

WESTBROOK WALNUT GROVE



MENTORING PROGRAM 2018-2019

VISION STATEMENT

The vision for the Westbrook Walnut Grove School Teacher's Mentoring Program is to provide a continuum of mentoring services in a safe and effective manner.

MISSION STATEMENT

Our mentors will be committed individuals, working one-on-one with new teachers for at least one year on a consistent basis, whose goal is to maximize a teacher's potential.

INTRODUCTION

In the Westbrook Walnut Grove School District we have always had an informal approach to the introduction of new staff members to the culture, responsibilities and expectations of teachers in the district. We are now entering the first and second phases of a formal, uniform and comprehensive mentoring program starting in 2010-2011. This program will be reevaluated each spring.

We expect this program to include all teachers entering their first year of employment in the Westbrook Walnut Grove School District, regardless of certification and prior teaching experience.

The Mentor Program Planning Committee believes that a successful mentoring program is based on mutual respect and trust ensuring a high degree of professionalism. The mentoring relationship is only one layer of support provided by the district. Additional support includes grade level and/or subject colleagues, teacher coordinators, building principals, and the district superintendent.

I. Background and Goals

The following document, which outlines the WWG Mentor Program for certified teachers, is the product of collaborative efforts of members of the Westbrook Walnut Grove School District.

The purpose of the WWG Mentor Program is to provide new teachers with support, guidance, encouragement, challenges, and direction as they develop a professional vision and assimilate to the culture of our district. Experienced mentors have a great deal of knowledge, talents, and skills to share with their new teacher. In addition to the state goals of increased teacher retention and improvement of the new teacher's ability to assist students to achieve consistent with the State learning standards, the WWG Mentor Program recognizes that a valued product of the mentoring relationship is increased and on-going conversation about quality teaching practices throughout the district.

The Mentor program is a component of the Flexible Learning Year (FLY) and is intended to extend the district's orientation program for new teachers throughout the first year of employment.

The Goals of the program are:

- To assist new teacher in adjusting to their new workplace
- To provide emotional assistance, support and guidance regarding the District's and the building's professional culture
- To provide support and guidance regarding the district's and the building's policies and procedures
- To assist new teachers in preventing and resolving instructional and professional issues they may encounter

A. Characteristics of District-wide Mentoring Coordinator

- Tenured teacher with appropriate certification
- Minimum of 5 years teaching experience in the WWG District
- Currently in an active teaching position
- (In the future: participation in the program as a mentor)
- A willingness to participate in the program as a coordinator and the time available to oversee all aspects of the district-wide mentoring program
- Demonstrates mastery of pedagogical skills and curricula knowledge
- Demonstrates professional ethics as well as superior teaching ability
- Demonstrates strong interpersonal and communication skills

B. Characteristics of Mentors

Mentors must be tenured teachers presently working in the WWG School District. In order to qualify as a mentor in WWG, a teacher must possess the following attributes:

- A willingness to participate in the program as a mentor and the time available for a quality mentoring relationship
- Demonstrates mastery of pedagogical skills and curricula knowledge
- Demonstrates professional ethics as well as superior teaching ability
- Demonstrates strong interpersonal and communication skills

Mentors need to teach in the same school as the new teachers except when there is only one such position in a particular school, such as a library-media specialist or school psychologist. A counterpart in another building could provide the primary mentor relationship. Building support should also be provided outside of the formal mentoring program.

The Mentoring Selection Committees from each building will review the list of applicants from that building maintaining confidentiality throughout the process. The Mentoring Selection Committee will make the final selection based on the needs of the building. Every effort should be made to pair mentors and new teachers according to the same grade level/curriculum area. In general, mentors will be assigned on a one-to-one basis.

The District will make every effort to insure that there are a sufficient number of approved mentors to meet the number of new teachers in each school year. In the event that there are insufficient tenured applicants, second year probationary teachers who held tenure in other districts and recently retired WWG teachers may be considered for eligibility.

