

Summerfield Schools Mentoring Program



General:

Current legislation mandates that school districts maintain a system of mentoring for "beginning" teachers, as well as professional development programs during the first three years of induction into teaching.

There are two references in the Michigan School Code that specify requirements for the professional development of teachers. They are [Sections 1526 and 1527](#):

Section 1526 states: *"For the first 3 years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the 3-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being Section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the 3 year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors."*

Section 1527 states: *"The board of each school district, intermediate school district, or public school academy shall provide:, at least 5 days of teacher professional development in the 2001- 2002 school year, and each school year after the 2001-2002 school year. Professional development days provided under this Section shall not be counted toward the professional development required under Section 1526."*

The Michigan State Board of Education has published the following position statement on the mentoring/induction process.

The Michigan State Board of Education believes that the New Teacher Induction/Teacher Mentoring process is a cooperative arrangement between peers in which new members of the teaching profession are provided ongoing assistance and support by one or more skilled and experienced teachers. This relationship should be collegial in nature, and all experiences should be directed toward the development and refinement of the knowledge, skills and dispositions necessary for effective learning. This process is expected to be mutually beneficial for all parties involved and to result in improved instructional practice and professional performance.

For our purposes, a "beginning" teacher is a new teacher beginning his/her first three years of teaching either in-district or out of district. All new employees will be assigned a mentor their first year of employment with the district regardless of their years in teaching. The mentor is not a participant in the local district evaluation process for beginning teachers. It is expected, however, the mentor will have feedback sessions with the evaluator of new teachers as a means of additional support for the new teachers. The guidelines require a three year record of mentoring plus 90 hours of staff development for each new teacher.

Mission

The purpose of the Induction Program for Beginning Teachers is to provide support and training to teachers newly hired within Summerfield School District. Teachers new to the profession will be afforded the opportunity to gain new information and skills in research based instructional practices.

Roles, Responsibilities, and Qualifications

Mentors:

A mentor, in cooperation with the building administrator will guide the beginning teachers in their professional development. Mentors will hold conferences and conduct observations of the beginning teachers. Mentors may

share professional resources and/or make recommendations as to conferences, workshops, classroom visitations, or other growth opportunities.

Mentor responsibilities include:

- Hold at least eight conferences per year, preferably monthly, with the beginning teacher. Discussion topics are outlined in the mentor guidelines below. By November 1st, one conference should focus on establishing goals. The goals should be submitted to the building Principal.
- Conduct classroom observations as follows
- At least once per semester for each of the beginning teacher's first three years - Observations ideally will occur during the mentor's conference period. The mentor will not receive any additional pay for conducting classroom observations during their conference period.
- A post observation conference must be held within a reasonable time period - All information and reactions discussed at the post observation conference shall remain confidential.
- Maintain a log of the conferences and observations. These must be completed and submitted yearly to the building Principal.
- Contribute to the leadership of the Mentoring Program. For example, conduct workshops, share expertise, or serve on mentor program planning committees

Mentors will apply and be selected at the time a new teacher is hired based on the following conditions:

- Current or prior experience in the same instructional level or content area as the beginning teacher
- Knowledge in current best practices
- Experience as a successful mentor

Beginning teachers responsibilities include:

- Develop a relationship with a mentor
- Participate in Teacher Induction activities throughout the year, including New Teacher Orientation
- Maintain the Annual Record of Professional Development for beginning teachers (see appendix). Logs must be submitted to the Superintendent's office yearly.

Mentors will be compensated according to the terms of the SEA Master Agreement.

Mentoring Guidelines:

A. Core Topics and Activities to Review in the Mentoring Process:

Knowledge of Community: School & Community relationships Knowledge of local, state, federal, and legal requirements	Classroom Management: Discipline Managing paperwork, homework, and make up work	Parent/Guardian interaction: Parent/teacher conferences Curriculum presentations Use of volunteers in the classrooms	Curriculum & Instruction: Alignment of curriculum, instructional delivery and assessment, and the use of assessment results to enhance curriculum and/or instruction
Technology: Technology, concepts and resources	Special Education: Accommodations for students with diverse and/or special needs IEPC Meetings	Mentoring Process: Role of the mentor and new teacher	Knowledge of teacher evaluation: First Principal observation Evaluation Tool
School Improvement Process: Research-based teaching strategies	Knowledge of how to use resources of school/district/greater community to include: Human Resources Business Resources University/college resources Government Resources	Building/District Policy & Procedures: Open House procedures Report cards and conferences Emergency procedures Required meetings Copying/Xeroxing Automated Sub System Purchasing guidelines Field Trip Forms	Knowledge of legal issues, policies and mandates that affect classroom practice: Core curriculum Program standards of quality Retention & failure policies Report of suspected child abuse Rights and accommodations for students with disabilities

