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## Mentor Handbook

### Proposed Changes for 2021-22

June, 2021

The Cabinet has reviewed and revised the Mentor Handbook and is submitting the document to the Huron School District Board of Education for approval.

The following changes were made:

- Complete revision of 2021-2022 Handbook

Thank you.

Linda Pietz, Jolene Konechne, Ralyna Schilling  
District Cabinet Members

# Huron School District Mentor Program



**HANDBOOK**  
**2021-2022**

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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.
- Coordination with all involved agencies/stakeholders will be on a regular basis.
- Yearly summative program evaluation and update will occur.
- Release time will be provided for participants to work together on a regular basis wherever possible (i.e. 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

#### **Professional Development:**

- Acquire knowledge of and familiarity with South Dakota Teacher Ethics and Standards
- Attend monthly seminars via zoom
- 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 in to building principal

#### **Support/Sponsorship of the New Teacher:**

- Meet monthly
- 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



## New Teacher Role & Responsibilities



### 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 monthly seminars via zoom
- 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 in to 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.

This form is to be completed and turned in by the Mentor to the principal by **May 13th** in order to verify completion of the program.

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"> <li>● Date of Pre Conference:</li> <li>● Date of Observation:</li> <li>● Date of Post Conference</li> </ul>		
Completed 2nd Observation - <ul style="list-style-type: none"> <li>● Date of Pre Conference:</li> <li>● Date of Observation:</li> <li>● Date of Post Conference</li> </ul>		
Completed 3rd Observation - <ul style="list-style-type: none"> <li>● Date of Pre Conference:</li> <li>● Date of Observation:</li> <li>● Date of Post Conference</li> </ul>		
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 13th**.

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 13th** in order to verify completion of the program.

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.		
Attend Four District Seminars		
Complete 1st Observation <ul style="list-style-type: none"> <li>● Date of Pre Conference</li> <li>● Date of Observation</li> <li>● Date of Post Conference</li> </ul>		
Complete 2nd Observation <ul style="list-style-type: none"> <li>● Date of Pre Conference</li> <li>● Date of Observation</li> <li>● Date of Post Conference</li> </ul>		
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 13th**.

**Mentor Signature:**

**Date:**

**New Teacher Signature:**

**Date:**

**Principal Signature:**

**Date:**

## **Required Seminars**

- Seminars begin promptly at 7:15 AM and end at 7:45 AM.
- Seminars will be held via zoom.
  - You must be visible on camera in your classroom.

## **Dates & Topics for Seminars**

- October 13 - Linda Pietz / Curriculum Office / testing / NWEA / ACCESS
- November 17 - Ralyna Schilling / SPED / New referral process / legal responsibility
- January 19 - Jolene Konechne / ESL / Ellevation Program
- April 6 - Dr. Steinhoff / expectation / wrap-up



## 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, busses 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 Other:



## Monthly Mentoring Ideas



### August

- Initiate informal “drop in” meetings – begin to develop a collegial relationship
- Review documents on district website
- Assist with lesson planning
- Assist with setting up grade book in Infinite Campus
- Assist with technology if needed
- Assist in reviewing permanent records
- Identify school and community resources
- Assist with classroom management plan
- Begin curriculum and assessment dialogue
- Begin to monitor and address new teachers concerns and needs
- Discuss monthly building and district activities (i.e. lesson plans, grading practices, NWEA)

### September

- Establish observation timelines
- Review informal observation processes and procedures
- Explain parent conference processes
- Ensure grade book is set up correctly
- Share ideas, resources, etc.
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Explain report card processes
- Discuss this month’s building and district activities

### October

- Conduct 1st observation and provide feedback
- Analyze and discuss classroom data and student growth
- Discuss instructional strategies for “bubble” or struggling students
- Share ideas, resources, etc.
- 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 this month’s building and district activities

## **November**

- Continue observations with feedback
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Discuss this month's building and district activities

## **December**

- Continue observations and provide feedback
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs
- Discuss this month's building and district activities

## **January**

- Continue observations and provide feedback
- Analyze and discuss benchmark assessments
- Review school/classroom procedures for beginning a new semester
- Remind mentee of professional development opportunities if needed
- Address questions regarding report cards/grading/permanent records
- Evaluate first semester experiences
- Build on and reinforce peer relationship
- Continue curriculum and assessment dialogue
- Analyze and discuss data and student growth (including NWEA)
- Continue to monitor and address new teachers concerns and needs
- Discuss this month's building and district activities

## **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
- Discuss this month's building and district activities

### **March**

- Continue to monitor and address new teachers concerns and needs
- Continue curriculum and assessment dialogue
- Discuss this month's building and district activities

### **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 this month's building and district activities

### **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 this month's building and district activities

## Conference Log

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_ School: \_\_\_\_\_

Progress from last conference:		<b>R E F L E C T</b>
What I feel good about:	What feels the most challenging:	
Focus for today:		<b>F O C U S</b>
Identify the Domains, Components, & Elements you are working with today:		
Evidence:		
Possible Solutions:		<b>P L A N</b>
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 you intended them to learn?
2. To what extent were your learning targets appropriate for your students?
3. To what extent were your assessments effective? Would you make any changes in assessment? If so, what changes would you make and why?
4. Comment on your classroom procedures, your use of physical space, and the students' conduct. To what extent did the classroom environment contribute to student learning?
5. Did you make any modifications to your plan during the lesson? If so, what were they and what motivated these changes?
6. To what extent was your feedback to students accurate, substantive, constructive, specific, and/or timely? How might you have responded differently?
7. Describe an instance in which your feedback positively affected a student's learning.
8. Comment on all the different aspects of your instructional delivery.

	Were the following aspects of your instructional delivery effective? Why or why not?	What would you 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 your answers to the questions above, how would you plan your next lessons for this class? What might you do differently if you were to teach this lesson again?



## End of Year Reflection



### Reflect

Before you leave, take time to reflect. If you don't do it now, you probably won't do it. You owe it to yourself and to your profession to reflect. You can do this any way you would like. Here are some thoughts to use as prompts.

- What were your favorite lessons that you must do next year?
- Which lessons were disasters that you definitely need to think about reworking?
- Did you like your classroom management system?
- Did you accomplish everything you needed to?
- Did you teach the topics in a good order?
- What were some of the frustrations in your life, your classroom, or in your building that you may have?
- What was your favorite moment?
- What did you learn about teaching this year?
- Did you have a good work/personal life balance?
- Next year I would like to do more...
- Next year I would like to do less...
- Next year I would like to try...