

# **Initial Educator and New Staff Mentoring Handbook 2015-2016**



**\*This handbook is intended to address the needs of all initial educators (Teacher, Administrator, and Pupil Services Personnel) and new staff members with previous experience.**

## **WATERFORD GRADED SCHOOL DISTRICT JOINT NO. 1**

### **BELIEF STATEMENT FOR WATERFORD GRADED SCHOOL DISTRICT (Policy 112)**

The Waterford Graded School District professional and support staff are dedicated to educate students to be literate, thinking and informed so that they can participate fully and responsibly as citizens in our democracy.

We believe that the 21st century skills include the ability to learn, to reason, to interact, to be technologically literate and to become knowledgeable within an increasingly diverse community. We have the responsibility to prepare students to meet these demands.

We believe that we must provide a range of educational experiences that emphasize active learning, where each student is actively engaged in the learning process. We want each student to view him/herself as a life long learner.

We believe we need to teach students to take responsibility for the well-being of our environment and wise use of its resources through study, reflection and action.

The Waterford Graded School District is committed to excellence in education.

### **MISSION STATEMENT**

It is the intent of the Waterford Graded School District to:

- Empower each student with the attitude, knowledge and skills to become productive members of society by setting clear standards for high achievement.
- Employ a high performing team of administrators, teachers and support staff and value their collective contributions to improve the student's learning experiences.
- Establish a respectful environment that encourages curiosity, cooperation, creativity, and critical thinking for all.

### **DISTRICT GOAL (Policy 111)**

As a district we will constantly strive to improve student learning. The district will guide the staff by having a dynamic yet practical curriculum, a technology rich environment, and a professional development program that engages teachers in learning and enhances their skills by improving their teaching methods and knowledge. Our staff members will continually improve their pedagogical skills in a reflective, collegial manner. Relationships will be fostered with parents and the community to support the students and staff in achieving these goals. The Board of Education shall, through continuous appraisal of the educational programs, strive to maintain the high level necessary for fulfillment of its commitment to quality education. The Board of Education shall strive to provide and maintain safe, adequate and functionally useful facilities that promote optimum educational and community usage.

## Nondiscrimination Policy

The Waterford Graded School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities.

The school district is also committed to equal educational opportunity for all students in the district. It is also the policy of the school district, pursuant to 118.13, Wis. Stats and PI 9, that no person, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, athletic recreational or other program.

Any inquiries or concerns related to nondiscrimination should be addressed to appropriate school district personnel. Should there be grounds for a complaint, a written statement of the complaint shall be prepared by the complainant and directed to the appropriate individual or position holder listed below. Discrimination complaint forms can also be obtained from the offices listed below as well as from the Waterford Graded School District Office, 819 West Main Street, Waterford, WI 53185.

Those designated to discuss concerns and/or receive complaints relative to:

S.118.13 Wisconsin Statutes	Ed Brzinski, District Administrator	Phone: (262) 514-8250
Section 504 of the Rehabilitation Act of 1975	Ed Brzinski, District Administrator	Phone: (262) 514-8250
Title IX of Federal Educational Amendments of 1972	Ed Brzinski, District Administrator	Phone: (262) 514-8250

## **Meeting the Needs of Initial Educators and Other New Staff Members**

**Note:** The building principal having responsibility for supervising new staff with previous experience will determine how much of this mentor/mentee program will benefit these individuals and in which parts of this program they should participate.

In an effort to provide each new staff member with an opportunity to become an outstanding educator, the Waterford Graded School District has established a mentor/mentee program designed to assist, support, encourage, and train new staff. This mentoring program should focus on the knowledge and performance skills associated with effective teaching as articulated in the Wisconsin Educators Standards (Teacher, Administrator, and Pupil Services Personnel).

The general goals of the mentor/mentee program include impacting positively on student learning, helping new staff members accelerate learning, honing professional skills, and developing positive relationships with staff members.

Specifically, the goals of the mentoring program are to:

- Provide new staff with an orientation and support seminars.
- Bridge the gap between the new staff member's preparation and previous experience and their duties in the district.
- Prepare new staff to meet the needs of all students.
- Retain new staff members.
- Increase the knowledge, skills, and abilities of new staff members.
- Provide a supportive educational climate that encourages professional and student learning.
- Use the Wisconsin standards for teachers, administrators or pupil services personnel to reflect, describe, discuss educator performances.
- Work collaboratively with colleagues, including administrators, to develop a commitment to professional learning and improvement.
- Clarify and develop routine procedures for all new staff members.
- Introduce and develop an understanding of district's supervision and evaluation plan.

