

2026-2027

Mentor-Mentee Program
Handbook

ISD #118
Northland Community Schools



Eagle Pride School Wide!

Mentor-Mentee List 2026-2027

Mentee

Stephaney Williamson-HS Sped

Alison Glade-Science

Nick Valtinson- Soc. Studies -2nd

Danica Geving-PreK -2nd

Baylie Cummings-JH sped

Aylie Troyna - JH Sped

Wendy Gray - Title one

Y2 Year 2 of 3-year program

Y3 Year 3 of 3-year program

Mentor

Raina Boucher

Sarah Valtinson

Mike Horn

Kelly Riewer

Karlys Gries

Stacey McKinney

Carol Procopio

Mission Statement

Northland Community Schools recognizes the need to attract and retain qualified professionals to provide its students with the best possible education.

The mentorship program is established to assist new teachers and licensed staff in the district in developing skills that help them become more effective and successful in their first years, as well as to understand the Northland Instruction Model.

The primary objective of the Northland Mentorship Program is to facilitate professional growth and development by utilizing experienced educators to guide and support those new to the profession or in a new assignment. Ultimately, this will result in success for the students of Northland Community Schools.

District Mentorship Goals

- 1) Attract, maintain, and retain high-quality teachers in the profession.
- 2) Develop a teacher induction program that promotes personal and professional growth to enhance teaching and provide students in District 118 with practical learning experiences.
- 3) Identify the varying needs of participants at the primary, intermediate, and high school levels.
- 4) Establish a program that links the theory of teaching to the practice of teaching.
- 5) Develop a program that benefits not only mentees but also the mentor.
- 6) Orient mentees to the overall district goals and norms.
- 7) Generate an up-to-date list of resources for teachers' use.

Mentor Responsibilities

- 1) Encourage the professional growth of your mentee through participation in the mentorship program.
- 2) Participate in mentorship training offered by the district.
- 3) Schedule and complete an Observation of the mentee and be observed by the mentee.
- 4) Meet regularly with your mentee to provide them with perspective when needed.
- 5) Assist your mentee in setting goals, planning activities to achieve those goals, and evaluating progress on those goals mid-year and at the end of the year.
- 6) Attend meetings/workshops scheduled by the principal or mentor coordinator.
- 7) Experience career rejuvenation and professional growth while serving as a role model.
- 8) Experience personal satisfaction from helping to contribute to the improvement of the teaching profession.
- 9) Arrange observations of other teachers.

Mentee Responsibilities

- 1) Work toward becoming a professional and highly competent teacher through participation in the mentorship program.
 - 2) Participate in mentorship training offered in the district.
 - 3) Meet regularly with your mentor to discuss progress, issues, concerns, and needs.
 - 4) Develop a trusting relationship with an advocate who supports, guides, and provides encouragement.
 - 5) Work with your mentor to set goals, plan activities to meet those goals, and evaluate your progress mid-year and at the end of the year.
 - 6) Be observed and observe your mentor.
 - 7) Attend meetings/workshops scheduled by the principal.
 - 8) Gain self-esteem, competence, and personal satisfaction as an educator in a non-threatening setting.
- Increase instructional effectiveness through peer observation, collaboration, and coaching.

Characteristics of Mentors-Mentees

APPROACHABLE
WILLING TO LISTEN
SINCERE
CONFIDENTIAL
STRONG COMMUNICATOR
WILLING TO SPEND TIME
ENTHUSIASTIC
ACCEPTING
COMPETENT
TRUSTWORTHY
RESPECTED BY COLLEAGUES
WILLING TO WORK HARD
EMPATHETIC
POSITIVE
CONFIDENT
COMMITTED TO PROGRESS
OPEN
VALUE REAL WORLD LEARNING
TACTFUL
COOPERATIVE
FLEXIBLE
LIFE LONG LEARNER
HONEST AND FAIR

Who do you call or email?

