



Mentor/Mentee Handbook

Version: 2024/2025 School Year

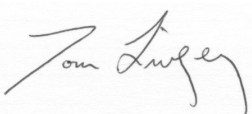
Welcome to the Oakridge Mentor Program!

This handbook has been developed to help mentors support our new employees at Oakridge Public Schools. It will help in the following ways:

- To introduce beginning educators to the district's procedures
- To introduce new employees to the staff members available to help with questions and concerns
- To provide information that will be helpful to both mentor and mentee
- To define mentoring and the benefits it provides to both mentor and mentee
- To discuss the mentor/mentee relationship
- To explain the provisions of the Michigan Tenure Law as well as Oakridge Public Schools requirements
- To explain the probationary teacher evaluation process

Thank you to the mentor teachers who are a very important part of this process. You are role models for our beginning teachers and have indicated your willingness to help other professionals become the best they can be!

Sincerely,

A handwritten signature in black ink that reads "Tom Livezey". The signature is written in a cursive style with a large initial "T".

Tom Livezey,
Superintendent

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Mentor – what does it mean?

Mentors

The supervisor will team the probationary educator with an appropriate experienced educator for the mentoring process. The mentor/mentee relationship will continue through year three for employees new to the profession and year one for all other educators new to the district. The role of the mentor is to guide and support the new educator through the probationary period.

For beginning educators, the guidance and assistance provided by veteran educators, can make the difference between feeling in control and capable or feeling overwhelmed. Beginning educators face new challenges. No matter how well prepared they may be, no matter how well versed they are in their subject matter or craft, no matter how well they did in their “methods” classes, they face unknown students, colleagues, administrators, and parents. In addition, the school and the community are often unknowns, as are building and district procedures, policies, requirements, curriculum, and so on.

Clearly, new educators have a lot to learn, and a veteran educator has a wealth of experience to offer. The Oakridge Public Schools’ mentor program is designed to help new educators function effectively, grow professionally, and face the “unknown” with confidence.

Mentoring legislation

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."*

What are the benefits for the mentor?

The district thanks you for being a mentor. Here is what this opportunity will do for you . . .

- Give you satisfaction of providing needed assistance and guidance
- Give you the opportunity to share professional expertise
- Give you a renewal of your commitment to the educational process
- Give you the rewards inherent in preparing the next generation of educators
- Give you another opportunity to “make a difference”

What is your role as a mentor?

The main thing a mentor needs to do is to establish a relationship of mutual trust, respect, support, and collegiality with the new educator, and to help the new educator grow professionally. Specifically, the mentor might choose to do some or all the following:

- Establish rapport
- Promote a positive self concept
- Encourage professionalism and promote teaching as a profession
- Function as a role model
- Meet regularly to address concerns
- Help organize and manage materials
- Help develop and implement a record keeping system for grading
- Introduce to staff and orient to building
- Discuss and help new educator reflect upon his/her working experiences
- Explain and assist with curriculum and district expectations
- Share examples of successful lesson plans and units
- Identify resources within the district, community, Internet, etc.
- Help deal with parental concerns, parent conferences, and open houses
- Help with procedures and policies
- Provide extra help with students who may have special needs
- Observe the new educator and provide feedback
- Encourage efforts toward autonomy in lesson planning, teaching style, and classroom management
- Provide emotional support

Of course, some new educators may not need the entire mentor support listed above, and some may need more. The list is neither definitive nor is it all-inclusive. It's just some ideas to get you started!

What are the benefits for the mentee?

- Orientation to the building and district
- Support in the transition from college to professional
- Assistance with the teaching assignment
- Guidance in dealing with discipline and classroom management issues
- Help with teaching strategies and skills
- Assistance in learning the “culture” of the school and district

Mentee responsibilities

- Become familiar with the State of Michigan probationary teacher requirements; complete roles and responsibilities as required
- Participate in teacher orientation program sponsored by the MAISD (if available)
- Follow through with additional in-service programs as offered by the MAISD and paid for by the school district
- Meet on a regular schedule with the mentor to discuss progress, strengths, areas of improvement, and to receive guidance
- Participate in the observation/evaluation process in a professional manner
- Keep a log of all contacts made with the mentor (Kalpa). You may use the SCECH's earned to renew your educator certificate.

