



ST. FRANCIS
SCHOOL DISTRICT

Initial Educator/ Mentor Handbook

2019-20

St. Francis School District

4225 S. Lake Drive, St. Francis, WI 53235

Mission Statement: The St. Francis School District is committed to supporting the successful *professional development* of *all* initial/incoming new educators to the district.

Vision: With dedicated resources, SFSD will ensure all initial/incoming teachers are paired with highly effective educators who will facilitate and foster effective practices and continued professional growth.

Program Description

The Initial Educator/Mentor Program is a formal planned 2 year program of assistance and support for beginning teachers.

Research has found that:

1. New teachers are more likely to have difficulties in such areas as discipline, peer relationships, evaluation of student work, and use of appropriate materials.
2. The first year of teaching is the most crucial period in a teacher's career.
3. The lack of an appropriate mentoring program/relationship is a major cause of teachers leaving the profession during the first three years of teaching.
4. The more problems a first-year teacher encounters, the more likely he/she is to leave teaching.
5. The events during the initial year contribute to the gap between what new teachers were capable of becoming and what they have become.
6. An initial educator/mentor program is essential not only for decreasing the attrition rate for new teachers, but for enhancing their professional development and promoting excellence in teaching.

Goals

1. To assist the initial educator toward developing a level of comfort in his/her role as a professional in the St. Francis School District.
2. To assist the initial educator to evaluate, demonstrate and develop practical application of the State Teacher Standards.
3. To assist the initial educator to acquire, implement and use a variety of instructional strategies that are designed to meet student needs.
4. To assist the initial educator to incorporate problem solving skills and classroom management strategies in their practice.
5. To assist the initial educator to make satisfactory progress toward fulfilling the State mandated requirements toward renewing certification.
6. To assist the initial educator to develop a system of support and to develop an understanding of the school, District and community.

Saint Francis School District
Mentor Selection/Assignment/Responsibility
REVISED 7/2019

<u>Mentor Selection Criteria</u>	<ul style="list-style-type: none"> • Lifetime Educator License • Three years of experience in the district • Proficient/Distinguished ratings in the Framework for Teaching Domains (For retired teachers, a letter of reference from an administrator is required.) • Conveys a passion for teaching • Exhibits: <ul style="list-style-type: none"> o a comprehensive repertoire of effective instructional and classroom management strategies o a curiosity and willingness to learn more about the craft of teaching, as well as the craft of mentoring o the ability to collaborate with colleagues; to be a contributing team member o the ability to reflect upon professional practice o a positive disposition toward the profession, students, families, staff, and the district • Demonstrates: <ul style="list-style-type: none"> o diplomacy in dealing with other teachers, administrators, parents, and community members o competency with the record keeping and providing honest instructional feedback o availability to serve in a mentoring capacity for a full year o willingness to stay current in mentoring best-practices • Possesses: <ul style="list-style-type: none"> o confidence in personal ability to be proactive in offering positive, as well as constructive feedback to a new teacher o empathy for the emotional needs of a beginning teacher o the ability to maintain confidentiality o the respect of the teaching and administrative staff
<u>Selection Process</u>	<ul style="list-style-type: none"> • The Building Principals/Initial Teacher Mentor Coordinator will select candidates based on attitude and character, professional competence and experience, communication skills, and completed mentor training.
<u>Mentor Assignments</u>	<ul style="list-style-type: none"> • Building Principals will assign mentors • Assignments will be made at least two weeks before New Teacher Orientation whenever possible • A mentor may refuse an assignment • Ideally, elementary, middle, high school mentors will be assigned to mentees in the same school • Ideally, mentors who are Special Education, Reading Specialists, Guidance, and ELL will be matched with a mentee who has the same assignment • Ideally, if a qualified high school mentor is available, the mentor will be assigned to a mentee in the same high school department • A mentor will be assigned to the same Initial Educator for Year 2, if agreed upon by mentor and mentee • Full or partial release mentors may be considered
<u>Mentor Responsibilities</u>	<ul style="list-style-type: none"> • Provide the required hours of mentoring • Attend required professional development for mentors • Be proactive in coaching the mentee; seek opportunities for mentee to grow professionally

