St. Croix Central
School District

Mentor Handbook

Welcome to the St. Croix Central School District

Vision Statement: Be a district respected by others as a model of excellence in student achievement.

Mission Statement: To prepare our students with exceptional character, knowledge and skills to thrive in their changing world. **District Beliefs and Commitments**

SCC School Board Members
President – Erica Herink - Since 2021
Vice President – Joshua Pettit - Since 2021
Treasurer – Vince Trudell - Since 2021
Clerk – Jeff Redmon - Since 1998
Director – David Roos - New 2022
Director – Derek Miller - Since 2023
Director – Lance Rongstad - Since 2023

SCC Administrators
Superintendent – Tim Widiker - Since 2013
Elementary School Principal – Shelly Clay - Since 2017
Elementary School Assistant Principal – Lindsay Jacobs - Since 2017
Middle School Principal/Athletic Director – Chance Langeness - Since 2022
Middle School Assistant Principal/Summer School Director – Jackie Palmer - Since 2022
High School Principal/Transportation Director – Pete Nusbaum - Since 2022
High School Assistant Principal/Athletic Director – Brian Johnson - Since 2020
Director of Special Education/Pupil Services – Leah Voelker - Since 2020
Virtual Education Principal – Stephanie Posta - Since 2009

District Personnel
Business Manager - Jen Kleschold
Executive Administrative Assistant - Kalli Jordan
Teaching/Learning Administrative Assistant - Alecia Kerg
Human Resources - Makayla Jahns
Human Resources Assistant - Megan Fern
Bookkeeper - Sarah Pommerening
Bookkeeper - Abi Welch
Virtual Education Administrative Assistant - Cindy Beamer
Pupil Services/SPED Administrative Assistant - Andrea Felberg
Network Administrator - Chad Konsela
Computer Technician - Steve Thompson
Technology Integration Specialist - Daniel Ruud
Library Media Specialist - Amanda Olson
Buildings/Grounds Supervisor - Greg Green
District Nurse - Wendy Demulling

MENTOR PROGRAM OVERVIEW

Teaching is a complex and demanding profession. New teachers to our district need a support system to make a successful transition into the profession of education. Successful teaching depends on shared experiences, collaboration, and collegial nurturing under the guidance of experienced proficient professionals.

The purpose of the Teacher Mentor Program is to assist initial educators at SCC in making that successful transition into our district family and the field of education, in order to become great teachers and long-time employees.

It also serves as a means of professional growth for veteran teachers. The mentor teacher should have a day-to-day working relationship with the teacher being mentored. In doing so, both teachers mutually benefit from each other's ideas, experiences, successes and struggles.

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 assessment of the initial educator and who is not to be considered as part of the formal employment evaluation process.

PI-34.17 (2C) The initial educator shall be provided with a qualified mentor by the employing school district.

DPI Mentoring Resources

New Teacher Center Resources

BENEFITS OF EFFECTIVE MENTORING

The Initial Educators:
Collaboration with a new colleague
Become oriented to job responsibilities and expectations early on
Become confident educators
Adopt important professional qualities from mentor modeling
Gain access to a network of expertise
Receive support both professionally and personally
Have a role model, confidant and sounding board
Recognize areas of strength and have help with areas of difficulty
Celebrate successes and grow as a professional

The Mentors:
Collaboration with a new colleague
Contribute to the success of others
Increase their enthusiasm for the profession
Reflect with self and others on truly effective instructional strategies
Learn new and innovative practices
Develop additional leadership and team skills

The District:
Increases student learning
Increases teacher collaboration and instruction
Retains quality teachers
Creates a process for professional development
Creates a mentoring culture in which everyone is a teacher and a learner
Creates an atmosphere of belonging

GOALS OF THE MENTORING PROGRAM
To transmit the culture of the system to beginning teachers
To promote the personal and professional well being of beginning teachers
To establish a trusting relationship
To promote veteran teachers to reflect on best teaching practices
To improve teaching performance
To improve student learning
To facilitate change and innovation
To increase retention of promising beginning teachers
To provide leadership opportunities for teachers
To have open communication and support from district leadership
To promote the school as a professional learning community
To meet mandated requirements to induction and certification

