


Overview of Mentoring in Wisconsin

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Reflections on Mentoring

- **What do you think *is currently* required for and of mentors in Wisconsin?**
 - **What was your experience with mentorship?**
 - **What makes a good mentor?**
 - **What does mentoring best practice look like?**
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What is currently required?

- Districts provide training to mentors
- Districts give orientation to new teachers (aka mentees)
- Districts provide monthly instructions for mentors to follow
- Mentor teachers provide logistical support (supplies, scheduling) to new teachers
- District requires mentors to provide coaching for Educator Effectiveness (logistical and supportive)
- Supporting and providing classroom management, curriculum, and pedagogical guidance, as well as emotional support
- Peer observations and collaboration
- Professional goal setting support
- New teachers provide input in the mentorship program

What was your mentorship experience?

- Shared time with mentor extremely valuable
- Mentees must be willing to receive support
- District programs do not extend to other roles in the district, like pupil services
- Pupil services employees sometimes go through orientation content directed at teachers rather than specific to their role.
- Mentoring has developed into a much more structured system in recent years
- Grant money supported mentor-mentee time outside of school, adding value to the program
- Some expectation that mentors provide almost a human resources function
- Fostering a strong relationship overtime, perhaps having someone that interviewed a teacher, is important to mentoring.
- The New Teacher Center program promotes coaching skills for mentors to provide feedback and have good professional conversations.
- Ideally, preparation programs promote new teachers' willingness to receive mentorship.
- Thinking about alternatively licensed teachers, ensuring they benefit from mentoring experiences.
- Competitive relationships and poor collegial environments are not conducive to effective mentoring.
- Mentoring requires a certain mindset or disposition.
- Listening is a huge skill for positive mentor experiences.
- Mentoring can be as simple as providing some resources and tips here and there.
- Emotionally, mentors can make you feel like you are doing a good job. Mentoring can provide external validation.
- Teachers leaving often leave due to the emotional toll of not feeling effective. Teaching can be a lonely profession without much opportunity for feedback.

What does good mentoring look like?

What makes a good mentor?

- Listening
- Mindset or disposition
- Being a confidant
- Understanding that teaching isn't one size fits all
- Welcoming
- Should be experienced, master teachers
- Be able to differentiate both their mentoring and understand how to differentiate instruction
- Be able to help people acclimate to the school culture and climate
- Provides resources and structures upon which a mentee can build
- Be an emotional support and external validation
- Be a really good teacher (mentors sometimes not even teachers)
- Good communication
- Good humored nature
- Solution oriented
- Provides support, tools, advice, and acknowledgement
- Sympathy is not enough
- Ideally, mentors also get support to improve their practice
- Be able to collect, understand, and process data.
- Provides accountability.
- Mentoring and mentorship programs should also be accountable to certain outcomes, like increased teacher retention.
- Mentoring outcomes need to be defined in advance
- Recognition and acknowledgement for the importance of mentorship for both the organization and for students
- Compensation for mentors
- Patience
- Time for mentoring
- Differentiation between regularly trained versus emergency licensed staff

What's Required in Wisconsin?

Wis. Admin. Code PI 34 requires:

A school district employing a tier II license holder who has less than three years of full-time teaching experience shall provide all the following:

- Ongoing orientation and support which is collaboratively developed by teachers, administrators, and other school district stakeholders.
- A licensed mentor who successfully completed a mentor training program approved by the department.



DEVELOP


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To whom does this apply?

School districts are required to provide these things to:


- Tier II license holders with less than 3 years full-time experience (PI 34.040(5))
- Tier I guest license holders (PI 34.030(2)(c))
- Tier I special education license holders (PI 34.039(2))

What does it mean to complete state-approved mentor training?

- **Complete a mentor training program, either the program developed by the state (Mentoring Essentials), or**
 - **Complete a mentor training program designed to accomplish the same learning outcomes.**
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Current Mentoring Essentials

Learning Objectives

- **Understanding the role of a mentor, and the elements of a successful mentoring relationship.**
 - **Understanding why quality mentoring and induction supports beginning teacher support teacher development and retention.**
 - **Identify, plan for and practice skills needed to assess beginning teacher needs, provide feedback, and plan for timely support.**
 - **Identify key mentor supports related to the Educator Effectiveness System.**
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What does DPI currently provide?


- [Induction and Mentoring Guidebook](#)
- [Mentoring Essentials Series Training](#)
- [Beginning Teacher Induction Essentials Training](#)

Wisconsin Department of Public Instruction

Teacher Induction and Mentoring **GUIDEBOOK**



What is “ongoing orientation”?

- Collaboratively developed by teachers, administrators, and other school district stakeholders ([Wis. Admin Code PI 34.040\(5\)\(a\)](#)).
 - [Professional development] that meet the needs and concerns of [beginning teachers] and reflect the Wisconsin standards for teacher development and licensure ([Wis. Admin Code PI 38.03\(4m\)\(b\)](#)).
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What's good feedback?

Accurate Feedback

- Based on evidence aligned to common frameworks
- Evidence be collected by trained observers

Useful Feedback

- Utilizes the common language of the framework
- Identifies specific criteria for improvement
- Aligned to priorities of the educator based on
 - Self-review
 - SLO

Opportunities to Use Feedback

- Connects to educator's specific context (i.e., classroom or building, personalized goals)
- Connects the educator with resources
 - Mentors
 - Coaches
 - Professional Learning Communities
 - Professional Development Opportunities

[Jones, C., Gilman, L. \(2019\) The Impact of the WI Educator Effectiveness Process on Student Achievement](#)


Feedback is Essential!



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What's outcomes are missing?

- Point one

Questions?

