



SCHOOL DISTRICT OF HOLMEN MENTORING PROGRAM

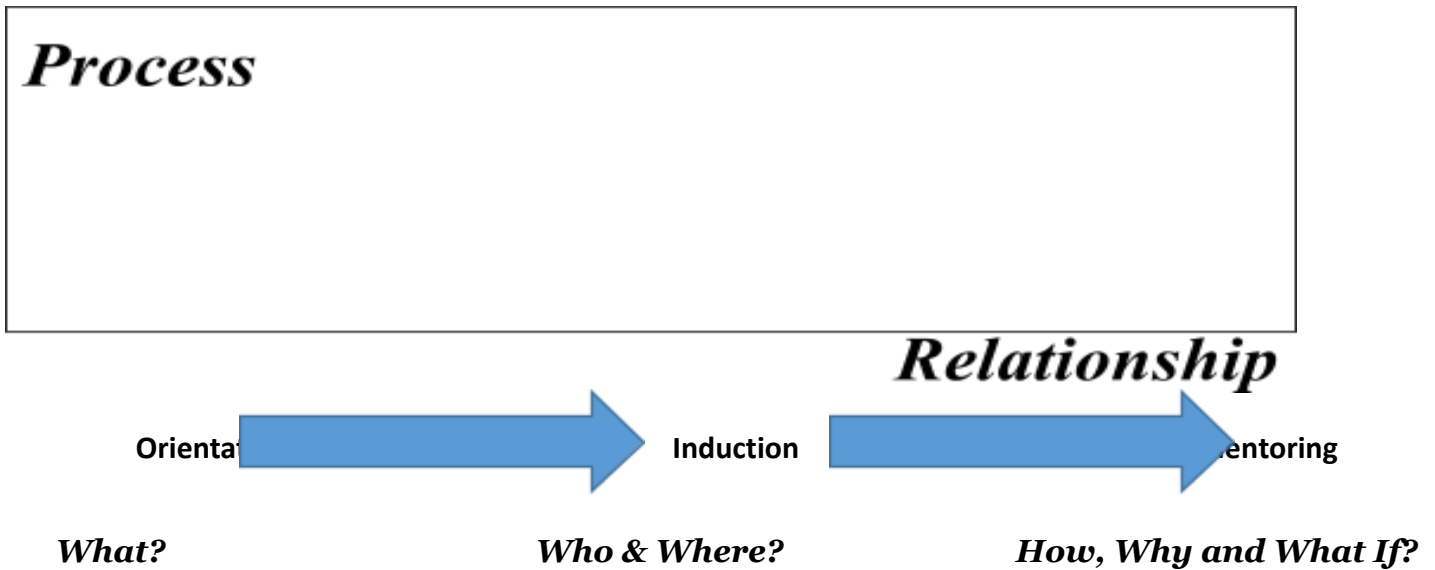
The Mentoring Program is available to initial educators and new staff to the District. The intent of the program is to be instructive and supportive but not evaluative. By providing new educators with information, support, and resources, mentors help to provide for a smooth transition and optimal performance.

As you know teaching is a profession that requires the beginning educator to assume the same tasks and responsibilities as the veteran teacher. The new educator's experience during the first year greatly influences future career development. This initial teaching experience affects not only the teacher, but also student learning.

What are the objectives of the Mentor/Mentee Program?

- Enhance student achievement.
- Give initial educators and new staff professional support and training at the building level.
- Develop trust by maintaining confidentiality, acting nonjudgmental, listening reflectively, and sharing strategies and other information.
- Facilitate a sense of belonging within the school district and community.
- Increase the retention of competent educators.

Working with New Teachers – A positive mentor-mentee experience typically follows a continuum that is built on a safe and trusting relationship. This graphic shows the phases that take place throughout the course of the mentorship relationship.



SCHOOL DISTRICT OF HOLMEN MENTORING PROGRAM

Roles: The roles and responsibilities of the mentor, mentee, administrator, and program coordinator clearly define the expectations of different individuals in the mentor program.

Mentor

- Develop a professional relationship respecting the importance of confidentiality and trust
- Coordinate regular meeting times – This will vary with every situation.
- Meet with mentee to discuss upcoming building events, i.e., PT conferences, Homecoming events, grade level/department events
- Model effective teaching or help to set up opportunities to observe others
- Observe, confer with, and provide constructive feedback regarding interaction with students, parents, and other teachers
- Discuss curriculum, instruction and assessment
- Share resources with mentee—building/department/district (Appendix B lists some of the District resources).
- Provide input on the Mentor Program
- Report concerns over mentor/mentee relationship to Program Coordinator
- By agreeing to mentor an initial educator and meeting the requirements outlined in the mentor program the School District of Holmen agrees to compensate the mentor:
A \$200 or \$400 stipend depending on length of time.

