



# Mentoring Program

Implementation Date: Summer 2017

## Vision

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*It is the vision of the Eau Claire Area School District mentoring program to provide information, support and encouragement to facilitate the continued professional growth of educators new to the district.*

## Program Design

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- *Mentees are new employees to the District*
- *Mentors do not need to be of the same content/grade level, but is the ideal*
- *Mentors/Mentees should have proximity to each other*
- *Assignment made by the principal*
- *Mentor is not a part of the formal employment evaluation process*
- *Mentors have only one mentee each year*

### WHO CAN BE A MENTOR

A mentor is a continuing District educator. It is preferred, but not required, that the mentor have at least three years of District teaching experience. The mentor must participate in the Eau Claire Area School District Mentor Training.

### QUALIFICATIONS

- A mentor must possess a valid Wisconsin Certificate License.
- A mentor must successfully complete the District-approved mentor training.
- A mentor must be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
- A mentor must agree to abide by the expectations stated as “Mentor Responsibilities.”

### ROLE OF THE MENTOR

- Not to evaluate the mentee.
- Develop a collegial/professional relationship.
- Orient the new educator to the district, to his/her school(s), and to building procedures.
- Attend new staff orientation at the start of the school year.
- Gather necessary resources to assist the new-to-the-District educator with planning efforts.

Examples include:

- Curriculum guides
- Handbooks
- Schedules
- Target Assessments
- Provide professional contacts as needed for the new-to-the-District educator to meet content specific and teaching strategy needs.
- Schedule periodic observations with the educator.
- Arrange for appropriate observations by the educator of the mentor and other professionals.
- Discuss the educator’s responsibilities and expectations in the school district based upon the Wisconsin Standards for Teacher Development.
- Establish a system of on-going communication with the educator.

- Maintain confidentiality in the professional relationship.
- Share resources for professional development opportunities.
- Attend mentor/mentee in-service and other professional development opportunities.
- Offer guidance as the educator creates and implements the Professional Development Plan
- Attend available seminars to enhance professional development in the mentor role.
- Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program.
- Ensures that the mentor relationship and professional development plan process is separate from the formal employment evaluation process.
- Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
- Provide suggestions as to ways to improve the Eau Claire Area School District's Mentoring Program.

#### ROLE OF THE MENTEE

- Be an active participant in the mentoring relationship.
- Be a reflective practitioner who identifies areas he/she needs assistance with from the mentor, building administrator, and mentor coordinator.
- Be willing to seek out help and understand that he/she needs to communicate what is needed.
- Be open to feedback from others to continue to enhance professional growth
- Be willing to observe effective educators and be willing to be observed.
- Participate regularly in meetings with mentor as well as other support seminars sponsored by the district.
- Provide input and evaluation of mentor program.

#### ROLE OF THE BUILDING ADMINISTRATOR

- Assists new educators to the district/assigns from a pool of mentors with emphasis to building proximity, same-subject and/or grade level teaming when possible.
  - Some new staff may need a mentor from another building, due to the specialized nature of his/her position. This may result in having two mentors (the specialized mentor from another building to support the specific position, and the mentor from his/her building to support building-based mentoring). The principals from the building will coordinate the assignment of the specialized mentor from another building. If there are two mentors, they will each be compensated as full mentors (i.e. they will not split the mentor compensation).
  - Emergency/Limited Term Employee hires will be assigned a mentor.
  - Part-time staff will have a mentor. The principal will work with the mentor/mentee to create a modified schedule to support the mentee.
- Add the name of the mentor to the Request For Employment (REA) form for the newly hired mentee.
- Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
- Recruit individuals to serve as mentors. Match new faculty with mentors.
- Provide common release time or joint planning time to facilitate mentor/mentee interaction.
- Allow for release time to complete mentor/mentee classroom visits.
- Share resources for professional development opportunities.
- Re-assign a mentor if necessary.
- Reflect on the year and offer suggestions to improve the mentor program to the Mentor Program Coordinator.

- Ensure that the evaluation process for new mentees is separate from the mentor relationship and professional development plan process.
- Evaluate the mentee by the end of the school year.

