

2025-2026 Marion School District Mentoring Program Handbook



Resources for 1st year teachers of the
Marion School District and their mentors

The School District of Marion does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including gender status, change of sex, or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities. The Marion School District is an Equal Opportunity Employer. The Director of Special Education & Pupil Services is the district's compliance officer. If you have concerns, please call (715) 754-4501.

School District of Marion Mentoring Philosophy

Teachers new to the Marion School District shall be assigned a mentor. Mentors will be a resource for the educator to observe, confer and provide advice and assistance in the design and implementation of their district professional development plan. The overall goal will be to help teachers succeed during their initial teaching experience in the district.

Mentoring Goals and Responsibilities

Our goal is to help new teachers to:

- Become acclimated to the school district.
- Acquire information regarding curriculum, assessments and resources.
- Grow professionally through observation and constructive feedback.
- Address ongoing needs and concerns through regular meetings.

Prerequisite to Being a Mentor

- A mentor must be a post-probationary teacher in the district. Exceptions may be made by the District Administrator.
- A mentor must be certified by enrolling and completing a district approved “Mentoring New Teachers” class, or become certified from a district approved mentorship trainer.
- A mentor must volunteer and be selected by their building principal.
- A mentor must agree to abide by the expectations of the mentor role.

Mentor Responsibilities

- Facilitate the new teacher’s adjustment to the school district, building and classroom by addressing information listed on the Mentor/Mentee checklist.
- Review with the mentee the professional teaching standards and building procedures.
- Schedule time for mentor/mentee observations.
- Serve as a resource for information and to be aware of where to find answers to questions the new teacher may have.
- Provide ongoing support to the new teacher by being understanding and encouraging, and by listening and helping the new teacher to develop his/her own solutions to problems.
- Serve as a role model and an example to the new teacher by maintaining a professional attitude and allowing the new teacher to observe classroom lessons.
- Perform classroom visits and provide feedback to the new teacher.
- Meet with the mentee weekly during the first quarter and bi-monthly during 2nd, 3rd & 4th quarter.

- Work with the mentee to develop a professional development plan for the new teacher.
- Share personal experiences that may help the mentee learn.
- Participate in new staff orientation and be available to the mentee on the first day of inservice (greet at the door and show the mentee where to go).
- Complete the mentor program paperwork.

Mentee Responsibilities

- Participate in the mentor program with enthusiasm and commitment, identify areas of needed support and concern, and be willing to ask for assistance.
- Meet with the mentor weekly during the first quarter and bi-monthly during 2nd, 3rd & 4th quarter.
- Attend ongoing training and support sessions.
- Create a district professional development plan
- Work on developing a professional relationship with your mentor.
- Share goals and concerns. Keep your mentor informed.
- Identify problems you have; seek solutions. Be proactive rather than reactive.
- Be willing to take risks, ask questions and try new ideas.
- Observe your mentor and other teachers, as well as be observed by your mentor if possible.
- Attend CESA's Initial Educator/New Teacher Support Seminars

Mentoring Program Facilitator Responsibilities

- Plan a welcome staff gathering during the month of August for mentors and new staff.
- Recruit individuals to serve as mentors for new teachers. Match new faculty with mentors.
- Provide monthly common release time or joint planning time to facilitate mentor/mentee interaction.
- Allow for release time to complete observations.
- Share resources for professional development opportunities.
- Reflects with the mentor and mentee separately regarding the year and listen to suggestions on how to improve the mentoring program.
- Make sure that Handbooks, WI Teacher Standards, Curriculum Guides and contracts are available upon request.
- Stay current on CESA's recommended mentoring practices.
- The program mentor will be responsible to either personally certify each of the mentors, or ensure that assigned mentors have received this certification through CESA.

Mentor Recruitment: Mentoring Program Facilitator

The key to an effective mentor program is the recruitment, training and selection of mentors. The principal is the key participant to ensure that appropriate individuals are recruited and paired with new teachers. Mentors need to have a complete understanding of the basic expectations before they commit to the program. The following are things which the building administrator should communicate to all prospective mentors:

- Serving as a mentor is a yearlong commitment.
- All new mentors are required to attend a mentor training program.
- Mentors must be available during the new teacher in-service to meet with their mentee.
- Mentors are expected to observe and conference with mentees.
- All interactions with the mentees are strictly confidential and non-evaluatory.
- Mentors will be able to attend one meeting each semester with the building administrator and mentee to review progress is needed. The Needs Assessment worksheet will be used as a guide.
- A handbook and guidelines will be provided for all mentors. This basic program is to be followed by all mentors.
- Release time will be provided for all mentors. This basic program is to be followed by all mentors.
- Release time will be provided for observations and conferring.
- Support for mentoring activities will be provided by individual building principals and the mentor steering committee.
- Mentors will participate in an evaluation of the program.

