

WRPS

New Colleague / Mentor

Handbook



Mentoring

Revised 8/8/24



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Mentoring

The District and the WREA recognize the value of assigning a mentor colleague to colleagues new to the District, as part of his/her orientation to the District and community. Furthermore, the District and the WREA intend to provide colleagues with ongoing orientation, support, and seminars which reflect the Wisconsin Teaching Standards, a qualified and trained mentor, and assistance in completing the Educator Effectiveness Cycle within My Learning Plan. In order to assist colleagues new to the District, the following will occur:

1. To facilitate the enlistment of mentor colleagues, a list of experienced teachers willing to volunteer for available positions will be kept at the building level. If a voluntary mentor is not available, the building administrator, in conjunction with the Director of Curriculum and Instruction, will solicit an appropriate mentor for the new colleague. However, no experienced teacher shall be required to be a mentor. The assignment of retired teachers or retired administrators as mentors shall be conditional upon insufficient numbers of volunteers from within the District.
2. Applicants for the mentor position must meet the following prerequisites:
 - a. The mentor must be a non-probationary teacher with Lifetime or Master Educator status.
 - b. The mentor must have at least three (3) years teaching experience in the District.
 - c. The mentor must have a satisfactory evaluation from the District during the last three (3) years.
 - d. The mentor must participate in a mentoring workshop/course offered by or approved by the District.
3. The mentor shall be compensated annually on the base salary for the time he/she provides to mentoring the new colleague; paid at the end of year one - \$1000, at the end of year two - \$500, at the end of year three - \$250.
4. The mentor shall not be required or empowered to evaluate newly hired colleagues, or participate in the evaluative process.
5. The District and the WREA agree that the role and responsibilities of the mentor in the peer mentoring program shall be as follows:
 - a. The mentor shall provide ongoing support, advice, and counsel to the new colleague.
 - b. The mentor shall work on developing a collegial/professional relationship with the new colleague.
 - c. The mentor shall maintain confidentiality with the new colleague.
 - d. The mentor shall share resources for professional development with the new colleague.
 - e. The mentor shall participate in recognition events involving the new colleague.
 - f. The mentor shall communicate weekly with the new colleague to provide assistance, support, and resources.
 - g. The mentor may be asked by the District Curriculum Director to keep a log listing the date and time of various meetings with the new colleague and submit the log.
 - h. The mentor shall meet with other mentors for ongoing training.

- i. The mentor will complete three (3) observations of the new colleague. Each observation will include a post-observation reflection. The observation forms will be completed and submitted through a Google form. These observations are not evaluative.
 - j. The mentor shall arrange for the new colleague to complete a total of four (4) observations during the first year. This shall consist of at least two observations of the mentor and two other observations of professional staff members.
 - k. The mentor shall reflect on the year, complete a survey, and offer suggestions to improve the mentor program in the district.
6. The District and the WREA agree that the role and responsibilities of the new colleague in the peer mentoring program shall be as follows:
 - a. The new colleague shall participate in the mentor program and identify areas of needed support and concern.
 - b. The new colleague will have on-going training and support sessions available each month. The new colleague will earn DEU hours for these sessions as defined in the District Supplemental Pay Plan.
 - c. The new colleague shall work on developing a collegial/professional relationship with the mentor.
 - d. The new colleague shall keep the mentor informed of goals and concerns.
 - e. The new colleague shall participate in recognized events involving the mentor program.
 - f. The new colleague shall communicate weekly with the mentor to receive assistance, support, and resources.
 - g. The new colleague shall reflect on the year and offer suggestions to improve the mentor program in the district.
 - h. The new colleague shall complete a total of four (4) observations during the first year. This shall consist of at least two observations of the mentor and two other observations of professional staff members.
 - i. The new colleague shall be observed by the mentor three (3) times during the first year.
 - j. The new colleague shall submit documentation of the above requirements.
7. The following three-year plan will be in place for the mentor and new colleague throughout the new colleague phase. See Appendix A:
 - a. **FIRST YEAR.** This year will focus on practical application and best practice. In addition to the requirements listed above:
 1. The mentor will provide suggestions, examples, samples, and any other resources that will be helpful to the new colleague.
 2. The mentor will observe and conference with the new colleague at least three (3) times during the school year, and the new colleague shall complete a total of four (4) observations during the first year. This shall consist of at least two observations of the mentor and two other observations of professional staff members.

** The mentor will help the new colleague complete the Educator Effectiveness Cycle, including setting Student Learning Objectives and Professional Practice Goals (SLO and PPG).
 - b. **SECOND YEAR.** The building administrator or supervisor will decide if continued formal mentoring support is beneficial in Years 2 and 3. If so, this year will be the transition year for support.
 1. The mentor will continue to offer support, guidance, and advice to the new colleague.
 2. The mentor will meet with the new colleague once per month.