B. Mentor Contact Time Guidelines:

Mentor/Teacher Contacts - per semester

Individual Conferencing 2-5

Formative Observations 2-5

Group Feedback/Seminars 2-4

Mentor/Principal 3-4

Professional Development

In the first three years of a teaching career, teachers must complete 90 hours of professional development, according to the Michigan School Code. This requirement may be met through approved in-district or out-of-district professional development activities beyond those required for all staff. For example, working with the District Literacy Coach may be applied toward the attainment of this requirement. Professional development is defined as a teacher acquiring new learning. The purpose is to improve teachers'

understanding of classroom instructional practices as related to student achievement.

Professional development for beginning teachers offered by Summerfield School District:

- Attendance at District and building School Improvement Meetings designed to assist beginning teachers in acquiring knowledge on best practices in the classroom
- Attendance at new hire professional development offered by district.
- District may require additional professional development based on individual IDP goals.
- Teachers may count the time spent with their mentors towards their on-going professional development requirements

Michigan State University, has developed valuable online resources that are based on the Teacher Induction and Mentoring Program Standards implemented in 2004. The URL for these materials is: <http://assist.educ.msu.edu/ASSIST>.

Appendix A

Mentee/Mentor Calendar

Beginning Teacher Orientation: Scheduled prior to the start of the school year. If the hire date is mid-year, the teacher will attend the session at the start of the next school year.

Beginning Teachers Goals: Submit to building Principals by **October 1st**

Continuing Contacts and Observations: September thru June

Mentor/Mentee Logs Due: Submitted at the end of each year

Beginning Teacher Professional Development Logs: Submitted at the end of each year

Appendix B Mentor-Beginning Teacher Goals

20__ to 20__ School Year

Mentor: _____ Beginning Teacher: _____

Submit to Building Principal by Oct 1, 2021

Goals	Summary

AUTHORITY: Section 380.1526 of [Public Act 289, 1995](#)

Appendix C

Michigan Department of Education
OFFICE OF PROFESSIONAL PREPARATION SERVICES
P.O. Box 30008, Lansing, Michigan 48909

ANNUAL RECORD OF PROFESSIONAL DEVELOPMENT FOR BEGINNING TEACHERS

GENERAL INSTRUCTIONS: Section 380.1526 of Michigan’s Revised School Code requires school districts to provide fifteen days of professional development to new teachers across the first three years of their employment (aligned with the individual development plan and mentor’s advice). This form is a **SAMPLE** of information that should be collected annually for each beginning teacher, then signed and dated by the building principal, or individual with school district authority for professional development, to show district compliance with Section 1526 of the School Code. Each year, data from this form should be entered in the Registry of Educational Personnel (REP) by the district. A copy of this form should be kept in the school district personnel file (in case of a REP audit).

A final, signed copy should be provided to the teacher for his/her personal record (in case of employer change within the first three years). Documentation of this information must be completed for each of a teacher’s first three (3) years. *This form is a **SAMPLE** worksheet to be completed and retained by the school district. **DO NOT** return this form to the Michigan Department of Education.*

Name of Teacher:

School Year:

School District Where Employed:

School Building Where Assigned:

Number of years as a Teacher (circle one): 1st year 2nd year 3rd year

School Year Hired:

Number of Years with Current School District:

Date the Individual Development Plan was Initiated/Updated:

Name of Mentor Assigned for the Current Year:

Mentor’s POSITION/STATUS:

Mentor’s EMPLOYER:

PROFESSIONAL DEVELOPMENT ACTIVITIES/EXPERIENCES

Date	Registry of Educational Personnel (REP) Category #1 OR #2 (#1 for Classroom Management, #2 for Instructional Delivery)	TITLE/ACTIVITY	PURPOSE/SKILL

8/28-29	#1 Classroom Management	Understanding Poverty	Engaging Students

Teacher Signature

Date

Administrator Signature

Date

Appendix D

Mentor Job Description

Summerfield SCHOOLS JOB DESCRIPTION

Position Title: Teacher Mentor

Department: Instruction

Reports To: Building Principal

Qualifications:

Education: Minimum of Bachelor Degree in Education; Masters Degree Preferred

Experience: Minimum of five (5) years teaching experience, tenured, Similar background in area of instruction (i.e., lower elementary to lower elementary, department to department).

Skills: Ability to assist a new teacher in the first three (3) years of employment in classroom teaching for the purposes of assisting, informing and coaching probationary teachers in the rights, responsibilities and ethics of the teaching profession.