Your mentor or:

You are having trouble with your computer, phone, website, or copiers

Lori Sizenbach

lsizenbach@isd118.org

You are not sure or need help with your paycheck, paystub, direct deposit or withholdings, or benefits, or you need to turn in an expense reimbursement, invoice, or receipt

Julie Erpelding - Payroll and Benefits, ext. 32105

jerpelding@isd118.org

You need help with requisitions/purchase orders, district credit card purchases, lane credits, and building keys/key FOBs

Tina Anderson, ext. 32076

tanderson@isd118.org

You need help with or have questions anything pertaining to PreK-5

Elementary principal Janessa Green

jgreen@isd118.org

and superintendent Mark Morrison or Interim Activities Director, Stacey Johnson shared with Hill City

mmorrison@isd118.org

You need help with or have questions about anything pertaining to High School

High School Principal Mary Yakibchuk

myakibchuck@isd118.org

Infinite Campus:

Laura Flood

lflood@isd118.org

You have compensation questions:

Julie E and **Abbie Newman** or Carol Procopio: union representatives

cprocopio@isd118.org

When does my teaching license expire?

<https://mn.gov/pelsb>

Click the link: License lookup

Mike Horn

Do I have any personal leave left?

Mentor

OR look for yourself in "Absence Management"

Union Questions **Abbie Newman** or Carol Procopio or Education Minnesota:

1-800-652-9073

Monthly Meeting Guide 1st year

September:

- Introductions
- Review Mentor Handbook
- Prepare the mentee for initial parent contact, PIE conferences K-5 And IEP information
- Discuss the use of paraprofessionals & support staff
- Review computer grade books/voicemail
- Begin to develop a collegial relationship
- Schedule weekly meetings

Focus: Relationships and Establish Rules and Procedures

October:

- Continue familiarization with the curriculum
- Cultivate a sense of belonging in your classroom.
- Review a student's cumulative file
- Introduce teaching best practices/strategies Marzano Framework Resources on i-observation
- Set professional goals for the year

Focus: Physical Layout of the Classroom

November:

- Explain Parent-Teacher conferences
- Discuss midterm report procedures
- Discuss report card procedures

Focus: Providing Scales and Rubrics

December:

- Discuss pre-referrals (STAT)
- Discuss Legal Issues (Harassment, Corporal punishment, Data privacy, Mandated Reporting, Truancy)
- Formal Observation Process

Focus: Tracking Student Progress

January:

- Review progress on the goal
- Review best practices/Marzano Framework
- End of Semester 1

Focus: Celebrate Success

February:

- Celebrate professional successes
- Review ALICE /safety
- Classroom management check-in

Focus: Native culture and program

March:

Budget Packets & ordering for the next school year

Graduation Standards Implementation

Focus: Building Relationships with families

April:

Explain end-of-the-year procedures

Review of the year's progress

Celebrate success

Focus: Building quality assessments based on power standards.

Parent-Teacher Conferences:

Helpful Hints for Teachers

Prepare yourself before the conference

Outline the key points you want to discuss with each parent. Gather materials.

Be flexible.

Encourage parents to begin the discussion.

Be Positive.

Welcome, parents. Thank them for coming to the conference. Talk about the child's strengths. Show interest in the child. Talk about the good things you see in the child. Show curiosity and want to help. Talk about progress.

Begin where the parents are.

Help them feel relaxed and comfortable. Encourage them to talk. Find out what they like about their child and what their concerns are. Think and talk developmentally.

Ask leading questions

Facilitate conversation by asking questions that require more than a "yes" or "no" answer. Some leading questions might be: "What does he do when...?" "What does she say about...?" "How do you feel about...?" "What do you do when...?" Listen. Do not interrupt to say what you have done. Be an attentive listener.

Be a good observer

Notice what the parent says and what they do not say. Be aware of body tension, hesitation, and excitability.

Make comments and thoughts.

Speak simply and sincerely. Use your comments to reassure, encourage, or carefully direct parents to relevant matters. Avoid education jargon. Be tactful but honest. Remember that you may be wrong. Carefully consider their point of view.

Answer personal questions

Be frank, brief, and truthful within your boundaries. Then try to redirect the conversation back to the parent or child.

End the conversation with a summary.

Repeat the ideas discussed. Try to highlight both one strength and one "growth-needed" area.

Good Relationships take time.

Working with parents is a process. It takes time to develop rapport and trust. Don't try to do everything in one meeting.