3. The mentor will provide any additional observations and/or modeling at the request of the new colleague.
4. The mentor will help the new colleague continue work with the Educator Effectiveness Program.
- c. **THIRD YEAR.** This year will be the final transition from Provisional Educator to Lifetime Educator, in terms of both licensure and teacher development.
 1. The mentor shall continue to offer support, guidance, and advice to the new colleague.
 2. The mentor will continue to contact the new colleague on a monthly basis, but no formal meeting will be required.

** If formal mentoring is not required, the mentor will continue to be a source of information and guidance as needed during years 2 and 3.

** Should the new colleague continue the new colleague stage for the full five years, the role of the mentor would be purely a support role in the final two years.

8. Experienced educators new to the district will be required to participate in the first year of the WRPS mentoring program. The building administrator will determine further participation.
9. The mentor may request that the mentor program coordinator assign the new colleague a different mentor. The request shall be granted.
10. The new colleague receiving the mentoring may request that the mentor program coordinator assign a different mentor. The request shall be granted.
11. The following mentor options will be available:
 - a. The mentor will serve the same new colleague for the entire three (3) year period.
 - b. If a mentor cannot/does not want to serve for the entire three (3) year period, a mentor from the same content area or grade level as the new colleague will serve the first year, and a different mentor could serve for the last two (2) years.
 - c. The mentor may have only one first year colleague per year, unless mutually agreed to by the colleague, building administrator and the director of the mentor program.
12. The Quality Educator committee, consisting WREA leadership and administration, shall jointly assess the New Colleague program on a yearly basis.

Year 1 Mentor Checklist Wisconsin Rapids Public Schools

Please complete the following:

- **Trimester One**

Deadline	Task
September 20, 2024	Create Goal Setting Form for trimester one with new colleague <i>Keep this form until November 29, 2024</i>
November 29, 2024	Climate survey from Carole Pfahning (Google form) will be sent November 18, 2024
	Complete one observation of new colleague <i>Send form to Carole Pfahning at Central Office</i>
	Fill out trimester one reflection of Goal Setting Form with new colleague <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Two**

Deadline	Task
December 9, 2024	Create Goal Setting Form for trimester two with new colleague <i>Keep this form until March 8, 2025</i>
March 7, 2025	Climate survey from Carole Pfahning (Google form) will be sent February 28, 2025
	Complete one observation of new colleague <i>Send form to Carole Pfahning at Central Office</i>
	Fill out trimester two reflection of Goal Setting Form with new colleague <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Three**

Deadline	Task
March 14, 2025	Create Goal Setting Form for trimester three with new colleague <i>Keep this form until May 16, 2025</i>
May 9, 2025	Complete one observation of new colleague <i>Send form to Carole Pfahning at central Office</i>
May 16, 2025	Final reflection meeting with new colleague Fill out trimester three reflection of Goal Setting Form with new colleague <i>Send form to Carole Pfahning at Central Office</i>
	Complete end of year final reflection (Google form). This will be sent May 9, 2025

Year 1
New Colleague Checklist
Wisconsin Rapids Public Schools

Please complete the following:

- **Trimester One**

Deadline	Task
September 20, 2024	Create Goal Setting Form for trimester one with mentor <i>Keep this form until November 29, 2024</i>
November 29, 2024	Climate survey from Carole Pfahning (Google form) will be sent November 18, 2024
	Complete one observation of mentor <i>Send form to Carole Pfahning at Central Office</i>
	Fill out trimester one reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Two**

Deadline	Task
December 9, 2024	Create Goal Setting Form for trimester two with mentor <i>Keep this form until March 8, 2025</i>
March 7, 2025	Climate survey from Carole Pfahning (Google form) will be sent February 28, 2025
	Complete two observations: one of mentor and one of a different staff member <i>Send form to Carole Pfahning at Central Office</i>
	Fill out trimester two reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Three**

Deadline	Task
March 14, 2025	Create Goal Setting Form for trimester three with mentor <i>Keep this form until May 16, 2025</i>
May 9, 2025	Complete one observation of a different staff member or mentor <i>Send form to Carole Pfahning at central Office</i>
May 16, 2025	Final reflection meeting with mentor Fill out trimester three reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>
	Complete end of year final reflection (Google form). This will be sent May 9, 2025

Year 2
Mentor Checklist
Wisconsin Rapids Public Schools

Please complete the following:

- **Trimester One**

Deadline	Task
September 20, 2024	Create Goal Setting Form for trimester one with colleague <i>Keep this form until November 29, 2024</i>
November 29, 2024	Climate survey from Jen Wilhorn (Google form) will be sent November 18, 2024
	Complete one observation of colleague <i>Send form to Carole Pfahning at Central Office</i>
	Fill out trimester one reflection of Goal Setting Form with colleague <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Two**

Deadline	Task
December 9, 2024	Create Goal Setting Form for trimester two with mentor <i>Keep this form until March 8, 2025</i>
March 7, 2025	Climate survey from Jen Wilhorn (Google form) will be sent February 28, 2025
	Fill out trimester two reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Three**

Deadline	Task
March 14, 2025	Create Goal Setting Form for trimester three with mentor <i>Keep this form until May 16, 2025</i>
May 16, 2025	Final reflection meeting with mentor Fill out trimester three reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>
	Complete end of year final reflection (Google form). This will be sent May 9, 2025

Year 2
New Colleague Checklist
Wisconsin Rapids Public Schools

Please complete the following:

- **Trimester One**

Deadline	Task
September 20, 2024	Create Goal Setting Form for trimester one with mentor <i>Keep this form until November 29, 2024</i>
November 29, 2024	Climate survey from Jen Wilhorn (Google form) will be sent November 18, 2024
	Complete one observation of mentor <i>Send form to Carole Pfahning at Central Office</i>
	Fill out trimester one reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Two**

Deadline	Task
December 9, 2024	Create Goal Setting Form for trimester two with mentor <i>Keep this form until March 8, 2025</i>
March 7, 2025	Climate survey from Jen Wilhorn (Google form) will be sent February 28, 2025
	Fill out trimester two reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>

- **Trimester Three**

Deadline	Task
March 14, 2025	Create Goal Setting Form for trimester three with mentor <i>Keep this form until May 16, 2025</i>
May 16, 2025	Final reflection meeting with mentor Fill out trimester three reflection of Goal Setting Form <i>Send form to Carole Pfahning at Central Office</i>
	Complete end of year final reflection (Google form). This will be sent May 9, 2025

New Colleague/Mentor Essential Topics to be Addressed

The new colleague and the mentor will use the following Essential Topics Checklist during each year of the three-year mentoring cycle. The use of the 10 Wisconsin Teacher Standards will help the new colleague teacher and the mentor to identify the knowledge, skills, and attitudes that are the foundation of effective teaching practices.

Discussion of the Essential Topics will continue in all three years of the mentoring process. Additional topics may be included from other sources. The new colleague and the mentor will reflect on this list individually and together. The completion of this checklist is to be confidential between the mentor and new colleague.

Year 1

Year 2

Year 3 (Check one)

1. Teachers know the subjects they are teaching.

- I have a good understanding of the curriculum for my grade level and/or the course(s) that I am teaching.
- I have had the opportunity to discuss curriculum issues with my colleagues.
- I have identified and analyzed the content standards for what students must know and be able to do.
- I have developed meaningful units and lessons of instruction based on inquiry.

2. Teachers know how children grow.

- I have held problem-solving meetings with individuals or groups of students.
- I have participated in the development of individual student behavior plans.
- I have worked to remediate or accelerate student learning.

3. Teachers understand that children learn differently.

- I understand the rationale behind the Child Study team process.
- I understand the Special Education referral procedures.
- I have participated in the IEP process.
- I am aware of the special services provided by the district and the community.
- I diagnose individual student needs and plan for differentiated instruction.
- I use a variety of grouping strategies based on student interest ability.

4. Teachers know how to teach.

- I have used varied research-based reading strategies with my students, if applicable.
- I am now able to incorporate the use of instructional technology in student lessons.
- I use a variety of instructional strategies in my classroom.
- I have used writing strategies with my students, if applicable.
- I am able to link learning objectives with my classroom activities.
- I am able to link classroom instruction with real-life learning.
- I use various types of questioning and higher level thinking-skills with my students.
- I connect homework to content matter and clearly explain homework assignments.

5. Teachers know how to manage a classroom.

- I can create and maintain a healthy classroom learning environment.
- I have a well-ordered classroom environment with high academic expectations.
- I teach classroom policies and procedures to my students through modeling, rehearsing, and reinforcing early in the school year.
- I have a discipline plan that minimizes classroom disturbances and maximizes learning.
- I have consequences that are reasonable and logical.

6. Teachers communicate well.

- I have clear expectations for student learning and participation.
- I am able to communicate effectively both verbally and in writing.
- I understand and have communicated school safety policies to my students.
- I am able to find student information in specific folders and portfolios.
- I understand district policies on attendance for students and teachers.
- I understand the importance of professionalism and confidentiality in dealing with colleagues, families, and students.

7. Teachers are able to plan different kinds of lessons.

- I differentiate instruction according to individual student needs and learning styles.

- I have developed lessons that incorporate a high level of student involvement in work and content.
- I understand the importance and value of Professional Learning Communities.
- I have participated in Professional Learning Communities to gauge student learning based on data.
- I have worked collaboratively to create units of instruction that make learning meaningful for my students.

8. Teachers know how to test for student progress.

- I use a variety of assessment strategies in my classroom instruction.
- I monitor student progress by giving clear, specific and timely feedback.
- I am knowledgeable about the state and local assessments used in this district.
- I understand the district system for grading and record keeping.
- I know which standards and skills are assessed on state assessments.
- I use both formative and summative assessment results to inform my teaching.
- I understand the district retention and advancement policies.
- I have helped to develop common assessments in my subject area.
- I have participated in the analysis of common assessment data to drive my instruction.
- I have administered a standardized achievement test.
- I have been involved in analyzing student data.

9. Teachers are able to evaluate themselves.

- I am developing into a reflective practitioner.
- I understand the Educator Effectiveness Process and have set quality Student Learning Outcomes and Professional Practice Goals.
- I understand district teacher evaluation policies and procedures.
- I have learned to manage my time and deal with stress effectively.

10. Teachers are connected with other teachers and the community.

- I am acquainted with the demographics in the community.
- I have communicated successfully with students, parents, and colleagues through written and oral means.
- I have participated in parent conferences.
- I understand my legal rights and responsibilities to students as a mandatory reporter.

- I have an understanding of AODA and Social Services connections in the community

Appendix C

The following checklist is designed to help new colleagues be aware of topics that impact teaching and learning. Mentors should discuss these items with their mentee partner.

First weeks of new school year

Supplies: <ul style="list-style-type: none"> • Where supplies are stored • What supplies are available 	Parking: <ul style="list-style-type: none"> • Parking lot location • Parking policies
Resources and Equipment: <ul style="list-style-type: none"> • Audio-visual equipment location • Audio-visual equipment instructions • Copy machine policies and instruction • Copy center requests • Resource center procedures 	Schedules: <ul style="list-style-type: none"> • School schedule • Computer lab schedule • Student lunch schedule • School calendar and key events (main office) • Professional Development Days • School Board meetings
Tours: <ul style="list-style-type: none"> • Building • Community 	Goals: <ul style="list-style-type: none"> • Building goals • District goals • Curriculum work • District Strategic Plan • District Educational Units (DEU) • Supplemental Pay Plan
Emergency Procedures: <ul style="list-style-type: none"> • Fire drill • Tornado drill • Bomb threat, etc. • Lock-down drill 	Discipline Policies: <ul style="list-style-type: none"> • Classroom • Lunch room • School property
Staff: <ul style="list-style-type: none"> • Staff introductions (department, grade level, etc.) • List of staff and phone numbers • Specialists and their roles • Administrators and their roles • Teacher aides and their roles • Building maintenance and kitchen staff 	Non-Instructional Roles: <ul style="list-style-type: none"> • Hall duty/study hall duty • Before and after school duty • Lunch room duty • Extra-curricular activities • Chaperoning school events
Attendance Policies: <ul style="list-style-type: none"> • Teacher sick day procedures • Preparing substitute folder • Substitute request policy and personal day policy • Policy and procedure for leaving building during day • Student attendance procedures and recordkeeping • School cancellation procedures 	Recordkeeping/Instructional Platforms: <ul style="list-style-type: none"> • Organize a grade book/Skyward procedures • Department/building policies on grading • Canvas platform

<p>Lunch:</p> <ul style="list-style-type: none"> ● Lunch routine - students ● Lunch routine - teachers 	<p>Parent Communication:</p> <ul style="list-style-type: none"> ● Parent communication policies ● Parent teacher conferences procedures ● Seesaw platform
<p>School Visitors:</p> <ul style="list-style-type: none"> ● School visitor policies and procedures ● School volunteers policies and procedures ● Guidelines for bringing in guest speakers 	<p>Miscellaneous:</p> <ul style="list-style-type: none"> ● Bus procedures ● Field trip procedures ● Budget and ordering procedures ● Fund-raising procedures ● School demographic information ● Teacher supervision procedures ● In-school phone usage ● Safe keeping of valuables
<p>Union:</p> <ul style="list-style-type: none"> ● List of school representatives ● Copy of negotiated agreement 	<p>In-service and Faculty Meetings:</p> <ul style="list-style-type: none"> ● Expectations for faculty meetings/department meetings ● In-service options and requirements