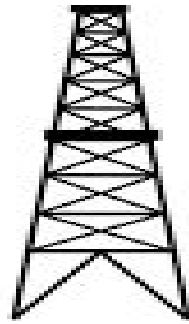


MT. PLEASANT PUBLIC SCHOOLS



MENTOR~MENTEE



ROUTINES

&

PROCEDURES

For Secondary Teachers

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

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)
- Maintain strict confidentiality

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

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.

<p>August & September: Activities~Mentoring Conversations~Reminders</p> <ul style="list-style-type: none"> ● Turn in copy of Mentoring Contract 	Danielson Domain
<p>Teacher Obligations</p> <ul style="list-style-type: none"> ● Lesson plan review & feedback ● Power School support (attendance, grades, CCRS) and Willsub support ● Collect required baseline data ● Review contractual calendar, staff/department meeting schedule, and dates of DPPD events ● Discuss responsibilities/support for accommodating students with IEPs & 504s 	Domain 1 & 4
<p>Classroom Procedures</p> <ul style="list-style-type: none"> ● Establishing classroom constitution~establishing fair and consistent rules & routines (Documented in course syllabi) ● Establishing, understanding & teaching PBIS in the classroom & school ● Share ways to build community & family in the classroom ● Establishing routines for updating Power School to communicate with parents and students 	Domain 2
<p>Instruction</p> <ul style="list-style-type: none"> ● Complete the first two weeks of instructional planning; plan for required assessments ● Create/personalize folder for substitute teacher 	Domain 3
<p>Professional Responsibilities</p> <ul style="list-style-type: none"> ● Complete Individual Development Plan ● Sign up for extra duty assignment ● Prepare for Open House/Parent Night ● Review & understand emergency procedures ● Review & understand paperwork for conferences, field trips, etc. ● Review & understand work order processes (technology & maintenance) ● Arrange observations between mentor/mentee ● Review available technology options, website, email, share ideas for parent communication using technology ● Review building “People to meet”, “Around the building”, and “Our building community” lists ● Attend DPPD for mentors/mentees about evaluation process 	Domain 4

October: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> ● Prepare for Report Cards - Discuss effective report card comments ● Prepare for Parent/Teacher Conferences ● Discuss standardized testing within the building especially teacher responsibilities during testing and the impact testing has on lesson plans ● Discuss formal observation process & paperwork~establish observation date ● Discuss PD needs and requirements (extra 90 hours in first 3 years) ● Discuss retirement selection (1st year teachers only) 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> ● Continue to enhance an environment of respect and rapport 	Domain 2
Instruction <ul style="list-style-type: none"> ● Baseline data complete; use data to drive instruction ● Discuss ways students self assess 	Domain 3
Professional Responsibilities <ul style="list-style-type: none"> ● Discuss supports available for struggling students ● Discuss balance of communicating with students and with parents ● Mentee is encouraged to use planning/preparation time to observe mentor teacher ● Discuss practices of professional reflection ● Discuss +/- impact of social media on education and board policy on social media use for employees 	Domain 4

November: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> ● Lesson plan review and feedback (from mentor) ● Prepare for Report Cards for trimester end 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> ● Review Domain 2 rubric expectations 	Domain 2
Instruction <ul style="list-style-type: none"> ● Curriculum & pacing check 	Domain 3
Professional Responsibilities <ul style="list-style-type: none"> ● Communication with guidance office for students with grades below passing ● Document trimester 2 assignment changes in Willsub as appropriate ● Discuss healthy work/family life balance 	Domain 4

December: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> Review rubric expectations for preparation & planning Connect lesson plans to rubric & self evaluate 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> Review Domain 2 rubric expectations & self evaluate 	Domain 2
Instruction <ul style="list-style-type: none"> Classroom colleague/mentor teacher observations 	Domain 3
Professional Responsibility <ul style="list-style-type: none"> Document Mentor/Mentee meetings & complete reflection 	Domain 4

January: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> Prepare for Report Cards Prepare for Parent/Teacher Conferences Prepare for Mid-Year Evaluation meeting with administrator Schedule classroom colleague visitation/observation 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> Review building PBIS expectations, classroom rules & routines as needed 	Domain 2
Instruction <ul style="list-style-type: none"> Determine post break review/reteach needs Discuss ways students have choice in their learning 	Domain 3
Professional Responsibilities <ul style="list-style-type: none"> Mid-Year Evaluation IDP Review, Progress on Goals, & Reflection Prepare for 2nd Formal Observation Mentor observation & feedback to mentee prior to 2nd Formal Observation 	Domain 4

February: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> Review progress and next steps in Professional Goal 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> Review Domain 2 rubric expectations 	Domain 2
Instruction <ul style="list-style-type: none"> Review Domain 3 rubric expectations 	Domain 3
Professional Responsibilities <ul style="list-style-type: none"> 2nd Formal Observation~Establish date & time with administrator Mentor observation of mentee prior to 2nd Formal Attend DPPD for mentors/mentees about MPPS staffing process 	Domain 4

March: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> Prepare for Report Cards for trimester end 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> Review Domain 2 rubric expectations 	Domain 2
Instruction <ul style="list-style-type: none"> Review Domain 3 rubric expectations 	Domain 3
Professional Responsibilities <ul style="list-style-type: none"> Document Mentor/Mentee meetings & complete reflection Document trimester 3 assignment changes in Willsub as appropriate Begin organizing professional evidence corresponding to CD rubric 	Domain 4

April: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> • Prepare for Report Cards 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> • Review routines after Spring Break 	Domain 2
Instruction <ul style="list-style-type: none"> • Determine post break review/reteach needs 	Domain 3
Professional Responsibilities <ul style="list-style-type: none"> • Complete Mentor/Mentee collaboration date prior to May 1st • Finalize reflections to include with organized evidence for evaluation • Organize Student Growth Data for final evaluation • Complete and finalize Mentor/Mentee contact log • Attend DPPD for mentors/mentees about teacher PD logs • Discuss options/idea about earning master's degree 	Domain 4

May & June: Activities~Mentoring Conversations~Reminders	Danielson Domain
Teacher Obligations <ul style="list-style-type: none"> • Prepare for Report Cards for trimester end • Communicate with guidance office about students who were unsuccessful in required courses 	Domain 1 & 4
Classroom Procedures <ul style="list-style-type: none"> • Continue with enhanced structure and routine • Build in positive rewards and movement to help students focus 	Domain 2
Instruction <ul style="list-style-type: none"> • Continue to teach the curriculum; extension and review as appropriate 	Domain 3
Professional Responsibilities <ul style="list-style-type: none"> • Turn in Mentor~Mentee log of dates and discussions • Turn in Mentor~Mentee Reflection • Attend DPPD for mentors/mentees about MOECS and certification 	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

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:** _____