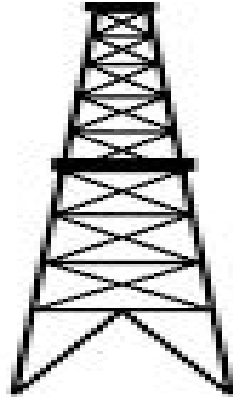


# MT. PLEASANT PUBLIC SCHOOLS



## MENTOR~MENTEE



## K-5th ROUTINES & PROCEDURES

## MT. PLEASANT PUBLIC SCHOOLS MENTORING PROGRAM PURPOSE & OVERVIEW

Mt. Pleasant Public Schools believe that teachers and teaching, are our top priority. We recognize that first-year teachers, and new teachers to our district, face a host of challenges that can affect successful implementation of our district's expectations, which are reflected in Danielson's Framework for Effective Teaching.

The Mt. Pleasant Public Schools mentorship program for teachers provides instructional, managerial, and emotional support, making sure that teachers get the feedback they need to deliver the kind of instruction every day that translates into student learning and achievement. The goal of the mentor program is to provide teachers that are new to the district, with structured support from experienced teachers.

- All new teachers will be paired with an experienced mentor teacher
- Mentors are experienced teachers who have proven their commitment to the belief that each child deserves a highly effective teacher
- Mentors will coach mentees through processes and expectations outlined in the Framework for Effective Teaching
- Mentors will support mentees in implementing strategies that will allow them to attain their student learning professional learning goals
- Mentors and mentees will meet regularly throughout the year for planning and reflection
- Mentors will observe mentees teaching and provide (non-evaluative) feedback on classroom practices

### **Compensation for Mentors**

The mentor teacher who meets the expectations outlined in this document receive the following:

- One additional professional day to be used to support the mentee
- \$500 compensation for the mentee's first year of service
- \$300 compensation for the mentee's second year of service
- \$100 compensation for the mentee's third year of service

### **Benefits to the Mentee**

- Three years of coaching from an experienced mentor
- Five additional days of professional development
  - To be determined in consultation with the mentor and the building principal
- \$250 per year for professional development workshops and conferences
  - To be determined in consultation with the mentor and the building principal

# MENTOR~MENTEE ROLES & RESPONSIBILITIES SUMMARY

## Role of the Mentor Teacher

Mentors should take the lead in reaching out to the mentee and create a successful relationship. Initial meetings should include establishing norms, schedules and expectations. The mentor teacher should model and guide the new teacher through a continuous cycle of self-evaluation and reflection.

In addition, the mentor shares the best of their own strategies for implementing the Common Core and the Framework for Effective Teaching. The mentor's role is to respond to the mentee's needs and to help the mentee be aware of key dates and deadlines, assisting him/her in preparing to meet expectations.

- Remain current on best practice and research based initiatives that the district supports
- Participate with the Mentee in district offered professional development (when applicable)
- Commit to the mentoring process
- Orient Mentee to the school district and community and link Mentee to available resources
- Observe at least one lesson of the Mentee per tri
- Be available to the Mentee outside regular school hours
- Meet with Mentee frequently
  - 3 times per month in Year 1
  - 2 times per month in Year 2
  - 1 time per month in Year 3
- Maintain contact log of Mentee meetings (submit contact log to principal at the end of each tri)
- Maintain strict confidentiality
- Help your MENTEE meet "New Teacher" professional development requirements.

**Teachers in their first three years of teaching should use this document to guide the submission of their PD hours. Please indicate which *REP* category best fits the PD. For example: Rep Category #2~Growth. Teachers in their first three years of teaching should also work closely with their mentor and building administrator to ensure that they are receiving 15 days *additional* professional development over the course of those three years. These days are in addition to the five days the district provides to all teachers.**

## Role of the Mentee

Mentees are encouraged to ask the Mentor for assistance, bringing specific questions to the Mentor for discussion and review, particularly connected to the Mentee's IDP. The Mentee should be open to new ideas and different perspectives in the pursuit of developing their skills. An important piece of the Mentor-Mentee relationship is candid feedback and reflection. Mentees should not be defensive, but should view all feedback as suggestions for improving instructional effectiveness.

- Participate in the new teacher orientation and professional development activities
  - Including new teacher professional development offered at the GIRESD
- Observe a lesson of the Mentor (and other master teachers)
  - Three times per trimester in Year 1
  - Twice per trimester in Year 2
  - Once per trimester in Year 3
- Be available to the Mentor outside regular school hours
- Meet with Mentee frequently
  - 3 times per month in Year 1
  - 2 times per month in Year 2
  - 1 time per month in Year 3
- Maintain contact log of Mentor meetings (submit contact log to principal at the end of each tri)

## Role of the Administrator

- Establish mentor/mentee partnerships based on individual needs
- Support the mentoring program
- Encourage collegial collaboration
- Provide scheduled opportunities for planning, observation, or conferencing between the Mentor and Mentee
- Re-assign mentor partnerships as needed (grade level changes, department changes)

## Monthly Mentoring Opportunities Connected to Danielson Domains

[Link to Danielson's Framework](#)

The Monthly Mentoring chart below provides suggested conversations which align with the Danielson Domains, as well as other professional activities, dates and deadlines during that month.

