



Mentoring Program Guide

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Vision

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

- 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, but are not limited to”
 - 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 classroom visits 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 regarding Educator Effectiveness
- 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.
- Participate in classroom visits.
- 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.

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.
- Participate in classroom visits.
- 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. {Present the Mentor Program at a faculty meeting.}
- Recruit individuals to serve as mentors. Match new faculty with mentors.
- Invite mentors to the New Staff Orientation luncheon.
- Provide common release time or joint planning time to facilitate mentor/mentee interaction.
- Allow for release time to complete mentor/mentee classroom visits {ideally 3 – 4 times per year}.
- Share resources for professional development opportunities.
- Re-assign a mentor if necessary. {Check in with Mentee within the first month of the school year.}
- 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. {Social-Emotional Wellbeing}
- Arrange mentor-training sessions.
- Annually evaluate the effectiveness of the mentor program and make recommendations for continued improvement.
- Share resources for professional development opportunities.
- Assist Building Principals with the requirements of the Mentor Program
- Ensure mentor/mentee pairings are working satisfactorily.
- 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, possibly utilizing technology; 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

- 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/0685000001Xi87AAC>
- Ripon School District: 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

- 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.
- One year: at the discretion of the building principal and veteran teacher who is new to District.
- 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

- Mentor Planning Committee
- Executive Team
- Principals and their Leadership Teams
- Mentor Program Coordinator
- 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

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

Mentor Training

- New mentors need to complete the series of four training modules. Each module lasts approximately half of a workday. 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 prior to 2017) 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/Danielson 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

Classroom Visits

- 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

- A full day for the mentor and mentee to collaborate each month (8 hours total beyond contract time, compensated with a \$100 stipend for both the mentor and mentee)
- The full day each month will run from August through June

Scope

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

This Document will now break into sections:

- 1) [Quick Guide](#)
- 2) [Elementary/Early Learning](#)
- 3) [Secondary Teachers](#)
- 4) [Special Education Teachers](#)
- 5) [Pupil Services Staff](#)

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

- Emergency Scenarios
 - Fire
 - Tornado
 - Intruder
 - Phone instructions
- 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

ELEMENTARY and EARLY LEARNING

Quick Guide

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

- August**
 - Attend the luncheon during New Teacher Orientation
 - Build relationship and share interests
 - Introduce mentee to staff and building tour
 - Make access to the District Update a weekly routine
 - Explore district Wellness opportunities
 - Review mentor program guidelines/canvas courses
 - Create PTO/PTA receipts folder for reimbursement
 - Coaching/officiating opportunities

- September** (more than one meeting may be needed this month to accommodate the needs of the new educator)
 - Setting up classroom routines
 - Begin a time log of communication and collaboration with Mentee
 - Positive Behavior Intervention Systems (PBIS)
 - Classroom management discussions
 - Culturally Responsive Practices
 - Behavior Incident Reports/Documentation and SWIS
 - Familiarize with curriculum guides, schools SIP plan and learner outcomes
 - Common assessments (PALS, STAR, AIMSWeb)
 - Review student CUM Files-follow school protocols
 - Familiarize and differentiate for students with special needs/EL/GT/IEPs

- Family-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
 - Review back-to-school papers (opt-out forms, transportation plan, Weekend Kids Meals, Emergency Dismissal Plan, Critical Health Lists, ect.)
- 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 its features
- Familiarize new educator with chain of command... who to go to and when for what (school district hierarchy)
- Familiarize with AESOP System
 - Make preferred sub list
 - Establish a substitute teacher file folder/binder
 - Establish an emergency substitute file folder
- Collaborating with paraprofessionals
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

October

- Set first visit goals between mentor and mentee for a pop-in. Communicate this with Principal
- Family-teacher conferences procedures and expectations
 - Role play possible conference scenarios
 - Consider student work evidence
 - Anticipate family concerns
- Discuss classroom management successes and concerns (repeat monthly)
 - PBIS review
- Effective Educator requirements revisited
- Non-Violent Crisis Intervention
- Assist in organizing long and short range lesson planning
- Report card/progress report discussion
- Prepare for evaluation by administrator
- Attend a school board meeting (live stream or in-person)

- Committee membership opportunities
- Advising for school/student organizations
- Halloween
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

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
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

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)
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

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
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

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
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- March**
 - Spring Break
 - Time for self
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- April**
 - Look ahead to the end of the school year
 - Review policies and procedures for contracts and additional increments
 - Professional goal setting
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- 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
 - Return PTO/PTA receipts
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- 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?

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, clone skyward gradebook
- Discuss communication with families
- Plan next meeting

September

- Discuss Reflection- wellness plan
- Discuss attending/joining committees
- Goals and initiatives for for the school year
- Discuss schools SIP goals and curriculum plans for first month
- Discuss knowledge of diversity of students and families
- Review Common assessments (PALS, STAR, AIMSWeb)
- Plan next meeting

October

- Review a few pieces of student work together – patterns? Implications?
- Questions about Family/Teacher conferences
- Share resources/mentor text used in the classroom to promote culturally relevant discussions
- Discuss current assessments and additional assessments you may need for your students
- Access and utilize the Data Warehouse
- Plan next meeting

November

- Discuss membership in schools PTA/PTO or other school events
- Discuss instructional/behavior management issues that are most difficult
- Discuss any health and wellness supports offered in school/district
- Plan next meeting

December

- Discuss communication with families
- Discuss list how goals and initiatives are going to see if meeting priorities
- Discuss plans for R & R during holiday break
- Plan next meeting

January

- Discuss high points of first half of school year
- Discuss long-range plans/priorities for second semester
- What has new educator learned? What does new educator hope to change?
- 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
 - Update on progress of assessing students
 - Plan next meeting
- May**
 - Wrapping up the school year/EOY events
 - 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

SECONDARY

Quick Guide

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

- Familiarize new educators with district and building goals/mission/demographics of student population/strategic priorities, 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

Suggested Discussion Topics

August

- Attend the luncheon during New Teacher Orientation
- Build relationship and share interests
- Introduce mentee to staff and building
- Define roles of building personnel (instructional/literacy coach, interventionist, head custodian, media specialist, partnership coordinator, etc.)
- Familiarize new educator with chain of command... who to go to when and for what (school district hierarchy)
- Discuss any health and wellness supports offered in school/district
- Discuss knowledge of diversity of students and families
- Review important handbooks/curriculum guides/district initiatives
 - Employee Handbook
 - School Staff Handbook
 - Student Handbook
- Make accessing the District Update a weekly routine
- First aid procedures
- Supply cabinet
- Procedures to access building after hours and alarm code
- Extra-Curricular/Extension Programs
- After school opportunities for students-school clubs/programs/extra-curricular
- Coaching/officiating opportunities for middle and high school sports -WECAN
- Before/After school duty opportunities & requirements
- Sick days/ AESOP
- Building norms and protocols
- School Day hours – regular, PD/IP, PD Wed.
- Open House (middle school):
 - Topics to discuss
 - Materials needed

☐ **September** (suggested 20-30-minute weekly meetings (2x week the first 2 weeks))

- Setting up classroom routines
 - Model and practice
 - Engaging students
- 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
 - PD/IP days – PD Wednesday
 - Grade level/department meetings
 - Classroom and/or course change procedures
 - Staff workroom/lunchroom etiquette
 - Individual school socials/support
 - Budget items – discuss with department chair
 - Discuss PLCs
 - Attendance - SKYWARD
- Classroom management discussions
 - Culturally Responsive Practices
 - Positive Behavior Intervention Systems (PBIS)
 - RTI
 - First Aid
 - School policies on behavior and support
 - Getting to know students
- Curriculum
 - Familiarize with curriculum guides and learner outcomes
 - Familiarize where to find documents – SharePoint
 - Expectations at the grade level for late work, assignments
 - Familiarize self with standards and where to find them
 - Give samples of unit plans and lesson plan formats
 - Review unit plans
 - Discuss common assessment guidelines and procedures
 - Discuss district assessment procedures if applicable
 - Familiarize and differentiate for students with special needs/EL/GT/IEPs – review IEPs/504 plans
- Family-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
 - Review back-to-school papers (opt-out forms, transportation plan, Weekend Kids Meals, Emergency Dismissal Plan, etc.)
- Committee membership opportunities
- Help with Educator Effectiveness