RESPONSIBILITIES OF MENTOR PROGRAM PERSONNEL

I. Responsibilities of the District-wide Mentor Program Coordinator

- Oversees the program district-wide
- Serves on each Mentor Selection Committee
- Schedules two joint meetings for mentors and new teachers to assess the mentor program, (end of first and second quarters)
- Mediates disagreements between mentors and new teachers
- Supervises the development of a monthly timeline unique to each mentor and new teacher
- Creates, review and/or revises mentor year-long program topics and timelines and reviews with the Assistant Superintendent for curriculum, instruction, and professional personnel before such plans are implemented or published
- Develops a schedule for large group mentor/new teacher sessions throughout the year
- Schedules opportunities for the mentor and new teachers to observe each other in the classroom or other workplace
- Tracks the release-time opportunities for equity, purpose and compliance
- Meets with each mentor and new teacher one-on-one at least once per semester
- Reviews mentor evaluation forms and reviews time logs at the end of each quarter
- Schedules end-of-year gathering to socialize and reflect on the mentoring experience

II. Responsibilities of the Mentor

- Provides the new teachers with support related to curriculum, instruction, classroom and time management, building and district policies and procedures, state mandates, parental contacts, adjustment to a new work environment, assessments, data analysis, written communication and any and all other optics that may be of importance in the performance of the new teacher's duties as a teacher and school community member
- Maintains confidentiality with regard to all professional issues
- Meets formally at least once a week with his/her new teacher throughout the year and informally as needed
- Attends one (1) training day in August plus six (6) hours of training to be scheduled during the course of the year
- Attends a minimum of 30 mentoring sessions with the new teacher
- Attends four (4) large group mentor/new teacher sessions to be scheduled during the course of the year
- Joins the new teacher in post-observation conferences with the building administrator if invited by the new teacher and welcomed by the administrator
- Documents time spent on mentoring activities using the *WWG New Teacher Mentoring Log*
- Assists the new teacher in creating professional goals
- Creates and maintains a journal with his/her new teacher
- Participates in mentor/new teacher classroom observations a minimum of twice in the mentor's classroom and twice in the new teacher's classroom as arranged by the program coordinator
- Participates in the evaluation of the mentoring program

C. Mentoring Activities

The mentor shall be responsible for providing guidance and support to the teacher assigned to him or her as a mentee. Mentors may advise their mentees on matters relating to classroom management, classroom set up, pedagogical matters, lesson plans, issues relating to the mission, organization, and any other matters relating to the mentee's role at WWG. Mentors are expected to respond to questions posed by mentees with the utmost professionalism and, where necessary, provide the mentee with an appropriate referral.

Mentors are expected to meet with mentees on a regular basis, but no less than as follows:

- Once a week during the entire first year of school

The mentor's role shall not be evaluative. Information obtained by a mentor cannot be used for purposes of evaluating or disciplining a new teacher, with the following exceptions; where it will be the responsibility and duty of a mentor to immediately advise the Principal for instruction and curriculum:

- Where withholding information poses a danger to life, health or safety of an individual: or
- Where the information indicates that the new teacher has committed an act which raises a reasonable question as to the new teacher's moral character

Notwithstanding the above, willful failure of a new teacher to participate in a mentoring program may constitute insubordination and may result in disciplinary action and/or termination.

AUGUST

During the New Teacher Orientation in late August, mentors and new teachers will meet each other and take part in their first training session and orientation.

SEPTEMBER

Prior to opening day: Review classroom set-up, curriculum materials, school-wide and district-wide procedural materials, discipline policy, student assessment profiles, Back-to School Night.

OCTOBER

Discuss student files, parent communication, progress reports, grading systems, and procedures. Check on documentation required for personnel file.

NOVEMBER

Discuss scheduling and conducting parent-teacher conferences, writing report card comments, shared professional reading.

DECEMBER

Review and Discuss administrator's observation of new teacher, strategies for classroom management during the various holiday seasons, sensitivity for diversity.

JANUARY

Mentors and new teachers conduct a mid-year self-assessment (constructive critique).

FEBRUARY

Review contract and certification requirements; check on documentation for personnel file.

MARCH – JUNE

Discuss standardized and state testing procedures, year-end responsibilities and activities, grading, report cards, first-year reflection.

JUNE

Review teacher evaluation of mentoring program, end-of-year gathering, and reflection.

2018-19 WWG First-Year Mentoring Program Schedule

FALL SEMESTER:

Friday/September 7th - Paraprofessional expectations in your classroom.

Friday/September 14th - IEP's and Special Education Students.

Friday/September 21st - Communication with Parents.

Friday/October 5th - JMC Grading with Kolar/Helmer.

Friday/October 12th - Substitute Teachers and lesson plans.

Friday/October 19th - Mandated Reporting- When do I call?