Mentee

- Observe mentor or other colleague at least once
- Report problems/concerns over mentor/mentee relationship to the Program Coordinator (Director of Learning and Assessment)
 - Share reflective practices and experiences with mentor
 - Attend new teacher orientation and support seminars (See Appendix B)
 - Provide input on the Mentor Program

Program Coordinator

- Identify, support, and provide mentor training opportunities
- Match mentor/mentee based on established criteria
- Schedule and facilitate the mentor/mentee welcoming meeting
- Analyze data from mentor/mentee checklists
- Communicate with staff the philosophy and goals of the mentoring program
- Mediate problems/concerns of the mentor-mentee relationship (reassign if necessary)
- Evaluate the Mentor Program
- Schedule on-going support seminars

Administrator

- Honor the confidentiality of the mentor/mentee relationship
- Report any concerns to Program Coordinator
- Support mentor/mentee observation requests

VALUED QUALITIES OF A MENTOR

Relationship Builder:

Mentors know the importance of and have the ability to build honest meaningful relationships, which focus on improvement.

Coach – Three main coaching styles:

- Coaching in the role of an expert provides specific knowledge and experiences. The novice practitioners are not always aware of what they do not know. They may not have the knowledge or skills to perform specific tasks. The coach's ability to share his/her expert knowledge and skills are valued during these situations.
- Coaching in the role of a colleague shares ideas and promotes synergy. This provides mentees with opportunities to be part of the solutions and possibly make valuable contributions.
- Coaching in the role of a reflective facilitator mirrors back what the mentee has expressed or demonstrated. The coach assists the mentee to find answers through guided reflective dialogues. The coach communicates in a way, which reflects his/her, belief that the mentee has the answers within him/her.

Effective Communicator:

The mentor's ability to tactfully share information focused on enhancing the mentee's knowledge and skills is critically important.

Problem-Solver:

The mentee may need assistance in managing a variety of conflicts and problems. The mentor's ability to use his/her own experiences, knowledge, or skills to decrease the mentee's trial and error approaches to problem solving is of great value.

Provides Feedback and Promotes Reflection:

Adults learn from timely feedback and reflections. The mentor's honest, constructive, and tactful feedback can facilitate learning. Dialogues which cause the mentee to reflect and construct new approaches will also facilitate learning.

On the School District of Holmen website in the Instructional Services Department, you will find the following items in the Mentor/Mentee Tab

- Monthly checklists (Qualtrics forms)**
- Classroom visit and observation sheet**

RESOURCES AND IDEAS FOR THE MENTOR

Handouts that follow include:

Phases of Teaching

Six Critical Wants

Self-Reported Problems of First-Year Teachers Listed in Order of Frequency.

Tips for Mentors in Providing Feedback

Sample Questions to Encourage Reflection



PHASES OF FIRST-YEAR TEACHING **by Ellen Moir**

First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. Since 1988, the Santa Cruz New Teacher Project has been working to support the efforts of new teachers. After supporting nearly 1,500 new teachers, a number of developmental phases have been noted. While not every new teacher goes through this exact sequence, these phases are very useful in helping everyone involved -- administrators, other support personnel, and teacher education faculty--in the process of supporting new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here is a look at the stages through which new teachers move during that crucial first year.

ANTICIPATION PHASE

The anticipation phase begins during the student teaching portion of pre-service preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching position. They tend to romanticize the role of the teacher and the position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. "I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge." This feeling of excitement carries new teachers through the first few weeks of school.

SURVIVAL PHASE

The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching. "I thought I'd be busy, something like student teaching, but this is crazy. I am feeling like I am constantly running. It's hard to focus on other aspects of my life."

During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on schoolwork. Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely reuse excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Even depending on unfamiliar prepared curriculum such as textbooks is enormously time consuming.

"I thought there would be more time to get everything done. It's like working three jobs: 7:30-2:30, 2:30-6:00, with more time spent in the evening and on weekends." Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.

DISILLUSIONMENT PHASE

After six to eight weeks of nonstop work and stress, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers get sick during this phase.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation.