### **The district will:**

- Train mentors appropriately and provide them with on-going support to maximize the benefits of the mentoring program.
- Provide a qualified district mentor that will offer classroom-embedded coaching through conferencing, modeling, co-teaching, conducting classroom observations, providing orientation, and on-going support seminars.
- Provide a qualified building mentor for each new staff member. Each new staff member needs a person in his/her subject area/grade level or a person as deemed appropriate by the building principal to serve as a mentor. New staff members need to know how the system works and where to get information and materials. They also need encouragement, ideas, and support. The mentor teacher should be someone who has an interest in working with a new staff member and should receive training regarding the importance of the role and responsibilities. Most important, the mentor teacher needs to be an excellent teacher with a positive attitude about students, the teaching profession and the school district.
- Require new staff members and building mentors to report in advance of the start of school.
- Attempt to schedule new staff members with a building mentor that has a similar assignment unless one is not available.
- Provide an orientation and ongoing seminars throughout the school year.

**The building principal will:**

- Participate in the selection and assist with the initial training of mentors.
- Meet with the mentor and new teacher to provide the support and assistance needed throughout the school year.
- Provide mentors and mentees with opportunities for training in establishing positive staff relationships, clarifying mutual roles and responsibilities, and strengthening the skills associated with conferencing, cognitive coaching and problem solving.
- Provide opportunities for mentors and mentees to observe in each others' classroom.
- Assist with an initial orientation and ongoing seminars.
- Review the district supervision and evaluation model with the mentee (see Appendix E).
- Identify the District's and school's goals and communicate the school's initiatives.
- In addition to formal observations and mini-observations required through Wisconsin's Educator Effectiveness System, conduct informal observations throughout the school year and remain knowledgeable regarding the progress the mentee is making.

**The building mentor will:**

- Be a professional educator and have at least 3–4 years of teaching, pupil services or administrative experience in the district when possible (exceptions at the principal's discretion).
- Confer with and provide guidance to the new staff member facilitating the understanding of the responsibilities of a professional educator.
- Provide the new staff member with an orientation to the school district that is consistent with the focus identified in this handbook.
- Facilitate communication between the new staff member, administration, and the district office.
- Observe the new staff member at least twice during a prep period, providing constructive information regarding the performance in a non-evaluative manner.
- Be observed by the new staff member at least twice.
- Complete the mentor-mentee checklist in this handbook.
- Keep information about the new staff member confidential.
- Model professionalism and effective teaching strategies; answer questions and help the new staff member find answers.
- Desirable mentor characteristics include the following:
  1. Have a positive attitude toward teaching and students.
  2. Have good communication skills, especially listening.
  3. Flexibility.
  4. Having a sense of humor.
  5. Accessibility.
  6. Professional discretion.
  7. Knowledge of resources and procedures in the district, and
  8. Having a commitment to professional growth based on the Wisconsin standards for teachers, administrators or pupil services personnel.

**Content-Specific Mentors/Building Mentors**

With some positions, it may be difficult to have a content-specific building mentor. In such circumstances, the district mentor will arrange a networking system between the new hire and a content-specific professional educator.

**The district mentor will:**

- Conduct new teacher orientation and workshops.
- Create and Maintain a relationship with each new teacher that is non-evaluative and is built upon trust and confidentiality.
- Provide support, positive reinforcement and empathy when needed.
- Help the new teacher to reflect on and analyze their teaching practice and its effect on student achievement.
- Provide direction in implementing strategic instructional choices.
- Help the new teachers understand the diverse backgrounds of their students and embed this knowledge in the curriculum to improve student learning.
- Identify and model strategies that promote student engagement.
- Help new teachers interpret classroom data.
- Collaboratively plan lessons that demonstrate differentiated teaching that is responsive to the needs of all children and is aligned to learning targets.
- Discuss and model a variety of ways to assess and monitor student progress.
- Provide resources to help in the study, research, and investigation of best practices.
- Organize and prepare peer visits for new teachers.
- Provide opportunities to observe, co-plan, and co-teach newly learned strategies.
- Provide on-going professional development.

**The new staff members will:**

- Realize that their first year is the first step of a lifelong professional development process, which requires the commitment of full participation.
- Self-advocate when it comes to seeking assistance.
- Self-reflect to identify professional development needs.
- Demonstrate a willingness to watch, listen, and learn the dynamics of the building.
- Build relationships with other staff members.
- Meet individually with the District Mentor to debrief on observations, research & learning, and implementation plans.
- Asks questions, observe, and learn from mentors, specialists, and colleagues.
- Share expertise with colleagues.
- Hold a collaborative relationship with all stakeholders.
- Attend meetings and conferences that are part of new teacher training, as well as fulfill requirements designated by the program (turning in schedules, plans, etc...).
- Observe the building or content mentor at least two times and participate in a conference to discuss the teaching/learning process.
- Visit (short, informal observation) at least 2 colleagues' classrooms (other than building mentor) during the school year. See Appendix H: Learning Walks
- Keep a journal of thoughts, questions, and concerns to be used during weekly meetings with the building mentor and monthly meetings with the district mentor.
- Complete the building mentor-mentee checklist in this handbook.

The following chart has been added to provide a better understanding of the district mentor, principal and building mentor responsibilities.