Maintain ethical standards

Maintain confidentiality. Discussions about students other than their parents' own are not appropriate. Be aware of mandatory reporting issues. Be familiar with and give attention to data privacy.

What Parents Want To Know

His/her child's academic progress in classroom subjects. What do you take into account in deciding grades?

Is my child doing as well as she/he should in school? Is he working up to his ability?

In what ways is my child working/ not working up to your expectations?

In what ways does my child contribute positively to the class?

What group is he/she in and why? (Ability grouping needs to be explained) Can my child move to another group if needed?

What books are being used? Show and explain why.

Is my child finishing the work assigned in class?

How much time should be spent on homework each day?

What are the consequences of incomplete or late homework?

How is homework graded?

How does he/she get along with other students or adults?

How well does my child pay attention in class?

What are the consequences for his/her behavior?

What does my child need to work on most?

His/her response to rules in school. Does he/she obey you?

Does he/she respect the rights and property of others?

Have you noticed signs of initiative, originality, or responsibility in the classroom?

What do you expect from me as a parent with a child in your class?

Mentor/Mentee Meeting Log

August

Date	Meeting Time	Topics Discussed

September

Date	Meeting Time	Topics Discussed

October

Date	Meeting Time	Topics Discussed

November

Date	Meeting Time	Topics Discussed

December

Date	Meeting Time	Topics Discussed

January

Date	Meeting Time	Topics Discussed

February

Date	Meeting Time	Topics Discussed

March

Date	Meeting Time	Topics Discussed

April

Date	Meeting Time	Topics Discussed

May

Date	Meeting Time	Topics Discussed

Northland Community Schools Teacher Induction Program

The Northland Community Schools Teacher Induction Program's purpose is multi-faceted and comprehensive in scope. NCS boasts a unique learning environment, complemented by a structured set of procedures and processes designed to promote staff development, enhance student achievement, and foster a positive school climate. The purpose of the NCS Teacher Induction Program is to bring teachers up to speed on NCS policies and procedures while supporting new teacher development through pairing new teachers with mentors. This pairing enables professional development, facilitates environmental acclimation, and encourages professional reflection pertinent to classroom teaching.

The goals of the NCS Teacher Induction Program are multiple in number but comprehensive in scope:

- A) Improve instructional practices and educator self-care
- B) Enhance student achievement
- C) Align with school and district improvement priorities,
- D) Retain teachers in the district and the profession
- E) Make professional learning a career-long process

Through facilitating the goals mentioned above, the NCS Teacher Induction Program aims to support our teachers as they continually develop skills in their respective skill sets, meet and exceed school and district priorities, and, most importantly, do what is best for children by granting them access to the best quality teachers possible.

Intended Outcomes

This program is designed to support various aspects of teaching and learning, including teacher development, student achievement, and fostering strong, trusting staff relationships to promote a positive school climate. Some expected outcomes of this program are as follows:

- A) Raising teacher retention from year to year
- B) Improving teacher satisfaction through creating robust teacher support systems
- C) Supporting and facilitating continual teacher development
- D) Increasing both teacher and student achievement

Through achieving these outcomes, NCS can more equitably offer students access to high-quality instruction and enable teachers to become leaders in our profession.

Leadership and Administration

The mentor coordinator and the administration team will select program mentors. To adequately prepare coaches to coach new teachers, coaches will be trained in instructional coaching according to the principles of Marzano's Art and Science of Teaching.

Teacher coaches will team with one or two new staff members per year to help facilitate both new employee professional goals and the Ten design areas within three categories of teaching that form a road map for teacher lessons and unit planning of the Marzano Art and Science of Teaching Framework:

- A) Year 1: Understand the Northland model of Instruction and set yearly goals.
- B) Year 2 has looked at all 43 categories and set yearly and 5-year goals
- C) Year 3: Working on professional development to refine teaching and learning skills

Teacher coaches(Mentor) will try to meet with the mentee once/week to discuss personal goal progress in years one and two, in addition to once/month with all other coaches and mentees to discuss overarching topics relating to school acclimation and program questions. In addition, mentors will use the 3 Feedback, Content, and Context framework while *observing* mentees and providing constructive feedback up to three times in the first year of the program.