Back-to-school night means giving a speech to parents about plans for the year that are most likely still unclear in the new teacher's mind. Some parents are uneasy when they realize the teacher is just beginning and many times pose questions or make demands that intimidate a new teacher.

Parent conferences require new teachers to be highly organized, articulate, tactful and prepared to confer with parents about each student's progress. This type of communication with parents can be awkward and difficult for a beginning teacher. New teachers generally begin with the idea that parents are partners in the learning process and are not prepared for parents' concerns or criticisms. These criticisms hit new teachers at a time of waning self-esteem.

This is also the first time that new teachers are formally evaluated by their principal. They are, for the most part, uncertain about the process itself and anxious about their own competence and ability to perform. Developing and presenting a "showpiece" lesson is time-consuming and stressful. During the disillusionment phase classroom management is a major source of distress. "I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open."

At this point, the accumulated stress of the first-year teacher, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.

REJUVENATION

The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning

curriculum. It is a time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

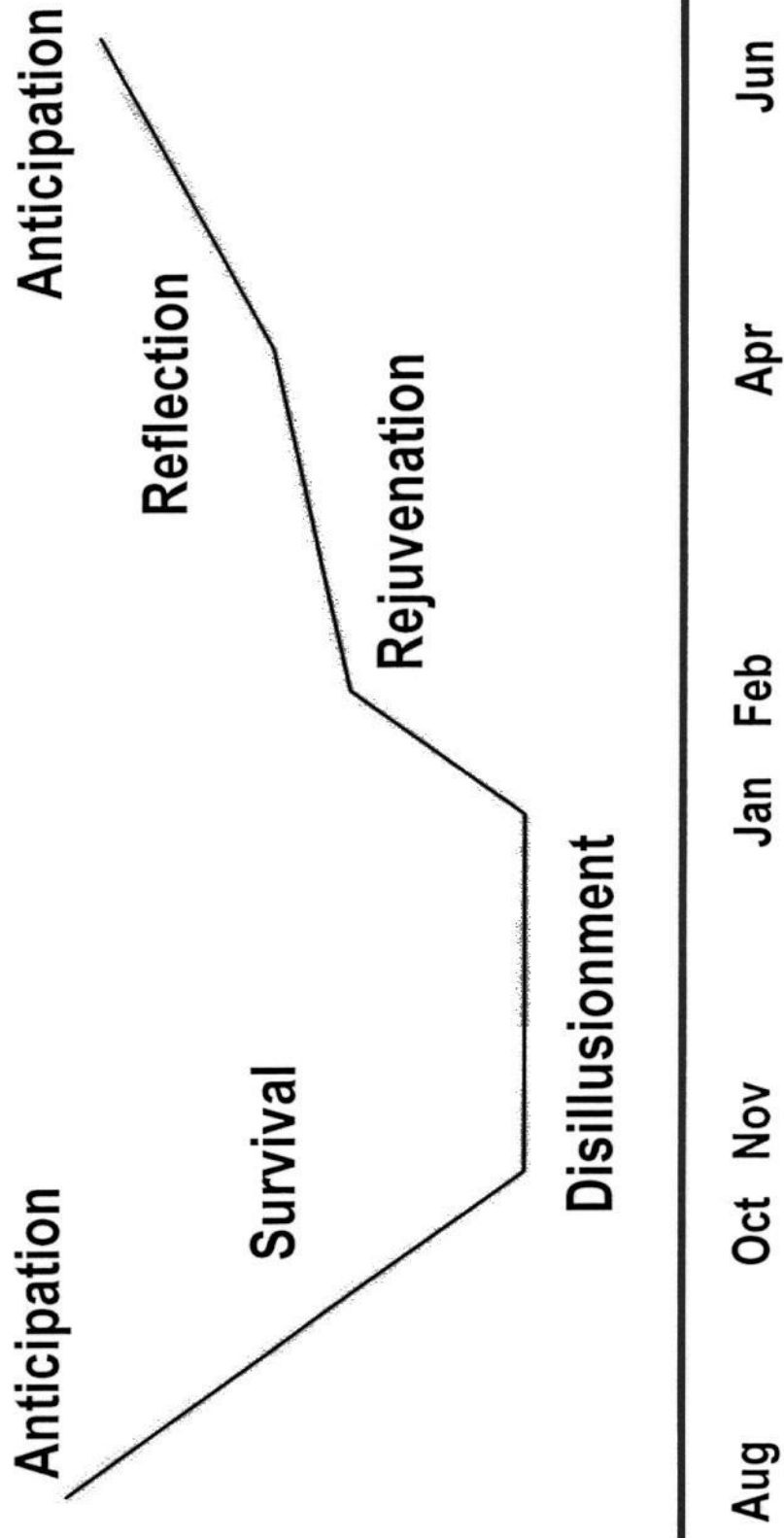
They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers. Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning and teaching strategies.