ROLE OF THE MENTOR

Be willing to participate in mentor-initial educator meetings
Be trustworthy, caring, understanding, and confidential
Help answer the many questions that come up each day or help find the answer
Be a consultant, role model and facilitator but not an evaluator
Provide support to initial educator by listening and sharing
Facilitate application of knowledge and skills
Provide specific feedback, encouragement and continued opportunities for growth
Maintain log/journal documenting activities involving mentor and initial educator
Promote self reflection about teaching
Allow initial educator to observe you and your colleagues
Observe initial educator quarterly or as needed
Model professionalism
Provide information about school discipline policy and procedures
Help with Educator Effectiveness (SLO, PPG Reflections, Doc Log, etc.)
Update initial educator on recent school initiatives

ROLE OF INITIAL EDUCATOR

Be receptive to the guidance of a more experienced professional and be willing to learn
Be honest, forthcoming and willing to share your thoughts
Be committed to personal growth, continuous learning and excellence in your profession
Be willing to attend and participate in mentor-initial educator meetings
Be willing to ask questions, observe and learn from colleagues
Reflect on and develop Educator Effectiveness

MENTORS SHOULD NOT BE EXPECTED TO
Do any formal types of evaluation for administration

Checklist - Quick Overview

Supplies	**Lunch**
Where Supplies are stored	Lunch routine - students
What supplies are available	Lunch account & code – teacher
Ordering/Purchase Orders	
Mission and Vision	**Keys/Building Security**
Building Playbook	Being in building on weekends
District	Being in building after hours
Learning By Doing-PLC Playbook	Badges are recommended
Teacher Evaluation	**Non-Instructional Duties**
Procedures and policies-Coaching model	Supervisory duties
Contract Renewal	Chaperoning school events
Pay Procedures	**Tours**
Pay periods	School
Salary schedule	District buildings
Emergency Procedures/Security	**Phones**
Fire Drill	Long distance
Tornado Drill	Outside line
Bomb Threat	Voice mail/messages
ALICE Procedures	Cell phone policy – students/adults
All doors locked 8-3:30	
Record Keeping	**Resources and Equipment**
Lesson Plans	Audio-visual equipment location
Grading Procedures	Copy machine location/instructions
Cumulative Folders	Library/Media procedures
Student Information	Who to contact for tech help
Computer	**Schedules**
Usage policy	Classroom bell schedule
Email	Teacher schedule
Password	Meetings
Attendance	School calendar and key events
Grading program	PD days, late starts/early releases
Technology assistance/repair	School Board meetings
Mailboxes/mail	**Contacts**
CESA van schedule/procedure	School Board
Unstamped letters	Administration
Inter-school mail	Others

Monthly Checklist

DPI's Introduction to Mentoring **&** **Month-by-Month Strategies**

Before start of School Year
☐ Give tour of the building
☐ Confirm initial educator has building key/entry code or card
☐ Introduce initial educator to available building staff
☐ SCC Board of Education, District Vision and Mission Statement, Commitments and
    Beliefs (Policy 110)
☐ Go over curriculum guides, textbooks and resources
☐ Help with classroom set-up
☐ Share sample lesson plans
☐ Help plan for the first week
☐ Show where cumulative files are, how to access, check-out, return procedures
☐ Review Student Handbook
☐ Show how to obtain classroom supplies
☐ Discuss computer systems and procedures
☐ Share effective classroom rules
☐ Review daily tasks (attendance, lunch, supervision, etc.)
☐ Review effective instructional methods to be used
☐ Share any systems that have proven efficient/effective (parent communication/doc logs
    for EE, organizing grades, keeping track of homework, etc.)
☐ Show parking arrangements
☐ Discuss professional attire - for PD days, school days, visiting other sites (CESA, etc.)

August
☐ Discuss district employee handbook and helpful hints
☐ Phone and email lists
☐ Building procedures for making copies
☐ Seating charts and classroom arrangements
☐ Individual classroom rules (PBIS, Responsive Classroom, etc)
☐ Time schedule, expectations, and activities for the first day with students
☐ Lunch time routine
☐ Confidentiality between you and initial educator
☐ Confidentiality for students and families
☐ WI Educator Standards
☐ Emergency procedures; fire, tornado, bomb
☐ Procedures for Open House and Parent Conferences
☐ Usual routine for first week of school: U Drive and Color Print (for students and staff)
☐ Supervisory duties/procedures
☐ PLC –Professional Learning Communities, BLT – Building Leadership Team
☐ District Staff Resources/Forms
☐ WI Dept. of Public Instruction (DPI)

September
☐Discuss importance of documentation of student behaviors
☐Discuss student portfolio and record keeping
☐Discuss cumulative folders, test results, records, confidential files & medical alerts
☐Discuss Employee Evaluation: CESA 6 [Effectiveness Project Handbook](), [Frontline]()
☐Discuss student assessments: state, district (formative & summative)
☐[WISEdash]() - WI DPI data warehouse of WI students
☐[Renaissance]() (eduCLIMBER) - SCC data of student progress; SCC code: 1164
☐ESGI or FAST 4K-2 state assessment, FAST or STAR grades K-8
☐[Open Education Resources](), [WISELearn]()
☐Review grading system and accurate record keeping, Skyward
☐Share lesson plans and other related activities
☐Help initial educator set up a substitute folder
☐Help initial educator prioritize their workload
☐Establish future meeting times with initial educator
☐Discuss field trip procedures
☐Provide information about the community and community resources
☐Discuss policies for homework, make-up work, and late work
☐Discuss importance of parental involvement and making positive parent contacts
☐Discuss classroom management strategies
☐Discuss initial educator and keeping up w/ grading, recording data, pacing curriculum
☐Discuss [education acronyms]()
☐[DPI Licensure]()
☐Discuss district book studies and other means of acquiring professional development

October
☐Address concerns of classroom management and discipline
☐Assist initial educator through the first report card
☐Prepare initial educator for principal observation/evaluation
☐Discuss initial educators organizational and record keeping skills
☐Review items from the beginning of the mentoring process
☐Review the Special Education and Pupil Service referral process
☐Discuss new student procedures and student withdrawal procedures
☐Complete initial educator observation and provide constructive feedback
☐Discuss procedure for parent, teacher, and student conferences
☐Discuss professional improvement requirements/goal setting (forms)
☐Share information and process for professional development opportunities
☐Discuss State assessments

November/December
☐Complete initial educator observation and provide constructive feedback
☐Discuss various instructional strategies
☐Advise initial educator of special events
☐Discuss end of semester procedures

☐Share success stories and celebrate
☐Check in on classroom management and discipline procedures
☐Discuss delayed opening and snow day procedures
☐Make plans for initial educator to observe one of your lessons
☐Discuss assessment techniques
☐Discuss different learning styles
☐Help initial educator prepare for conferences
☐Discuss organizational and record-keeping skills
☐Praise the positive and reflect on areas for growth
☐Prepare initial educator for handling student behavior before and after holiday breaks

January/February
☐Complete initial educator observation and provide constructive feedback
☐Discuss budget procedures
☐Encourage initial educator to continue reflecting on their instructional experience
☐Encourage trying new strategies
☐Discuss summer school enrollment procedures
☐Review policies and issues that relate to retention and lack of progress of students
☐Encourage initial educator to contact parents regarding a positive about students

March/April
☐Complete initial educator observation and provide constructive feedback
☐Review budget for next year/Finalize current year purchasing (Hard Deadline)
☐Review proper procedure for signing contract and following deadlines
☐Review procedures for field trips if necessary
☐Give suggestions for keeping momentum and interest at the end of the school year

May/June
☐Discuss end of the year procedures
☐Discuss specific student clustering needs for next school year
☐Review suggestions for keeping momentum and interest to the end of the school year
☐Assist your initial educator with final grading
☐Review plans for end of year activities/awards
☐Get feedback from initial educator on their perceptions of effectiveness of the mentor program. Record data and share with mentor coordinator
☐Encourage initial educator to write notes to parents and community members who helped make their first year successful

☐FINISH STRONG!
Mentor/New Staff Conference and Observation Log:
Kalli Jordan, at the District Office, will share a Google Sheet to be completed quarterly by the Mentor and Mentee, detailing dates, times, and purpose of their meetings. This completed Sheet will be used for payroll purposes regarding the Mentor.

Meetings:
New staff and mentors are required to attend meetings to help support professional growth. Meetings TBD and will be communicated with you in advance. Topics may include but are not limited to the following:

Self-Care, Mental Health

Collective Efficacy

Equity

Professionalism and Parent Communication

Educator Effectiveness

Classroom Management

Lesson Design & Curriculum Planning

Personal and Professional Balance

Instructional Strategies

Assessment and Grading

Data and PLCs

Finishing Strong

Reflection/Celebration/Evaluation

Mentors will also record time and topic, and share with Kalli Jordan:
Exemplar Sample