

**SCHOOL DISTRICT OF PITTSVILLE
BOARD POLICY**

PERSONNEL

PROFESSIONAL STAFF POLICIES

STAFF ORIENTATION MENTORSHIP PROGRAM

537.21

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TABLE OF CONTENTS

Pittsville School District Mentorship Program 3
 Mission Statement
 Definition
 Objectives

Job Description 4

Roles and Responsibilities of the Mentor 4

Roles and Responsibilities of the Mentee 5

Selection Process 6

Procedures and/or Changes 6

Communication 7

Licensure 7

Terms of Employment 7

Mentorship Committee Meetings 7

Evaluation 7

Discussion Items with New Teacher 7

Teacher Handbook/Orientation 9

Wisconsin Teacher Standards 10

**PITTSVILLE SCHOOL DISTRICT
MENTORSHIP PROGRAM**

MISSION STATEMENT

The Pittsville Public School understands the importance of attracting and retaining staff of the highest caliber to provide the best opportunities possible for our students and their families. The District establishes this mentorship program to assist in the attraction and retention of highly qualified staff and to meet overall goals of the district and satisfy requirements established for license renewal by the Department of Public Instruction.

DEFINITION

Mentor: A teacher who primarily provides support and assistance to new teachers. The mentor or teacher would not be involved in the summative evaluation of the new teacher.

OBJECTIVES

Provide orientation and professional growth and development opportunities for new personnel and enhance teacher performance.

Use experienced, highly qualified teaching peers to assist with the transition into the district: promote personal and social adjustment into the culture of the school and community.

Provide an understanding of the specific school climate and support new staff in learning the basic operating procedures of the building and district

Ensure that the professional development plan of the beginning teaching reflects the Wisconsin Standards for Teacher Development: enhance quality instruction to improve student achievement.

Promote positive professional and personal relationships with colleagues.

JOB DESCRIPTION

Title: Teacher Mentor

Qualifications:

1. Teacher Certification issued by the DPI;
2. Prefer (5) years of teaching experience; 3 years with the Pittsville School District;
3. Demonstrates working knowledge of Wisconsin Standards for Teacher Development;
4. Accessible before and/or after school;
5. Have the ability to enhance teacher success.

Report to: Building Principal or Designee

Goals:

1. Promote positive professional and personal relationships with new educators.
2. Increase new educators effectiveness in the classroom.
3. Transmit culture and goals of the school and district to new educators.
4. Promote long-term employment of highly skilled educators.

Performance Responsibilities:

1. Participate in mentor training provided in and out of the district.
2. Respect and maintain confidentiality of new educators.
3. Act as a resource and positive role model for the new teacher.
4. Assist mentees in understanding and working toward district goals.

ROLES AND RESPONSIBILITIES OF THE MENTOR

1. Provide orientation, in cooperation with the administration, to the new teacher at the beginning of and throughout the school year, i.e., district culture, operations, demographics and ongoing support, advice, and counsel.
2. Observe, confer with and provide advice to the new teacher regarding interaction with students, parents and other teachers; get involved in solving specific problems about curriculum, instruction, and classroom management.
3. Develop a collegial/professional relationship with and assist the new teacher in setting up routines and understanding of the school's organization.
 - express positive feelings about colleagues
 - address new teacher's thoughts about teaching career
 - listen to daily concerns, progress, and questions
 - help the new teacher cope with practical details of being a teacher

4. Develop a relationship of trust, confidentiality, and support with the new teacher; maintain confidentiality with the new teacher.
5. Share resources and ideas for professional development with the new teacher; help expand the beginning teacher's repertoire of teaching strategies by demonstrating lessons for teaching specific learning objectives.
6. Ease communication between the new teacher, building administrator, and the New Teacher Mentor Committee; communicate weekly with the new teacher to provide assistance, support, and resources.
 - encourage visits to others' classrooms and provide feedback
7. Help to establish individual growth plan, reflect on growth and improvement, and recommend professional conferences/workshops as necessary.
 - collect data on date and time of various activities, seminars, observations, and discussions with the new teacher
 - encourage new teacher to maintain a journal of meetings and activities
 - observe and conference with the new teacher two (2) times during the first year
 - arrange for the new teacher to observe the mentor two (2) times and another teacher two (2) times during the first year
 - reflect on the year and offer suggestions to improve the mentor program in the district
 - keep up to date of new mentoring ideas through professional growth