"I'm really excited about my story writing center, although the organization of it has at times been haphazard. Story writing has definitely revived my journals." The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on the tests, questioning once again their own effectiveness as teachers. "I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it's a lot."

REFLECTION

The reflection phase beginning in May is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation. "I think that for next year I'd like to start the letter puppets earlier in the year to introduce the kids to more letters."

Phases of First Year Teaching



A Seasonal Cycle of Growth For First Year Teachers

| | | | | | |
|---|---|--|--|--|--------------------|
| | August through Mid - September → | Mid - September through October → | November through December → | January through May → | May to June |
| Offering Support <ul style="list-style-type: none"> • Send a personal note of welcome. • Co-plan. • Take a tour. • Start with the end in mind. | Offering Support <ul style="list-style-type: none"> • Share materials, resources, and management tips. • Listen empathetically as frustrations or concerns arise. • Offer strategies and ideas as problems arise. | Offering Support <ul style="list-style-type: none"> • Make connections. • Sort the nice from the necessary. • Check on pacing and progress with the curriculum. • Be proactive. | Offering Support <ul style="list-style-type: none"> • Mark the milestones. | Offering Support <ul style="list-style-type: none"> • Share your routines. • Make a gift pack. • Start a "Next Year" list. | |
| Providing Challenge <ul style="list-style-type: none"> • Conduct a goal-setting conversation. • Plan a portfolio. | Providing Challenge <ul style="list-style-type: none"> • Probe for specificity. • Offer a menu. | Providing Challenge <ul style="list-style-type: none"> • Conduct a reflecting conversation. • Be a problem solving partner. | Providing Challenge <ul style="list-style-type: none"> • Buddy study. • Plan and reflect. | Providing Challenge <ul style="list-style-type: none"> • Coach reflection. | |
| Facilitating Vision <ul style="list-style-type: none"> • Have a question swap. | Facilitating Vision <ul style="list-style-type: none"> • Keep the vision in mind. • Celebrate small successes. | Facilitating Vision <ul style="list-style-type: none"> • Do a reality check. • Envision the next semester. | Facilitating Vision <ul style="list-style-type: none"> • Collaborate. | Facilitating Vision <ul style="list-style-type: none"> • Hit the highlights. | |

SIX CRITICAL WANTS

Mentor Directions: These questions may be some of the questions you can anticipate. They may also provide you with conversation starters.

1. What is this school like?

What is the economic population of the school like? What does my classroom look like?

What kinds of facilities are available at the school? How large is the school's student population?

What will be the size of my class? Is there a faculty lounge? Where? What do teachers do for lunch?

What is the daily schedule?

Are there any special traditions or events that are held? What are the native languages of the students?

What are the cultures of the students? What is the parent population like?

What kinds of materials and resources are available? Does the school have a particular program emphasis? What are the school rules?

2. Will I be welcomed by staff?

Are the teachers receptive to having a new staff member? Who will I be replacing?

Will my teaching strengths be recognized?

Will I have the opportunity to share my ideas and opinions? Is there any resistance to me being a member of the team?

3. Who will I be working with?

How many other teachers will I be with? How social is this group?

Are there staff activities away from the school?

If there are staff activities away from the school, am I expected to go? How many other teachers are on the same grant level I am?

Is this a sharing group of teachers?

What are the belief structures of my grade-level colleagues? How long have the other teacher been part of the school?

What are the past experiences of the other teachers at this grade level?

4. Will I be successful?

How will I be evaluated?

How often will the principal be observing my room?

Will she let me know what she is looking for before she comes in the room? How much of my evaluation will be determined by test scores?

How will I know if I am successful?

5. What do others want from me?

What expectations does the principal and the other teachers have of me? What specific programs will I be teaching?

What hours am I expected to be here?

Will I be responsible for duties such as playground, lunch or bus duty? If so, how often?

Is a sign-in or sign-out required?

What are the policies for absences and arranging substitutes? Will I be allowed to attend in-service training of my choice?

Will I be responsible for turning in a weekly lesson plan? How often will there be teacher meetings?

What expectations are there of me outside the classroom?

6. How will I be treated?

Can I count on the principal to back me up during a parental conflict?

