Janesville-Waldorf-Pemberton

Mentor-Mentee Guide
2022-2023

Mission:

The mission of the JWP Mentor/Mentee program is designed to improve teaching and learning through encouragement and confidential/non-judgmental guidance with Physical, Institutional, Emotional, and Instructional support to teachers that are new to their positions.

Vision:

The JWP Mentor/Mentee program provides an induction program, ongoing personal and professional support, and development based on Danielson's Framework for Teaching with particular emphasis on Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. This is done through:
- building personal connections and a sense of belonging within the school and across the district
- developing a collaborative mindset, open to feedback and growth
- support for instruction and/or professional practices in order to continuously improve effectiveness and ensure all students have access to individualized levels of support
- ongoing reflection of instruction and/or professional practices

Definitions of Key Personnel:

Mentee
A probationary teacher.

Mentor Teacher
A continuing contract teacher who demonstrates instructional prowess, professionalism, strong interpersonal skills, coaching efficacy, and a genuine interest in improving others and oneself, and is willing to be trained.

New Teacher Professional Development Team
Composed of the mentees, the mentor, and supervisor (usually the principal).

Principal/Leadership - Assigning Mentees to Mentors ([Appendix A](#))
Building level leader or designees who assign(s) and develop(s) mentors to provide guidance and support for mentees.

Teacher
Includes classroom teachers, specialists, counselors/social workers, and nurses.

Transition Mentor
A teacher that vacates a position due to retirement or other job opportunity and has the experience and expertise to help mentor the mentee on an as needed basis.

Mentor/Mentee Teacher Program Background Information

The Janesville-Waldorf-Pemberton Public School District (JWP) is committed to teacher excellence. It is our district's belief that all teachers employed by the district must be held to a high standard of educational excellence. As a way to express our beliefs, we adopted a strategic plan that included the development and implementation of a new teacher mentor-mentee program to assist new teachers in our district.

Mentor Development

Mentors will be trained annually, in phases, on the following essential areas:
- First-year phases ([Appendix G](#))
  - Anticipation
  - Survival
  - Disillusionment
  - Rejuvenation
  - 2nd Anticipation/Reflection
- Developing Effective Relationships with Mentees
- Coaching Efficacy
  - Questioning
  - Think-time
  - Paraphrasing
  - Objective Statements with Reflection
  - Positive Interactions
  - Goal Setting, feedback, and support
- Providing for individual needs
  - Physical Supports
  - Institutional Supports
  - Emotional Supports
  - Instructional Support
    - Danielson's Framework for Teaching ([Appendix B](#))
  - Correlation of supports to first-year phases
- General Mentor/Mentee skills
  - Expectations
  - Scheduling
  - Program evaluation

Mentor Responsibilities

The mentor is responsible for meeting regularly, both formally (monthly), and informally. This meeting schedule will be developed and agreed upon during workshop week in the fall or within five working days of a new-hire. (Agreement in [Appendix C](#))

The mentor is also responsible for providing guidance and support to new teachers in the following categories (Each category contains examples of typical supports):

Physical Supports
- Help arrange the physical layout of the classroom
- Tour the building
- Describe the typical day
- Prepare for first week
- Establish classroom rules/procedures
- Assist with technology
- Review absence and substitute procedures
- Prepare for special populations
- Help create welcome communication for families

Institutional Supports
- Explain the school culture
- Introduce collaborative teams (PLC, relevant committees, etc.)
- Foster relationships with coworkers
- Help create a professional learning network (PLN)
- Seek and secure membership in professional organizations
- Propose educational and professional development conferences
- Explore relevant educational research

Emotional Support
- Active support and listening
- Regularly check in
- Validate feelings
- Send encouragement
- Celebrate success
- Offer alternative communication opportunities
- Provide self-care resources (Appendix D) including Action Plans as necessary (Appendix E)
- Share strategies for closing the stress cycle

Instructional Support
- Establish a common language of instruction
  - Context
  - Feedback
  - Content
- Employ a process for increasing expertise
  - Deliberate practice with oversight, goals, focused feedback and concentration on specific skills
  - Encourage reflection (Appendix F)
- Provide opportunities to observe and discuss effective teaching
  - Support scheduling two out-of-content (High School) or surrounding grade level (Elementary) observations
    - Focus on partnerships of deliberate and specific goals

