklist

Task	Notes	Date
<b>Orientation</b>		
New Teacher Orientation		
Establish meeting times		
Community Information		
Technology systems, etc		
Building calendars		
Google personal Calendar		
Handbooks & emergency procedures		
10 WI 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		
Open House		
Organizational systems		
Daily tasks		
Powerschool		
Parent volunteers		
Classroom schedule		
Special schedules		

# September

Mentor and initial educator may need more than one meeting this month

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>❑ Discuss importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)</li><li>❑ Discuss budget procedures &amp; review budget selections</li><li>❑ Assist in developing &amp; implementing classroom management strategies</li><li>❑ Discuss the referral process &amp; documentation for Title 1 options</li><li>❑ Discuss student assessment and progress reports</li><li>❑ Explain importance of accurate record keeping (gradebook, attendance)</li><li>❑ Discuss procedures for new students who enroll/withdraw after school year has begun</li><li>❑ Explain curriculum, access to the curriculum guides and importance to lesson planning</li></ul> | <ul style="list-style-type: none"><li>❑ Acquaint the new teacher with Special Education services, referral processes &amp; pertinent forms (i.e. Individualized Education Program-IEP)</li><li>❑ Encourage mentee to continue reflecting on his/her teaching experience</li><li>❑ Acquaint new teacher with Rtl (Response to Intervention)</li><li>❑ Review services offered/referral procedures for school guidance counselors &amp; psychologist</li><li>❑ Acquaint new teacher with cumulative folders, test results, permanent records, confidential files, &amp; medical alerts</li><li>❑ Discuss policy for homework, make-up work &amp; late work</li><li>❑ Discuss grading philosophy (what, when, how, why) &amp; review recording/weighting data</li><li>❑ Discuss supplementary tools, materials, resources, media center &amp; specialists, etc</li><li>❑ Share lesson plans &amp; other related schedules/activities (i.e. field trip procedures)</li><li>❑ Help establish a Substitute Teacher Folder</li></ul> |
|--|---|

**What Went Well:**

**Areas to Work on:**

# September

To be completed by initial educator/mentee/new teacher

Task	Notes	Date
Student Behavior documentation		
Develop/implement classroom management strategies		
Rtl (Response to Intervention)		
Special Ed, resources, referral processes, IEP		
Guidance/psychologist services, referral procedures		
Documenting student assessments		
Cumulative folders, test results, permanent records, medical alerts, legal flags, etc.		
Recordkeeping, gradebook, attendance		
Grading philosophy, weighting data		
Powerschool		
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		

**What Went Well:**

**Areas to Work on:**

# October

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Address concerns of classroom management &amp; discipline</li><li><input type="checkbox"/> Discuss procedures for parent-teacher conferences prior to scheduled dates</li><li><input type="checkbox"/> Discuss standardized exam policies &amp; share sample tests in appropriate grade</li><li><input type="checkbox"/> Complete new teacher observation &amp; offer feedback</li><li><input type="checkbox"/> Review items from the beginning of the mentoring process</li><li><input type="checkbox"/> Discuss snapshot observation, if one occurred</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Review organization &amp; recordkeeping skills</li><li><input type="checkbox"/> Assist the new teacher through the first report cards</li><li><input type="checkbox"/> Prepare new teacher for principal observation/evaluation</li><li><input type="checkbox"/> Share information &amp; process for professional development opportunities</li><li><input type="checkbox"/> Discuss grading philosophy (what, when, how, why) &amp; review recording/weighting data</li></ul> |
|--|---|

**What Went Well:**

**Areas to Work On:**

# October

To be completed by initial educator/mentee/new teacher

Task	Notes	Date
Any concerns of classroom management & discipline		
Discuss procedures for parent-teacher conferences prior to scheduled dates		
Discuss standardized exam policies & share sample tests		
Complete new teacher observation and offer feedback		
Review item from the beginning of the mentoring process		
Discuss snapshot observation, if one occurred		
Review organization and recordkeeping skills		
Assist with 1st report		
Prepare new teacher for principal observation/evaluation		
Share information/process for professional development opportunities		
Discuss grading philosophy and review data		

**What Went Well:**

**Areas to Work on:**

# NOVEMBER

Share success stories & celebrate!

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- |   |   |
|---|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Advise new teacher of special events, delayed openings &amp; snow day procedures</li><li><input type="checkbox"/> Discuss plan for mid-year Universal Screeners</li><li><input type="checkbox"/> Reflect on areas for growth</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Reflect on parent/teacher conferences</li><li><input type="checkbox"/></li><li><input type="checkbox"/> Discuss assessment techniques &amp; recordkeeping skills</li></ul> |
|---|---|



**What went well:**

**Areas to Work on:**

# NOVEMBER

To be completed by initial educator/mentee/new teacher

Task	Notes	Date
Advise on special events, delayed openings and snow day procedures		
Discuss plan for mid-year Universal screeners		
Reflect on areas for growth		
Reflect on parent-teacher conferences		
Discuss assessment techniques & recordkeeping skills		

**What Went Well:**

**Areas to Work on:**

# December

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Discuss different learning styles</li><li><input type="checkbox"/> Complete new teacher observation &amp; provide feedback</li><li><input type="checkbox"/> Discuss “snapshot observation” by new teacher, if one occurred</li><li><input type="checkbox"/> Discuss Holiday schedule/classroom parties</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Check in on classroom management &amp; discipline procedures</li><li><input type="checkbox"/> Arrange for new teacher to observe one of your best lessons</li><li><input type="checkbox"/> Discuss new teacher probationary policy</li></ul> |
|---|---|