What is the role of the mentee in relation to the mentor?

Public Act 335 requires that for the first three years of employment each beginning teacher must be assigned a mentor for the purpose of induction into the profession. However, meeting this requirement is not the only reason to assign a mentor to a beginning teacher.

As a new teacher, you have been through a teacher training program at your university which has probably prepared you as well as possible for your chosen profession. But there is no way you can truly be prepared for the enormity of your responsibilities until you actually begin teaching.

Just thinking about your responsibility for your students can be mind-boggling.

Tips for new educators....

Look for veteran educator to...

1. Share lesson plans that put curriculum guides into practice
2. Offer tips on the practical problems new teachers didn't learn about in school – make do with fewer resources, classroom management, bureaucracy
3. Show respect and collegial support
4. Observe your classes and let you observe theirs
5. Help locate materials

Tips on building relationships with veteran/mentor educators...

1. Ask to visit colleagues' classrooms so you can learn about different approaches to teaching and find one you admire
2. Seek the help of a mentor who has skills and knowledge you would like to develop
3. If your assigned mentor is not helpful, discuss the matter with your principal
4. Don't reinvent the wheel: before you begin developing a curriculum unit, find out if any veteran teachers have material or insights that would jumpstart your efforts
5. Be willing to admit you have a lot to learn from experienced teachers
6. Establish rapport
7. Interact regularly
8. Communicate needs and concerns
9. Present ideas and ask for feedback
10. Request observations . . . by you and of you
11. Ask questions
12. Implement suggestions
13. Accept and learn from constructive criticism
14. Develop autonomy as you gain in confidence
15. Express appreciation for your mentor's commitment to you

Look for parents to...

1. Show support for learning at home
2. Communicate positive feedback about a teacher's influence or performance
3. Welcome new teachers
4. Volunteer to help in the classroom
5. Support fair discipline measures that teachers impose
6. See that children do their homework
7. Offer the workplace for a field trip when appropriate
8. Talk to a teacher directly about a problem
9. Become active partners in education

Tips when working with parents...

1. Contact parents early and before a problem occurs
2. Report good news
3. Consider writing a weekly newsletter on classroom learning and activities
4. Invite parents to come into the classroom and assign them tasks if they are willing
5. Let parents know when they can reinforce classroom learning at home
6. Address parents' concerns head on. If you are taking a pedagogical approach that raises questions, work to show parents the benefits of your methods and explain your reasoning to them
7. Hold a parent meeting the first month of the school year to talk about your expectations for student achievement and behavior
8. Always have time for parent questions
9. Attend student activities and athletic events
10. Always return calls from parents

Look for principals to...

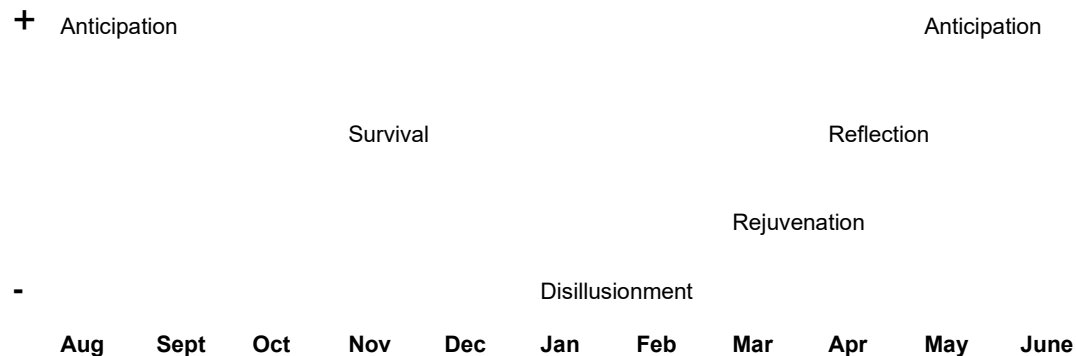
1. Spend time with teachers, visit their classrooms, and look at their lesson plans
2. Be available for individual conferences
3. Introduce/review the mentor program annually
4. Provide for professional development opportunities
5. Enable teachers to work closely with one another, through meetings and job shadowing experiences
6. Allow time for planning
7. Educate parents about what they can do to support their child's education
8. Hold an orientation to the school
9. Provide instructional resources or refer to their location
10. Advocate for teachers to parents and students
11. Create a disciplined environment
12. Help teachers with difficult situations

Tips for building a relationship with principals...