- ○ Support scheduling two in-content (High School) or grade level (Elementary) observations
    - ■ Focus on partnerships of deliberate and specific goals

Documentation
- Cooperating on completing of monthly Teacher Progress Chart ([Appendix F](#))

Observation
- Observe mentee two times and provide substantive feedback

Mentee Responsibilities

Mentees are responsible for: (2, 2 and 2)
- Meeting formally and informally with the mentor
- Observe two out-of-content/grade level veteran teachers ([Appendix H](#))
    - ○ Reflect on Observation ([Appendix I](#))
- Observing two in-content/grade level veteran teachers ([Appendix H](#))
    - ○ Reflect on Observation ([Appendix I](#))
- Cooperate with mentor on completion of monthly Teacher Progress Chart ([Appendix F](#))

Leadership Responsibilities

- Train mentors annually
- Assign mentors to mentees (including late-hires)
- Facilitate mentor/mentee group meeting
- Conduct quarterly meeting with each mentor
- Conduct program evaluations for overall effectiveness

Compensation

Mentors will receive a stipend of $500 and 24 CEUs upon completion of monthly Teacher Progress Charts and attending monthly mentor meetings.

Transition mentors will receive a stipend based on non-student contact hourly rate, per JWPEA contract, up to a total of $500.

Appendix A

Mentor Questionnaire

Name: _____

1. What times are you available to meet with your mentee? Circle all that apply, and indicate your preference if you have one.

   Before school
   Lunch
   Prep time
   After school
   Evenings
   Weekends

2. What days are you available for mentoring? Circle all that apply, and indicate your preference if you have one.

   Monday
   Tuesday
   Wednesday
   Thursday
   Friday
   Saturday
   Sunday

3. What is your preferred form of contact? Circle one.

   Face-to-face
   Phone
   Text
   Email
   Other: _____

4. What is your grade, content area, or specialization?

   Grade: _____

   Content area: _____

   Specialization: _____

5. What grade levels have you taught? Circle all that apply.

   Primary (K–2)
   Elementary (3–5)
   Middle grades (6–8)
   Secondary (9–12)

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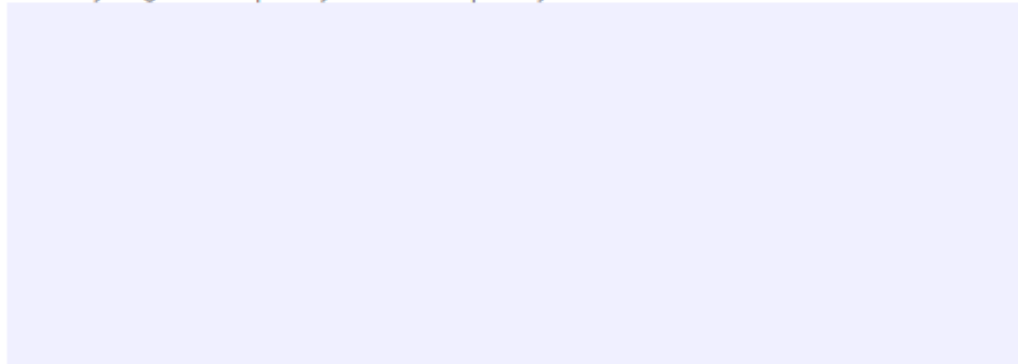6. How much time can you commit to mentoring each week?

   Less than one hour

   One hour

   Two hours

   As much time as needed

7. What is your greatest hope for your relationship with your mentee?

UNDERSTANDING THE FOUR DOMAINS

DOMAIN 1:
PLANNING AND PREP

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

DOMAIN 2:
CLASSROOM ENVIRONMENT

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

DOMAIN 3:
INSTRUCTION

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

DOMAIN 4:
PROFESSIONAL RESPONSIBILITIES

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in the Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Appendix C

Mentoring Agreement

- **Time:** When and how you will connect with one another and for how long

- **Location:** Where you will meet (for example, classroom, library, coffee shop, on Zoom, and so on)

- **Cancellation:** How you will communicate if one of you is unable to meet

- **Shared goals:** What goals you will work toward together

- **Communication norms:** How you will communicate honestly and openly and give constructive feedback

