

Teach Like a Champion

Beaver Dam Unified School District

2011-2012

The Beaver Dam Unified 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 new teacher and the mentor that will encourage content mastery and deepen the understanding of pedagogical skills. This handbook will serve as one of the many resources available to guide our new teachers, our mentors and our administrators through the mentoring process.

*Sharing is the essence of teaching.
It is, I have come to believe, the essence of civilization...
Without it, the imagination is but the echo of the self, trapped in a
soundproof chamber, reverberating upon itself until it is spent in
exhaustion or futility.*

Bill Moyer

*If you are aware of your weaknesses and are
constantly learning, your potential is virtually
limitless. You can build something that will be a
legacy.*

Jay Sidhu, Sovereign Bank



Beaver Dam Unified School District

Mentor Qualifications and Responsibilities

Qualifications:

1. Possess a valid Wisconsin Teacher Certificate.
2. Have at least three (3) years of teaching. District experience is appreciated.
3. Have the endorsement of their respective building principal in the following areas: leadership experience, demonstrated knowledge and implementation of best teaching practices, demonstrated curriculum experience, and grade level or subject experience.
4. Agree to abide by the expectations stated as “Mentor Responsibilities”.
5. Possess good communication skills.
6. Be performing at a satisfactory level in their current teaching assignment.
7. Mentors must participate in six (6) hours of mentor training.

Responsibilities:

1. Provide orientation, in cooperation with administration, to the new teacher at the beginning of and through the school year, including such things as district culture, operations, and demographics.
2. Observe, confer with, and provide advice to the new teacher regarding interaction with students, parents, and other teachers.
3. Assist the new teacher in setting up routines and understanding the school’s organization.
4. Provide instructional materials and direct the new teacher to in-school and Board of Education resources.
5. Help the new teacher by demonstrating lessons for teaching specific learning objectives.
6. Help the new teacher to become reflective and self-evaluative.
7. Monitor progress and impact on learning the classroom.
8. Facilitate the understanding of the professional teacher’s responsibilities I the school district base upon the professional teaching standards.
9. Establish a system of ongoing communication.
10. Maintain confidentiality in the professional relationship.
11. Share resources for professional development opportunities.
12. Attend mentor/mentee inservice and professional development sessions (six (6) hours), lunches, and recognition ceremonies.
13. Provide pre-school support for new teacher (mentee) by assisting and gathering resources, developing a learning environment, and by attending the district new teacher orientation program.
14. Develop a collegial/professional relationship.
15. Reflect on the year together and offer suggestions to improve the mentoring program.

Who Benefits?

THE NEW TEACHER.....

- ◆ *Gains knowledge about district policies, job responsibilities, and school culture*
- ◆ *Has emotional support that eases many concerns and anxieties*
- ◆ *Improves teaching performance and promotes student learning*
- ◆ *Engages in professional growth activities that enhance knowledge of effective strategies and techniques*
- ◆ *Systematically builds on successful classroom practice*
- ◆ *Chooses to remain in the teaching profession and retains initial enthusiasm*

THE MENTOR TEACHER.....

- ◆ *Becomes a more reflective practitioner*
- ◆ *Is more open to the challenges of systemic change*
- ◆ *Is able to transfer the knowledge and skills in effective classroom practice*
- ◆ *Retains the enthusiasm and motivation for teaching*
- ◆ *Is the recipient of new ideas from a fresh perspective*
- ◆ *Becomes a teacher leader*
- ◆ *Is recognized for contributing to the professional growth of themselves and others*

THE ADMINISTRATOR.....

- ◆ *Is supported in efforts to improve teacher quality and effectiveness*
- ◆ *Has developed a cadre of teacher leaders to support reform efforts*
- ◆ *Retains the “best and brightest” teachers for the school*
- ◆ *Builds a feeling of collaboration within the school that encourages collegial problem solving*
- ◆ *Is the staff leader in promoting positive professional growth*
- ◆ *Identifies and resolves the problems faced by new teachers*

THE SCHOOL DISTRICT.....

- ◆ *Retains quality teachers who understand the district and school culture*
- ◆ *Identifies and assists new teachers in resolving problems*
- ◆ *Creates cohesive schools that promote teacher professional training through learning communities*
- ◆ *Becomes known for their support of the professional staff and the achievement of their students*

Mentor Process

Mentoring is not a new concept, nor is it the newest fad in education. It has existed since the time of the Greeks and Romans. Indeed, the success that most veteran teachers have achieved is due to having been mentored or “shown the ropes” by other veteran teachers over the course of the first couple of years. For many, mentoring was a buddy system, an informal gleaning of knowledge from the veteran next door. There are those for whom there was a special someone who was willing to decrease the anxiety level of those first months in the classroom, someone who was willing to find those missing resources, someone who could guide the new teacher through the maze of paperwork and planning. For a very few, there was little support because others were too busy surviving the first days in their own classroom.