Teacher coaches (mentors) and mentees will be paid a rate of ~~\$489.00~~ **\$509.00**/year to facilitate the coaching/induction process upon completion of each year.

Collaboration

PBIS will work to assign teachers in the Teacher Induction Program a "teacher buddy" to help resolve logistical, procedural, and technical issues related to basic operating procedures and day-to-day tasks.

Coaches and mentees will meet as needed outside of scheduled school hours to facilitate the coaching process. Meeting formats will follow the format outlined in the Teacher Induction Coaching Calendar and the Marzano Art and Science of Teaching Framework.

All coaches and mentees will meet monthly to discuss general concerns regarding building acclimation or ask questions about professional development, teaching practices, or building processes.

Support of Site Administrators

Building administrators will support the Teacher Induction Program by addressing concerns raised by the program coordinator, teacher coaches, or other building administrators. They will also meet periodically with the program coordinator to assess program fidelity, identify any issues, and discuss program successes. Building

administrators will also focus on day-to-day duties, including, but not limited to, Infinite Campus, completing forms, and classroom administrative tasks.

Context

Program coaches will work with mentees to discuss topics related to how Northland High School, Pre-K, Little Sand Learning Center, and Remer Elementary differ, how staff members collaborate between buildings and at the district level, and how school initiatives work at each school.

Provisions of Schedule/Structured Time (Calendar)

Year One/Year Two:

Cohort One: Focused on Marzano design questions 6, 1, 5, 7, & 8.

Cohort Two: Focused on Marzano design questions 2, 3, 4, & 9.

Cohort Three: Focused on district initiatives and individual development.

Professional Development

Building professional development will be planned and organized using the Marzano Model. Therefore, building professional development opportunities will align with the coaching aspect of the Induction Program and mentees' yearly professional development goals.

Individual Follow-up

Mentees will meet with coaches regularly, as well as monthly with all other coaches and new teachers, throughout the first year of employment. In years two and three, the program will see coaches and mentors meeting quarterly and on an "as-needed" basis.

Feedback to Beginning Teachers

New teachers will receive feedback through coach observation, coach meeting opportunities, monthly group meetings, and administrator observations. This feedback may be shared with the building administrator for consideration during the formal evaluation of the Teacher Induction program, rather than for individual teachers.

Evaluation

Mentors and mentees will provide reflective summaries of the value of the Teacher Induction Program by May 15th of each school year, while they are in the induction program.

Northland Community Schools

Instructional Model | 2026-2027

Categories of Instruction	Instructional Design Areas
Feedback	Providing and Communicating Clear Learning Goals
	Assessment
Content	Direct Instruction Lessons
	Practicing and Deepening Lessons
	Knowledge Application Lessons
	Strategies That Appear in All Types of Lessons
Context	Engagement
	Rules and Procedures
	Relationships
	Communicating High Expectations

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success Using Assessments 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	Conducting Direct Instruction Lessons 6. Chunking content 7. Processing content 8. Recording and representing content Conducting Practice and Deepening Lessons 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning Conducting Knowledge Application Lessons 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims Using Strategies That Appear in All Types of Lessons 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	Using Engagement Strategies 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students Implementing Rules and Procedures 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures Building Relationships 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control Communicating High Expectations 41. Demonstrating value and respect for each learner 42. Asking in-depth questions of each learner 43. Probing incorrect answers with each learner

AVID: 6-12 grade

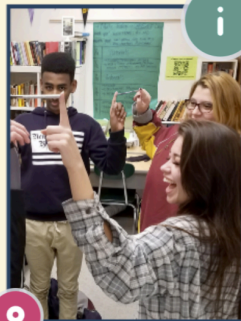
AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.



AVID's Four Stages of Building Relational Capacity



Stage 1



Stage 2



Stage 3



Stage 4

WICOR Core Strategies

Think About It: How are you currently using WICOR® with your students?

[Overview](#)

[Writing](#)

[Inquiry](#)

[Collaboration](#)

[Organization](#)

[Reading](#)

WICOR (writing, inquiry, collaboration, organization, reading) . . .

