



Mentoring: a relationship resulting in professional growth for both the mentor and mentee.

Mentoring Legislation

Michigan School Code **Section 1526:**

*"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."*

Mentor/Mentee Program at HISD

Professional staff new to their profession will be assigned a mentor during the first three years of service (classroom teacher, teacher consultant, social worker, etc.).

Targeted focus of the Mentor Program will be:

Year 1:

- Awareness of procedures in place in the new educational system
- Awareness of programs within ISD—visitations when appropriate

Years 2 and 3:

- Professional growth focused on need areas of the mentee
 - spelled out in action plan
 - input of mentor, mentee, administrator
 - aligned with annual goals and evaluation
 - include study and professional development
 - description of roles

Year 4:

- Long-term professional growth; (mentor could/should be administrator)

Roles of Mentoring Partners

Mentor Role

- ∞ Model professionalism (collegiality with peers, continued professional reading and study)
- ∞ Schedule contact time and meet regularly with mentee
- ∞ Maintain activity log
- ∞ Anticipate and listen to mentee needs
- ∞ Work with administrator to meet mentee needs
- ∞ Share information (procedures, guidelines, expectations)
- ∞ Link mentees to appropriate resources (human and material)
- ∞ Share teaching/professional service strategies and process
- ∞ Offer support through empathic listening and by sharing experiences
- ∞ Provide guidance (discipline, scheduling, planning, organizing school day/service delivery)
- ∞ Assist mentees in arranging, organizing, analyzing the physical setting of the classroom
- ∞ Counsel novice staff when difficulties arise
- ∞ Allow mentees to observe you; discuss
- ∞ Observe mentee; discuss
- ∞ Promote self-observation, analysis, and reflection
- ∞ Arrange for mentee to observe colleagues; discuss
- ∞ Provide honest feedback to mentee
- ∞ Assist in developing mentee professional growth plan
- ∞ Engage in purposeful study with mentee
- ∞ Provide feedback/evaluate mentor program

Mentee Role

- ∞ Communicate needs to mentor and administrator
- ∞ Meet regularly with mentor
- ∞ Participate in training
- ∞ Invite mentor visitations/observations
- ∞ Observe mentor/other colleagues
- ∞ Engage in self-observation, analysis, and reflection
- ∞ Be open to mentor input and feedback
- ∞ Be active listeners and learners (know what you need and set out to obtain it)
- ∞ Maintain focus on meeting needs of students
- ∞ Engage in purposeful study with mentor
- ∞ Assist in developing professional growth plan
- ∞ Provide feedback/evaluate mentor program

Administrator Role

- ∞ Oversee mentor program
- ∞ Provide support/advice to mentor and mentee
- ∞ Provide relevant mentor and mentee trainings/professional development
- ∞ Coordinate schedules to provide time for mentors/mentees to plan, observe, conference
- ∞ Coordinate visitation opportunities
- ∞ Assist in development of mentee professional growth plan
- ∞ Evaluate novice professional staff
- ∞ Supervise mentors
- ∞ Evaluate mentor program

Mentor Responsibilities

- Acclimate mentee to the new educational system
- Advocate for mentee in daily dealings
- Enhance mentee's delivery of service
- Model collegiality and professionalism

To do this, the **mentor** is expected to

- Meet with the mentee a minimum of once every two weeks—with at least one face-to-face meeting per month
- Maintain a *Mentor/Mentee Activity Log*; submit to the administrator at the end of each semester
- Participate in a brief conference with the administrator and mentee at the end of each semester about the progress of the work
 - What behaviors did you intend to work on this semester?
 - What did you do?
 - How have these behaviors improved since the mentoring relationship began?
 - Are improvements in these behaviors improving job performance?
 - What are your objectives for the next semester?
- The mentor and mentee are expected to complete the *Evaluating Your Mentor/Mentee Work/Relationship* form individually at the end of each school year; the form is then submitted to the mentee's administrator

Mentee Needs – Checklist of Probable Topics:

Curriculum

- Co-curricular activities
- Curriculum resources and requirements
- Lesson planning
- Research-based resources and materials
- Setting student expectations

Instruction

- Addressing the special needs of students (including special education rules, forms, IEPs)
- Classroom management techniques
- Designing classroom space
- Effective instructional strategies
- Identifying classroom problems
- Implementing PBIS
- Individualizing instruction
- Long-range planning, preparing units and lessons, organizing learning activities, planning time
- Managing time, case loads, daily schedules
- Motivating and engaging students
- On The Job Work Experience/Job Coaching
- Transporting students
- Using a variety of teaching methods and materials, strategies, and techniques

Assessment

- Assessing student work
- Grading system/book

- Reporting student progress
- Submitting discipline referrals and running reports

Leadership

- Access to building
- Becoming acquainted with the school's and district's community
- Certification/PD requirements
- Completing reports (REP/PD, injury reports, Trac book – program mandates, Medicaid, guest speakers)
- Confidentiality
- Contributing to school community of learners
- District policies and procedures (Staff Handbook)
- Evaluation process
- Facilitating Advisory Committees, Career Day, Open Houses
- Fieldtrip procedures and guidelines
- Interacting with colleagues (including clerical/custodial support staff; SchoolDude)
- Interacting with community agencies
- Interacting with LEA administrators and staff
- Interacting with parents
- Inventory
- ISD Overview
- Lunch procedures
- Mailboxes (paper and electronic)
- Managing stress
- Mandated reporter
- Resolving conflict
- School safety procedures (Crisis Plan, secure/restraint sheet, tornado, fire, lock down, safe mode)
- Slotting for HATC programs
- Staff meetings
- Technology (web site, computers/other technology, copiers/printers, electronic access, phone, e-mail, voice mail)
- Time management
- Union contacts/partnership

Business Office

- 403B
- Access to payroll information
- AESOP
- Attendance
- Budget
- Calendar
- Function of business office
- Goal setting – evaluation – reflection
- ID tags
- Insurance (including short- and long-term disability)
- Mileage form/process
- PD Log (Registry of Educational Personnel REP)
- Personal time/sick time/flex time procedures
- Requisitions
- Requisitions/Purchase orders (money in budget, how it works within their group, Walmart Card)
- Skyward
- Time Sheets
- Travel out of ISD/Conference Requests
- Work calendar/schedule