<b>August &amp; September: Activities~Mentoring Conversations~Reminders</b> <ul style="list-style-type: none"> <li>● Turn in copy of Mentoring Contract</li> </ul>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>● Lesson plan review &amp; feedback</li> <li>● How to take attendance in PowerSchool</li> <li>● How to set up GradeBook in Power School (including CCRS)</li> <li>● Collect required baseline data</li> <li>● How to read NWEA, Dibels or other assessment reports</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>● Establishing classroom constitution~establishing fair &amp; consistent rules &amp; routines</li> <li>● Establishing, understanding &amp; teaching PBIS in the classroom &amp; school</li> <li>● Share ways to build community &amp; family in the classroom</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>● Complete the first two weeks of instructional planning; plan for required assessments</li> <li>● Create/personalize folder for substitute teacher</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>● Complete Individual Development Plan or Professional Goal(s)</li> <li>● Have Pre/Post Assessments planned and share with Administrator. (Fine Arts Teachers)</li> <li>● Prepare for Open House/Parent Night</li> <li>● Review &amp; understand emergency procedures</li> <li>● Review &amp; understand paperwork for conferences, field trips, etc.</li> <li>● Review &amp; understand work order processes (technology &amp; maintenance)</li> <li>● Arrange observations between mentor/mentee</li> <li>● Review available technology options, website, email, share ideas for parent communication using technology</li> <li>● Attend DPPD for mentors/mentees about evaluation process</li> </ul>	Domain 4

\*Review the importance of 15 additional days of Professional Development during 1st three years.

<b>October: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>● Prepare for Parent/Teacher Conferences</li> <li>● Discuss formal observation process &amp; paperwork~establish observation date w/ administrator</li> <li>● Discuss PD needs and requirements (extra 90 hours in first 3 years)</li> <li>● Discuss retirement selection (1st year teachers only)</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>● Continue to enhance an environment of respect and rapport</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>● Baseline data complete; use data to drive instruction and form instructional groups</li> <li>● Discuss ways students self assess</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>● Share parent communication tools for Parent Teacher Conferences</li> <li>● Mentee is encouraged to use planning/preparation time to observe mentor teacher</li> <li>● Discuss supports for struggling students (interventions, MTSS, etc)</li> </ul>	Domain 4

<b>November: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>● Prepare for Report Cards <ul style="list-style-type: none"> <li>○ How to use PS for entering grades/comments</li> <li>○ go over sample comments or common comments used by grade level</li> <li>○ review with PLC what has been taught in that Tri and what is expected to be scored</li> </ul> </li> <li>● Lesson plan review and feedback (from mentor)</li> <li>● Data spreadsheet up to date (use data &amp; share data at conferences)</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>● Review Domain 2 rubric expectations</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>● Curriculum &amp; pacing check</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>● Turn in Mentor~Mentee log of dates and discussions (TRI 1)</li> <li>● Turn in Mentor~Mentee Reflection (TRI 1)</li> </ul>	Domain 4

\*Review the importance of 15 additional days of Professional Development during 1st three years.

<b>December: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>Review rubric expectations for preparation &amp; planning</li> <li>Connect lesson plans to rubric &amp; self evaluate</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>Review Domain 2 rubric expectations &amp; self evaluate</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>Classroom colleague/mentor teacher observations</li> </ul>	Domain 3
<b>Professional Responsibility</b> <ul style="list-style-type: none"> <li>Document Mentor/Mentee meetings &amp; complete reflection</li> <li>Start reviewing Professional Development Logs (District Provided Professional Development) <ul style="list-style-type: none"> <li>How to fill them out/what form to use</li> <li>How to enter into MOECS/MDE site</li> </ul> </li> <li>How to renew Teacher Certification on MOECS (if applicable to teacher) &amp; PIC#</li> <li><a href="#">Reading Course requirement</a> for certificate renewal~register if needed for renewal</li> </ul>	Domain 4

<b>January: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>Prepare for Mid-Year Evaluation meeting with administrator</li> <li>Schedule classroom colleague visitation/observation</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>Review building PBIS expectations, classroom rules &amp; routines</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>Mid-year assessment (NWEA, Dibels, DRA2) Update data spreadsheet.</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>Mid-Year Evaluation IDP Review, Progress on Goals, &amp; Reflection</li> <li>Prepare for 2nd Formal Observation</li> <li>Mentor observation &amp; feedback to mentee prior to 2nd Formal Observation</li> </ul>	Domain 4