	<ul style="list-style-type: none"> • Expect and maintain confidentiality • Use mentoring tools to guide professional conversations with mentee • Inform Mentor Coordinator if mentor/mentee meetings are not occurring regularly • Submit signed Mentoring Logs (CAL) two times/year • Complete the anonymous mentoring program evaluations
<u>Maintaining Eligibility</u>	<p>Keep mentoring skills up-to-date through:</p> <ul style="list-style-type: none"> • Mentor forums • Other activities specifically designed to enhance mentoring skills
<u>Mentee Responsibilities</u>	<ul style="list-style-type: none"> • Partake in the required hours of mentoring • Attend required professional development • Be proactive in asking questions and seeking feedback • Take advantage of opportunities to grow professionally • Expect and maintain confidentiality • Use mentoring tools to guide professional conversations with mentor • Keep a copy of mentoring tools for personal records • Inform Mentor Coordinator if mentor/mentee meetings are not occurring regularly • Sign mentoring logs (CAL) • Complete the anonymous mentoring program evaluations • Participate fully in grade level, content area, or department meetings.

Change of Mentor/Mentee

A mentor or mentee may request a change in their mentor/mentee assignment once during the licensing process. The mentee is guaranteed another mentor. The mentor is not guaranteed a new mentor assignment. If a mentor ceases to perform the responsibilities of mentor payment will be prorated. The request for a change shall be discussed collaboratively between the District PI 34 Coordinator and mentor or mentee. The request for a change in mentor/mentee must be approved by the Building Administrator.

**Saint Francis School District
Instructional Mentoring Program Plan
REVISED 7/2019**

Program Components/ Professional Learning	Initial Educators- Year 1	Initial Educators – Year 2	New to District with Experience	SFSFD Teacher with New Assignment
<p>Mentor Professional Development</p> <p>* Stipend Attached to this Professional Development</p>	<p>Required: Initial Mentor Training (August) *Mentor Forum- Instructional Feedback (Fall) Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) *Completion of Instructional Feedback Cycle Forms</p>	<p>Required: Initial Mentor Training (August) Mentor Forum- Instructional Feedback (Fall) Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) *Completion of Instructional Feedback Cycle Forms</p>	<p>Required: Initial Mentor Training (August) Mentor Forum- Instructional Feedback (Fall) Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) *Completion of Instructional Feedback Cycle Forms</p>	<p>Based on Need: Initial Mentor Training (August) Mentor Forum- Instructional Feedback (Fall) Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) *Completion of Instructional Feedback Cycle Forms</p>
<p>Mentee Professional Development</p>	<p>Required: Initial Educator Orientation Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) 4 Financial Planning Induction Workshops/Year</p>	<p>Required: Initial Educator Orientation Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) 4 Financial Planning Induction Workshops/Year</p>	<p>Required: Initial Educator Orientation Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) 4 Financial Planning Induction Workshops/Year</p>	<p>Based on Need: Initial Educator Orientation Mentor /Mentee Forum- Swivel Cameras and Instructional Feedback Cycle (Early Winter) Mentor/Mentee Forum-Instructional Feedback (Spring) 4 Financial Planning Induction Workshops/Year</p>