<b>Topic</b>	<b>Area of Responsibility: District Mentor (D), Principal (P), Building Mentor (M), Technology Integrator (T)</b>
Grading systems/procedures	D, M, T
Teacher, pupil services or administrator standards where appropriate	D, P, M
School district curriculum guides	D, P, M
Staff evaluation, district/school goals and district mission statement	P, M
Introduction to parent groups (PTO, band, chorus, etc.)	P
Introduction to school board members	P
Special needs referrals, 504's, PST's, and RtI	D, M
District academic standards	D, P, M
Student learning styles	D, P, M
Instructional strategies	D, P, M
Curriculum planning	D, P, M
Technology Integration	T, D
Diversity	D, P, M
Goal setting and reflections	D, P, M
Community information	D, P, M
Preparation for a substitute	D, P, M
Teaching materials including texts, curriculum guides, general supplies, building forms, schedules, emergency procedures, inclement weather and the closing of school, etc.	D, P, M
District expectations regarding standards and assessments; grades and grading procedures	D, P, M
Building expectations regarding classroom management procedures, discipline, student code of conduct and the building philosophy	D, P, M
Parent-teacher conferences, telephone conferences, parent contacts, etc.	D, P, M
Report cards, progress reports, IEP meetings, lesson plans, etc.	D, P, M
Promotion and retention considerations	D, P, M

### **Suggestions for Building Mentors**

1. Eat lunch together once a week if possible and discuss mentee concerns.
2. Give the mentee a welcome tour of our school on your first day together.
3. Sit by mentee at faculty meetings, especially the first one. Introduce him/her to staff members.
4. Provide support, positive reinforcement and empathy when needed. Suggestions include: Occasional notes of praise, encouragement, and support to mentee throughout the school year and especially after he/she has had a difficult experience or day.
5. Try to speak to mentee at least once a day, especially at the beginning of the year.
6. Use your mentee's ideas in your classroom and tell him/her that you have done so.
7. Give constructive feedback.
8. Share techniques for working with special needs students.
9. Have mentee keep a notebook where he/she writes down any questions or concerns he/she may have during the day when the mentor may not be immediately available. The mentee can give the notebook to the mentor and he/she can write the answers to the questions or discuss them with the mentee at the end of the day. (An online Collaborative tool such as a Shared Google Doc or a private Blog might be used also.)



**Building Mentor/Mentee Checklist:**

Name of Building Mentor:
Subject Area:
Name of Mentee:
Subject Area:
School Year:

Activity (completed before 9/1/15):	Date Signed:	Building Mentor Initials:	Mentee Initials:
Establish preferred contact method (email, face-to-face, phone, journal, etc...)			
Take a walking tour of the building.			
Acquaint mentee with faculty members including subject area and room locations.			
Identify support personnel in the building, including School Psychologist, Counselor, Special Education Staff, Library/Media Director, Library Aide, TAG, Custodians, Secretaries, Office Aide, others.			
Location and acquisition of supplies, textbooks, teacher's manuals, curriculum guides, library resources, and materials.			
Walkthrough fire drill, tornado, and lockdown procedures			
Attendance Procedure			
Discuss lunchtime routine			
Create weekly mentor/mentee meeting schedule for September through 11/30/15 <i>*turn in schedule to district mentor no later than 9/5/15</i>			
<i>Individual classroom rules (share ideas &amp; discuss expectations)</i>			
<i>Discuss seating charts and physical arrangement of the room</i>			
<i>Discuss procedures that need to be taught, rehearsed, and reinforced</i>			
<i>Review the schedule, expectations and activities for the first day with students</i>			

Advise mentee of usual routine for first week of school			
<i>Open House</i> (Inform mentee of building procedure for Open House. Discuss possible questions that may arise, plan and share ideas...)			
<i>Discuss classroom management and discipline</i>			
Activity (completed before 11/30/15):	Date Signed:	Building Mentor Initials:	Mentee Initials:
Meet with mentee on a weekly basis to discuss topics included in this checklist as well as to discuss specific issues that may arise			
Give mentee a general overview of the schedule of the next month of school			
Discuss and provide support with lesson planning using GANAG format			
Explain grading system in use for grade level/subject area. Discuss grading styles and options			
<i>Parent/Teacher conferences</i> (Inform mentee of building procedure for parent/teacher conferences. Discuss possible questions that may arise, share ideas on collecting student material for conferences, etc...)			
Discuss student behavior and discipline procedures including incident report, bullying form, and any other school-wide positive behavior and/or discipline procedures.			
<i>Discuss district-wide testing</i>			
<i>Discuss data collection and the use of data in planning instruction</i>			
<i>Discuss PST and IEP meeting procedures, progress monitoring and interventions</i>			
Discuss general skill sets of students as they enter and what they should leave with			
Explain overall curriculum to mentee, making use of curriculum document			
Assist mentee in using supplementary books, materials, etc....			
<i>Share approaches for homework and make-up work policy</i>			