## ROLE OF THE MENTOR PROGRAM COORDINATOR

The Executive Director of Teaching of Learning and the Director of Academic Services of the Eau Claire Area School District will appoint and work with the Mentor Program Coordinator to:

- Chair the Steering Committee for the mentor program.
- Coordinate with the business office for financial reimbursement for staff participating in mentoring activities.
- Actively seek additional grant money that can be used to finance the mentor program.
- Coordinate new staff mentoring activities throughout the year.
- Arrange mentor-training sessions.
- Annually evaluate the effectiveness of the mentor program and make recommendations for continued improvement.
- Share resources for professional development opportunities.
- Address the challenges/concerns presented by the building administrators and/or mentors.

## Instructional Coaching:

New staff enter their careers with varying degrees of skill in instructional design and delivery. Mentors need to be willing to coach new staff to improve their performance wherever their skill level. Discussions based on shared experiences have proven through research to be more powerful. These shared experiences can include mentors and mentees engaging in team teaching or team planning, mentees observing mentors, mentors observing mentees, or both observing other educators. The purpose of these shared experiences is to promote collegial dialogue focused on enhancing staff performance and student learning. Such training helps mentors value description over interpretation in the coaching process; develop multiple methods of classroom observation; employ research-based frameworks as the basis for reflection; and refine their conferencing and feedback skills.

## Components of Effective Instructional Coaching Implementation

COMPONENT	DESCRIPTION
Staff Enrollment	The coach initiates a one-on-one interview prior to engaging in professional learning activities. The interview helps build common ground, develop interests and concerns, and establish a rapport between teacher and coach.
Collaborative Planning	Teacher and coach collaboratively develop a practical plan for the implementation of a new teaching practice, and build a rubric to help guide observation of the lesson's delivery.
Modeling the Lessons	The coach delivers the planned lesson in the teacher's classroom, while the teacher observes and records notes on the observation guide.
Teacher-Directed Post-Conference	Immediately following the coach's model lesson, the teacher facilitates a collaborative and constructive conversation.

Observing the Lesson	The pair then reverses roles, with the teacher delivering the planned lesson and incorporating elements learned during the previous three steps. During the lesson, the coach records observations on the rubric.
Collaborative Data Exploration	Immediately following the teacher’s lesson, teacher and coach discuss the lesson, incorporating data from the coach’s observation rubric.
Continued Support	The coach provides continuous support in the development of lessons and pedagogical techniques, until both parties feel recognize mastery of the practice.
Surveying	Annually, for three years, mentors and mentees will both be surveyed to determine program effectiveness.

## Works Cited

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- Hanover Research:
  - Impact of Teacher Mentoring on Student Achievement  
<https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/06850000001M5Y7AAK>
  - Best Practices in Instructional Coaching  
<https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/06850000001Xi87AAC>
- Ripon School District: [http://www.ripon.k12.wi.us/staff\\_forms/Mentor%20Handbook%202012.pdf](http://www.ripon.k12.wi.us/staff_forms/Mentor%20Handbook%202012.pdf)
- Most Likely to Succeed by Malcolm Gladwell: <http://www.newyorker.com/magazine/2008/12/15/most-likely-to-succeed-malcolm-gladwell>

## Length of Mentoring

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- Two years
  - New-to-the-District educators will be in the two-year program.
  - Professional educators (DPI definition, based on licensure) may be opted out of the second year of the program by their principal. This decision is at the discretion of the principal.
  - 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.

## Responsible Parties

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- Mentor Planning Committee
- Executive Team
- Principals and their Leadership Teams
- Association (Staff groups by levels)

All responsible parties ensure the purpose of the Mentor Program is communicated and supported by stakeholders. Principals and Leadership teams provide input regarding implementation and review within each building. Association/Staff groups assist and support certified staff in their roles and provides feedback to District Leadership. The Executive Team ensures the function of these groups and their output is congruent with board goals and ECASD Strategic Priorities.

