

Darlington Community School District  
2023-2024  
Mentor-Mentee Handbook



## **Introduction**

The mentorship program was established to unite experienced and newly hired teachers in smoothing the transition from theory to practice. In addition, the Mentor Program assists experienced teachers who are new to the district to become familiar with the school district, its programs, students, staff, and community. The students and staff of Darlington will benefit from the professional growth and development of mentors and mentees.

## **Goals**

1. To improve instruction for the students in the Darlington School District.
2. To facilitate teachers' initial experiences in the Darlington Public Schools.
3. To promote the professional and personal well-being of educators in the Darlington School District.
4. To increase teacher awareness of informal professional behaviors and expectations in the buildings and the district.
5. To attract and retain qualified professionals in the district.

## **Expectations**

Attend monthly meetings with building mentor and principal

## **Putting it all Together**

There is little doubt that ongoing, meaningful contact between mentors and mentees reinforces and fosters professional development and builds trust.

The following pages contain a month by month list of suggested activities designed to promote interaction between mentors and their mentees. The activities suggested for each month were selected, in part, to correspond with typical activities and events occurring in a school year. Activities and topics were selected by reviewing research on the needs of beginning teachers and the experiences reported by mentors and mentees.

Mentors and mentees are encouraged to review these activities as a team, to modify them as needed, and to create others of their own in order to maximize the development of their relationship. An area for noting experiences and/or ideas is included in the calendar format.

Activities for district and/or building involvement, depending on the extent of their program, are also included.

## **Contacts**

Mike Flanagan - DEMS Principal: 776-4021 Ext. 101

Mitch Austin - DHS Principal: 776-4001 Ext. 254

Kelly Rose - Director of Pupil Services: 776-4012 Ext. 186

### **To Request A Substitute:**

Taylor Thuli - DEMS Substitute Coordinator: 608-574-5256

Taylor Butson - DHS Substitute Coordinator: 608-482-3155



## **Mentor/Mentee Expectations**

Mentoring, when done effectively, creates a partnership between individuals—the mentor and the mentee. The goal of the mentoring program is to provide support for the mentee--Teacher and allow them to have an opportunity to meet with their mentor and discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support.

### Mentor Expectations

- Schedule monthly meetings with teacher(s) and communicate these dates, times and locations to mentees and principal.
- Assist the teacher in preparing for the 1st day of school.
- Assist teacher with classroom management and discipline.
- Share own knowledge about lesson planning, useful classroom materials, long-short term planning strategies, curriculum development, and teaching methods.
- Help teacher learn to meet the procedural demands of the school.
- Provide moral and emotional support and function as a sounding board for new ideas.
- Provide access to other classrooms so teachers can observe their colleagues and begin to know and understand the different models of teaching that can exist within a school.
- Help teachers understand the implications of student diversity for teaching and learning.
- Engage first-year teachers in self-assessment and reflection on their own practice.
- Provide support and professional feedback as novice teachers experiment with new ideas and strategies.

### Mentee Expectations

- Use active listening skills during discussions with your mentor. Take notes when appropriate and ask questions.
- Receive feedback in a positive attitude. Your mentor will provide honest feedback to you and accept it as an opportunity to strengthen and improve your potential as a teacher.
- Let your mentor know that you have followed advice and/or suggestions, even if you have modified the suggestions. Pointing out that you used your mentor's help and sharing outcomes is very important in the mentor relationship.
- Appreciate the mentor's knowledge and expertise.
- Be prepared to ask for specific guidance and advice.
- Be specific about your questions and concerns.

## August

- Introduce yourself to the mentee and introduce your mentee to staff members in your building (nurse, counselor, administrators, custodians, support staff, etc.).
- Take a tour of the building/area.
- Assist in logging into Gmail, Infinite Campus, Employee Access, and other systems.
- Explain how to request custodial or technological assistance.
- Show location of materials (stapler, construction paper, etc.)..
- Share checkout procedures for books, materials, etc.
- Tour teacher workroom: supplies, copy machine procedures, etc.
- Debrief staff/team meetings.
- Review assigned duties & responsibilities for each duty.
- Share teacher dress code.
- Share workday times and requirements.
- Discuss/share grade level/content area daily class schedules.
- Share lesson plan expectations & example of weekly plan.
- Share first day/week activities—provide guidance on organizing the first day & first week.
- Review testing dates, administration procedures, etc.
- Explain procedures (attendance, tardies, lunch count).
- Explain PBIS, Rtl, Home Room, WIN Time.
- Discuss arrival/dismissal procedures.
- Discuss playground/lunch rules.
- Share building forms and wher to find them.
- Review procedures for fire drills and escape route.
- Discuss FYI issues regarding school culture and customs.
- Review Curriculum Pay Requirements: PD Hours, SLO/PPG, Team Collaboration, Lesson Plans.
- Provide guidance on composition of an SLO and PPG.
- Explain parking and professional attire.
- List below any other items discussed in your meetings:

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## September

- Share how teaching is going.
- Review homework policy & share ideas regarding assignment submission by students.
- Go over student make-up work policies.
- Discuss upcoming or completed observations by administrative staff.
- Discuss understanding of how to write weekly lesson plans that focus on student learning & benchmarks.
- Discuss any beginning of the year assessments that need to be administered.
- Discuss concerns about students who might be struggling & identify possible interventions.
- Clarify and discuss any points at faculty, team, grade/department level meetings.
- Share grading guidelines, deficiency notices, quarterly or semester grades.
- Review grade book & record keeping system.
- Discuss communicating with parents, tips for upcoming Parent/Teacher conferences.
- Discuss Special Education and/or Intervention Team referral process.
- Review parent communications, open house, etc.
- Set up a scheduled time to meet as mentor/mentee in October.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## October

- Share & bring each other up-to-date what has been happening in your classroom.
- Review monthly district/building activities.
- Discuss takeaways from administrative observations and feedback cycles.
- Examine/discuss classroom management/discipline plan & maintaining class control.
- Observe each other's' classroom teaching sometime during October:
  - Mentor Observation on Mentee Date completed: \_\_\_\_\_
  - Mentee Observation on Mentor Date completed: \_\_\_\_\_
  - Provide feedback to each other about what you observed in the classroom.
- Debrief department, grade level, team, and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions.
- Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events.
- Review grade reporting system & how grade reports will be distributed to parents.
- Continue discussion on parent/teacher conferences & tips in how to conduct.
- Discuss any potential difficult conferences & suggest support personnel who might attend the conference.
- Set up a scheduled time to meet as mentor/mentee in November.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## November

- Share & bring each other up-to-date what has been happening in your classroom.
- Review monthly district/building activities.
- Discuss & share how parent teacher conferences went.
- Discuss upcoming observations and feedback meetings, walk-throughs, etc.
- Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive.
- Discuss concerns/successes of students.
- Share email & parent communications.
- Discuss procedure for snow day/delayed starts.
- Identify students needing accommodations for state and district testing (if applicable).
- Appraise instructional pacing.
- Review holiday units & activities.
- Share “tricks of the trade” to get through the upcoming weeks.
- Collaborate with mentor and colleagues to prepare for virtual instruction, in case of inclement weather.
- Set up a scheduled time to meet as mentor/mentee in December.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## December

- Brainstorm and share ideas in how to plan meaningful and engaging activities for the days prior to winter break.
- Discuss upcoming observations and feedback cycles, walk-through, etc.
- Discuss semester exam/waiver policy (DHS).
- Invite teacher to participate in any building holiday events/parties.
- Discuss the importance of rejuvenation activities during Winter Break.
- Set up a scheduled time to meet as mentor/mentee in January.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## January

- Review and discuss first semester experience.
- Discuss and/or assist in developing personal goal or professional development plan for second semester.
- Review report cards/progress reports to send home.
- Contacting parents of struggling students
- Examine second semester classes/schedule.
- Discuss upcoming observations and feedback meetings, walk-throughs, etc.
- Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc.
- Discuss how to prepare students for upcoming testing
- Set up a scheduled time to meet as mentor/mentee in February.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## February

- Review monthly district/building activities.
- Discuss learning resources to suggest to parents when ask how they can help support their student's learning.
- Review confidentiality policy of information.
- Discuss upcoming observations and feedback meetings, walk-throughs, etc.
- Observe mentee's classroom teaching in February:  
    Date completed: \_\_\_\_\_  
    Provide feedback what you observed
- Set up a scheduled time to meet as mentor/mentee in March.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## March

- Review testing schedule, testing procedures & suggestions for optimal testing environment.
- Review accommodations for designated state and district testing students prior to testing dates.
- Have mentee observe another teacher's classroom in March:  
Date completed: \_\_\_\_\_  
Mentee provides feedback to the teacher observed. Date completed: \_\_\_\_\_
- Look for upcoming workshops, classes, professional development opportunities.
- Set up a scheduled time to meet as mentor/mentee in April.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## April

- Discuss procedures for end of year events, ordering, field trips, etc.
- Review information from meetings for clarification, etc.
- Become aware of professional organizations in your discipline or area of interest.