School District of Marion

Pre Observation questions for _____

(Teacher)

Class taught _____ **Period** _____

Please complete the following information and return to the supervisor/observer before the scheduled date of the observation.

1. Where are you in this course? (unit, lesson)

2. What activities will be observed?

3. What skills, attitudes and knowledge will be taught? (What are your students going to get out of the lesson?)

4. Beginning and closing statements

5. Procedures/Materials

6. Are there particular teaching behaviors that you want monitored? (volume, effective praise, moving around the room, gender equity)

7. How are you going to determine what the students have learned?

8. Are there special circumstances of students that should be noted?

One of the best predictors to ensure quality instruction is to have teachers engage in classroom observations and discussion of the practice used to assist and foster students learning. One important role of a mentor will be classroom observations. At a minimum of once a semester, the mentor should schedule a full-period/classroom observation of the mentee. The recommended steps for the observation are:

1. Pre-observation conference- The mentor and mentee should meet to discuss the focus of the lesson to be observed using the attached pre-observation form. The observation is not to be used as an administrative evaluation tool.
2. The classroom observation- The mentor should observe an entire lesson or learning period. The mentor should note the teaching behaviors that reinforce or need discussion from the agreed upon focus. The mentor may make other suggestions or recommendations on teaching behavior, but the mentor should not overwhelm the mentee.
3. Post-observation conference- Within forty-eight hours the mentor and mentee should meet for the time needed to review the observation and allow for mentor feedback and mentee response. The mentor and mentee will set goals for the next classroom observation.

* The mentor and mentee may need to schedule a substitute teacher for their observations and conferences. To assist the Building Principal and needs of the total building, the mentor and mentee should communicate this need to the principal at least a week to ten days in advance.

Mentor/Mentee Checklist-Before School Starts: August

- The Mentoring Program Facilitator will plan a welcome gathering for all current and new staff.
 - The Mentoring Program Facilitator or building principal will determine matches for mentor/mentee relationship.
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- ☐ Complete the Partner Interview and Role Model Profile
 - ☐ Complete the Needs Assessment form
 - ☐ Give a tour of the building _____
 - ☐ Give the mentee the list of all staff and corresponding phone numbers when it is available.
 - ☐ Introduce to available building staff on tour _____
 - ☐ Locate & share sample lesson plans, discuss office turn-in procedures, review effective teaching methods of lesson (Handbook) _____
 - ☐ Teacher and student handbook and school calendar _____
 - ☐ Wisconsin Standards _____ Mentor will provide a copy to the mentee
 - ☐ Curriculum Guides _____ Mentor will provide a copy to the mentee
 - ☐ Advise mentee of legal parameters of classroom control (students must be supervised at all times) _____
 - ☐ Acquaint mentee with school and district procedures for disciplinary actions (see Handbook-Discipline Referral, etc.) _____
 - ☐ Acquaint mentee with Positive Behavioral Intervention Supports (PBIS) _____
 - ☐ Computer programs/applications _____
 - * Copies of Computer Steps “How to” _____
 - * Preview Computer Grading system _____
 - * Attendance _____
 - ☐ Contract _____
 - ☐ Review Software & Online Resources
 - ☐ Windows/Computer _____
 - ☐ Google _____
 - ☐ WiFi _____
 - ☐ 2 Factor Authentication _____
 - ☐ Skyward Educator _____
 - ☐ Skyward Employee _____
 - ☐ Frontline _____
 - ☐ Clever _____
 - ☐ Aristotle _____
 - ☐ incidentIQ - Technology & Facilities requests _____
 - ☐ MSD Links _____
 - ☐ Transportation Request _____
 - ☐ Conference/Travel Request _____
 - ☐ Technology Resource Selection Process _____

- ☐ District Emergency Procedures - Mentor will provide a copy for Mentees classroom _____
- ☐ Procedures for calling a substitute and provide contacts number _____
 - * Assist mentee in setting up sub-folder (including daily and alternate activities) _____
- ☐ Review with mentee the time schedule, expectations and activities for the first day with students _____
- ☐ Discuss routine for school lunch time _____
- ☐ New Teacher's Handbook _____
- ☐ Schedule of teachers who travel between buildings _____
- ☐ Individual classroom rules _____
 - * Share classroom management ideas and strategies
- ☐ All-school rules-See Handbook _____
- ☐ Review class schedule _____
- ☐ IMC _____
- ☐ Office _____
- ☐ Classroom supplies: Teacher's _____
 - Student's _____
- ☐ Textbooks: Teacher's _____
 - Student's _____
- ☐ Review the Danielson model
- ☐ Go over uses for "The First Day of School" by Harry Wong resource book
- ☐ First Day of School: Meet before school for last minute questions and after school for support _____