1. Ask for professional development opportunities
2. Request that a principal visit your classroom and give you constructive feedback prior to the formal evaluation period
3. Request time to meet with your principal

How do new educators grow and develop?

The first year of teaching presents many difficult challenges for the novice educator, but according to research, there are phases a educator moves through during their first year. While not every educator will experience these phases in the same way or in the same order, understanding them can help the mentor to assist the new teacher and can help the new teacher realize that the feelings he or she is experiencing are typical.



- **The Anticipation Phase:** “I was so excited to get the job, but at the same time, I was scared about being the teacher in charge of my own classroom . . . not just the student teacher temporarily in charge.”
- **The Survival Phase:** “I figured I’d be busy, but this is nuts! I feel like I’m always behind, just barely ahead of my students. My whole life is devoted to preparing lessons, grading papers, running copies, attending meetings, worrying about how to handle my students’ behavior and so many other things. I feel like I don’t have a personal life, and my professional life is out of control.”
- **The Disillusionment Phase:** “I don’t know if I can do this...or if I want to. I thought I’d be a teacher. My students would come to me ready to learn and I would help them in that process. Instead, it seems like I spend more time on classroom management and discipline than helping my students achieve. I’m stressed out. I have some kids with big problems, and I spend a lot of my time dealing with them. Is this what teaching is really about?”
- **The Rejuvenation Phase:** “Wow, it’s January!” I’ve actually made it through half of my first year. I’m beginning to feel like I know what I’m doing, and even though it’s been ten times harder than I expected, I’ve made it this far.”
- **The Reflection Phase:** “Although there are a lot of things I will do differently next time, I’m proud of myself for making it through my first year! Now that I’ve done it once, I know what to expect. I’ve seen the MEAP test. I am beginning to understand what my students need to be able to do on it. I’ve used the textbooks and other materials. I’ve developed some units and lesson plans that worked really well. I’ll refine them for next year and work on the things that didn’t go over.”

Professional Standards for Michigan Teachers (PSMT)

Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development as reflected in the standards listed below. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal arts education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.

A certified teacher within the State of Michigan must initially possess and be able to demonstrate continued growth in these standards. The Professional Standards for Michigan Teachers can be [downloaded here](#).

Michigan Code of Educational Ethics

The Michigan Department of Education (MDE) approved a new Michigan Code of Educational Ethics (Code) in May 2019. The Code provides principles for best practice, mindfulness, self-reflection, and decision-making - setting the groundwork for self-regulation and self-accountability. The establishment of this Code honors the public trust and upholds the dignity of education across the state.

School districts should share and discuss the Code with all school personnel and its impact on local policy in support of ensuring an effective education workforce. It is essential that all individuals working with and for students understand how professional decision-making can impact the safety and well-being of children, licensure, and the culture and mission of the school.

The Code is adapted from the Model Code of Ethics for Educators ([MCEE](#)), which was developed by a national panel of practicing teachers and administrators and was vetted across multiple organizational partners and posted for public comment. Following the public comment period, the draft MCEE was presented for adoption by the National Association of State Directors of Teacher Education and Certification Board of Directors (NASDTEC).

The Michigan Code of Educational Ethics can be downloaded here.

https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83466-510902--,00.html

Oakridge Standards for Effective Teaching

Oakridge Public Schools has adopted the University of Washington's Center for Educational Leadership's (CEL) 5D+™ Rubrics for Instructional Growth and Teacher Evaluation System. Please see the Oakridge Public Schools Handbook for Instructional Growth and Teacher Evaluation for more information. It can be [downloaded here](#) or you can navigate to it at www.oakridgeschools.org, then click on the Transparency Reporting icon on the homepage, then, open the Teacher Evaluation System section on the page.