Friday/October 26th - P/T Conferences - Body Language / Preparing.

Friday/November 2nd - Driving school vehicles/pre-trips, accidents, filling out slips.

Friday/November 9th - Technology in the classrooms with Hannan/Locke.

Friday/November 16th - Pre-assessments/Post-assessments.

Friday/December 7th - Accidents at school/playgrounds/sports/busing.

Friday/December 14th - Students at my house, Facebook, texting, and cell phones.

Friday/December 21st - Discuss late work policy and students.

SPRING SEMESTER:

Friday/January 4th - Fire Drills/Lockdowns/Emergency Procedures.

Friday/January 11th - Data Privacy-Keeping yourself out of Trouble.

Friday/January 18th - Emergency Substitute Folders and Lesson Plans.

Friday/January 25th - Coaching expectations (Feeder Programs to Varsity).

Friday/February 1st - Continuing Education (CEU's) / Workshop's / Hannan / Locke.

Friday/February 8th - Bus Regulations / Field Trips.

Friday/February 15th - Supply, workbooks/textbooks, Capital Outlay ordering.

Friday/March 1st - How has your classroom management changed this year?

Friday/March 8th - Helping fellow staff and students.

Friday/March 15th - Taking Care of yourself.

Friday/March 22nd - Community Involvement.

Friday/April 5th - Curriculum weaknesses/strengths.

Friday/April 12th - My Mentor observing me while I teach.

Friday/April 20th - Journaling - How is it going?

Friday/April 26th - Follow-up- Open lines of communication with parents, staff, and students.

Friday/May 3rd - Keeping an updated Resume, Cover Letter, References.

Friday/May 10th - Open discussion about first year completed.

2018-19 WWG 2nd / 3rd Year Teacher Mentoring Program Schedule

We will have a short meeting following our district-wide breakfast during workshops. Meeting dates set for Tuesday's as follows: All meetings will start at 8:00 am.

Tuesday/September 11th - Planning your first observation by your mentor in September.
- Schedule a meeting to review observation afterwards with your mentor.

Tuesday/October 2nd - The second/third year teacher will plan an observation outside the school district one time during the month of October. Write a one-page reflection paper about your visit to share.

Tuesday/October 23rd - Skype with second/third year mentor/mentee group about other district visits.

Tuesday/November 6th - The second/third year mentor teacher will be observed one class period during the month of November.

Tuesday/November 20th - Discussion over Skype about observation.

Tuesday/December 4th - The second/third year teacher will schedule a second observation during the month of December.

Tuesday/December 18th - Skype about your observation.

Tuesday/February 5th - The second/third year teacher will schedule a third observation during February.

Tuesday/February 19th - Skype about your observation.

Tuesday/March 5th - Plan a second observation outside the school district one time during the month of March. Write a one-page reflection paper to share. The site must be different from the first site in October.

Tuesday/March 26th - Skype about your second observation outside of our school district.

Tuesday/April 2nd - Final discussions with second year mentor group.

Tuesday/April 16th - Final discussions with third year mentor group.

Everyone is welcome to call or email me whenever you have a question.

Please speak with your building principal first if possible.

I will be glad to help if I can afterwards. 507-859-4001 / polson03@mntm.org

MENTORING PROGRAM CONFIDENTIALITY POLICY

The mentoring program of the Westbrook Walnut Grove School District has been developed to ensure that each teacher new to the district be afforded the support of experienced teachers for orientation and instructional coaching. For mentoring to meet its goal of aiding new teachers in effective instructional practices, the environment must be risk-free and non-threatening; new teachers need to avail themselves of such help and willingly open their classrooms to their mentor and new teacher will remain confidential and non-evaluative.

- Mentors will refrain from sharing any information regarding mentees with the mentee's colleagues, or students.
- At their discretion, new teachers may wish to share personal or evaluative information with either mentors or department chair(s) as a means of seeking help/advice.
- Should a mentee leave the district, professional ethics should maintain the confidentiality.

It is important to recognize the positive potential in the mentor-mentee relationship. The confidentiality and trust built into the partnership needs to prevail if it is to work to the benefit of the mentee, mentor, students, and the district.

CONFIDENTIALITY VERIFICATION STATEMENT

I understand the confidentiality requirements of my position as mentor of:

Signed _____

Date _____

Please sign and return this form to your building Principal.