<p><u>Mentor-Mentee Collaborative Meetings.</u> The number of hours in each category refers to the recommended mentor-mentee meeting time. The emphasis of the time spent between mentors and mentees is for the purpose of <i>professional learning</i> and should focus on topics selected by Mentor/Mentee or on suggested monthly topics.</p>	<p>Required: Beginning Week 2 and on-going throughout the year.</p> <ul style="list-style-type: none"> ➤ Approximately 25 minutes/week ➤ Within or outside the contract day at a mutually agreed upon time. ➤ Subs provided for classroom visits only. ➤ Utilize the CAL Form ➤ Submit Mentor/Mentee Meeting Log two times/year by deadlines 	<p>Required: Beginning Week 2 and on-going throughout the year.</p> <ul style="list-style-type: none"> ➤ Approximately 25 minutes/week ➤ Within or outside the contract day at a mutually agreed upon time. ➤ Subs provided for classroom visits only. ➤ Utilize the CAL Form ➤ Submit Mentor/Mentee Meeting Log two times/year by deadlines 	<p>Required: Beginning Week 2 and on-going throughout the year.</p> <ul style="list-style-type: none"> ➤ Approximately 25 minutes/week ➤ Within or outside the contract day at a mutually agreed upon time. ➤ Subs provided for classroom visits only. ➤ Utilize the CAL Form ➤ Submit Mentor/Mentee Meeting Log two times/year by deadlines 	<p>Based on Need: Beginning Week 2 and on-going throughout the year.</p> <ul style="list-style-type: none"> ➤ Approximately 25 minutes/week ➤ Within or outside the contract day at a mutually agreed upon time. ➤ Subs provided for classroom visits only. ➤ Utilize the CAL Form ➤ Submit Mentor/Mentee Meeting Log two times/year by deadlines
<p><u>Focused Instructional Observation with Feedback Between Mentors and Mentees</u></p>	<p>Required: Mentors and mentees will observe classroom teaching for the purpose of improving and reflecting on instructional practices.</p> <p>Mentor and mentee will establish a question of inquiry about practice to investigate, they will observe practice, reflect on practice, and develop action steps to improve that area of practice.</p> <p>The use of video technology, clear protocols, and protected time will be provided to maximize this learning opportunity.</p>	<p>Required: Mentors and mentees will observe classroom teaching for the purpose of improving and reflecting on instructional practices.</p> <p>Mentor and mentee will establish a question of inquiry about practice to investigate, they will observe practice, reflect on practice, and develop action steps to improve that area of practice.</p> <p>The use of video technology, clear protocols, and protected time will be provided to maximize this learning opportunity.</p>	<p>Required: Mentors and mentees will observe classroom teaching for the purpose of improving and reflecting on instructional practices.</p> <p>Mentor and mentee will establish a question of inquiry about practice to investigate, they will observe practice, reflect on practice, and develop action steps to improve that area of practice.</p> <p>The use of video technology, clear protocols, and protected time will be provided to maximize this learning opportunity.</p>	<p>Based on Needs: Mentors and mentees will observe classroom teaching for the purpose of improving and reflecting on instructional practices.</p> <p>Mentor and mentee will establish a question of inquiry about practice to investigate, they will observe practice, reflect on practice, and develop action steps to improve that area of practice.</p> <p>The use of video technology, clear protocols, and protected time will be provided to maximize this learning opportunity.</p>