\*Review the importance of 15 additional days of Professional Development during 1st three years\*

<b>February: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>• Prepare for report cards~ assessments that need to be given before March</li> <li>• Review progress and next steps in Professional Goal(s)</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Review Domain 2 rubric expectations</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Using mid-year data to inform instruction</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• 2nd Formal Observation~Establish date &amp; time with administrator</li> <li>• Mentor observation of mentee prior to 2nd Formal</li> <li>• Attend DPPD for mentors/mentees about MPPS staffing process</li> </ul>	Domain 4

<b>March: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>• Prepare for Parent/Teacher Conferences and report cards</li> <li>• Data spreadsheet up to date (use data for conferences)</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Review Domain 2 rubric expectations</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Use data to guide Parent Teacher Conference discussions</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• Parent communication tools for Parent Teacher Conferences</li> <li>• Document Mentor/Mentee meetings &amp; complete reflection</li> <li>• <b>Turn in Mentor~Mentee log of dates and discussions (TRI 2)</b></li> <li>• <b>Turn in Mentor~Mentee Reflection (TRI 2)</b></li> </ul>	Domain 4

<b>April: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>• Plan for NWEA and other summative assessments and scheduling</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Review and reteach PBIS, routines, and rules after Spring Break</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Final assessments documented for Student Growth</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• Complete Mentor/Mentee collaboration date prior to May 1st</li> </ul>	Domain 4

<ul style="list-style-type: none"> <li>• Organize evidence that corresponds with the Danielson Rubric Domains</li> <li>• Organize Student Growth Data for final evaluation</li> <li>• Complete and finalize Mentor/Mentee contact log</li> <li>• Finalize Professional Development Logs- turn in by May 1st</li> </ul>	
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<b>May &amp; June: Activities~Mentoring Conversations~Reminders</b>	Danielson Domain
<b>Teacher Obligations</b> <ul style="list-style-type: none"> <li>• Prepare for report cards</li> <li>• Sign report cards and CA-60's</li> <li>• Participate in nominating students for school and classroom recognition awards</li> <li>• Communicate often with parents and staff regarding classroom year end activities</li> </ul>	Domain 1 & 4
<b>Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Continue with enhanced structure and routine</li> <li>• Build in positive rewards and movement to help students focus</li> </ul>	Domain 2
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Continue to teach the curriculum; extension and review as appropriate</li> </ul>	Domain 3
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• Turn in Mentor~Mentee log of dates and discussions (TRI 3)</li> <li>• Turn in Mentor~Mentee Reflection (TRI 3)</li> <li>• Print off and Turn in to HR your Teaching Certificate if you were up for renewal~ Must be renewed in MOECS by June 30th of the year you are due.</li> <li>• Attend DPPD for mentors/mentees about MOECS and Certification</li> </ul>	Domain 4

## MENTEE/MENTEE CONTACT & P.D. LOG

The mentor teacher who meets the expectations outlined in this document receive one additional professional day to be used to support the mentee.

**The mentor must maintain the contact log and meet with Mentee frequently (submit contact log to principal).**

3 times per month in Year 1

2 times per month in Year 2

1 time per month in Year 3

The mentee receives **five additional days** of professional development (which should also be documented in this log).

- To be determined in consultation with the mentor and the building principal
- \$250 for professional development workshops and conferences
- To be determined in consultation with the mentor and the building principal

**\*Review the importance of 15 additional days of Professional Development during 1st three years\***



# TRI 1

Date	Time Spent	C O S T	# of days used	Activity or Topics Discussed

TRI 2

Date	Time Spent	C O S T	# of days used	Activity or Topics Discussed

TRI 3

Date	Time Spent	C O S T	# of days used	Activity or Topics Discussed

## Mt. Pleasant Public Schools Mentoring Partnership Agreement

The mentoring contract brings together the mentor, the new teacher, and the principal, and spells out each person's responsibilities. When each person's responsibilities are faithfully fulfilled, our students education will be enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the new teacher is a colleague, and that the collegial relationship strengthens the education of the new teacher's students.

### ***The mentor and the mentee hereby agree:***

- To develop a professional and collegial working relationship by discussing expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.

### ***The mentor hereby agrees:***

- To observe and provide feedback (non-evaluative) to the mentee, at least once per tri
- To be available for informal support and consultation

### ***The mentee hereby agrees:***

- To observe the mentor's teaching, as well as the teaching of other experienced professionals. The recommendation is to observe other colleagues at least once per month.
- To work on following the suggestions that the mentor makes
- To seek out the mentor for answers to questions that may arise

### ***The principal hereby agrees:***

- To observe and evaluate the new teacher
- To provide support to both the mentor and the mentee
- Not to solicit evaluative comments from the mentor regarding the new teacher

**Mentor**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_