- **Board Goal #2** - The Board and ECASD Staff will create a collaborative, intentional and engaging climate and culture using research-based practices to promote student learning.
- **Strategic Priority #3** – Collaborative Cultures
- **Strategic Priority #4** – High Quality Staff

## Incentives

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- *Investment in the future of the profession*
- *Stipend (Mentor)*

## Mentor Training

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- New mentors need to complete the series of four training modules. Each module lasts approximately half of a work day. The first three modules are online, and the last is face-to-face. Staff earn a \$50 stipend for successfully completing each module.
- Veteran mentors (those who have completed mentor training in past years) only need to complete Module IV one time.
- Successful completion of mentor training is required to earn stipend compensation.
- Training for new mentors will occur during the following time periods:
  - First semester (September – November Modules I-III online, Module IV face-to-face in November)
  - Second semester (January – March Modules I-III online, Module IV face-to-face in March)
  - Summer (June – August Modules I-III online, Module IV face-to-face in August)
- Module IV will be offered annually during two different half-days in August and one evening in November and March. Mentors can choose one of the four options to complete this module prior to the end of the first mentor year.

### Mentor Training Modules: (4 half-day modules)

- Module I (online) – Roles & Responsibilities
  - Why are you here?
  - Needs of new-to-the-District Educators
  - WI Teaching Standards/Danielleson Model
  - Roles & Responsibilities
  - Assignment: In the Know
- Module II (online) - Communication
  - Cognitive Coaching
  - Role playing
  - Videos
  - Assignment: How I Shine
- Module III (online)
  - Assignment: TBD

- Module IV (face-to-face) - includes all (veteran mentors refreshing their training) ECASD Mentor Program (expectations, contracts, introduction to handbooks, reporting, accountability)
  - Role plays including new and veteran mentors
  - Outline ECASD Mentor Program

## Observations

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- Observations by either party, mentor or mentee, are private and growth-centered.
- These are held in confidence and are not for the purposes of evaluation.

## Mentor/Mentee Time Commitment

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- A full day for the mentor and mentee to collaborate each month
- Options each month for collaboration: Day can be sub/release for a full day, 2 half-days, or 8 hours beyond contract time (\$100 stipend)
- Option to use duty time (playground, hallway, bus and breakfast)
- Option to use team time at the middle school

## Scope

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- Academic Service Coordinators visit buildings to support the mentor/mentee pairs
- Month-by-month expectations (accountability) for the district level and building level

New mentees and mentors would meet at least a half day during New Teacher Orientation to work on the following:

### **Year 1 (Focus on reflection, enhancing professional growth, and student learning)**

- Prior to the start of the school year
  - Familiarize new educators with district and building goals/mission/demographics of student population/strategic priorities, etc.
  - Review important handbooks/curriculum guides/district initiatives
    - Employee Handbook
    - School Staff Handbook
    - Etc.
  - Offer information about community/school board
  - Answer immediate how-to questions
  - Only additional/complementary help to already established successful components of new educator support
  - Share information on Professional Development (PD) Wednesdays
  - Share information on PD/IP (instructional planning) Days
  - Culture of the neighborhood that feeds the school
  - Plan next meeting

### **Suggested Discussion Topics**

- September (more than one meeting may be needed this month to accommodate the needs of the new educator)

- Setting up classroom routines
- Classroom management discussions
- Parent-teacher communication
  - Contacts
  - Conferences
  - How is Skyward reporting your grading intentions?
  - When do you load your grades into Skyward?
  - Classroom Expectations/Syllabi/Parent Letter
  - You and the parent are on the same side... the approaches may differ
- Committee membership opportunities
- Begin an online shared document of questions and answers (listserv)... this could ultimately be used for improving the program (finds gaps & overlaps)
- Define roles of building personnel (instructional coach, literacy coach, lead teacher, etc.)
- Emergency scenarios
  - Fire drills
  - Tornado drills
  - Intruder alert (evacuation)
- Assessment methods... backwards planning
- Follow up on electronic gradebook and all of its features
- Working with students with special needs/EL/GT/IEPs
- Familiarize new educator with chain of command... who to go to and when for what (school district hierarchy)
- Establish a substitute teacher file folder/binder
- Establish an emergency substitute file folder
- Culturally Responsive Practices
- Non-Violent Crisis Intervention
- Collaborating with paraprofessionals
- Positive Behavior Intervention Systems (PBIS)
- What went well?
- What would you change?
  - What does it look and sound like?
- Plan next meeting
- October
  - Set first observation goals between mentor and mentee for a pop-in
  - Parent-teacher conferences procedures and expectations
    - Role play possible conference scenarios
    - Consider student work evidence
    - Anticipate parent concerns
  - Discuss management successes and concerns (repeat monthly)
  - Effective Educator requirements revisited
  - Long and short range lesson planning
  - Report card/progress report discussion
  - Prepare for evaluation by administrator
  - Attend a school board meeting
  - Committee membership opportunities
  - Advising for school/student organizations