Note: The relationship of the mentor will remain confidential in order to establish a level of trust for discussion of critical issues. Therefore, the mentor shall not be a part of the formal school district evaluation process and shall not be required or empowered to evaluate newly hired teachers and shall not be required to attend any Board meetings to discuss or provide information regarding the mentoring of the new teacher.

ROLES AND RESPONSIBILITIES OF THE MENTEE

- participate in the mentor program and identify areas of needed support and concern
- attend on-going training and support sessions as needed
- develop a collegial/professional relationship with mentor
- keep mentor informed of goals and concerns
- participate in recognized events involving the mentor program
- communicate weekly with mentors to receive assistance, support, and resources
- reflect on the year and offer suggestions to improve the mentor program in the district
- observe the teaching of the mentor twice and two other teachers one time each during the first year
- observed by the mentor two (2) times during the first year

SCHOOL BOARD POLICY 537.21
Staff Orientation Mentorship Program

- submit quarterly reports on progress in attaining established goals
- attend meetings, workshops, and training provided by the district

The Pittsville School District will provide ongoing orientation and training sessions locally and through the CESA 5 Consortium.

SELECTION PROCESS

The selection process for a mentor will include voluntary participation by teachers. Each building principal will establish a pool of eligible, interested teachers and consider only those teachers who meet the qualifications for mentor.

Teachers being considered for the role of mentor should have:

- demonstrated satisfactory teaching performance for a (preferred) minimum of five (5) years; not mandatory, will depend on the circumstances
- committed to professional growth, both in self and other teachers
- demonstrated skills in positive interpersonal relationships
- should be able to work with new teachers as colleagues
- recognition by colleagues of the mentor's professional expertise in, for example, classroom management skills, instructional techniques or as an effective resource.

A mentor must be willing to participate in a workshop, conference or training prior to becoming a mentor. Topics may include first-year teacher issues and concerns; adult learning methodologies; confidential formative assessment and methodologies; and mentor, teacher, and administrator responsibilities. The School District may look to outside resources for this training and, if necessary, mentors. In addition, a list will be provided to the mentee of district staff members who have expertise in specific areas.

The Pittsville School District will provide mentor training and workshop sessions locally and through the CESA 5 Consortium.

PROCEDURES AND/OR CHANGES

Nominated by self/peer/others through letter of interest.

Reviewed by principal, superintendent or designee and include union where appropriate.

Mentee/Mentor program changes must be cleared through the building administrator and/or superintendent.

The mentor may request that the mentor program coordinator assign the new teacher a different mentor. The request shall be granted with administrative approval.

The new teacher receiving the mentoring may request that the mentor program coordinator assign a new mentor. The request shall be granted with administrative approval.

COMMUNICATION

All communication, written or verbal, will be confidential between the mentee and mentor.

LICENSURE

The responsibility of obtaining appropriate licensure is with the mentee.

TERMS OF EMPLOYMENT: TBD

MENTORSHIP COMMITTEE MEETINGS

The following mentor options will be available:

- A mentor will serve the same new teacher for the entire first year.
- If a mentor cannot serve the full year, an alternate could finish the year.
- The mentor may have only one first-year teacher per year.
- Second- and Third-Year Phases TBD

EVALUATION

The teacher mentor program will be evaluated by the mentor and mentee through a survey at the end of each school year and once each semester.

Results will be forwarded to the Pittsville School District's steering committee. The school district's steering committee will meet on an "as needed" basis during the school year to review the program.