Mentors will review the new teacher's student's cumulative files with their assigned teacher(s). If any of the new teachers' students have an I.E.P. or 504 plan, the mentor will review and discuss that plan with the new teacher to ensure that they understand the plan's implementation. Mentors also need to show new teachers where allergies & health concerns are indicated in the student software system, and how they should be addressed during the school day. Any further questions should be directed to the building principal.

Elementary Add-Ons:

- ☐ Procedures for Open House and PTO meetings _____
- ☐ Procedure for lunch account _____
- ☐ Milk break, lunch count, money _____
 - Location of Supplies:
- ☐ Book room _____
- ☐ Make name tag with name and bus number (if applicable) _____

Date	Length of Meeting (hr. /min.)	Notes:

The mentor and new teacher should sign below to verify that all items on the above checklist have been completed. This form should be turned into the mentor/mentee coordinator at the end of the school year. No stipends will be paid until all duties have been performed and this form is completed.

Mentor: _____ Date: _____

Mentee: _____ Date: _____

The Mentee will:

***Complete monthly support seminar journal**

***Choose a new topic for next meeting:** _____

The Mentor will:

*** Turn in completed checklist for August. (Make a note on checklist as to whether or not you want to be paid for this month at end of school year or immediately and turn it into business secretary at the District Office.)**

Monthly Reflection Journal
Month/Goal for Improvement:

1. List the activity(ies) you chose to implement into your classroom that worked toward achieving your monthly goal.

2. List the learning partner(s) you worked with to complete this activity:

3. What was the most important thing you learned about this month's goal?

4. How has this month's goal influenced your classroom teaching?

5. What activities are you going to work on to continue to work on this goal?

6. What data did/will you collect as a result of this month's goal activities?

When-

Presented to Whom: (Ex. Team, mentor,
principal, etc.)

How-

7. What goal will you focus on for next month?

Needs Assessment

Yes, I would like to learn more	No, I feel I have enough information	Description of Activity
		Using student data to drive instruction, planning and assessment
		Understanding the academic standards and curriculum
		Making lesson plans
		Obtaining instructional resources
		Differentiated instruction
		Classroom management and organization
		Motivating students
		Assessing students
		Dealing with stress
		Developing a Professional Growth Plan
		Communicating with parents
		Communicating with coworkers
		Managing my time and work
		Others:

Partner Interview

Directions: Both Mentee and Mentor should fill out this interview form prior to completing September's checklist.

1. Provide three pieces of professional information about yourself
2. Provide two pieces of personal information.
3. Share one thing that you especially enjoy doing, or at which you are particularly successful.
4. How are these things connected to your teaching and to your success in helping students learn?

Role Model Profile

Directions: Mentee should fill out this form prior to completing the September checklist.

1. Think about the teachers you have known. Which ones best represent what a teacher should be? How did their teaching affect you?
2. What characteristics did you observe that make you feel that they were quality teachers?
3. How did other students respond to those teachers?
4. Which of those teachers' abilities would you most like to be able to borrow and integrate into your own teaching?

Mentor/Mentee Checklist-September:

- ☐ Discuss importance of documentation as in student behaviors and show examples (dates, explanation, actions taken, and personnel contacted, phone log, daily log book, etc.) _____
- ☐ Discuss classroom discipline and examples of behaviors
- ☐ Acquaint mentee with cumulative folders, test results, permanent records, confidential files and medical alerts (see School Nurse/Guidance Counselor) _____
- ☐ Discuss Professional Growth Plans, Student Learning Outcomes (SLO) and Professional Practice Goals (PPG) _____
- ☐ Discuss student evaluation tools _____
- ☐ Preview computer grading program _____
- ☐ Discuss IMC resources (How and When to check out materials needed) _____
- ☐ Discuss student progress reports mid-quarter reports _____
- ☐ Offer dates for classroom visits with the mentor/mentee _____
- ☐ Complete mentor observation and provide feedback _____
(send email to building administrator when observation is scheduled)
- ☐ Discuss field trip procedures/forms _____
- ☐ Discuss extra-curricular programs (when appropriate) _____
- ☐ Provide information about the community _____
- ☐ Discuss curriculum guides and set up meetings with department chairpersons (when appropriate) _____
 - * Discuss Collaboration Requirements _____
- ☐ Discuss policy for homework, make-up work and late work _____
- ☐ Discuss what, when, how and why of grading and review recording and weighting of data _____
- ☐ Discuss importance of parental involvement and making parent contacts _____
- ☐ Explain Homecoming, Penny Carnival, Detention and Special Days of Observance _____
- ☐ Discuss district testing _____ (Both: Forward Exam, PreACT, ACT)
- ☐ Enter data in Link4Learning _____
- ☐ Update Progress monitoring Reading sheets _____
- ☐ Discuss Homecoming procedures and events _____
- ☐ Hallway duties and am-pm supervision

