

PORT EDWARDS PUBLIC SCHOOLS**Board of Education Policy**

TEACHER MENTORING

The School Board of Port Edwards School District, recognizing its responsibility to provide a teacher induction program, in accordance with Department of Public Instruction Guidelines, shall provide a qualified mentor to all initial educators for one year.

LEGAL REFERENCES: Sections 118.21(4) Wisconsin Statutes
 121.02(1)(b)
 PI 8.01(2)(b) Wisconsin Administrative Code
 PI 34 Wisconsin Administrative Code

Adopted: 08/02/04
Reviewed:
Revised:

GUIDELINES FOR MENTOR:

Qualifications of a Mentor

A mentor for the Port Edwards School District should be an experienced teacher with at least three years of teaching experience in the District, demonstrating dedication to exemplary teaching, high standards for student learning, and a high degree of knowledge and enthusiasm.

Responsibilities of a Mentor

- Participate in the orientation session with the initial educator as scheduled at the beginning of the school year.
- Attend appropriate mentor training sessions as directed by administration.
- Establish a collaborative, trusting relationship with the initial educator.
- Orient the initial educator to the building, personnel and curriculum.
- Provide ongoing support, advice, and knowledge of policies.
- Offer praise and encouragement.
- Help locate materials and resources.
- Help with organization, classroom management, and instruction.
- Conduct one-on-one weekly conferences, for a minimum of during the first semester, to discuss concerns and progress and to reflect on issues impacting teaching and learning. Monthly, a brief meeting log needs to be submitted to the building principal.
- Attend the morning seminars (one per quarter) with the initial educator and provide input to help assist with the growth of the initial educator.
- Arrange observations of model educators for the initial educator and coordinate for a post-observation conference after each observation (minimum of two times). Notify building principal in writing after initial educator completes each observation.
- Observe the initial educator for 45 minutes on at least two separate occasions and conduct a post-observation conference after each observation to discuss strengths and growth areas. Notify building principal in writing after completing each observation.
- Assist in the professional growth of the initial educator.
- Coordinate and collaborate with the initial educator to ensure that he/she is meeting the district requirements set forth for initial educators.
- Collect, organize, and submit documentation that the initial educator has completed the required district activities for each month.

A mentor shall not be required or empowered to evaluate a newly hired teacher.

GUIDELINES FOR INITIAL EDUCATOR:

Responsibilities of an Initial Educator

- Participate in the initial educator sessions scheduled at the beginning of the school year. During this time, mentors, support personnel, and administrators will work with initial educators to prepare for the upcoming school year.
- Establish a collaborative, trusting relationship with the mentor.
- Communicate to the mentor specific areas of needed support, concern, and assistance.
- Accept and discuss feedback and constructive criticism with an open mind while striving for personal growth and improvement.
- Take advantage of professional growth and learning opportunities.
- Participate in one-on-one weekly conferences with the mentor, for a minimum of during the first semester, to discuss and evaluate progress and reflect on issues impacting teaching and learning.
- Attend the monthly morning seminars with the mentor.
- Cooperate with the mentor to complete two observations of model educators for a minimum of 45 minutes each. Each observation should include a follow-up post-observation conference with the model educator to discuss the observation.
- Arrange with the mentor for him/her to conduct two separate observations of classroom teaching of at least 45 minutes in length. Each observation should include a follow-up post-observation conference with the mentor to discuss strengths and growth areas.
- Coordinate and collaborate with the mentor to ensure that district requirements set forth for initial educators are being met.
- During the month of May, develop a professional growth plan that will serve as a road map for year two of employment with the Port Edwards School District. The professional growth plan shall address at least one standard from the DPI-Standards for Teacher Development and Licensure.