If I have a problem, how should I approach others involved and the principal? When are you as my mentor available?

Is the principal approachable?

How much input do teachers have on issues?

In case of a discipline problem with a student, what kind of back-up can I expect from the principal or others?



Self-Reported Problems of First-Year Teachers

(Listed in Order of Frequency)

As a mentor, take time over the course of the semester or year to share your strategies.

Discipline and Student Management

Classroom Procedures

Unfamiliarity with Curriculum

Organization of Content (Instructional Planning)

Development of Instructional Techniques

Beginning and Ending class

Relationships with Students



TIPS FOR MENTORS IN PROVIDING FEEDBACK

| What to Do | How to Do It | Example |
|--|---|--|
| When you talk from your perspective, remember that your reality is not the mentor's reality. | When you talk about your own experience, set a context and be descriptive so that the mentee can see the parallels. | "In my experience, which was..., I found that..." "I know that is not your situation, but maybe there is something to learn here." |
| Check out your understanding of what is being said | List actively. Clarify and summarize | "If I understand what you are saying..." "Help me understand what you mean by..." |
| Use a tone of respect. | Take care not to undermine the mentee's self-esteem | "I wonder..." "Have you considered..." |
| Provide feedback about behavior that the mentee can do something about. | Stay with the mentee's behavior rather than succumb to the temptation to evaluate it. | "Tell me about the impact of the behavior..." "How might someone else see that behavior?" |
| Avoid giving feedback when you lack adequate information. | Ask for time to get the information you need. Faking it does not work. | "To be honest with you, I need to think about that a little more." |
| Encourage the mentee to experience feedback as movement forward rather than interruption from the journey. | Continuously link progress and learning to the big picture and the journey. | "When we started out... And then...And now..." |
| Be aware of your communication styles and how that works with that of your mentee. | Share information about communication styles with your mentee, and discuss the implications for the feedback cycle. | "I find that I get defensive when..." I react positively to..." |
| Your examples: | | |
| | | |

SAMPLE QUESTIONS TO ENCOURAGE SELF REFLECTION

Reflecting on the relationship between one's teaching and student learning:

"What did you see your student do when you...?"

"What were you doing that caused your students to...?"

"What essential elements of the lesson did you want to communicate to your students...?"

"Why do you suppose the students behaved that way when you...?"

"Did you need to differentiate your lesson in any way?"

Relating the objective to the lesson:

"What were your expectations when you told the students to...?"

"To what extent were your objectives achieved...?"

"Did the lesson go as planned?" Why or why not?

"Why is it important that students know what the objectives of the lesson are?"

"How did you check for student understanding?"

Planning future lessons:

"What did you learn from analyzing this lesson that you will want to change in the future?"

"Are you comfortable with these particular teaching strategies? Will you make any changes in the future?"

"Do you have any requests for additional support from me or someone else?"

APPENDIX A

WISCONSIN'S TEACHER EDUCATION AND LICENSING

PI 34, Wisconsin Administrative Code for Teacher Education Program Approval and Licensing, restructured teacher education, educator licenses, and professional development for Wisconsin educators. The system is based on Wisconsin Educator Standards with demonstrated knowledge, skills, and dispositions for teaching, pupil services, and administration. Initial licensing is based on an educator's successful performance as measured against these standards.

The 2017-2019 Wisconsin state budget, also known as Act 59, contains major changes to licensure rules. They are:

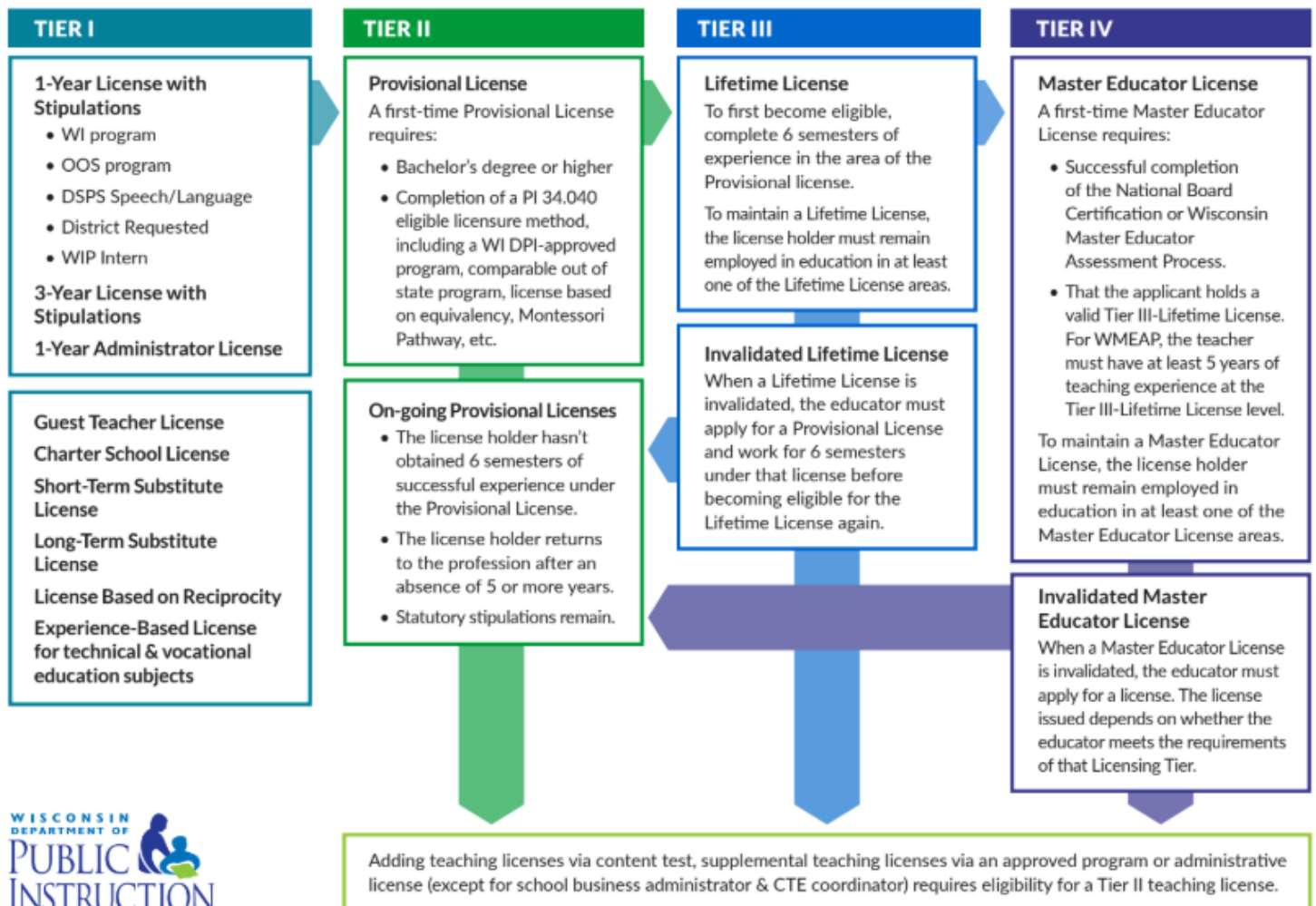
- o a new three-year provisional license to every educator who applies for or holds a valid Initial Educator License
 - o After six successful semesters of experience in one or more Wisconsin school districts, an educator may apply for a lifetime license by submitting an application to the DPI that includes a school board verification of the experience.
- o the conversion of current Professional and Master Educator licenses to Lifetime licenses is complete.

School districts requirements for initial educators are:

- o Collaboratively develop ongoing orientation
- o Support seminars based on the 10 teaching standards
- o Provide a qualified mentor who has completed a district-approved mentor-training program

(Source: Wisconsin's DPI Website, 2018)

Wisconsin Licensing System for Teachers, Pupil Services, and Administrators



WISCONSIN TEACHER STANDARDS FOR DEVELOPMENT & LICENSURE

Wisconsin's 10 Teaching Standards:

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in these standards. The knowledge, skills and dispositions under these standards follow this page:

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** 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. **Teachers know how to teach.** 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. **Teachers know how to manage a classroom.** 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. **Teachers communicate well.** 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. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** 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. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects 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. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

WISCONSIN PUPIL SERVICES STANDARDS LICENSURE

Pupil Services Standards

To receive a license in a pupil services category 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 pupil services professional understands the Ten Teacher Standards.
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

PROFESSIONAL RESOURCES

Many of these resources and many more are available in the Instructional Services Professional Library at the District Office. If you are interested in any of these books, contact Stacy Owen at extension 1328 or by e-mail at owesta@holmen.k12.wi.us.

Being An Effective Mentor (2002)

Kathleen Feeney Jonson

This guide will help mentor teachers to develop effective mentoring strategies, including how to provide direct assistance, demonstration teaching, observation and feedback, informal contact, and role modeling.