For new teachers, those first exciting days in a new classroom can be a journey fraught with unknown roadblocks, detours, and stop signs. It also is a journey where wonderful rewards await the professional around the next curve. New teachers deserve a guide, an advisor, and a friend to keep them moving in the right direction. In many ways, we all need mentors at various times in our careers. We need mentors who are prepared and trained. New Jersey has committed to that process and has recognized that a structured and formalized mentoring program invests heavily in the success and retention of our new teachers and the achievement of all of our students. Mentors will be selected based on specific criteria. What can you expect of the person assigned to help you?

A MENTOR TEACHER will be:

- ◆ *Skilled in the delivery of instruction and knowledgeable about content*
- ◆ *Enthusiastic about the profession*
- ◆ *A confidant who listens and guides*
- ◆ *Willing to take risks and look for new approaches*
- ◆ *Respected and trusted by colleagues*
- ◆ *Sensitive to the needs of others*
- ◆ *A team player*
- ◆ *Available for help and support*
- ◆ *Patient*
- ◆ *A leader*
- ◆ *A cheerleader and a coach*



Principal/Assistant Principal/Supervisor:

- ◆ *Selects a mentor from the applicants for each novice teacher as soon as they begin their assignment*
- ◆ *Provides a list of all induction pairs to the office of the Mentoring Coordinator*
- ◆ *Serves as a facilitator for mentoring activities that can include meetings, observation and conferencing, and trainings*
- ◆ *Observes and evaluates new teachers according to state and district requirements*
- ◆ *Participates in and support mentor and novice teacher trainings*
- ◆ *Monitors ongoing activities of the mentoring pair*

Mentor Teacher:

- ◆ *Serves as a professional role model in both professional and classroom practice*
- ◆ *Fosters a trusting, confidential relationship*
- ◆ *Serves as a critical friend*
- ◆ *Meets with the novice teacher at least twice weekly in the first ten weeks, and weekly, thereafter*
- ◆ *Provides appropriate feedback after a non-evaluative observation or visitation*
- ◆ *Models effective instructional techniques for the novice teacher*
- ◆ *Orients the novice teacher to district and school policies*
- ◆ *Provides a variety of resources to help the novice begin to form a repertoire of effective strategies and techniques*
- ◆ *Participate in training modules that will assist the mentoring process*
- ◆ *Participates in a summer orientation meeting to help the novice establish goals for the beginning of school*
- ◆ *Encourages the novice teacher to record needs, questions, and descriptions in a journal, using that journal for discussion purposes*
- ◆ *Helps the novice teacher identify best practice material for a portfolio*
- ◆ *Participates in site-based mentoring meeting (maximum—3) with the mentoring coordinator*
- ◆ *Maintains continued involvement in professional growth opportunities*

ROLES AND RESPONSIBILITIES– CONTINUED

Novice Teacher:

- ◆ *Develop the knowledge, skills, and attitudes necessary for optimal student learning*
- ◆ *Accept and implement appropriate suggestions in a professional manner*
- ◆ *Ask questions*
- ◆ *Meet with your mentor on a regular basis and document the meeting times: a minimum of twice a week in the first 10 weeks, and weekly thereafter*
- ◆ *Observe your mentor and other teachers in several teaching situations and discuss new learnings*
- ◆ *Allow your mentor to observe your classroom to provide feedback and support*
- ◆ *Keep a journal of your experiences that will help you reflect and build on successful practices*
- ◆ *Use the journal as a communication tool with your mentor*
- ◆ *Develop a portfolio of best practices that you would share with other new teachers*
- ◆ *Demonstrate enthusiasm for and a commitment to the school and district and the profession of teaching*
- ◆ *At the end of the first year, design a professional improvement plan*
- ◆ *Special Education teachers must develop a PIP at the beginning of the school year*



Observations

Observation is an integral part of the mentoring process. It gives participants the opportunity to view techniques and strategies that would enhance classroom practice. It allows for coaching and tutoring. It opens discussion and provides the avenue for problem solving and reflection. Veterans and novices, alike, find that learning from watching others—a demonstration of effective skills—is a two-way street. Observation offers the chance to visually experience a new technique or an introduction to new concepts. From the observation, feedback and support for is given that allows participants to gain a better understanding of the teaching practice. As one practitioner expressed, “It provides a mirror for me to view myself in actual practice.” Observation in the mentoring process is both non-evaluative and nonjudgmental. Its purpose is to help the participants view and react to the learning and the teaching that occurs within the instructional setting.

