

DEXTER COMMUNITY SCHOOLS

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PROFESSIONAL  
STAFF  
MENTORING GUIDE

August 2024



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## MICHIGAN MENTORING LEGISLATION

State law (MCL 380.1526) requires districts to assign mentors to new teachers during their first 3 years of classroom teaching and for new teachers to receive an additional 15 days (90 hours) of professional development over their first 3 years of employment, including First Aid and CPR training in the first year.

<b>Legislative Requirement (MCL 380.1526)</b>	<b>Minimum Annual Documentation</b>
<p>Teachers in the first 3 years of employment in classroom teaching must also receive 15 days (90 hours) of intensive professional development induction into teaching. The professional development induction shall include the topics of classroom management and instructional delivery.</p> <p>For the first 3 years of employment in classroom teaching, a teacher shall be assigned a mentor.</p> <p><i>District Provided Professional Development days for all teachers shall not be counted toward the professional development requirement for new teachers.</i></p>	<p>Professional development log describing the professional development received that align to the required topics and the date/time of the professional learning.</p> <p>Logs or tracking sheets documenting time spent between Mentor/Mentee</p>
<p>First Aid and Cardiopulmonary Resuscitation (CPR) training must be provided to teachers in their first year of employment in classroom teaching who do not currently hold First Aid and CPR certification.</p>	<p>Documentation that all new teachers in their first year have completed First Aid/CPR training and are certificated. District nurse will offer training to all new teachers.</p>



## DEXTER EDUCATION ASSOCIATION

### Article XII – Mentors

The District will assign mentors for probationary teachers. Any tenured teacher who wishes to serve as a mentor may seek to do so through a uniform application process. These mentors will receive training from mentor coordinators before they hold a position as a mentor. The pay for these mentoring positions is defined in the extra duty schedule.

### Extra Duty Compensation

Extra Duty Compensation\* for mentoring is additional payment provided to teachers for their valuable work in supporting and guiding new colleagues. Extra duty compensation is specifically intended to recognize the time and effort mentors dedicate to activities that take place outside of their regular work duties, such as meetings, planning sessions, and ongoing support. DCS understands that some mentoring activities may occur during the school day, the majority of mentoring should occur outside of the school day.

\*See extra duty schedule in DEA contract



## DCS MENTOR TEACHING PROGRAM

**The goal of Dexter Community Schools Mentor Teacher Program is to provide the best instructional and learning environment for students by ensuring the success and professional growth of our teachers.**

To emphasize the role of mentors in DCS, it is essential to establish a clear definition of this role. A mentor is:

- A leader among teachers who embodies and promotes the vision of the district and the school
- An experienced, successful, and knowledgeable professional who takes on the responsibility of facilitating a colleague's professional growth and providing support through a mutually beneficial relationship
- A teacher leader characterized by a friendly, positive attitude and a good sense of humor.
- Willingness to assist and support new teachers is evident in their attitudes, beliefs, and teaching philosophies
- Sensitive, discreet, wise, knowledgeable, and caring

The mentor teacher plays a crucial role in modeling professional growth and supporting the mentee teacher's development:

- Models a commitment to ongoing professional growth
- Demonstrates the ability to work collaboratively with others
- Exhibits conflict resolution skills
- Engages in conscious, ongoing reflection of classroom practices
- Remains open to giving and receiving feedback

“An effective mentor builds on the identified strengths of the novice and provides for training in areas needing refinement and growth”