Qualification Requirements:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Essential Duties and Responsibilities:

1. A minimum of 25 hours mentoring time per school year.
2. A minimum of 8 contacts per semester with no less than one contact per month.
3. Keep a log of contact dates, time and type of contact.
4. Conduct in-service sessions with mentee as needed.
5. Assist mentee teacher with issues regarding classroom discipline.
6. Assist mentee teacher with lesson planning and class work.
7. Assist mentee teacher with ways of motivating students.
8. Assist mentee teacher with dealing with students' individual differences.
9. Assist mentee teacher with the evaluation of student work.
10. Assist mentee teacher with dealing with students' personal problems.
11. Assist mentee teacher in how to deal with parents.
12. Recommend conferences, PD opportunities based on need.
13. Conduct informal classroom observations 2 -3 times per year. (not for the purpose of evaluation)
14. Keep the relationship between the mentor and mentee as collaborative and confidential.
15. Time between mentor and probationary teacher will take place beyond the normal working day to establish a collaborative relationship.
16. Attend professional meetings, educational conferences, and teacher training workshops with probationary teacher as directed by the building principal.
17. Other duties as assigned.
18. Remaining free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment in the District.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from students, staff, parents, and administrators.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw

and interpret bar graphs.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is quiet to loud. Duties are performed indoors and occasionally outdoors.

Appendix E

Mentor/Mentee Contact Log

Log of Mentor Contacts with Probationary Teacher

Mentor Teacher _____ School Year _____
 Probationary Teacher _____

Please refer to information located at bottom of spreadsheet regarding mentoring contacts.

Date of Contact	Type of Contact (i.e., meeting, workshop, etc.)	Topic(s) Involved in Contact	Time Spent (in decimal time ... 15 min. = .25, 30 min. = .50, 45 min. = .75)	Mentor Initials	Prob. Teacher Initials	Principal Initials
		Total Mentoring Time	0			

PLEASE REFER TO THE BACK OF THIS SHEET FOR ADDITIONAL INFORMATION.

Individualized Development Plan

Tenure laws require a four year probation period for teachers who have never earned tenure in Michigan. Teachers who have earned tenure in Michigan and who move to another Michigan district are subject to a two year probationary period. While on probation, teachers must be provided with an **Individualized Development Plan**. This plan must be developed by the administration, in consultation with the probationary teacher. The objectives contained herein will serve as the foundation for the overall plan following consultation and input from the probationary teacher.

In the first probationary year the IDP will include general objectives 1, 2, 3, 4, &5. In the second probationary year the IDP will include any of the general objectives from the first year that need to continue plus objectives 6, 7, &8. In the third and fourth probationary years the IDP will include at least 4 of the general objectives that will benefit from continued focus.

In addition, a minimum of two additional objectives should be developed each year through discussion by the teacher and the evaluator for each of the probationary years. A written assessment of progress in each area must be completed and turned in to the Personnel Office by March 31 and will be considered along with the performance evaluation to determine the recommendation regarding the ongoing employment status.

If a Plan of Improvement is developed due to any area of unsatisfactory performance recorded in the evaluation process that plan will automatically become a part of the Individual Development Plan.

Development Objectives

Probationary Year (circle one): 1 2 3

Objective #1

This teacher will remain current through regular participation in professional development activities such as graduate classes, in-service activities, membership in educational organizations, reading professional journals etc.

Objective #2:

This teacher will maintain contact and an ongoing dialog with the assigned probationary sponsor teacher and district mentor, and will utilize these support persons to receive assistance or get direction or assistance in any area where a need is recognized.

Objective #3:

This teacher will utilize the expertise of other teachers in similar grade level or content areas, available consultants, and other certified support staff to assist in addressing needs, implementing curriculum, developing a variety of strategies, refining student behavior management skills etc.

Objective #4:

This teacher will meet at least monthly with the appropriate assigned administrator (evaluator) to discuss progress being made in all focus areas.

Objective #5:

This teacher will develop relationships with parents by setting up, performing and documenting a system of direct and indirect parent contact regarding student progress.

Objective #6:

This teacher will develop and implement a system of ongoing student assessment and will adjust class instruction to meet the needs of students reflected in that ongoing instructional monitoring.

Objective #7:

This teacher will develop general lesson plans for the week and specific plans daily which include the student learning objective(s), teaching strategies, and monitoring student learning. Copies of these lesson plans are to be provided to the appropriate administrator by the first day of the instructional week.

Objective #8:

This teacher is encouraged to observe, at least monthly, in the classrooms of teachers identified by the administrator as teachers who can provide an appropriate model for desired teaching standards. This classroom observation can take place during the assigned preparation period.