**What Went Well:**

**Areas to Work On:**

# December

To be completed by initial educator/mentee/new teacher

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

**What Went Well:**

**Areas to Work on:**



# January

- Complete new teacher observation & provide feedback
- Discuss budget procedures & review budget selections
- Discuss summer school for students
- Plan for mid-year Universal Screeners

- Discuss summer school teaching opportunities
- Discuss end of semester/start of 2nd semester procedures
- Encourage mentee to continue reflecting on his/her teaching experience

**What Went Well:**

**Areas to Work On:**

# January

To be completed by initial educator/mentee/new teacher

Task	Notes	Date
Complete new teacher observation & provide feedback		
Discuss budget procedures & review budget selections		
Discuss summer school for students		
Plan for mid-year Universal Screeners		

**What Went Well:**

**Areas to Work on:**

# February

- Encourage trying new things
- Update 2nd semester roster lists, substitute folder, emergency binder, etc
- Review policies & issues that relate to retention, failure of students and Summer School options

- Encourage new teacher to contact parents regarding positive & negative behavior
- Encourage participation in staff/program changes, if applicable
- Discuss involvement in & contributions to class offerings/schedule for next school year

**What Went Well:**

**Areas to Work On:**

# February

To be completed by initial educator/mentee/new teacher

Task	Notes	Date
Encourage trying new things		
Update 2nd semester roster lists, substitute folder, emergency binder, etc		
Review policies & issues that relate to retention, failure of students and Summer School options		
Encourage new teacher to contact parents regarding positive & negative behavior		
Encourage participation in staff/program changes, if applicable		
Discuss involvement in & contributions to class offerings/schedule for next school year		

**What Went Well:**

**Areas to Work on:**

# March

1. Complete new teacher observation & provide feedback
2. Review procedure for field trips, if necessary
3. Review proper procedure for signing contract & following deadlines

1. Give suggestions for keeping momentum & interest at the end of the year for students and teachers
2. Discuss Summer School enrollment procedures
3. Reflect on 3rd quarter grades
4. Encourage new teacher to contact parents regarding students in jeopardy of failing for semester

**What Went Well:**

**Areas to Work On:**

# March

To be completed by initial educator/mentee/new teacher

<b>Task</b>	<b>Notes</b>	<b>Date</b>
Complete new teacher observation & provide feedback		
Review procedure for field trips, if necessary		
Review proper procedure for signing contract & following deadlines		
Give suggestions for keeping momentum & interest at the end of the year for students and teachers		
Discuss Summer School enrollment procedures		
Reflect on 3rd quarter grades		
Encourage new teacher to contact parents regarding students in jeopardy of failing for semester		

**What Went Well:**

**Areas to Work on:**



# April

- Plan for end-of-year Universal Screeners
- Plan for end of the year projects, grading procedures, etc

- Discuss specific student clustering or transitioning needs for next year
- Discuss transfer & retention procedures for specific students

**What Went Well:**

**Areas to Work On:**

# April

To be completed by initial educator/mentee/new teacher

<b>Task</b>	<b>Notes</b>	<b>Date</b>
Plan for end-of-year Universal Screeners		
Plan for end of the year projects, grading procedures, etc		
Discuss specific student clustering or transitioning needs for next year		
Discuss transfer & retention procedures for specific students		

**What Went Well:**

**Areas to Work on:**

May

- Explain graduation and senior grade procedures
- Discuss end of year grading procedures
- Review plans for end-of-year student activities
- Give suggestions for keeping momentum & interest at the end of year for students & teacher

- Discuss specific student clustering or needs for next year
- 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

To be completed by initial educator/mentee/new teacher

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

**What Went Well:**

**Areas to Work on:**

# June

- Discuss end-of-year checkout procedures
- Assist with final grading procedures

- Ask for feedback on the mentor program & record data to be shared

**What Went Well:**

**Areas to Work On:**

# June

To be completed by initial educator/mentee/new teacher

<b>Task</b>	<b>Notes</b>	<b>Date</b>
Discuss end of year checkout procedures		
Assist with final grading procedures		
Ask for feedback on the mentor program and record data to be shared		

**What Went Well:**

**Areas to Work on:**

## FACULTY FOCUS (Short, informal observations)

“Faculty Focus” is a term used with the Mentor Program of the Mellen School District. It is used to describe an event in which a new teacher visits a colleague’s classroom for a short period of time, 15 to 20 minutes. As a result of the visit, new teachers will complete this form to share with teacher mentors.

New teachers will visit 4 colleagues’ classrooms during the school year.

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Faculty Focus      #1      #2      #3      #4

New Teacher \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Time \_\_\_\_\_

Grade level/Subject Area \_\_\_\_\_

Effective Strategies I noticed:

Some things I have questions about:

NOTE: You have the option of completing all 4 Faculty Focus visits in the 1st Semester. At least 2 Faculty Focus visits are required 1st semester

## MENTOR PROGRAM INPUT

WHAT went well this year?

ANY suggestions for improvement or change?



## **Pre-Conference Objectives**

**(To be used by mentor when they observe the mentee)**

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 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 observation
4. Review the Visitation/Observation 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 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**  
**(Completed by mentor when they observe the mentee)**

Date:  
Class:  
Teacher:  
Observer:

Pre-Observation: What am I looking for?

Observation Notes

Action Plan:

## MENTOR LOG SHEET

Mentor \_\_\_\_\_

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

School Year \_\_\_\_\_

Month	Date	Activity	Hours
		Total Hours	