Create bi-weekly (minimum) mentor/mentee meeting schedule for December through 3/4/16 <i>*turn in schedule to district mentor no later than 11/30/15</i>													
For Special Education Teachers: Discuss IEP process and the Oasys system													
1st mentee observation by November 6th, 2015* <table border="1"> <tr> <td></td> <td>Date:</td> </tr> <tr> <td>Discuss observation process between mentor and mentee (observations to take place during prep times)</td> <td></td> </tr> <tr> <td>Mentor observes mentee teaching in a non-evaluative manner</td> <td></td> </tr> <tr> <td>Mentee observes mentor teaching</td> <td></td> </tr> <tr> <td>Discuss observations</td> <td></td> </tr> </table>		Date:	Discuss observation process between mentor and mentee (observations to take place during prep times)		Mentor observes mentee teaching in a non-evaluative manner		Mentee observes mentor teaching		Discuss observations				
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Discuss observations													
Activity (completed before March 4, 2016):	Date Signed:	Building Mentor Initials:	Mentee Initials:										
Meet with mentee on a bi-weekly basis to discuss topics included in this checklist as well as to discuss specific issues that may arise													

Discuss and provide support with lesson planning using GANAG format													
<i>Provide mentee with a wide variety of teaching strategies, activities for lessons and assessment techniques</i>													
<i>Construct a formative assessment together</i>													
<i>Discuss data collection and the use of data in planning instruction</i>													
Advise mentee of field trip procedures and planning													
Discuss classroom ordering process													
<i>Discuss state-wide testing</i>													
Create monthly (minimum) mentor/mentee meeting schedule beginning March 7, 2016 through June 3, 2016 <i>*turn in schedule to district mentor no later than 3/4/16</i>													
Activity (completed before 5/27/16):	Date Signed:	Building Mentor Initials:	Mentee Initials:										
Meet with mentee on a monthly basis to discuss topics included in this checklist as well as to discuss specific issues that may arise													
<i>Discuss district-wide student testing including data collection and reflection</i>													
<i>Discuss summer professional development opportunities</i>													
Acquaint mentee with closing of school procedures (collecting textbooks, student fines, final grades, room condition, etc.)													
Fill out evaluation of mentoring program													
2nd mentee observation by March 18th* <table border="1" style="width: 100%;"> <tr> <td></td> <td>Date:</td> </tr> <tr> <td>Discuss observation process between mentor and mentee (observations to take place during prep times)</td> <td></td> </tr> <tr> <td>Mentor observes mentee teaching in a non-evaluative manner</td> <td></td> </tr> <tr> <td>Mentee observes mentor teaching</td> <td></td> </tr> <tr> <td>Discuss observations</td> <td></td> </tr> </table>		Date:	Discuss observation process between mentor and mentee (observations to take place during prep times)		Mentor observes mentee teaching in a non-evaluative manner		Mentee observes mentor teaching		Discuss observations				
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Discuss observation process between mentor and mentee (observations to take place during prep times)													
Mentor observes mentee teaching in a non-evaluative manner													
Mentee observes mentor teaching													
Discuss observations													

2nd mentor observation by April 22nd*				
	Date:			
Discuss observation process between mentor and mentee (observations to take place during prep times)				
Mentor observes mentee teaching in a non-evaluative manner				
Mentee observes mentor teaching				
Discuss observations				
<i>*Italicized font indicates areas that the district mentor will also focus on.</i>				

## **Building Mentor/Mentee Observation**

Mentor and Mentees will observe each other at least twice during the school year in a non-evaluative manner. Sample observation forms are provided in Appendix F.

### **Purpose of Observation**

1. The purpose is to give feedback. The goal of feedback is to reflect on the effects of performance based on how student learning improved.
2. It is not an evaluation tool, it is a learning tool.

### **Planning for Observation**

Hold a planning conference where:

- The teacher and observer both contribute information and ideas to develop the focus for the observation.
- The teacher and the observer both agree on how the information will be collected.
- The teacher and the observer both set the time of the observation and follow-up conference.
- The teacher should state lesson objectives, strategies, techniques and expectations.
- The observer asks further questions so that the teacher and observer fully understand the proposed strategy and activity.
- The observer makes an effort to get the teacher to identify problems or goals for growth that can be observed.
- Discuss the pre-observation questions in this handbook.

### **Post-Observation Conference**

The observer:

- Provides objective observational data.
- Elicits the teacher's reactions to the data and they consider possible causes and consequences.
- Asks clarifying questions.
- Listens more and talks less.
- Acknowledges, paraphrases and expands the teacher's statements.
- Avoids giving direct advice, unless absolutely necessary.

The teacher and the observer together:

- Reach decisions about future actions which may include decisions about alternative teaching strategies, using different objectives, or modification of the teacher's own goals for self-improvement
- Analyze and interpret the data cooperatively.
- Discuss the post-observation questions in this handbook.

### **Most Used Observation Techniques**

**Selective Verbatim:** Using this technique, the observer makes a written record of exactly what is said (within a certain category) in the classroom. The observer and the teacher select beforehand certain kinds of verbal events (for example, the teacher's questions) to be written down.