DISCUSSION ITEMS WITH NEW TEACHER

Prior to the first day of school, an in-service time will be scheduled for initial educators. Information will contain, but will not be limited to, the following:

- Information about teacher contract and fringe benefits, including contractual rights and responsibilities;
- All information relevant to the opening of school;
- Orientation to the building that addresses policies and procedures;
- An initial meeting between educator and mentor;
- A list of veteran teachers who can provide helpful hints;
- An initial educator handbook;
- A tour of the community;

SCHOOL BOARD POLICY 537.21
Staff Orientation Mentorship Program

- Teacher Handbook
- Copy of Mentoring Handbook

The First Month/Quarter:

- Developing support systems
- technology availability in the district: utilization for reporting grades, attendance, e-mail and other items
- the school and the district's planned regular meetings
- special education and referral process
- preparation for a substitute
- procedures for sending out student progress reports
- procedures for assemblies
- demographics of the district
- union contact person; district human resource contact; employee rights and responsibilities
- involvement in school/community activities
- preparing for parent/teacher conferences
- review items (?) from August list that are appropriate
- quarterly meeting with principal to discuss mentor program
- mentor/mentee observation and feedback

Discuss:

- WKCE testing dates
- Communicating with students, parent, and colleagues
- new student arrival/students leaving the district procedures
- managing the classroom learning environment
- managing time
- report cards: evaluating student achievement
- adapting to a variety of pupil learning styles
- requisitions for materials
- finding and using appropriate materials
- student field trip procedures
- PDP (professional development plan) and other opportunities teacher conventions, professional improvement requirements: district workshops/conferences

Second Quarter:

- share information on classroom holiday activities/programs/district policies
- share information about staff holiday party
- mentor/mentee observation and feedback
- plan for second semester

Discuss:

- snow days
- budget requests
- end of semester procedures
- report cards/records day
- stress relievers
- retention policies

SCHOOL BOARD POLICY 537.21
Staff Orientation Mentorship Program

- 3rd grade reading tests or (high school students repeating classes)
- December count and enrollment forms (prepare for state year-end reports)

Third Quarter:

- Mentor/mentee observation and feedback

Discuss:

- Winter activities
- spring programs/trips
- transfer possibilities
- contract deadlines
- secondary school scheduling
- budget procedure

Fourth Quarter:

- Mentor mentee observation and feedback
- Evaluating the program

Discuss:

- prepare for fall ordering
- year-end activities
- year-end reports
- summer school referrals
- classroom inventories
- “prepare” for the final week of school
- year-end cumulative folder information
- special education year-end state reporting

TEACHER’S HANDBOOK / ORIENTATION

INITIAL INDUCTION AND ONGOING ORIENTATION

Introduction into the district’s culture and climate of school and community will be conducted by the building principal. Follow up will be provided by the new teacher’s mentor.

School District Policy Handbooks:

- Building Safety Plans/ Response Plan
- Employee Right to Know
- Job Description
- Technology in Building and Use
- Special Education Program
- Compliance with 504
- Sexual Harassment
- Students Handbooks: Elementary, High School, Athletic, Reporting Child Abuse, Code of Student Conduct, Technology Plan, Professional Development Plan, Parent Rights, Developmental Guidance

Harry Wong Video and Text

District Curricula and Benchmarks

Lesson planning, pacing

SCHOOL BOARD POLICY 537.21
Staff Orientation Mentorship Program

- preparation for a substitute / absences
- field trips and requests to attend conferences
- adjusting to emergency day (i.e. snow day)

Testing procedures, grading, progress reports, and report cards

Teaching strategies/ differentiation

Retention/Acceleration and advancement policies

Parent communications, open house and parent/teacher conferences

Contract/professionalism

Grade level/Department meetings

Classroom Management

Teaching phases during school year (topics developed based on upcoming events)

WISCONSIN TEACHER STANDARDS

PI34.02 Wisconsin Standards for Teacher Development and Licensure. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and disposition under all of the following standards:

- 1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for the pupils.
- 2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
- 5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquire, collaboration, and supportive interaction in the classroom.

- 7) The teacher organizes and plans systematic instruction based on knowledge of subject matter, pupils, the community, and curriculum goals.
- 8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
- 9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
- 10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.