	At least one full focused instructional observation cycle must be completed over the course of the 19-20 school year.	At least one full focused instructional observation cycle must be completed over the course of the 19-20 school year.	At least one full focused instructional observation cycle must be completed over the course of the 19-20 school year.	At least one full focused instructional observation cycle must be completed over the course of the 19-20 school year.
<u>Classroom Visits by Mentor and/or Mentee</u> Locations: * Mentor’s Classroom * Other Classrooms in District	Required: Quarter 1: One visit* to mentor’s classroom or classroom recommended by the mentor. *Consult with building administrator before securing sub or the mentee may choose to visit during his or her planning time. Quarter 2: At least one visit** to mentor’s classroom or classroom recommended by the mentor. **Consult with building administrator before securing sub or the mentee may choose to visit during his or her planning time.	Required: Quarter 1: One visit* to mentor’s classroom or classroom recommended by the mentor. *Consult with building administrator before securing sub or the mentee may choose to visit during his or her planning time. Quarter 2: At least one visit** to mentor’s classroom or classroom recommended by the mentor. **Consult with building administrator before securing sub or the mentee may choose to visit during his or her planning time.	Required: Quarter 1: One visit* to mentor’s classroom or classroom recommended by the mentor. *Consult with building administrator before securing sub or the mentee may choose to visit during his or her planning time. Quarter 2: At least one visit** to mentor’s classroom or classroom recommended by the mentor. **Consult with building administrator before securing sub or the mentee may choose to visit during his or her planning time.	Based on Needs: At least one *visit to mentor’s classroom or classroom recommended by the mentor. *Consult with building administrator before securing sub or the mentee may choose to visit during his or her planning time.
<u>Other Resources</u> SFSD Employee Handbook SFSD Board Policy Review SFEA Resources	<ul style="list-style-type: none"> ➤ Personal contact from SFEA building representative ➤ On-going communication from SFEA as needed 	<ul style="list-style-type: none"> ➤ Personal contact from SFEA building representative ➤ On-going communication from SFEA as needed 	<ul style="list-style-type: none"> ➤ Personal contact from SFEA building representative ➤ On-going communication from SFEA as needed 	<ul style="list-style-type: none"> ➤ Personal contact from SFEA building representative ➤ On-going communication from SFEA as needed
<u>Building Responsibilities established collaboratively by mentor and building administrator.</u>	Expect and ask for additional information and support from grade level PLC and vertical content area teams.	Expect and ask for additional information and support from grade level PLC and vertical content area teams.	Expect and ask for additional information and support from grade level PLC and vertical content area teams.	Expect and ask for additional information and support from grade level PLC and vertical content area teams.

2019-20 Mentor/Initial Educator Monthly Resources and Meeting Dates

Timeframe	Suggested Topics	Resources	Meeting Dates
August	<ul style="list-style-type: none"> ● New Teacher Orientation ● Review stages of first year teacher ● Complete Initial Educator Self-Assessment ● Get to Know Your Mentor/Mentee Using Clifton Strengths Finder ● Identify TPES focus area with Mentor ● Meeting w/Building Administrator Mentor/Initial Educator ● Assist initial educator with classroom set-up, management strategies, building classroom culture in the first days, open house, finding needed resources, and be available to assist in answering questions. 	<p>New Teacher Development for Every Inning Initial Educator Self-Assessment (Mentors make a copy of this form, personalize it with IE’s name, and share link with IE. Should be between you and the IE) Building Administrator Meeting Checklist Classroom Procedures Checklist Mentor/Mentee Meeting Log</p>	<p>8/21/19- Initial Mentor Training</p> <p>8/22/2019-Initial Educator Orientation</p>
September	<ul style="list-style-type: none"> ● Lesson Planning ● Classroom Management ● Grading ● Collaborating w/Special Education ● Record Keeping ● Building Parent Relationships ● Analyzing Assessment Data ● Developing and SLO and PPG 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>(submitted to ayoung@sfsd.k12.wi.us) on 1/28/20</p> <p>Sample Collaborative Assessment Logs (CAL) Electronic Collaborative Assessment Log</p> <p>TPES- Frontline training at building level. Conducted by administration.</p>	<p>9/23/19- Financial Wellness Mentoring Program (Initial Educators Only - Required) 3:30-4:30pm Willow Glen Library</p>
October	<ul style="list-style-type: none"> ● Mentor Forum- Instructional Feedback ● Initial Educator visits Mentor or Selected Staff classrooms ● Celebrating Success ● Building Parent Relationships ● Collaboration w/colleagues ● Preparing for parent/teacher conference ● Record Keeping ● Grading 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 1/28/20</p>	<p>Mentor Forum (Mentors Only)- Providing Instructional Feedback - October 24, 2019 3:30-5:00pm - Stipend provided</p>