Mentor: _____   Date: _____

Mentee: _____   Date: _____

Appendix D

Self-Care Calendar Strategies

Surviving the Season of Sacrifice	Dealing With Disillusionment	Finding Balance	Finishing Strong
Anticipation Phase	Survival and Disillusionment Phases	Rejuvenation Phase	Reflection and Second Anticipation Phases
• Listen to music • Monitor nutrition and hydration • Sleep • Laugh • Unplug from technology • Engage in altruism • Simplify your wardrobe • Leave time for yourself • Utilize mindfulness	• Manage your time • Invest in relationships • Express gratitude • Set boundaries and say no when needed • Seek inspiration • Ask for help • Get comfortable • Limit social media • Develop good habits	• Express creativity • Engage in altruism • Treat yourself • Adventure • Create orderliness • Take a vacation from obligations • Play • Manage your inbox • Replay your day	• Engage in hobbies • Increase cognition • Manage transitions • Listen • Journal • Get outdoors • Set a morning routine • Schedule active rest and downtime • Write a summer bucket list

Appendix E

Self-Care Action Plan

- I will notice how I feel at least _____ (three, five, ten) times per day.
- To remember to check in on how I feel, I will:
    - Set a reminder on my phone
    - Set a watch or phone app to chime at regular intervals
    - Make a note in my calendar
    - Stick a note to my mirror
    - Pair events (such as going to the bathroom or eating) to my check-in
- When I check in with myself, I will get in the habit of asking myself the following questions, in this order.
    - "Are my basic needs met?"
    - "Do I feel safe?"
    - "Do I feel like I belong?"
    - "Do I feel confident?"
    - "Am I living my best life?"
    - "Do I feel connected to something greater than myself?"
- When I answer yes to a particular question, I will note how that makes me feel (for example, energized, calm, connected to those around me, as if I'm making a difference).
- When I answer *no* to a particular question, I will note how that makes me feel and how this unmet need manifests itself in me (for example, I get crabby, I make poor decisions, I am irritable, I feel restless and distracted, I'm bored, I feel angry).
- When I realize that my needs are not being met, I will use one of the following strategies that work for me. As I discover additional strategies that seem to work for me, I'll record them here.
    - Physiology strategies:

    - Safety strategies:

    - Belonging strategies:

    - Esteem strategies:

    - Self-actualization strategies:

    - Transcendence strategies:

Source: Adapted from Solution Tree. (2018). Action plan for checking in with myself. Accessed at https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_TTFY/actionplanforcheckinginwithmyself.pdf on August 19, 2021.