Year 1	Year 2	Year 3	Mentoring Minimum Responsibilities - Checklist Form
			1. Attend an Initial Orientation Meeting with the assigned mentee(s) and their supervising administrator(s) to review the Mentoring Handbook and Mentoring Minimum Responsibilities Checklist.
			2. Perform a mock formal observation cycle, as defined in the Oakridge Teaching Framework and Evaluation Program Handbook, once each semester for a learning period in the mentee's classroom/worksite. The sole purpose of this activity is to provide feedback to the mentee on their performance in relation to the Standards for Effective Teaching in the Oakridge Teaching Framework and Evaluation Program. This is completed entirely outside of the actual evaluation program.
			3. Arrange for the mentee to perform a mock formal observation cycle as defined in the Oakridge Teaching Framework and Evaluation Program Handbook, once each semester for a learning period in the mentor's classroom/worksite. The sole purpose of this activity is to engage in substantive dialogue and modeling of best practices in relation to the Standards for Effective Teaching in the Oakridge Teaching Framework and Evaluation Program. This is completed entirely outside of the actual evaluation program.
			4. Engage in periodic reflective discussions with the assigned mentee on his/her progress on the Standards of Effective Teaching.
			5. Assist mentee toward implementing their building principal's suggestions for improvement from each formal observation cycle.
			6. Review Student Handbook and impact of annual updates/changes.
			7. Review and answer any questions about the OEA master agreement.
			8. Guide and assist the mentee through the events and occurrences of a mentee's beginning years of teaching.
			9. Identify applicable professional development opportunities appropriate for mentee and encourage their attendance.
			10. Review the Michigan Code of Educational Ethics
			11. Review the Oakridge Teaching Framework and Evaluation Program and counsel the mentee throughout the process.
			12. Periodically report to administration regarding the type (i.e. general description of contact) and extent of his/her contact with the mentee during the existence of the mentor/mentee relationship.
			13. Review best practices of communications with parents.
			14. Review best practice procedure for dealing with difficulties that may come up with students, staff, and/or administration.
			15. Review classroom student achievement data and discuss how to improve instruction.
			16. Review the use of building/district forms, processes, and their location (Request to Attend Workshop/Conference, Acceptable Use Policy, other applicable forms).
			17. Review District/Building Continuous Improvement Process (DCIT/BCIT), Committee Members, and Plan.
			18. Review building/classroom PBIS and disciplinary procedures.
			19. Review marking period grading procedures, methods of grading, and PowerSchool gradebook software.
			20. Review mentee Kalpa records periodically to monitor professional development SCECH's. Encourage mentee to routinely enter of time being mentored.
			21. Review end-of-semester procedures.
			22. Review end-of-year procedures – book storage, classroom inventory, saleable books, keys, list of failures, summer custodial requests, and computer storage.
			23. Tour the building for important places and introduce to staff.
			24. Review fire, weather, and intruder emergency drill procedures.
			25. Review and help mentee prepare for open house and/or Parent Teacher Conferences.
			26. Review Copy Center procedures.
			27. Review availability of CA 60s (where they are located, what goes into them, confidentiality).
			28. Review field trip and busing procedures.
			29. Review Central Office responsibilities and 'who to contact for what'.
			30. Review curriculum and assessment documents (location, process for changes, etc.).

_____ Mentor's Printed Name		_____ Mentor's Signature		_____ Date	
_____ Mentee's Signature		_____ Building Principal's Signature		_____ Date	
Year of Mentee: <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd		Mentor/mentee relationship continuing next year? <input type="checkbox"/> Yes <input type="checkbox"/> No			

NOTE: This checklist must be completed and submitted to the building principal by the last day of school. It serves as verification of mentor duties fulfilled for schedule B stipend. All signatures confirm that each of the above listed criteria (for appropriate mentee year) has been satisfactorily performed. Form version: October 14, 2021