Date	Length of Meeting (hr. /min.)	Notes:

The mentor and new teacher should sign below to verify that all items on the above checklist have been completed. This form should be turned into the mentor/mentee coordinator at the end of the school year. No stipends will be paid until all duties have been performed and this form is completed.

Mentor: _____ Date: _____

Mentee: _____ Date: _____

The Mentee will:

***Complete monthly support seminar journal**

***Choose a new topic for next meeting:** _____

The Mentor will:

*** Turn in completed checklist for September. (Make a note on checklist as to whether or not you want to be paid for this month at end of school year or immediately and turn it into the business secretary at the District Office.)**

Monthly Reflection Journal
Month/Goal for Improvement:

1. List the activity (ies) you chose to implement into your classroom that worked toward achieving your monthly goal.

2. List the learning partner(s) you worked with to complete this activity:

3. What was the most important thing you learned about this month's goal?

4. How has this month's goal influenced your classroom teaching?

5. What activities are you going to work on to continue to work on this goal?

6. What data did/will you collect as a result of this month's goal activities?

When-

Presented to Whom: (Ex. Team, mentor,
principal, etc.)

How-

7. What goal will you focus on for next month?

Mentor/Mentee Checklist-October:

- ☐ First Week: Prepare for administrator's observation and evaluation _____
- ☐ Address concerns of classroom management and discipline _____
- ☐ Computer Procedures:
 - * Demonstrate Grading process using computer system _____
- ☐ Assist in computer grading program _____
- ☐ Discuss Professional Improvement (P.D.P.) _____
- ☐ Discuss procedure for parent teacher conferences _____
- ☐ Advise mentee of school and district committees' _____
- ☐ Discuss state testing _____
- ☐ Update Progress monitoring Reading sheets _____
- ☐ Academic concerns (problem solving team, referrals, etc.) _____

Date _____	Length of Meeting (hr. /min.) _____	Notes: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The mentor and new teacher should sign below to verify that all items on the above checklist have been completed. This form should be turned into the mentor/mentee coordinator at the end of the school year. No stipends will be paid until all duties have been performed and this form is completed.

Mentor: _____ Date: _____

Mentee: _____ Date: _____

The Mentee will:

***Complete monthly support seminar journal**

***Choose a new topic for next meeting:** _____

The Mentor will:

*** Turn in completed checklist for October. (Make a note on checklist as to whether or not you want to be paid for this month at end of school year or immediately and turn it into the business secretary at the District Office.)**

Monthly Reflection Journal
Month/Goal for Improvement:

1. List the activity/ies you chose to implement into your classroom that worked toward achieving your monthly goal.

2. List the learning partner(s) you worked with to complete this activity:

3. What was the most important thing you learned about this month's goal?

4. How has this month's goal influenced your classroom teaching?

5. What activities are you going to work on to continue to work on this goal?

6. What data did/will you collect as a result of this month's goal activities?

When-

Presented to Whom: (Ex. Team,
mentor, principal, etc.)

How-

7. What goal will you focus on for next month?

Mentor/Mentee Checklist-2nd Quarter:

- ☐ Discuss various teaching strategies _____
- ☐ Advise mentee of special events _____(Santa's Workshop, Holiday Concert)
- ☐ Computer Procedures:
 - * Discuss end of semester/quarter procedures _____
- ☐ Discuss end of semester procedures _____
- ☐ Elementary: Enter end of Quarter data entry _____
- ☐ Discuss assessment techniques _____
- ☐ Discuss different learning styles _____(Differentiated instruction)
- ☐ Discuss budget procedures _____
- ☐ Mentee observes mentor or other colleague _____

Date	Length of Meeting (hr. /min.)	Notes:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The mentor and new teacher should sign below to verify that all items on the above checklist have been completed. This form should be turned into the mentor/mentee coordinator at the end of the school year. No stipends will be paid until all duties have been performed and this form is completed.