- Is an integrated approach involving both teachers and students.
- Places students at the center of instruction and empowers them to take ownership of their thinking and learning.

WICOR-based instruction . . .

- Transforms the teaching and learning environment so that students are actively engaged with content through productive struggle, cognitive wrestling, and critical thinking.
- Is characterized by the integration of multiple elements of **WICOR** into each lesson, lesson segment, or activity.



GET READY TO LEARN

REVIEW WHAT YOU KNOW

OPEN YOUR MIND

WONDER AND ASK



Responsive classroom pre-K to 8th Grade:

Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. Our professional development, books and resources help elementary and middle school educators to create safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills and every student can thrive.

▶ What is Responsive Classroom?

The Four Key Domains of Responsive Classroom



Marzano's Art and Science of Teaching

Instruction

Prescriptive model of instruction across disciplines and age groups

Teacher Development

Support the development of teacher ability to follow this model through mentorship and observation

Best Practices

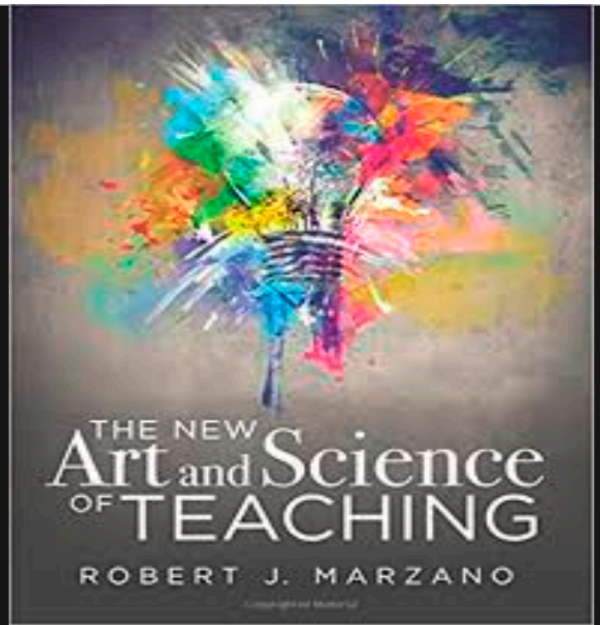
Committed as a staff and district to use research-based best practices

Growth

Committed to growth.

Marzano

NCS is a Marzano, “**High Reliability School**” and we use the Marzano Framework and Elements of Effective Practice to guide our instruction and evaluations.



Instruction

Learning Target

Every hour of the day (every lesson segment) begins with a learning goal/target



Teaching Map

Teachers plan lessons according to this order:



1. What **standard** am I teaching?
2. What **assessments** (formative and summative) will I use to assure student understanding of content?
3. What **content** will I use for instruction?
4. What **activities** will I plan to do with students?
5. How will I **develop rigor** with instruction and assessment for students?

Engagement

Continuous monitoring of students engagement, and learning

Organized, Safe Learning Environment



Routine

Students thrive in safe and predictable environments

Explicitly Teach

Students need to be explicitly taught classroom expectations, routines and procedures

Ownership

Students need to be involved in the process of developing classroom routines and procedures



Engagement

- ❖ Students who are engaged are more likely to do what you want them to do, and less likely to do what you don't want them to do!
- ❖ Engaged students are actively learning, exploring your lesson objective.
- ❖ ACTIVE vs PASSIVE engagement, passive engagement and un-engaged look a lot alike!
- ❖ Think of as many ways as possible to actively engaged ALL learners, throughout the lesson.



Monitoring for Learning

Formative Assessment

Deliberate, planned, and enacted minute by minute

Summative Assessment

Provide evidence of student understanding of standards

Student Accountability

Every student able to answer every question, every time.

W

Wait Time

Delaying a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.

C

Cold Call

Calling on students to answer questions at random, and not based on who volunteers to participate.

N

No Opt Out

Get a student to answer by getting the answer from another student (or supply it yourself) and have the first student repeat the answer.

T

Think, Pair,

Share
Give students 30-60 seconds to think, turn to partner to talk about thinking, share with the class.