Classroom Instruction That Works (2001)

Robert J. Marzano, Debra J. Pickering, and Jane Pollock

This book identifies nine broad teaching strategies that have positive effects on student learning. (176 pages)

Classroom of Choice, The (2004)

Jonathan C. Erwin

For teachers seeking a win-win situation in managing their classrooms, this book is an excellent aid in creating a learning environment where students and teachers approach each day with energy and enthusiasm. (212 pages)

Continuous Improvement Tools In Education, Volume 2 (1999)

Richard Chang and Douglas Dalziel

This book uses scenarios to introduce several quality tools that can be used in the classroom. (133 pages)

Effective Teacher, The

Harry Wong

The videos are correlated to the book, *The First Day of School: How to Be an Effective Teacher*.

Enhancing Professional Practice, A Framework for Teaching (1996)

Charlotte Danielson

The framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service. This framework identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. (140 pages)

First Days of School, The, How To Be An Effective Teacher (1991)

Harry K. Wong & Rosemary T. Wong

What you do as a teacher on the first days of school will determine your success or failure for the rest of the school year. (338 pages)

From First-Year to First-Rate (1997)

Barbara L. Brock and Marilyn L. Grady

This book helps principals translate college knowledge to real-life teaching and learning. This book provides steps one can take to implement a year-long induction program for new teacher. (106 pages)

How to Grade for Learning (2002)

Ken O'Connor

The author lays great groundwork for those who are looking for a better way to communicate student performance to parents and to the students themselves. It is a book with a common-sense approach. (271 pages)

Mentoring Guidebook: Exploring Teaching Strategies (2002)

Kay Burke

This book expands on the basics of effective coaching by offering additional teaching strategies related to brain-compatible learning, assessment practices, working with others, and reflection. (297 pages)

Mentoring Year, The (2002)

Susan Udelhofen and Kathy Larson

This book provides specific tools in building an effective mentoring program and also demonstrates a deep understanding of the qualities needed for effective schools. (216 pages)

Mentorship (1992)

Jill Reilly

This book describes a highly successful mentorship program in the "how to" terms that are easily applied and adaptable to a variety of situations. (277 pages)

New Teachers Handbook (1998)

Impact II

This guide describes what every teacher needs to know about classroom management, lesson plans, curriculum teaching strategies, assessment, parent-family involvement, valuable resources, and more. (74 pages)

New Teacher Induction: How to Train, Support, and Retain New Teachers (2003)

Annette L Breaux and Harry K. Wong

A comprehensive "How To" book on how to structure a new teacher induction program. It includes over 35 successful induction programs with their step-by-step plans for easy replication. (226 pages)

Principle-Centered Leadership (1990)

Stephen Covey

This is a guidebook to personal fulfillment and professional success through "principle-centered leadership." Covey writes about the key to managing expectations, the six conditions of effectiveness, and the patterns of organizational excellence. (33 pages)

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (1998)

Richard DuFour and Robert Eaker

This book provides specific information about transforming schools into results-oriented professional learning communities. It describes best practices from schools nationwide for curriculum development, teacher preparation, school leadership, professional development, school-parent partnerships, and assessment practices. (338 pages)

Teacher Evaluation to Enhance Professional Practice (2000)

Charlotte Danielson & Thomas McGreal

Respond to the call for higher standards and greater accountability with a teacher evaluation system that focuses on student outcomes and supports the mission of your school. This book presents a clear map to an effective teacher evaluation system that combines quality assurance with professional development. (151 pages)

Appendix C

Sample of Monthly Mentor/Mentee Checklists

ELEM August Mentor/Mentee Checklist

Click on activities completed during this month.

- Introduce new staff to others (1)
- Give tour of building, if needed and/or review school layout (including staff restrooms) (2)
- Discuss Open House and what to do (3)
- Show where to find District In-Service Forms that need to be turned into HR (4)
- Share Building mission, vision, values, and goals (5)
- Discuss curriculum information - documents, expectations, committee information (6)
- Discuss District calendar (details of schedule, opening day, workday hours, etc.) (7)
- Discuss school routines (daily & weekly), master schedule, related arts schedules, lunch routine, playground expectations & equipment, bus procedures (8)
- Cum Folders (where they are and process for accessing the folders) (9)
- Review procedures for acquiring keys, creating teacher lunch account, leaving the building during the day, dress code, parking area) (10)
- Discuss material ordering process/budget requests (11)
- Review parent communications and parent organizations (12)
- Review technology procedures: log onto the network, saving files to the network, staff resources on the webpage, checking email. Technology and Maintenance Helpdesk procedures, adding a network printer, SDH Shared Folder, webpages, Infinite Campus -- class setup, attendance, lunch count, etc. (13)

- Review student illness procedures, ordering copies from the Copy Center and food and drink in the classrooms (14)
- Review School District of Holmen Educator Effectiveness Guide (15)
- Discuss My Learning Plan Training and Danielson Framework for Teaching (16)
- Review scheduling of the labs, laptops, and other technology equipment (17)
- Discuss classroom management/consequences/creating classroom routines (18)
- Share School District of Holmen Elementary Assessment Calendar (19)
- Lesson plans and substitute folders (20)
- Discuss working with Educational Assistants (21)
- Discuss time to meet (22)

Q: What is a goal you have for the first month of school?

Q: Are there any additional supports you need this month?

SECONDARY August Mentor/Mentee Checklist

Click on activities completed during this month.

- Introduce new staff to others (1)
- Give tour of building, if needed and/or review school layout (including staff restrooms)
- Show where to find District online forms that need to be turned into HR (3)
- Share Building mission, vision, values, and goals (4)
- Discuss curriculum information (5)
- Discuss District calendar (details of schedule, opening day, workday hours, etc.) (6)
- Discuss school routines (daily & weekly), master schedule, lunch, etc.
- Cum Folders (where they are and process for accessing the folders) (8)
- Review procedures for acquiring keys, security procedures (fire drills, lockdowns, etc.) creating teacher lunch account, leaving the building during the day, dress code, parking area) (9)
- Discuss material ordering process/budget requests (10)
- Review parent communications and parent organizations (11)
- Review technology procedures: log onto the network, saving files to the network, staff resources on the webpage, checking email. Technology and Maintenance Helpdesk procedures, Infinite Campus -- class setup, attendance, lunch count, etc. (12)
- Review School District of Holmen Educator Effectiveness Guide (13)
- Support teachers with logging into My Learning Plan (14)
- Discuss classroom management/consequences/creating classroom routines (15)
- Lesson plans and substitute folders (16)

Discuss time to meet (17)

Q2 What is a goal you have for the first month of school?

Q10 Are there any additional supports you need this month?

ESL ELEM August Mentor/Mentee Checklist

Click on activities completed during this month.

- Introduce new staff to others (1)
- Give tour of building, if needed and/or review school layout (2)
- Discuss Open House and what to do (3)
- Show where to find District In-Service Forms that need to be turned into HR (4)
- Share Building mission, vision, values, and goals (5)
- Discuss curriculum information - documents, expectations, committee information (6)
- Discuss District calendar (details of schedule, opening day, workday hours, etc.) (7)
- Discuss school routines (daily & weekly), master schedule, related arts schedules, lunch routine, playground expectations & equipment, bus procedures (8)
- Cum Folders (where they are and process for accessing the folders) (9)
- Review procedures for acquiring keys, security procedures (fire drills, lockdowns, etc.) creating teacher lunch account, leaving the building during the day, dress code, parking area) (10)
- Discuss material ordering process/budget requests (11)
- Review parent communications and parent organizations (12)
- Review technology procedures: log onto the network, saving files to the network, staff resources on the webpage, checking email. Technology and Maintenance Helpdesk procedures, adding a network printer, SDH Shared Folder, webpages, Infinite Campus -- class setup, attendance, lunch count, etc. (13)
- Review student illness procedures, ordering copies from the Copy Center and food and drink in the classrooms (14)
- Review School District of Holmen Educator Effectiveness Guide (15)

- Discuss My Learning Plan Training and Danielson Framework for Teaching (16)
- Review scheduling of the labs, laptops, and other technology equipment (17)
- Discuss classroom management/consequences/creating classroom routines (18)
- Share School District of Holmen Elementary Assessment Calendar (19)
- Lesson plans and substitute folders (20)
- Discuss working with Educational Assistants (21)
- Discuss time to meet (22)
- Discuss scheduling (23)
- Discuss ILPs (individual language plan) (24)
- Introduce WIDA website and review trainings (25)
- Discuss WIDA screener and K WIDA model (26)
- Discuss ESL documentation timeline (27)
- Discuss contacts and ESL staff (interpreter, supervisor) (28)

Q: What is a goal you have for the first month of school?

Q: Are there any additional supports you need this month?