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## May

- Discuss procedures for closing up the end of the school year—room preparation.
- Ordering procedures for next school year.
- Review information from meetings for clarification, etc.
- Request feedback regarding mentor program and identify any areas of improvement.
- Discuss areas of future development.
- Discuss semester exam/waiver policy (DHS).
- Invite teacher to attend any end of the year events/parties.
- Celebrate a successful school year!

Comments:

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**SUBMIT THIS COMPLETED RECORD FOR EACH MENTEE TO THE  
BUILDING PRINCIPAL BY MAY 31ST.  
Darlington School District Professional Development Plan  
2023-24**

Employees must complete 8 hours of professional development each school year. The professional development should be directly related to their district, building, or professional practice goals. These goals relate directly to the four essential questions:

1. What is it want students to learn?
2. How will we know when they have learned it?
3. What will we do if they don't learn it?
4. What do we do if they already know it?

There are many ways to obtain professional development. Peer observations, attending workshops/conferences, district sponsored professional development, book studies, etc. If you would like to participate in professional development activities they must be related to one of the eight professional development needs, and be directly connected to the four essential questions. Your building administrator will need to approve all professional development requests. Please make sure the form is complete or it will not be approved.



## Helpful Hints For Getting Your Questions Answered



### Questions Regarding: **The District**

- Contact Cale Jackson, District Administrator @ 608-776-2006 Ext. 104
- Contact Sheila Andrews District Administrative Assistant @ 608-776-2006 Ext. 102

### Questions Regarding: **Curriculum**

- Contact Building Principal

### Questions Regarding: **Payroll & Benefits**

- Contact Steve Winslow, Director of Business Services @ 608-776-2006 Ext. 103
  - Health/Dental/Life/Vision Insurance
  - Disability Insurance – Short & Long Term and FMLA
  - Flex Plan, 403(b) Contributions, and Retirement Benefits
  - Payroll check electronic deposit
  - Unemployment Worker's Compensation

### Questions Regarding: **Teacher Contracts**

- Sheila Andrews District Administrative Assistant @ 608-776-206 Ext. 102
  - DPI Licensure
  - Contracts

### Questions Regarding: **Frontline Professional Growth**

- Contact Building Principal

### Questions Regarding: **Telephones**

- Submit a request @ [itsupport@darlingtonredbirds.com](mailto:itsupport@darlingtonredbirds.com)

### Questions Regarding: **Technology**

- Submit a request @ [itsupport@darlingtonredbirds.com](mailto:itsupport@darlingtonredbirds.com)

### Questions Regarding: **Maintenance/Custodial**

- Submit a request @ [maintenance@darlingtonredbirds.com](mailto:maintenance@darlingtonredbirds.com)

### Questions Regarding: **Other Things**

- Contact Your Building Administration Regarding:
  - Time Off Request
  - Workshop/Conference Attendance
  - Purchases
  - Budget Information
  - Handbook

## 2023-24 Timeline for Educator Effectiveness

Summary Year Timeline	Task	Completed
September - October	Administer appropriate baseline measure of student knowledge (e.g., pre-test measure or other) and set growth targets for SLO.	
September	Review student-level data to identify area(s) of need for SLO.	
September	Determine whether students' needs are best addressed by individual and/or team SLOs.	
September	Identify targeted student populations, standard to which SLO is aligned, and evidence source(s).	
September - October	Complete SLO planning process, self-rating, and PPG Statement (self-rating and PPG Statement must be done by mid-September) and submit SLO information to evaluator through My Learning Plan (MLP).	
October	Engage in a Planning Session with an evaluator to review SLO and revise as needed. Begin to Implement SLO.	
November-April	Monitor student progress.	
February	Complete and submit Mid-Year/Mid-Interval Review Form and related evidence through My Learning Plan (MLP).	
February	Engage in Mid-Year/Mid-Interval Review of SLO progress with evaluator and adjust SLO growth target if needed.	
May	PPG, Artifacts, Meeting with Evaluators needs to be completed before the end of the school year.	
May	Administer appropriate end-of-term measure of student knowledge (e.g., post-test, scoring of portfolio or performance assessment, etc.).	
May	Self-score SLO, complete End-Of-Year Review Form and submit evidence in My Learning Plan (MLP).	
May-June	Engage in End of Cycle Summary Conference with evaluator to discuss SLO growth and overall SLO score with supervisor.	
June 30	Deadline for entering summary scores into My Learning Plan (MLP).	

\*Timeline month – Tasks must be completed before the end of the month, unless otherwise indicated under the task column.