Objective #9:

Objective #10:

This form is to be signed and kept on file with the evaluator during the process. Do not send it to the Personnel Office as only the final report is to be kept as a permanent record. Signatures below indicate that these objectives have been discussed with the probationary teacher and that input from the probationary teacher is considered in the preparation of this individual development plan.

Teacher Signature

Date

Administrator Signature

Date

**Summerfield School District
Individual Development Plan – Official Report**

Teacher Name:

Evaluator Name:

School:

Current School Year:

Employment Status (circle one): 1st year 2nd year 3rd year

Grade/Subject Area:

This is the final IDP assessment for the school year. The evaluator and probationary teacher are to review, discuss, and provide this assessment to the Personnel Office for inclusion in the Personnel File. Once scanned into the file the original will be returned to the probationary teacher. The signatures below indicate that these objectives have been developed through joint discussion and each has been assessed throughout the year and given a final rating as indicated below.

Objective #1: Professional Improvement

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #2: Mentor Involvement

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #3: Requesting Appropriate Assistance

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #4: Monthly Contact with Administration

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #5: Developing Parental Relationships

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #6: Development of Assessment Procedures

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #7: Development of Weekly and Daily Lesson Plans

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #8: Observation of Peers

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #9: (To be transferred here from full plan)

Meets Expectations _____ Improvement Suggested _____

Comments:

Objective #10: (To be transferred here from full plan)

Meets Expectations _____ Improvement Suggested _____

Comments:

Teacher Signature

Date

Administrator Signature

Date

This official report must be completed and turned in to the Personnel Office by **May 31.**

Appendix G
Summerfield School District
Mentee Professional Responsibilities Checklist

Directions: List any professional contributions you made to the school, for example: member/ participant, specific responsibilities as a committee participant. It is understood that teachers may not participate in all the below activities.

<u>SCHOOL COMMITTEES</u>	DATE	PURPOSE	CONTRIBUTION
<u>DISTRICT MEETINGS</u>			
	DATE	PURPOSE	CONTRIBUTION
STUDENT CLUBS	DATE	PURPOSE	CONTRIBUTION
<u>OTHER</u>			
	DATE	PURPOSE	CONTRIBUTION

Appendix H

Summerfield School District

Mentor Recruitment Letter

Dear :

The Summerfield School District (will/has) hired a number of new teachers for this school year. In order to introduce them to school routines and procedures and to help them to become more effective teachers, per school law a mentor teacher needs to be assigned.

Because of your expertise as a teacher, knowledge of current practices and skills in working with adults on a variety of projects over the years, I am inviting you to become a mentor.

As a mentor, you will be matched with a new teacher and asked to assist and support him or her during the beginning years in teaching. If you choose to participate in this mentoring program, a four-year commitment will be required. Meetings with the mentee, district personnel and additional training as it is available will be part of this commitment. A district mentoring handbook has been developed to assist you in working with a new teacher. An honorarium for mentor assignments will be paid for each of the three years.

Please complete the attached form if you choose to accept this invitation to participate in this program.

Sincerely,

Principal

Appendix I

Summerfield School District

Mentoring Application

Name:

Date:

CURRENT ASSIGNMENT

Building:

Grade Level:

Subject Area(s):

REQUESTED MENTORING ASSIGNMENT

Building:

Grade Level:

Subject Area(s):

EXPLAIN WHY YOU WOULD LIKE TO BECOME A MENTOR:

Appendix J

Summerfield School District Mentee Stipend Form

School Year:

Mentee:

Principal:

Mentor:

During the Current School Year the Mentor has:

1. Maintained a quarterly log and submitted it each marking period:

First marking period: Yes No

Second marking period: Yes No

Third marking period: Yes No

Fourth marking period: Yes No

2. Attend mentor training sessions as required: Yes No

3. Assist the district in the evaluation of this program: Yes No

4. Performed the duties as listed in the job description: Yes No

5. Should receive the compensations due upon successful completion of the job as mentor:
Yes No

Mentor Signature

Date

Mentee Signature

Date

Administrator Signature

Date

To be completed by the building Principal by May 31st.

**Appendix K
Summerfield School District**

Mentee Feedback Form

Circle One: 1st year 2nd year 3rd year

Please respond to the following questions to provide the District with feedback that will be used for program changes and or improvements.

1. Has the mentor program met your needs as a new teacher?
2. Has the mentor program been supportive? Please explain.
3. What types of assistance did you receive through this program?
4. Has the feedback you have received been helpful?
5. Has the experience been professionally rewarding for you?
6. Has the mentor program afforded adequate time at regular intervals for mentor and intern to meet and conference?
7. What suggestions do you have for improving the mentor/intern program at this time