**Verbal Flow:** The observer records who is talking to whom. Categories of verbal interaction can also be recorded: teacher question, student answer, teacher praise, student questions. Verbal flow is similar to the technique of selective verbatim in that both techniques deal with classroom verbal behavior. Selective verbatim is concerned with the content of

the verbal communication, whereas verbal flow identifies the initiators and recipients of the verbal communication, and the kind of communication they are engaged in.

**At Task:** The observer systematically notes the behavior of each student at regular intervals during the lesson. The behavior for each student is recorded in categories agreed upon by the teacher and the observer in the planning conference. Categories might be “doing assigned work” or “talking to neighbors.”

**Class Traffic:** One thing that all teachers do is move around the room or not move. How they do this can be an important aspect for analyzing their effectiveness.

**Interaction Analysis:** Categories of verbal behavior (praise, directions, criticisms) are charted over time within the lesson. The observer and the teacher may also create or adapt other techniques based on the particular objectives of the lesson to be observed and the unique talents of the observer.

**Global Scan:** Techniques such as anecdotal notes, audiotapes, and videotapes can capture many aspects of teaching that could be missed by the other techniques we have described. The global scan or “wide lens” techniques help give the teacher a sense of the “big picture”-- general information about what’s going on in the classroom.

The prejudices of the observer will influence the data that is recorded. Therefore, it is very important that the observer and teacher agree on what they’re looking for. In like manner, when using audiotape or videotape, care must be taken in positioning the camera or audiotape recorder as this could influence what is fed back to the teacher. For example, one observer might take only close-ups of students or place the microphone where the teacher can’t be heard.

### Selecting a Technique

If you’re looking for...	You could use...
Involvement of Students in Lesson	Verbal Flow, At Task, Interaction Analysis
Individualized Instruction	Class Traffic
Levels of Student Thinking	Selective Verbatim
A Group of Problem Students	At Task, Verbal Flow, Selective Verbatim
Amount of Teacher Talk	Selective Verbatim, Interaction Analysis
“Whatever You Want”	Global Scan

### Some General Thoughts on Feedback

1. It is descriptive rather than evaluative. The teacher is free to use the feedback or not to use it. By avoiding evaluative language, the observer helps the teacher to avoid responding defensively.
2. It is specific rather than general. Saying someone is “dominating” a meeting is probably not as useful as saying that “Just now when we were deciding the issue you did not listen to what others said and it made me feel uncomfortable.”

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behavior which the receiver can change. Frustration is only increased when a person is reminded of shortcomings over which the person has no control.
5. It is solicited, rather than imposed. Feedback is most useful when the receiver formulates the question which those observing can answer.
6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the exhibited behavior (depending, of course, on the person's readiness to hear it, or support available from others.)
7. It is checked to insure clear communication. This is done by the observer asking clarifying questions, listening more and talking less, and paraphrasing what the teacher says to see if the observer understands what the teacher had in mind.

### **PRE-OBSERVATION:**

Possible areas to focus on for the observations include the following:

- Planning
- Classroom management
- Instructional organization/development/pacing
- Presentation of subject matter
- Communications: verbal/nonverbal
- Formative Assessment and Feedback
- Motivation
- Time management
- Differentiation
- Wisconsin Teacher Standards (Pupil Service or Administrator Standards should be discussed if appropriate)

### **Pre-Observation Conference Questions**

The following questions will provide a framework for a pre-conference discussion.

- What are the instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

### **Post-Observation Conference Questions**

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?



## **MENTORING PROGRAM EVALUATION**

Surveys on the Mentoring Program will be conducted for the purpose of continuous improvement on how we train and retain our valuable employees. The surveys will be conducted throughout the year and will focus on the following components of the new teacher induction program:

- Orientation
- Workshops/Trainings
- Mentoring Program (both mentors and mentees will be surveyed on the program in its entirety at the end of the program)

Surveys will be conducted electronically.

### **District Mentor Induction-Responsibilities**

Activity:	When Addressed:
<i>Meet individually with mentees on a monthly basis.</i>	September through May (scheduled with each individual employee)
<i>Classroom management vs classroom discipline</i> <i>*Classroom procedures (creation of procedures that must be taught, rehearsed and reinforced)</i> <i>*Classroom rules/discipline</i> <i>*Positive classroom environment</i>	Orientation, September workshop, observations & discussion/consult in monthly meetings
<i>District requirements for lesson planning (GANAG)</i>	Orientation, September workshop, observations & discussion/consult in monthly meetings
<i>Seating charts and physical arrangement of the room</i>	Orientation
<i>Review the schedule, expectations and activities for the first day with students</i>	Orientation
<i>Open House</i>	Orientation
<i>Parent/Teacher conferences</i>	October workshop
<i>Provide mentee with a wide variety of teaching strategies, activities for lessons and assessment techniques</i>	Workshops and individual monthly meetings
<i>Provide safety training based on district crisis response plan</i>	Orientation and November workshop
Conduct Teacher Orientation: August 17th, 2015 August 19th, 2015 August 24th, 2015	