<p>November</p>	<ul style="list-style-type: none"> ● Mentor/Mentee Forum on Swivel Camera and Instructional Feedback Cycle ● Initial Educator visits Mentor or Selected Staff classrooms or Mentor Visit Initial Educators Classroom ● Celebrating Success ● Support day to day while staying focused on student growth ● Maintaining parent relationships ● Assist with grade reporting ● Lesson Planning, Management etc.. 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 1/28/20</p>	<p>Mentor/Mentee Forum- Instructional Feedback Cycle and Swivel Cameras (Tentative Date 11/7/2019 3:30-4:30pm)</p>
<p>December</p>	<ul style="list-style-type: none"> ● Mentor/Mentee to Pilot Swivel Cameras and Instructional Feedback ● Celebrating Success ● Support day to day while staying focused on student growth ● Maintaining parent relationships ● Collaboration with colleagues ● Lesson Planning, Management etc. ● Focus on Self Care 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 1/28/20</p>	<p>12/2/19- Financial Wellness Mentoring Program (Initial Educators Only - Required) 3:30-4:30pm Willow Glen Library</p>
<p>January</p>	<ul style="list-style-type: none"> ● Mentor/Mentee Formalize Swivel Camera to Record Lesson ● Analyze Data ● Discuss Mid Year Review SLO and PPG ● Revise/Refocus on Goals ● Mentor observes Initial Educator and/or IE observes Mentor or Selected Staff ● Collaboration with colleagues ● Celebrating Success ● Assist with grades reporting 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 1/28/20</p>	<p>1/28/20- Mentor/Mentee Collaborative Meeting Log Due. Send to ayoung@sfsd.k12.wi.us</p>
<p>February</p>	<ul style="list-style-type: none"> ● Mentor/Mentee Forum for Instructional Feedback ● Use mid-year data for monitoring student growth and planning ● Mentor observes Initial Educator and/or IE observes Mentor or Selected Staff ● Celebrating Success 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 5/29/20)</p>	<p>Mentor Mentee Forum- Instructional Feedback Using Swivel Cameras (Tentative Date Tuesday February 18, 2020 3:30-5:00pm)</p> <p>2/10/20- Financial Wellness Mentoring Program (Initial Educators Only - Required) 3:30-4:30pm WG Library</p>

March	<ul style="list-style-type: none"> ● Initial Educator visits Mentor or Selected Staff classrooms or Mentor Visit Initial Educators Classroom ● Continued use of Swivel Camera and Instructional Feedback ● Review progress on professional goals ● Celebrating Success ● Maintaining Parent Relationships ● Lesson Planning, Management etc. ● Focus on Self Care 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 5/29/20)</p>	
April	<ul style="list-style-type: none"> ● Initial Educator visits Mentor or Selected Staff classrooms or Mentor Visit Initial Educators Classroom ● Continued use of Swivel Camera and Instructional Feedback ● Review progress on professional goals ● Celebrating Success ● Maintaining Parent Relationships ● Lesson Planning, Management etc. ● Focus on Self Care 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 5/29/20)</p> <p>Instructional Feedback Cycle Forms Due 4/15/19</p>	<p>Instructional Feedback Cycle Forms Due 4/15/20 Send to ayoung@sfsd.k12.wi.us</p> <p>4/27/20- Financial Wellness Mentoring Program (Initial Educators Only - Required) 3:30-4:30pm Willow Glen Library</p>
May	<ul style="list-style-type: none"> ● Analyze Data ● Discuss End of Year SLO and PPG ● Reflect on Goals ● Celebrating Success and Identify New Areas for Growth ● End of year procedures ● Assist with grades reporting 	<p>CAL Form (Required Documentation of Meetings Copy for Mentor, Initial Educator)</p> <p>Mentor/Mentee Collaborative Meeting Log (submitted to ayoung@sfsd.k12.wi.us) on 5/29/20)</p>	<p>5/29/20- Mentor/Mentee Collaborative Meeting Log Due. Send to ayoung@sfsd.k12.wi.us</p>

Supporting Texts For Mentors/Mentees:

Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition by Douglas Fisher and Nancy Frey

Teach With Your Strengths from Gallup by Rosanne Liesvel and Jo Ann Miller