The following procedures have been designed to make the observation meaningful and relevant:

- 1. A request must be made to the administrator of your intent to participate in an observation when release time is needed. They will set up the observation schedule based on funding, substitute availability, and the specific needs of the participants.*
- 2. Upon completion of the observation, the participants must conference. It is suggested that the novice teacher record the goals of the lesson, the learnings that resulted from the discussion, and possible implementation plans.*

Observation Prompts

There are many useful questions that will help teachers reflect on their lessons after an observation has been completed. Using a series of questions enables both participants to discuss the skills and strategies used during the lesson, and their ultimate effectiveness in improving the teaching and learning of the classroom.

- 1. How do you think the class went, in light of the objectives you set?*
- 2. Do you feel that the students grasped the concepts? Can you give examples that speak to that point?*
- 3. Did you need to alter your plans at any time during the lesson? Why? How did you accomplish that?*
- 4. Was there any one aspect of the lesson that you would like to teach differently? How would you like to change it?*
- 5. Were the materials you used helpful in making the concept come alive?*

6. *Are there any teaching methods you would like to further explore that might help you in teaching this type of lesson?*
7. *Can you describe a strength in the lesson?*
8. *Describe an area of concern during the lesson. What could be done to change the outcome?*
9. *Were there behaviors in the class that are not normally present? What could you do to retain the focus of the students while addressing the behavior?*
10. *Why did you react to (describe an event or behavior) the way you did?*
11. *How will you follow up the lesson?*
12. *What strategies did you use to encourage student participation?*
13. *Can you describe how the students interacted with one another?*
14. *Identify how you incorporated a variety of questioning techniques that assist students in using higher level thinking skills.*
15. *How did you vary teaching techniques to address the needs of all of the students?*
16. *Can you identify elements of the lesson that help students relate the learning to real-world situations.*
17. *Identify ways that you were sensitive to the behavioral and academic needs of your students.*

NEW TEACHER ORIENTATION SCHEDULE 2011

***New Teachers & Mentors
2011-12 Monthly Meetings
4:00 – 6:00 pm, Thursdays***

September 8th

October 13st

November 10th

December 8th

January 12th

February 9th

March 8th

April 12th

May 10th Celebration!

Meetings will be 4:00 – 6:00 pm. One hour will be mentor/new teacher time when the pairs will be together, followed by an hour of specific mentor training and discussion time. All meetings will start in the ESC in the large conference room.



Beaver Dam Unified School District Elementary and Middle School Calendar 2011-2012



JULY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

AUGUST						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 I	30 I	31 I			

SEPTEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Holiday	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4 Late Start	5	6	7	8 1
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 No Classes	29
30	31					

NOVEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Holiday	25 No Classes	26
27	28	29	30			

DECEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 Late Start	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 No Classes	24
25	26	27	28	29	30	31
----- Winter Break -----						

JANUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 S	19 I	20 No Classes	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 No Classes	25
26	27	28	29			

MARCH						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8 Late Start	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
----- Spring Break -----						
25	26	27	28	29	30	31

APRIL						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 No Classes	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9 Late Start	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Holiday	29	30	31		

JUNE						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6*	7 I	8 I	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Key:
I – Inservice (No Classes for Students)
S – End of Semester

*Emergency Makeup Day

June 6th – Makeup Day

*If not used as a Makeup Day, this will be one of the last Inservice days of the school year.



Beaver Dam Unified School District High School Calendar 2011-2012



JULY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

AUGUST						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30 I	31 I			

SEPTEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Holiday	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4 Late Start	5	6	7	8 1
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Holiday	25 No Classes	26
27	28	29	30			

DECEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 Late Start	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 No Classes	24
25	26	27	28	29	30	31

----- Winter Break -----

JANUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 S	19 I	20 I	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 No Classes	25
26	27	28	29			

MARCH						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8 Late Start	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

----- Spring Break -----

APRIL						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 No Classes	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9 Late Start	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Holiday	29	30	31		

JUNE						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6*	7 I	8 I	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Key:

I – Inservice (No Classes for Students)

S – End of Semester

Late Start Dates will be determined in May

***Emergency Makeup Day**

June 6th – Makeup Day

*If not used as a Makeup Day, this will be one of the last Inservice days of the school year.

Important Numbers

School: _____

Room: _____

Mentor: _____

BDEA Rep: _____

Guidance Office: _____

Custodian: _____

District Office: 885-7300 or 885-7470

Mentoring Contacts: Sandra G x1110 Brian A x3103 Judy H x4430

Personnel: Judy Steinbacher x1130

Payroll: Rhonda Fick x1119 Natalie Megow x1117

Aesop: 1-800-942-3767

LOGINS

Novell Network: _____

Email: _____

ERMA (Employee Info): _____

District Intranet: _____

Aesop: _____

BYOC: _____

Other: _____