- SLO/PPG documents
 - Discuss evidence monthly
 - 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/literacy coach, interventionist, head custodian, media specialist, etc.) if not completed in August
 - Emergency scenarios
 - Fire drills
 - Tornado drills
 - Intruder alert (evacuation)
 - Assessment methods... backwards planning
 - Follow up on electronic gradebook and all its features
 - Establish a substitute teacher file folder/binder
 - Establish an emergency substitute file folder
 - Collaborating with paraprofessionals – location & introductions
 - Have lunch with mentee if schedule permits
 - After School Activities
 - Dances
 - Music concerts
 - Plays
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- **October** (suggested 20-30 minute bi-weekly meetings)
- Set first classroom visit between mentor and mentee for a pop-in
 - Family – Teacher conferences procedures and expectations
 - scheduling
 - 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
 - Consider student work evidence – consider different types of work samples
 - Anticipate parent concerns
 - Discuss management successes and concerns (repeat monthly)
 - Prepare for evaluation by administrator
 - PD/IP procedures and protocols
 - Effective Educator requirements revisited– discuss evidence monthly
 - Non-Violent Crisis Intervention
 - Communication/Connection
 - Family communication reach outs
 - Connecting with students
 - Long- and short-range lesson planning
 - Daily
 - Unit
 - Semester
 - Yearly
 - Review standards and curriculum

- Report card/progress report discussion – end of quarter
 - Incomplete grade
 - Report card comments
 - Changing grades
 - Mid-term for conferences
 - Share report card comment codes
 - Procedures for incompletes and changing grades after quarter ends
 - Attend a school board meeting (live stream or in-person)
 - Review other resources in the building and their role
 - Committee membership opportunities
 - Advising for school/student organizations
 - Halloween
 - Picture retake procedures
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- November** (suggested 20-30-minute meetings twice monthly)
- EE – discuss evidence that can be documented
 - Report cards and end of term grading
 - Mid-term for conferences
 - Share report card comment codes
 - Procedures for incompletes and changing grades after quarter ends
 - PD/IP procedures and protocols
 - Review other resources in the building and their role
 - Share success stories
 - Thanksgiving Week – PD/IP days
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- December** (suggested 20-30 minute meetings twice monthly)
- Student absences
 - Classroom visits
 - Discuss student concerns/successes
 - Holiday/Classroom celebrations
 - Discuss mid-year assessment
 - Compare data from beginning of year assessment & student concerns/successes
 - Winter break

 - Start discussing any needed changes for upcoming new year/ semester
 - Discuss new teaching strategies (new teacher and mentor bring something to the table to try in their classroom)
 - Share some strategies ‘tricks of the trade’ to get through upcoming weeks and preventing burn out
 - Family/ Student connections

- How is student engagement?
- How can you reach out to families/students?
- Review snow day/ late start procedures
- Review After School Activities
 - Dances
 - Music concerts
 - Plays
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

January

- Reflection of first semester and set goal/s for rest of year with students and self
- Student interventions
- Discuss insurance and health forms
- Review snow day/ late start procedures
- District assessments
- EE – discuss evidence that can be documented
- State and national testing
- Review summer school opportunities including proposing enrichment classes for all levels
- End of secondary semester
 - Review grading procedures and comments
 - Review final exam schedule
- PD Workday
- Prepare second semester courses
- Discuss strategies for struggling students
- PD/IP Day
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

February

- Review and interpret student data
- Share strategies for keeping momentum and interest for the duration of the year for both students and teachers
- EE – discuss evidence that can be documented – mid-year reflection
- Revisit successes
- Behavior strategies
- Classroom visits
- Budgeting requests
- Family/ Student connections
- Family-teacher conferences procedures and expectations (Middle)
 - Scheduling
 - 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 practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

