



BOYCEVILLE COMMUNITY SCHOOL DISTRICT  
*Leading Today ... Developing Excellence for Tomorrow*

## MENTOR GUIDEBOOK

*Updated 6/25/25*

Looking back across my timeline through school, and indeed in the early days of teaching, I see one good thing about being filled with insecurities. Knowing that I had everything to gain, I seemed to seek out mentors.

*-Shirley McPhillips*

**Purpose of the Mentor Program:** The purpose of the Teacher Mentor Program is to help each new teacher experience success in the classroom and make a healthy transition into the Boyceville Community School District. It is intended to comply with PI 34 and support the following staff:

### **Tier 1 Support**

- Initial Educators in first year of teaching

### **Tier 2 Support**

- Second year initial educators and teachers who have not taught during the previous five years
- Teacher's new to the district, but with recent teaching experience

### **PI-34**

The rules in PI 34 provide a definition and district's responsibility for providing initial educators with a mentor:

- PI 34.01 (34) "Mentor" means an educator who is trained to provide support and assistance to initial educators and who will have input into the confidential formative assessments of the initial educator and who is NOT to be considered as part of the formal employment process.
- PI 34.17 (2C) The initial educator shall be provided with a qualified mentor by the employing school district. The mentoring period may be for less than five years.

Under Chapter [PI 34](#) of the Wisconsin Administrative Code, the **district** is required to:

1. Provide *ongoing orientation* that is *collaboratively developed* and delivered by school boards, administrators, teachers, support staff, and parents/families.

2. *Provide a qualified mentor.*

A *qualified mentor* is an educator who holds a Professional or Master Educator License, is trained to provide support and assistance to initial educators, and has input into the confidential formative assessment of the initial educator.

**Goals:**

- Bridge the gap between the teacher training program to the classroom
- Increase retention of promising beginning teachers during their initial year of teaching
- Enhance teaching performance and student achievement
- Improve personal and professional well-being of the Initial Educator
- Improve professional collaboration and team building
  
- Recognize that the professional development of teachers is an ongoing educational process
- Provide district wide support to Initial Educators as specified in PI 34
- Instill a clear understanding of district expectations around instruction, curriculum, and student learning

**Program Evaluation:** Program evaluation will be conducted at least once every 5 years, and information will be used to continually improve the program. Program evaluation shall include written reflections from mentor/mentees. Program evaluation team will include: the Superintendent, two building principals, an elementary teacher, and a middle/high school teacher.

**Role of the Building Administrator in the Mentor Program:**

Building administrators are expected to:

- Orient the new teacher to the professional teaching standards and building procedures
- Orient the building staff about the purpose of the mentor program
- Recruit staff to serve as mentors for new teachers. Match new faculty with mentors
- Provide opportunities to facilitate mentor/new teacher interactions
- Share resources for professional development opportunities.
- Reflect on the successes of the year and offer suggestions to improve the mentor program.

**Guidelines of Mentor Selection:** Principals will select a mentor who may accept or decline the role. In the Boyceville Community School District, a mentor is someone who:

- Demonstrates knowledge of the Wisconsin Teacher Standards and the district's Supervision and Evaluation Process
- Is respected by peers and administration as a role model in the profession
- Is able to develop a trusting, respectful, and confidential relationship with a mentee
- Is not an administrator or someone in the formal evaluative position

- Has at least Professional Educator status (all teachers who certified pre-2004 are considered Professional Educators)
- Has knowledge of school, district, community, personnel, procedures, and professional organizations
- Is committed to the teaching profession and service to children

**Matching Mentors and New Teachers:** Although not required by PI-34, it is recommended, that whenever possible, the mentee and mentor should:

- Have a similar subject and grade level assignment, and or
- Be in close proximity to each other to facilitate frequent contact

**Role of the Mentee:** The mentee is expected to:

- Participate in the mentor program with commitment and be willing to ask for assistance.
- Attend ongoing training and support sessions.
- Develop a professional collegial relationship with your mentor
- Share your goals, concerns, successes, joys, and aspirations.
- Be proactive, honest, and receptive to the guidance of more experienced professionals.
- Be willing to accept advice and feedback on what works and what does not work
- Be committed to personal growth, continuous learning, and excellence in the profession.
- Observe your mentor when possible and work with others as much as possible.
- Reflect on the year and offer suggestions to improve the mentoring program.

**Role of the Mentor:** Mentors are expected to:

- Meet regularly with the mentee and follow meeting schedule provided in this manual
- Provide specific feedback, encouragement, and continued opportunities for growth
- Be a consultant, role model, sponsor, facilitator, **not** an evaluator
- Promote self-reflection about teaching and help them adapt new strategies for their own classroom
- Be trustworthy, caring, understanding, and confidential
- Facilitate the new teacher's introduction to the teaching profession
- Build and maintain a healthy and productive mentor/mentee relationship.
- Help the new teacher acclimate to the district
- Help the new teacher with goal setting-short and longer term
- Provide district/system information (rules, discipline policy, procedures, etc)
- Allow initial educator to observe you and your colleagues
- Model professionalism

**Mentor Training Will Include:**

- Developing productive and supportive relationships
- Understanding and using teacher standards
- Wisconsin's teacher licensure law updates

## **What a Mentor Should Not be Expected to Provide**

- Formal types of evaluation
- Being a constant social partner
- Handling discipline problems for Mentee
- Giving them the “rules” and not letting them find their own solution
- Becoming a participant in a daily gripe session
- A relationship which promotes over dependence
- Providing confidential information about administrators, staff, parents, and students

**Confidentiality:** A mentor will have input into the confidential formative assessment of a new teacher. All formative assessment processes and communications are confidential between the mentor and the new teacher. The mentor does not play a role in the formal evaluation process that occurs between the new teacher and supervisor. Mentors may not provide performance information sought by supervisors.

**Mentor/Mentee “No Fault” Agreement:** All of us need to understand that there may be circumstances by which an assigned mentor may not be able to complete his/her mentoring role. These circumstances may range from events in the life of a mentor, personality conflicts, or professional conflicts. A mentee may initiate the request if a personal conflict arises. In any case, the mentor or mentee may request to be reassigned another learning partner. No explanation regarding the changes is necessary. The change will not occur without the other party being informed. The change request needs to be made in writing to the building principal.

## **Mentor Program Resources:**

The Boyceville Community School District will utilize the various resources that may be available to conduct ongoing orientation and support seminars. These may include:

1. Professional organizations
2. School staff
3. CESA's and other support agencies
5. Local universities

## Glossary of Acronyms

ACT	-	American College Testing Program
ADD	-	Attention Deficit Disorder
ADHD	-	Attention Deficit Hyperactive Disorder
AGR	-	Achievement Gap Reduction
AODA	-	Alcohol and Other Drug Abuse
AP	-	Advanced Placement
APE	-	Adaptive Physical Education
BHS	-	Boyceville High School
CESA	-	Cooperative Educational Services Agency
COPS	-	Children of Promise (Pre referral team)
CPR	-	Cardiopulmonary Resuscitation
EBD	-	Emotional Behavior Disorder
EC	-	Early Childhood
EL	-	English Learner
GE	-	Grade Equivalent
GED	-	General Educational Development (Certificate)
IDEA	-	Individuals with Disabilities Education Act
IEP	-	Individualized Education Plan
ID	-	Intellectual Disability
IMC	-	Instructional Media Center
LRE	-	Least Restrictive Environment
NAEP	-	National Assessment of Educational Progress
NEA	-	National Education Association
NMSQT	-	National Merit Scholarship Qualifying Test
OHI	-	Other Health Impaired
OT	-	Occupational Therapy or therapist
PI 34	-	Wisconsin's Teacher Licensing Law
PSAT	-	Preliminary Scholastic Aptitude Test
PT	-	Physical Therapy/therapist
PTA/PTO	-	Parent-teacher Association or Organization
RTI	-	Response to Intervention
S/L	-	Speech and Language
TCE	-	Tiffany Creek Elementary
Title I	-	Remedial Reading and Math
WCEA	-	West Central Education Association
WiMLSS	-	Wisconsin Multi-Level System of Supports

**Observation Template:** (for new teacher)

Please circle 1-2 of the areas below that you would like your Mentor to observe. Observations will only be used to assist you with problem solving, guidance, and betterment of your teaching. Observations will NOT be used as part of a formative assessment.

**Time management**

**Behavior Management**

**Differentiation of instruction**

**Pacing of instruction/curriculum**

**Specific instructional strategy**

**Interactions with a specific student**

**Students name:**

**Interaction type or concern:**

**Select an item from your reflection journal that you would like to “fine-tune”**

**What is that area?**

**If you would like your mentor to observe some other area, please list that area or areas below.**

## Mentor/Mentee Timeline of Activities

Month	Year 1-Initial educators and teachers who have not taught during the previous 5 years	2 <sup>nd</sup> year Initial educators and experienced teachers new to the district
First Week	<ul style="list-style-type: none"> <li>20-30 minute meeting twice this week</li> <li>Assist with scheduling as needed</li> <li>Discuss any concerns of new teacher</li> <li>Assist in securing materials and supplies</li> <li>Review plans for first day and open house, if applicable</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting twice this week</li> <li>Assist with scheduling as needed</li> <li>Discuss any concerns of new teacher</li> <li>Assist in securing materials and supplies</li> </ul>
September	<ul style="list-style-type: none"> <li>20-30 minute meeting once per week</li> <li>Discuss any concerns of new teacher</li> <li>Discuss IEP/COPS referral process</li> <li>Arrange for mentee to observe mentor or another teacher for the full period</li> <li>Discuss observation</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting once per week</li> <li>Discuss any concerns</li> <li>Discuss IEP/COPS referral process</li> <li><b>2<sup>nd</sup> year Initial Educators</b>-Start writing PDP goal, attend a PDP writing session if possible</li> </ul>
October	<ul style="list-style-type: none"> <li>20-30 minute meeting once per week</li> <li>Discuss any concerns of new teacher</li> <li>Arrange for mentor to observe the mentee for a full period</li> <li>Discuss observations</li> <li>Plan for conferences and scheduling</li> <li>½ day early release to problem solve, plan, discuss specific student concerns, conferences, etc</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting once per week</li> <li>Arrange for mentor to observe the mentee for a full period</li> <li>Discuss observations and any mentee concerns</li> <li>Plan for conferences, report cards, if needed</li> <li><b>2<sup>nd</sup> year Initial Educators</b>-Write PDP goal, attend a PDP writing session if possible</li> </ul>
November	<ul style="list-style-type: none"> <li>20-30 minute meetings twice monthly</li> <li>Discuss any concerns of new teacher</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meetings twice monthly</li> <li><b>2<sup>nd</sup> year Initial Educators</b>-PDP Goal approval</li> </ul>
December/ January	<ul style="list-style-type: none"> <li>20-30 minute meetings twice monthly</li> <li>Arrange for mentor to observe the mentee for a full period</li> <li>Discuss observations</li> <li>½ day early release to problem solve, plan, discuss specific student concerns, etc.</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting once a month</li> </ul>
February	<ul style="list-style-type: none"> <li>20-30 minute meetings twice monthly</li> <li>Arrange for mentee to observe mentor or another teacher</li> <li>Discuss observation</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting once a month</li> </ul>
March	<ul style="list-style-type: none"> <li>20-30 minute meetings twice monthly</li> <li>Assist with budget and ordering</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting once a month</li> </ul>
April	<ul style="list-style-type: none"> <li>20-30 minute meetings twice monthly</li> <li>Mentor program evaluation, reflection and feedback</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting once a month</li> <li>Program evaluation and feedback</li> <li><b>2<sup>nd</sup> year Initial Educators</b>-Review and reflect on your PDP goal</li> </ul>
May	<ul style="list-style-type: none"> <li>20-30 minute meetings twice monthly</li> <li>Go over end of year procedures, paperwork, etc</li> </ul>	<ul style="list-style-type: none"> <li>20-30 minute meeting once a month</li> </ul>