Appendix F

Teacher Progress Chart

Name: _____

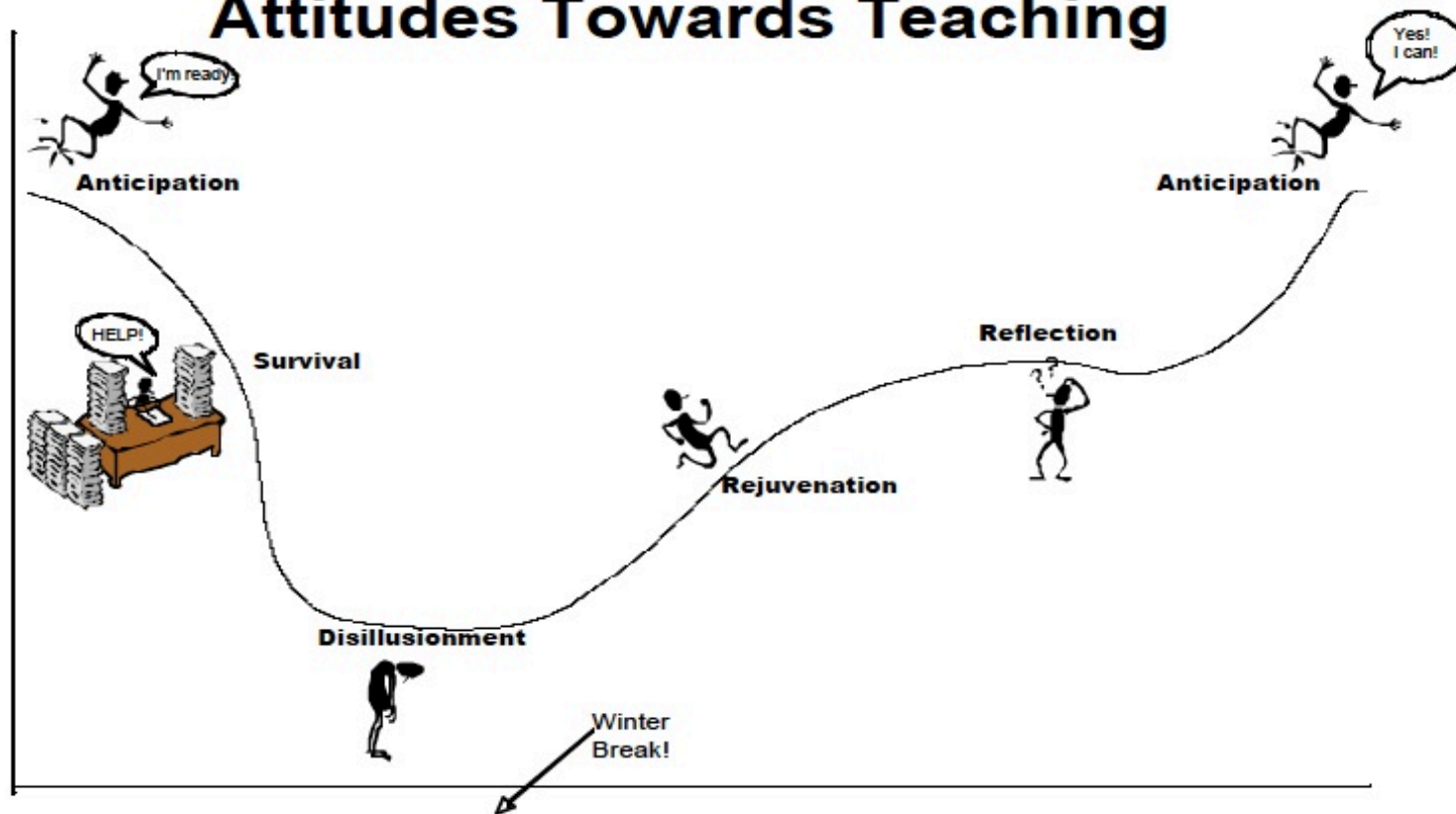Date: _____

Element or strategy: _____

My initial level: _____

My goal is to be at the _____ level by _____.

Notes regarding the element or strategy:

	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Innovating					
Applying					
Developing					
Beginning					
Not Using					

Key learnings and new questions:

Early Observation Template

Observing everything that happens in a classroom can be daunting when you don't have something specific to look for. New teachers are given the opportunity to observe 4 times and be observed twice. In an effort to absorb what you can from veteran teachers, a general "look-fors" template is provided for new teachers to jot notes about what they see. This is not an exhaustive list, merely suggestions to get you thinking during the observation.

Content & Grade Observed	
Teacher Observed	
Date & Time of Observation	

Physical - Danielson Domain 1
Look-fors: Physical Layout of Class, Use of Furniture, Apparent Classroom Procedures, Use of Technology, Use of Decoration

Institutional - Danielson Domain 4
Look-fors: Lunch Count Process, Attendance Process, Use of Theme or Other Norms, Handling Students Leaving Class (restroom, appointments, water, etc.)

Emotional - Danielson Domain 2
Look-fors: Welcoming Environment, Acknowledging Successes, Correcting Respectfully, Student Comfort with Seeking Assistance (from peers and/or teacher)

Instructional - Danielson Domain 3
Look-fors: Purpose/objectives identified and reinforced, Instructional Adjustment Based on Student Response to Lesson (Timely and Actionable Feedback), Age Appropriate Academic Language, Teacher Actively Seeking and Supporting Struggling Students, Lessons are Structured, Predictable, and Engaging (Bellringer, Instruction, Activity, Assessment, Wrap-up, Etc.), Directions are appropriate in Length and Language for Students

Observation Reflection

Reflection allows a teacher to think through their practices and adapt them to the needs of their students. Below, reflect on at least 3 things that stood out to you during your observation and how these will impact your teaching practices. Add additional space as needed. Once you have had a chance to reflect, discuss these with your mentor teacher and add additional/final thoughts.

Content & Grade Observed	
Teacher Observed	
Date & Time of Observation	

Thing that stood out	How this will impact your teaching practice	Additional/Final thoughts