March

- Spring Break
- EE – discuss evidence that can be documented
- Discuss strategies for ‘spring fever’
- Family –Teacher conferences procedures and expectations (high school)
- Family/ Student connections
- Time for self
- Review After School Activities for Spring
 - Dances
 - Music concerts
 - Plays
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

April

- Look ahead to the end of the school year
- State testing procedures and trainings
- Advanced Placement exams
- Review policies and procedures for contracts and additional increments
- Professional goal setting
- 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
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

May

- End of year student district assessment if did not complete in April
- Review student data
- Graduation Procedures and assignments (high school)
- Review plans for end-of-year student activities
- Did you meet your SLO?
- Consider teaching summer school
- Adjustments for next year based on collected data

- Behavior
 - Instructional strategies
 - Wrapping up the school year – school traditions & activities for end of year
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- June**
- Final grading reports
 - End of year check out procedures with grades, keys, office expectations
 - Provide feedback on mentor program
 - Procedures for staff transfer
 - Successes
 - Areas for improvement
 - Looking ahead to next year
 - What went well?
 - Reflection on practices
 - What went well?
 - What would you change?
 - 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
 - Review EE goals
 - 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, extra-curricular opportunities
 - 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
 - Discuss insurance and health forms
 - 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
 - Discuss membership in a professional organization and subscription to professional journal
 - 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

Special Education Teachers

Quick Guide

Suggested Discussion Topics

- Before September
 - “Quick guide to ____ School”
 - Write and send out Introductory Parent Letter
 - Setting up schedules for students
 - Setting up data collections strategies for different students/areas
 - Help Desk Ticket walk through
 - Coaching/officiating opportunities

- 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 – working with, scheduling, training
 - Positive Behavior Intervention Systems (PBIS)

- What went well?
- What would you change?
 - What does it look and sound like?
- Walking through Skyward for IEP forms and information
- Organizing IEP information for students (IEP 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 set up to use Sharepoint/Canvas/OneDrive/Frontline/My Learning Plan
- 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
- Designate a break time in your schedule
- Print copy of master schedule to have on hand
- Go over scope and sequence of mentor program
- 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?
- Alternate Report Card form if necessary (link later)
- How to make guardian contact (positive and negative), how often to make contact (power of a phone call)
- Forms/Confidentiality with Parent Teacher Conferences, how to schedule conferences (with families and related services)
- Discuss inclusion of students and working through differences with other teachers
- IEP logistics: how to create/send out/where it goes (link SharePoint documents)

□ 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
 - 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, where to find them
 - Discussion about challenges students face at home and how it impacts school
 - Revisit IEP documents
- December
- Student absences – nurse guidelines, how to catch students up on work
 - 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
 - Take time for yourself, address emotional wellbeing
 - 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?
- 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
 - IEP Progress Reports - collaborating with coworkers and sending them out
 - State/National testing accommodations
 - Prep for DLM/ACT/ACT Aspire/Forward
 - Reviewing second semester schedules, sending out accommodation plans to new teachers
 - Update/create matrices (insert link)

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
- Helping students create schedules (talking about and choosing SPED classes)
- Conferences (Elementary)

March

- Spring Break
- Time for self
- What went well?
- What would you change?
 - What does it look and sound like?
- Plan next meeting
- IEP Progress Reports - collaborating with coworkers and sending them out
- Strategies to keep yourself and students motivated through the end of the year
- PD books, podcasts to look into

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

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
 - Update matrices if necessary
 - Summer school planning or ESY planning
 - Double check caseload dates to ensure compliance
- 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
 - End of the year checklist – building specifics and district specifics
 - IEP Progress Reports - collaborating with coworkers and sending them out
 - How to prepare classroom for the 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)

2nd year

- **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
 - Refresh on IEP documents
- **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
 - Working on using data more effectively to influence instruction
- **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
- Plan out of school fun 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

Pupil Services Staff

Quick Guide

Pupil Services includes School Counselors, School Social Workers, School Psychologists, and Nurses. We all work together to meet with needs of students in our district. Each position has specific roles and duties and some may differ depending on elementary/secondary, but we often overlap or roles might be different depending on schools for those that travel between buildings.

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

- Prior to the start of the school year
 - Familiarize new pupil service staff 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
 - Share information on Professional Development (PD) Wednesdays
 - Share information on PD/IP (instructional planning) Days
 - Plan next meeting

Suggested Discussion Topics

- August**
 - Attend the luncheon during New Teacher Orientation
 - Build relationship and share interests
 - Introduce mentee to staff and building tour, make sure mentee knows who to go to for different needs and questions
 - Explain how to enter employee absences, and who to communicate with about absences
 - Make access to the District Update a weekly routine
 - Review mentor program guidelines/canvas courses
 - 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 school's RTI/PBIS system, so they know how in-depth future training needs to be or if they just need an awareness.)
 - Technology training—accounts, logins, where and how to access information and student data
 - Plan meeting times

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

- Setting up classroom/office routines; set up schedules at buildings if travel between schools
- Begin a time log of communication and collaboration with Mentee
- Familiarize with curriculum guides and learner outcomes
- Review student information
 - Familiarize and differentiate for students with special needs/EL/GT/IEPs/504 Plans/Health Plans/Behavior Plans
- Talk about data and how we use data to drive interventions (behavior, academic, attendance, etc)
- Data collection training depending on role (i.e. SWIS, Aimsweb, STAR, PALS)
- Family-Teacher communication
 - Contacts
 - Conferences
 - Review back-to-school papers (opt-out forms, transportation plan, Weekend Kids Meals, Emergency Dismissal Plan, Critical Health Lists, etc.)
 - Set up schedules with teachers if you are doing classroom lessons
- Committee/building team membership opportunities (find out what role or roles mentee serves so can help guide)
- Define roles of building personnel (instructional coach, literacy coach, lead teacher, etc.)
- Emergency scenarios
 - Fire drills
 - Tornado drills
 - Intruder alert (evacuation)
 - Medical emergency drills
- Familiarize new educator with chain of command... who to go to and when for what (school district hierarchy)
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

October

- 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)
- Family-teacher conferences procedures and expectations
- Educator Effectiveness (EE)
- PBIS practices
- Attend a school board meeting (live stream or in-person)
- Committee membership opportunities
- Halloween
- Reflection on practices
 - What went well?
 - What would you change?

- Plan next meeting/set new goals

November

- Educator Effectiveness (EE)
- Data Review (behavior, academic, attendance) and Planning
- Culturally Relevant Instruction & Practices
- Holiday resources—collaborative effort among Pupil Services to communicate resources to families
- Share success stories
- Thanksgiving Week in the ECASD
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

December

- Data Review (behavior, academic, attendance) and Planning
- Holiday celebrations
- Winter break
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

January

- Data Review (behavior, academic, attendance) and Planning
- PBIS practices/boosters
- District assessments
- End of secondary semester
- Workday (secondary)
- PD/IP Day
- Educator Effectiveness mid-year review
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

February

- Data Review (behavior, academic, attendance) and Planning
- Share strategies for keeping momentum and interest for the duration of the year for both students and teachers
- Revisit successes
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals

March

- Data Review and Planning
- Spring Break

- Time for self
- Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- April**
 - Data Review and Planning
 - Look ahead to the end of the school year
 - Review policies and procedures for contracts and additional increments
 - Professional goal setting
 - Collect PBIS survey and evaluation data to help plan for next year
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- May**
 - Data review
 - 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
 - Reflection on practices
 - What went well?
 - What would you change?
 - Plan next meeting/set new goals
- June**
 - Final notes for student plans to put in place right away in the fall
 - 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?

Year 2 (Focus is on strengthening teaching skills and intervention strategies, 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/office routines

- Review student needs (GT/EL/IEP/504/Behavior Plans)
- 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**
 - Discuss data review and planning
 - Exchange an article from professional journal about working with diverse students and discuss
 - Plan next meeting
- November**
 - Discuss behavioral or 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 needs and available community 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 on PBIS and responding to difficult behavior
 - PBIS Surveys and evaluate the data
 - Plan next meeting
- May**
 - Attend student function/performance/athletic event

- Plan for end of year
- 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