Conduct six, half-day professional development workshops:

Date	Tentative Topic(s)
September 29, 2015	<ol style="list-style-type: none"> <li>1. Classroom Management/Procedures</li> <li>2. Lesson Planning/GANAG</li> <li>3. Educator Effectiveness</li> <li>4. Technology</li> </ol>
October 13, 2015	<ol style="list-style-type: none"> <li>1. Classroom Management/Procedures</li> <li>2. Positive Classroom Environment</li> <li>3. Lesson Planning/GANAG</li> <li>4. Technology</li> </ol>
November 10, 2015	<ol style="list-style-type: none"> <li>1. Effective Teaching Strategies</li> <li>2. Reflective Teaching Practices</li> <li>3. Technology</li> </ol>
December 10, 2015	<ol style="list-style-type: none"> <li>1. Rigor in Curriculum, Instruction, and Assessment</li> <li>2. Student Services</li> <li>3. Safety</li> <li>4. Technology</li> </ol>
February 11, 2016	<ol style="list-style-type: none"> <li>1. Formative Assessment and Feedback</li> <li>2. Educator Effectiveness</li> <li>3. Technology</li> </ol>
March 22, 2016	<ol style="list-style-type: none"> <li>1. Rigor in Curriculum, Instruction, and Assessment</li> <li>2. Reflective Teaching Practices</li> <li>3. Technology</li> </ol>

<i>Support on planning and preparation (Domain 1)</i>	Orientation, September, October workshops, individual feedback
<i>Support on classroom environment (Domain 2)</i>	Orientation, September, October workshops *videotaped lesson, individual feedback
<i>Support on instruction (Domain 3)</i>	November, December, February, March workshops, *videotaped lesson, individual feedback
<i>Support with professional responsibilities (Domain 4)</i>	Individual, as needed

### **Principal/Mentee Discussion Topics**

Topics:	Date:
School Calendar (explain early release, call back, etc.)	August 19, 2015
Discuss all-school rules (and answer questions regarding handbook)	
Discuss discipline procedures, parent contacts	
Legal parameters and responsibilities of classroom control. (Supervise students at all times)	
Lesson plan expectations and procedures for turning them into the office.	
Discuss daily beginning, lunch, and dismissal procedures	
Explain any supervision duties	
Lesson plans for substitute, and substitute folder including daily schedule and alternative lessons for the class	
Arrange for office staff to: <ol style="list-style-type: none"> <li>1. Explain photocopying and telephone procedures (codes and phone system)</li> <li>2. Explain AESOP system for reporting absences</li> <li>3. Explain hot lunch procedure for adults and collection of money in the classroom</li> <li>4. Explain procedures for welcoming classroom volunteers, chaperones, or visitors to the school</li> </ol>	
Inform mentee of extracurricular activities available to students.	
Building specific topics that the Principal deems appropriate	
Educator Effectiveness <ul style="list-style-type: none"> <li>• Observations, feedback, and scoring</li> </ul>	2015-2016 school year
Retention and promotion policy	Prior to first parent-teacher conference
Advise new teacher of different committees within the school	As appropriate

**PI 34.02 Teacher Standards.** To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for pupils.
- (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
- (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- (10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

**PI 34.03 Administrator Standards.** To receive a license in a school administrator category under s. PI 34.32, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
- (2) The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- (3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- (4) The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- (5) The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- (6) The administrator acts with integrity, fairness, and in an ethical manner.
- (7) The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

**PI 34.04 Pupil Services Standards.** To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The pupil services professional understands the teacher standards under s. PI 34.02.
- (2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- (3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

- (4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- (5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- (6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- (7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

## ***Appendix B***

### **New Teacher Induction - Formal Training**

Induction includes 6 days of training. Days 1-3 occur prior to the start of the school year. Days 4-6 occur during the school day as half-day workshops (6 total). "New Teacher" includes all teachers new to WGSD (first year or experienced)

#### **Categories of Support**

Category:	Days 1-3	Days 4-6	On-Going Support	
<u>Organizational Structure:</u> Guidelines, expectations, policies, procedures, mission, vision, goals				District Administrator District Mentor Building Principal Building Mentor
<u>Resources:</u> Collecting, disseminating, or locating materials or other resources				Building Office Building Mentor
<u>Academic Standards</u>				District Mentor
<u>Instructional Information:</u> Scheduling, Instructional Planning & Instructional Strategies				District Mentor Building Mentor
<u>Grading Systems and Procedures</u>				Technology Integrator District Mentor Building Mentor
<u>Emotional Support:</u> Offering support by listening empathetically and sharing experiences				District Mentor Building Principal Building Mentor
<u>Student Management:</u> Guidance and ideas related to procedures & classroom management				District Mentor Building Mentor
<u>Physical Classroom:</u> The				District Mentor

arrangement and organization of the physical setting of the classroom				
<u>Preparing for a Substitute</u>				District Mentor Building Mentor
<u>Coaching:</u> Critiquing and providing feedback on the teacher's performance in a non-evaluative manner				District Mentor Building Mentor
<u>Working with Families:</u> Giving help or ideas related to Open House, conferences, or working with families				District Mentor Building Principal Building Mentor
<u>Special Education Topics</u>				Special Education Director District Mentor Selected Special Ed. Staff
<u>Technology Training</u>				Technology Integrator District Mentor Building Mentor
<u>Other Information:</u> New teacher Induction (Days 1-3) - no extra salary  Substitutes are hired for teachers who attend workshops during school hours (Days 4-6)  Methods used to evaluate induction program: surveys, participant feedback, teacher retention, observations/teacher evaluations				

The District Mentor will be assigned to work with second year mentees at the request of the building principal. During the second year of employment, professional development will be focused on the individual needs of the mentee.

## ***Appendix D***

### **Professional Development Plan Workshops - 2015-2016**

In compliance with the Wisconsin Quality Educator Initiative (PI 34), and as a service to Waterford Graded School District employees who are working toward completing a Professional Development Plan (PDP) for licensure renewal, the following dates and workshop agendas have been secured for district support:

All sessions will be offered at Woodfield Elementary School.

<i>Date, Time, Location</i>	<i>Workshop Title &amp; Description</i>	<i>Facilitator</i>
<b>November 9, 2015</b> <b>or</b> <b>April 18, 2016</b>  <b>2:45-3:45</b> <b>Woodfield</b> <b>or</b> <b>3:45-4:45</b> <b>Woodfield</b>	<b>Step I: Overview of the PDP &amp; Preparing to Write the Plan</b>  Completion of a PDP is required for educators who have completed an approved educator preparation program in a specific license category (teaching, pupil services, administration) after August 31, 2004. The PDP is also an option for any educator who completed an approved educator preparation program before August 31, 2004. In this support session you will be provided an overview of the purpose of the PDP, summary of the different PDP components, and overview of your PDP timeline. You will also be provided various resources to help you get started with your PDP.	Jane Aegerter <a href="mailto:aegerter@waterford.k12.wi.us">aegerter@waterford.k12.wi.us</a>
<b>October 19, 2015</b>  <b>2:45-3:45</b> <b>Woodfield</b> <b>or</b> <b>3:45-4:45</b> <b>Woodfield</b>	<b>Step II: Writing the Plan: Components</b>  Participants will be provided an overview of Step II of the PDP writing process. In this workshop, the following criteria will be addressed: <ul style="list-style-type: none"> <li>• Description of school and Teaching, Administrative, or Pupil Services situation</li> <li>• Description of Goal to be addressed</li> <li>• Rationale for the Goal</li> <li>• Plan for Assessing and Documenting the Goal</li> </ul>	Jane Aegerter <a href="mailto:aegerter@waterford.k12.wi.us">aegerter@waterford.k12.wi.us</a>

	<ul style="list-style-type: none"> <li>Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration</li> </ul> <p>In addition, an introduction to the new electronic submission process will also be addressed. After the overview, there will be an open lab to work on Step II of the PDP process</p>	
<p><b>April 25, 2016</b> <b>or</b> <b>May 9, 2016</b></p> <p><b>2:45-3:45</b> <b>Woodfield</b> <b>or</b> <b>3:45-4:45</b> <b>Woodfield</b></p>	<p><b>Step III: Annual Review of the Plan</b></p> <p>Participants will be provided an overview of Step III of the PDP writing process. In this workshop, the following criteria will be discussed:</p> <ul style="list-style-type: none"> <li>Completion dates for objectives and activities completed during each year</li> <li>Annual reflection of the impact of professional growth on student learning</li> <li>A description of any substantial revisions made to the objectives or activities</li> <li>Collecting evidence of professional growth and the effect of professional growth on student learning</li> </ul> <p>In addition, an introduction to the required electronic submission process will be addressed. After the overview, there will be an open lab to work on Step III of the PDP process</p>	<p>Jane Aegerter <a href="mailto:aegerter@waterford.k12.wi.us">aegerter@waterford.k12.wi.us</a></p>
<p><b>November 23, 2015</b></p> <p><b>2:45-3:45</b> <b>Woodfield</b> <b>or</b> <b>3:45-4:45</b> <b>Woodfield</b></p>	<p><b>Step IV: Documentation &amp; Verification of the Completed Plan</b></p> <p>In this workshop, participants will be provided an overview of Step IV of the PDP writing process. During this time, the following criteria will be addressed:</p> <ul style="list-style-type: none"> <li>Required documentation needed for documentation of the completed PDP</li> <li>Evidence of Professional Growth and the Effect of Professional Growth on Student Learning</li> <li>Reflection and Summary</li> </ul> <p>In addition, an introduction to the required submission process will be addressed. After the overview, there will be an open lab to work on Step IV of the PDP process</p>	<p>Jane Aegerter <a href="mailto:aegerter@waterford.k12.wi.us">aegerter@waterford.k12.wi.us</a></p>
<p><b>May 2, 2016</b></p>	<p><b>PDP vs. 6 Credit Method for License Renewal</b></p>	<p>Jane Aegerter</p>



<b>2:45-3:45 Woodfield or 3:45-4:45 Woodfield</b>	<p>This workshop is for participants who want to learn more about the Professional Development Plan (PDP) method for license renewal. This session is geared towards current Professional Educators who are considering if they want to continue to pay for credits to renew their license(s), or switch to a PDP. Participants will receive information on:</p> <ul style="list-style-type: none"> <li>• An overview of the PDP process</li> <li>• Steps and components of the PDP</li> <li>• Timelines</li> </ul> <p>After the overview, there will be time for participants to ask any questions they may have.</p>	<a href="mailto:aegerter@waterford.k12.wi.us">aegerter@waterford.k12.wi.us</a>
<b>*As DPI makes this training available</b>	<p><b>Join the WGSD Professional Development Plan Review Team:</b></p> <p>on-line course (monitoring DPI website for updates)</p>	DPI

## ***Appendix E***

### **Basic Telephone Instructions**

To contact another telephone anywhere in the district, dial that telephone's extension number.

To contact your building's office: Evergreen (1000), Trailside (2100), Woodfield (3100), Fox River (4501), District Office (5000).

To reach an outside number, dial "9" then dial the number. Long distance codes will work as before.

To access your voicemail, dial "792." Your initial password is 9876. PLEASE change your password during setup. The voice mail system will prompt you to do this during setup.

To transfer a call to another party, press and release the "flash" key. Wait for a dial tone, dial the other party's extension, then hang up. If you wish to do a conference call, do not hang up, but push the "flash" key again.

If you are paged for a "parked" call, go to the nearest phone and dial "70" plus the park location number (0-9). In other words, the locations are 700-709.

<b>Building #</b>		<b>Phone #</b>	<b>Fax #</b>
1	Evergreen	514-8210	514-8211
2	Trailside	514-8220	514-8221
3	Woodfield	514-8230	514-8231
4	Fox River	514-8240	514-8241
5	District Office	514-8250	514-8251
6	Tech Office	514-8260	514-8261

## *Appendix F*

### **Certified Personnel Evaluation**

The Waterford Graded School Board believes that the purpose of teacher/specialist evaluation is to assess instructional performance so that the quality of instruction can be improved and professional development activities can be prescribed. Other items related to teacher professionalism and fulfillment of employment expectations will also be part of the evaluation process. Input and data may be gathered from various sources so a well-rounded perspective of the employee's performance is offered. A combination of all of the above will serve as a foundation for administrative and board decisions related to the status of an employee.

Each teacher will receive a written evaluation of his or her job performance. The primary purpose of evaluation is to provide constructive comments that will lead to improved quality of instruction and learner outcomes. Probationary teachers will be observed with a written summary provided no less than three times during the first year of employment. During the second and third years, each probationary teacher will be observed with a written summary provided no less than two times during the subsequent years of employment. Non-probationary teachers will be observed with a written summary provided no less than once every three years during employment in the Waterford Graded School District.

Building principals will annually explain the evaluation procedure to all teachers prior to any formal observation. Observations may occur both formally and informally after the evaluation process has been explained to all teachers/specialists. Ideally, each evaluation will include a teacher developed goal sheet, a pre-observation conference, a formal observation, informal observations, data collection and a post observation conference.

Each teacher shall be given a written copy of the evaluation report prepared by his/her evaluator. Each teacher shall have the right to discuss the report with his/ her principal. The teacher has the right to attach a response to any evaluation placed in his/ her personnel file.

#### **Policy #538**

Adopted: August 16, 1999

Revised: March 15, 2004

Revised: January 23, 2012

**Evaluation Instrument** WGSD utilizes the Wisconsin Educator Effectiveness System for evaluation. New educators will work with their supervising principal using Teachscape. Support will be offered through EE Coaches, employee training sessions, new teacher workshops, and mentor support.

**Professional Development Plan Document** (available from the building principal)

## *Appendix G*

Sample Mentor/Mentee Observation Forms:

Mentor/Mentee Observation Sheet/Form One

Date:

Teacher:

Observer:

Subject/Content Area:

Agreed Upon Focus of Observation:

Pre-Observation Notes:

Observation Notes (what was observed):

Post-Observation Notes:

Reflection and Action Plan (New Teacher):

Mentor/Mentee Observation Sheet/Form 2

Date:

Teacher:

Observer:

Subject/Content Area:

Teacher Standard or Domain Component Focus:

Pre-Observation: What am I looking for?

Observation Notes:

Post-Observation: What did we discover?

Action Plan (New Teacher):

Waterford Graded Schools  
Learning Walk

Visit: 1      2      Date:

Teacher Observed:

Grade Level/Subject:

New Ideas I Observed:

Effective Strategies I Noticed:

Follow-Up Questions I Have:

\*Note: Please complete both Learning Walks prior to March 18th, 2016. While two Learning Walks (2 different classrooms) are required, you are welcome to conduct as many “walks” as you would like!