Mentor: _____ Date: _____

Mentee: _____ Date: _____

The Mentee will:

***Complete monthly support seminar journal**

***Choose a new topic for next meeting:** _____

The Mentor will:

*** Turn in completed checklist for 2nd Quarter. (Make a note on checklist as to whether or not you want to be paid for this month at end of school year or immediately and turn it into business secretary at the District Office.)**

Monthly Reflection Journal
Month/Goal for Improvement:

1. List the activity (ies) you chose to implement into your classroom that worked toward achieving your monthly goal.

2. List the learning partner(s) you worked with to complete this activity:

3. What was the most important thing you learned about this month's goal?

4. How has this month's goal influenced your classroom teaching?

5. What activities are you going to work on to continue to work on this goal?

6. What data did/will you collect as a result of this month's goal activities?

When-

Presented to Whom: (Ex. Team,
mentor, principal, etc.)

How-

7. What goal will you focus on for next month?

Mentor/Mentee Checklist-3rd Quarter:

- ☐ Complete mentor observation and provide feedback on any mentor observations or suggestions in areas of concern_____
- ☐ Discuss assistive technology _____
- ☐ Discuss final evaluation by Administration_____
- ☐ Update Progress monitoring Reading sheets_____
- ☐ Graduation and Senior Grades _____

Date	Length of Meeting (hr. /min.)	Notes:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The mentor and new teacher should sign below to verify that all items on the above checklist have been completed. This form should be turned into the mentor/mentee coordinator at the end of the school year. No stipends will be paid until all duties have been performed and this form is completed.

Mentor: _____ Date: _____

Mentee: _____ Date: _____

The Mentee will:

***Complete monthly support seminar journal**

***Choose a new topic for next meeting:**

The Mentor will:

*** Turn in completed checklist for 3rd Quarter. (Make a note on checklist as to whether or not you want to be paid for this month at end of school year or immediately and turn it into the business secretary at the District Office.)**

Monthly Reflection Journal
Month/Goal for Improvement:

1. List the activity (ies) you chose to implement into your classroom that worked toward achieving your monthly goal.

2. List the learning partner(s) you worked with to complete this activity:

3. What was the most important thing you learned about this month's goal?

4. How has this month's goal influenced your classroom teaching?

5. What activities are you going to work on to continue to work on this goal?

6. What data did/will you collect as a result of this month's goal activities?

When-

Presented to Whom: (Ex. Team,
mentor, principal, etc.)

How-

7. What goal will you focus on for next month?

Mentor/Mentee Checklist-4th Quarter:

- ☐ Discuss end-of-the-year procedures _____
- ☐ Discuss cumulative information/folders _____
- ☐ Update Progress monitoring Reading sheets _____

- ☐ Discuss year-end activities _____(field day, cleaning rooms)
- ☐ Reflect on the year and offer written suggestions to improve the mentor/mentee program _____(Complete final assessment of the mentoring program)

Date	Length of Meeting (hr. /min.)	Notes:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The mentor and new teacher should sign below to verify that all items on the above checklist have been completed. This form should be turned into the mentor/mentee coordinator at the end of the school year. No stipends will be paid until all duties have been performed and this form is completed.

Mentor: _____ Date: _____

Mentee: _____ Date: _____

The Mentee will:

***Complete monthly support seminar journal**

***Choose a new topic for next meeting:**

The Mentor will:

*** Turn in completed checklist for 4th Quarter. (Make a note on checklist as to whether or not you want to be paid for this month at end of school year or immediately and turn it into business secretary at the District Office.)**

Monthly Reflection Journal
Month/Goal for Improvement:

1. List the activity (ies) you chose to implement into your classroom that worked toward achieving your monthly goal.

2. List the learning partner(s) you worked with to complete this activity:

3. What was the most important thing you learned about this month's goal?

4. How has this month's goal influenced your classroom teaching?

5. What activities are you going to work on to continue to work on this goal?

6. What data did/will you collect as a result of this month's goal activities?

When-

Presented to Whom: (Ex. Team,
mentor, principal, etc.)

How-

7. What goal will you focus on for next month?

Mentor/Mentee Final Assessment

- ***This form must be turned into the building principal prior to checking out at the end of the current school year.***

1. What were the 3 main benefits you received from having a mentor?
2. Do you feel that having a mentor was worthwhile? Why or why not?
3. What is one thing (or more) that could be changed or implemented to improve the mentor/mentee program?
4. Did you feel that the district assigned you to a mentor/mentee that you were able to relate to and cooperate with?
5. On a scale of 1-5 (5 being the best) how would you rate your experience as a mentor/mentee?

12345
6. Any other comments, questions or suggestions: