

Huron School District Mentor Program



HANDBOOK
2024-2025

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Introduction



The Huron School District is committed to providing the support and training that our new colleagues deserve in the first year in their chosen profession. We believe that a structured mentoring program will facilitate the development of a collaborative and reflective relationship between the beginning teacher and the veteran that will encourage content mastery and deepen the understanding of pedagogical skills.



Program Goals & Expectations



The following mentorship program is designed to provide new teachers to our district the ability to form a network of other new and experienced teachers with whom they can collaborate. It is the goal of this program to provide teachers the resources necessary to develop professionally and solve problems that arise in the daily practices of teaching. Furthermore, the mentor-new teacher relationships that are built as a result of this program will provide social interactions that will create enthusiasm and synergy necessary to improve instructional practices.



Program Description



All new teachers will engage in the program at some level, but the program must be differentiated for individual differences in teaching background, education, certification, and placement.

- The mentor/new teacher relationship must be confidential.
- The program should consist of: summer orientation for participants, meetings between mentors and new teachers, monthly seminars on selected topics to new teachers, and training on the SIOP model of instruction.
- Coordination with all involved agencies/stakeholders will be on a regular basis.
- Yearly summative program evaluation and update will occur.
- Participants will work together as often as possible (i.e. before & after school, shared planning time and lunches).
- All activities will be documented thoroughly by participants, and program components revised using data collected.



Mentor Role & Responsibilities



**Minimal Requirements*

Communication:

- Read and respond to district requests, (i.e., email, surveys, etc.), within the prescribed timeline
- Distribute any induction program materials from district
- Request help, if needed

Documentation:

- Complete and submit documentation of meetings and observations (to building principal)
- Complete Program Evaluation - located on page 7 & 8 turn in to the building principal and curriculum office.

Professional Development:

- Acquire knowledge of and familiarity with South Dakota Teacher Ethics and Standards
- Participate in induction related activities during New Teacher Orientation
- Complete an initial informal observation within first month of school
- Complete formal observations of New Teacher - turned into the *building principal*.

Support/Sponsorship of the New Teacher:

- Monthly mentor/mentee meetings
 - Schedule meetings times to be turned into both building principal and curriculum office.
- Familiarize them with the culture of the school & community
- Assist them in finding resources
- Provide support & guidance
- Problem solve
- Help with lesson planning and timelines
- Assist with parent connections and communication, and conferences



Communication:

- Express needs to mentor
- Read and respond to district requests, i.e., email, surveys, etc.
- Complete Program Evaluations.
- Complete Self Reflections for personal growth (optional).

Documentation:

- Keep a reflective journal (optional)
- Assist Mentor in completing documentation of meetings

Professional Development:

- Acquire knowledge of and familiarity with South Dakota Teacher Ethics and Standards
- Attend the four scheduled SIOP training sessions at the Instructional Planning Center.
- Participate in district induction related activities with Mentor (new teacher orientation week)
- Participate in formal observations by the mentor per year
- Visit other classrooms



Responsibility Checklist of Required Materials



This form and the monthly record of meeting(s) will be required at the end of the year. They will be turned **into building principals**. The other forms are for your use to help you work with your new teacher to provide feedback on observations and meetings. They are for your personal use.

Level 1 New Teacher Evaluation

Level 1 New Teachers are teachers that are in their 1st or 2nd year of the teaching profession or have returned to teaching after being away from the profession for 5 or more years.

Mentor Name: _____ New Teacher Name: _____
 Building: _____ Date: _____

Task	Mentor Initials	Teacher Initials
Review Initial Needs Assessment Questionnaire for New Teachers to create a plan of action.		
Monthly Conference with New Teacher (check off when completed): Oct.____, Nov.____, Dec.____, Jan.____, Feb.____, March____, April____		
Attended Four DIstrict Seminars		
Completed 1st Observation - <ul style="list-style-type: none"> ● Date of Pre Conference: ● Date of Observation: ● Date of Post Conference 		
Completed 2nd Observation - <ul style="list-style-type: none"> ● Date of Pre Conference: ● Date of Observation: ● Date of Post Conference 		
Completed 3rd Observation - <ul style="list-style-type: none"> ● Date of Pre Conference: ● Date of Observation: ● Date of Post Conference 		
Complete End of Year Self Reflection (Optional)		

All areas must be completed and the form submitted to the building principal by the Mentor no later than **May 10th**.

Mentor Signature: _____ Date: _____
 New Teacher Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Level 2 New Teacher Checklist

Level 2 New Teachers are teachers that are in the 3rd year or more in the teaching profession but are new to the district.

This form is to be completed and turned in by the Mentor to the principal by **May 12th** in order to verify completion of the program.

Mentor Name:
Building:

New Teacher Name:
Date:

Task	Mentor Initials	Teacher Initials
Review Initial Needs Assessment Questionnaire for New Teachers to create a plan of action.		
Attend Four District Seminars		
Complete 1st Observation <ul style="list-style-type: none"> ● Date of Pre Conference ● Date of Observation ● Date of Post Conference 		
Complete 2nd Observation <ul style="list-style-type: none"> ● Date of Pre Conference ● Date of Observation ● Date of Post Conference 		
Complete End of Year Mentor Evaluation		
Complete End of Year New Teacher Evaluation		

All areas must be completed and form submitted to the building principal by the Mentor by **May 10th**.

Mentor Signature:

Date:

New Teacher Signature:

Date:

Principal Signature:

Date:

 **Required SIOP Training Seminars** 

- Seminars begin promptly at 7:00 AM and end at 8:00 AM.
 - **OR** 3:30 PM and end at 4:30 PM.

- Sign-up for the AM or PM session will be **one week in advance**.
 - Attendance is *mandatory* and will be made-up if missed.
- Seminars will be held in the instructional planning center (IPC) on the second floor of the arena, west side connected to the curriculum office.
 - You will enter through the SW doors
- Laptops required
- Lead by instructional coaches:
 - Amanda DeJong & Staci DesLauriers
& Lead Teachers Anne Larson - Washington 4 / 5 Center
Amy Schoenfelder - Madison 2 / 3 Center



Dates for Seminars



- Tuesday, November 5, 2024
- Tuesday, December 10, 2024
- Tuesday, January 7, 2025
- Tuesday, February 4, 2025



Important Topics to Discuss with your Mentor



- _____ Curriculum: Priority Standards / Scope & Sequence, Proficiency Scales, assessments, materials
- _____ Classroom management/climate and related resources

- _____ School Discipline Code
 - _____ Faculty Absence (sick leave / personal leave forms), sub. prep., Smart Find Express
 - _____ Faculty duties
 - _____ Homework policies/procedures/expectations
 - _____ Non-instructional time supervision (hallway, bathroom, outside, buses etc.)
 - _____ Early release/late arrival, and full day workshops
 - _____ Use of the copy machine / laminator etc.
 - _____ Dates, timelines, deadlines, certification, course approval
 - _____ Dress code (student & faculty)
 - _____ Meals – students and faculty
 - _____ Recess/Study Hall/Advisory Time
 - _____ Student attendance
 - _____ Assemblies
 - _____ Special Education
 - _____ Field Trips / etc.
- Other:



Monthly Mentoring Ideas



August

- Create a monthly calendar for scheduled mentor/mentee meetings to be turned in to the building principal and curriculum office by August 17th.
- Establish observation timelines to be turned into building principal.
- Review documents on district website
 - Board policy

- Handbooks
- Items in ‘Quicklinks’
- Assist with lesson planning
 - Discuss curriculum implementation and assessment practices
- Assist with setting up grade book in Infinite Campus
- Assist with classroom management plan
- Answer questions the new teacher has, or guide them where to find the answer.
- Discuss key due dates for building / district requirements

September

- Review informal observation processes and procedures
- Explain parent conference processes
- Ensure grade book is set up correctly
- Explain report card processes
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Discuss key due dates for building / district requirements

October

- Conduct 1st observation and provide feedback
- Analyze and discuss classroom data and student growth (interim testing/ FA’s)
- Discuss instructional strategies for “bubble” or struggling students
- Arrange peer observations of other teachers with particular expertise
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Discuss key due dates for building / district requirements

November

- Fall NWEA testing
- Continue observations with feedback
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Discuss key due dates for building / district requirements

December

- Continue observations and provide feedback
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Discuss key due dates for building / district requirements
- Address questions regarding report cards/grading/permanent records
- Review school/classroom procedures for ending of semester and beginning a new semester

January

- Continue observations and provide feedback
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Discuss key due dates for building / district requirements

February

- Continue observations and provide feedback
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Review test prep strategies for state testing
- Discuss key due dates for building / district requirements

March

- Continue to monitor and address new teachers concerns and needs
- Continue curriculum and assessment dialogue
- Discuss key due dates for building / district requirements
- State testing protocols and training lead by district
- Finish observations and discuss outcomes
 - Turn in observations to building principals.

April

- Review end of year assessments and reporting procedures
- Discuss testing and evaluating end of year progress of students
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs

- Discuss key due dates for building / district requirements

May

- Discuss end of year procedures
- Inform of awards, certificates, or recognition activities for students
- Explain budgeting and ordering for the following year
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Evaluate mentoring program
- Identify goals for following year
- Recognize and celebrate success
- Discuss key due dates for building / district requirements
- Complete new teacher evaluation and turn in to building principal by May 12th.

Conference Log

Mentee: _____ Mentor: _____
 Date: _____ Time: _____ Duration: _____ School: _____

Progress from last conference:		R E F L E C T
What I feel good about:	What feels the most challenging:	
Focus for today:		

		F O C U S
Identify the Domains, Components, & Elements you are working with today:		
Evidence:		
Possible Solutions:		P L A N
Mentee's next steps:	Mentor's next steps:	
Resource ideas:		
Next meeting date:		

Huron School District Teacher Observation Form

This form is to be used for the formal observations that the mentee and mentor complete during the year specific observation data is not submitted, only this summary form. Add pages if needed.

Mentee _____ Mentor _____
 Grade & Subject Observed _____

Date of Pre-Conference _____
 Date of Observation _____
 Date of Post-Conference _____

Focus of observation (“What am I looking for?”):

Format of data collection (“How will I collect this data?”)

Observation summary:

Follow up (mentor/mentee):

Signatures _____
Mentee Mentor

Date _____



Reflecting on Your Teaching



Questions you might ask yourself

1. In general, how successful was the lesson? Did the students learn what I intended them to learn?
2. To what extent were my learning targets appropriate for my students?
3. To what extent were my assessments effective? Would I make any changes in assessment? If so, what changes would I make and why?
4. Comment on my classroom procedures, my use of physical space, and the students' conduct. To what extent did the classroom environment contribute to student learning?
5. Did I make any modifications to my plan during the lesson? If so, what were they and what motivated these changes?
6. To what extent was my feedback to students accurate, substantive, constructive, specific, and/or timely? How might I have responded differently?
7. Describe an instance in which my feedback positively affected a student's learning.
8. Comment on all the different aspects of my instructional delivery.

	Were the following aspects of my instructional delivery effective? Why or why not?	What would I do differently to improve the lesson?
Instructional Strategies		
Student Grouping		
Student Activities		
Materials, resources, and technology		

9. After looking at the work the students did and considering my answers to the questions above, how would I plan my next lesson for this class? What might I do differently if I were to teach this lesson again?

 **End of Year Reflection** 

Reflect

Timely reflection can offer great gain. Here are some thoughts to use as prompts.

- What were my favorite lessons that I must do next year?
- Which lessons were disasters that I definitely need to think about reworking?
- Did I like my classroom management system? If not, who can I go to that is a good role model?
- Did I accomplish everything I needed to for appropriate student growth?

- Were the topics taught in a sequential order?
- What were some frustrations that I had this year?
- What was my favorite moment?
- What did I learn about teaching this year?
- Next year I would like to do more...
- Next year I would like to do less...
- Next year I would like to try...