- Halloween
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Plan next meeting
- November
  - EE
  - Report cards and end of term grading
  - Who are the other resources in the building and their roles
  - Share success stories
  - Thanksgiving Week in the ECASD
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Plan next meeting
- December
  - Student absences
  - Holiday celebrations
  - Winter break
  - Discuss new teaching strategies (new teacher and mentor bring something to the table to try in their classroom)
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Plan next meeting
- January
  - Review and interpret student data (elementary)
  - Student interventions
  - District assessments
  - State and national testing
  - Review summer school opportunities including proposing enrichment classes for all levels
  - End of secondary semester
  - Workday (secondary)
  - PD/IP Day
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Plan next meeting
- February
  - Review and interpret student data (secondary)
  - Share strategies for keeping momentum and interest for the duration of the year for both students and teachers
  - Revisit successes
  - Behavior strategies
  - What went well?



- What would you change?
    - What does it look and sound like?
  - Plan next meeting
- March
  - Spring Break
  - Time for self
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Plan next meeting
- April
  - Look ahead to the end of the school year
  - Review policies and procedures for contracts and additional increments
  - Professional goal setting
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Plan next meeting
- May
  - Review student data
  - Review plans for end-of-year student activities
  - Did you meet your SLO?
  - Adjustments for next year based on collected data
    - Behavior
    - Instructional strategies
  - Wrapping up the school year
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Plan next meeting
- June
  - Final grading reports
  - Provide feedback on mentor program
  - Successes
  - Areas for improvement
  - Looking ahead to next year
  - What went well?
  - What would you change?
    - What does it look and sound like?
  - Celebratory dinner
  - What are your summer plans?
  - Plan next meeting

**Year 2 (Focus is on strengthening teaching skills, cultural proficiency – sensitivity to and knowledgeable of diversity of students and their families, impact on student learning, reflection on professional growth)**

## Suggested Discussion Topics

- August
  - Discuss satisfaction with procedures for classroom routines
  - Setting up classroom to optimize learning
  - Review students' I.E.Ps, medical records, and cumulative folders; implications for educator and student learning
  - Plan next meeting
- September
  - Discuss personal time/"down time"
  - Discuss involvement on committees
  - Discuss curriculum plans for first month
  - Discuss knowledge of diversity of students and families
  - Plan next meeting
- October
  - Review a few pieces of student work together – patterns? Implications?
  - Exchange an article from professional journal about working with diverse students and discuss
  - Discuss current assessments and additional assessments you may need for your students
  - Plan next meeting
- November
  - Discuss membership in a professional organization and subscription to professional journal
  - Discuss instructional issues that are most difficult
  - Discuss any health and wellness supports offered in school/district
  - Plan next meeting
- December
  - Discuss communication with parents
  - Discuss list of priorities and see if meeting priorities
  - Discuss plans for R & R during holiday break
  - Plan next meeting
- January
  - Discuss long-range plans for second semester
  - What has new educator learned? What does new educator hope to change?
  - Discuss high points of first half of school year
  - Plan next meeting
- February
  - Discuss collaboration with educators in other schools/districts
  - Discuss biggest issue facing new educators
  - Discuss problems encountered by new educators and possible solutions
  - Plan next meeting
- March
  - Exchange a resource with each other and how it can be used
  - Discuss impact of instruction on student learning using student work samples
  - Discuss student referrals and available resources
  - Discuss plans to do something fun during Spring break

- Plan next meeting
- April
  - Discuss setting time aside for exercise, relaxation, family and friends
  - Exchange an article from a professional journal about working with diverse students and their families
  - Update on progress of assessing students
  - Plan next meeting
- May
  - Attend student function/performance/athletic event
  - Plan for end of year and check if all required core curriculum descriptors on report card have been assessed
  - Discuss schedule for summer workshops/professional development – register for one
  - Plan last formal meeting to celebrate professional growth and student learning
- June
  - Celebrate
  - Evaluate mentor/mentee experience and future plans for collaboration
  - Reflect on school year and second year of teaching