-Charlotte Danielson, 1996

## ROLES AND RESPONSIBILITIES

<b>Mentor</b>	
<b>Provide Guidance and Support</b>	<ul style="list-style-type: none"> <li>• <b>Instructional Support:</b> Offer advice on lesson planning, instructional strategies, and classroom management techniques.</li> <li>• <b>Resource Sharing:</b> Provide access to teaching resources, materials, and best practices that can enhance the new teacher’s effectiveness.</li> <li>• <b>Emotional Support:</b> Be a source of encouragement and reassurance, helping the new teacher navigate the challenges of their role.</li> </ul>
<b>Model Professional Behavior</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate Best Practices:</b> Model effective teaching methods, classroom management, and student engagement strategies.</li> <li>• <b>Professionalism:</b> Exhibit professional behavior in all interactions, demonstrating the importance of ethics, punctuality, and a positive attitude.</li> <li>• <b>Commitment to Growth:</b> Show a commitment to ongoing professional development and lifelong learning.</li> </ul>
<b>Facilitate Reflection and Growth</b>	<ul style="list-style-type: none"> <li>• <b>Reflective Practice:</b> Encourage the new teacher to reflect on their teaching experiences, discussing what went well and identifying areas for improvement.</li> <li>• <b>Providing Constructive Feedback:</b> Offer regular, constructive feedback to help the new teacher develop their skills and confidence.</li> <li>• <b>Goal Setting:</b> Assist the new teacher in setting professional goals and creating action plans to achieve them.</li> </ul>
<b>Foster a Collaborative Environment</b>	<ul style="list-style-type: none"> <li>• <b>Building Relationships:</b> Help the new teacher build positive relationships with colleagues, students, and the broader school community.</li> <li>• <b>Encouraging Collaboration:</b> Promote collaboration with other teachers, encouraging the sharing of ideas, resources, and strategies.</li> </ul> <p><b>Creating a Support Network:</b> Facilitate connections with other mentors, support groups, and professional learning communities.</p>
<b>Orienting to School Culture</b>	<ul style="list-style-type: none"> <li>• <b>Introducing School Culture:</b> Familiarize the new teacher with the school’s mission, values, policies, and procedures.</li> <li>• <b>Navigate the School System:</b> Assist the new teacher in understanding the school's organizational structure, key contacts, and available resources.</li> <li>• <b>Community Engagement:</b> Encourage involvement in school activities and events to help the new teacher integrate into the school community.</li> </ul>
<b>Monitor and Support Progress</b>	<ul style="list-style-type: none"> <li>• <b>Regular Check-Ins:</b> Schedule regular meetings to discuss progress, address concerns, and provide ongoing support.</li> <li>• <b>Document Growth:</b> Keep track of the new teacher’s development, noting successes and areas for further improvement.</li> <li>• <b>Advocate for the New Teacher:</b> Serve as an advocate, helping to ensure the new teacher has access to the necessary resources and support.</li> </ul>
<b>Provide Administrative Support</b>	<ul style="list-style-type: none"> <li>• <b>Assisting with Paperwork:</b> Help the new teacher navigate administrative tasks, such as completing necessary forms and understanding school policies.</li> <li>• <b>Clarifying Expectations:</b> Ensure the new teacher understands their responsibilities, deadlines, and the expectations of their role.</li> <li>• <b>Time Management:</b> Offer advice on managing time effectively to balance teaching, planning, and other responsibilities.</li> </ul>

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### ROLES AND RESPONSIBILITIES *continued*:

<b>Mentee</b>	
<b>Engage in Professional Development</b>	<ul style="list-style-type: none"> <li>• <b>Active Participation:</b> Actively participate in mentoring sessions, professional development workshops, and training opportunities.</li> <li>• <b>Seeking Feedback:</b> Be open to receiving constructive feedback and use it to improve teaching practices and professional skills.</li> <li>• <b>Reflecting on Practice:</b> Regularly reflect on teaching experiences to identify strengths and areas for growth.</li> </ul>
<b>Build a Positive Relationship with the Mentor</b>	<ul style="list-style-type: none"> <li>• <b>Open Communication:</b> Maintain open and honest communication with the mentor, sharing concerns, questions, and progress.</li> <li>• <b>Respecting Guidance:</b> Show respect for the mentor’s advice and expertise, and apply their suggestions where appropriate.</li> <li>• <b>Setting Goals:</b> Collaborate with the mentor to set realistic professional goals and work towards achieving them.</li> </ul>
<b>Navigate the School Environment</b>	<ul style="list-style-type: none"> <li>• <b>Understanding School Culture:</b> Familiarize yourself with the school’s mission, values, policies, and procedures.</li> <li>• <b>Following Policies:</b> Adhere to school and district policies, including those related to behavior, academic standards, and administrative tasks.</li> <li>• <b>Building Relationships:</b> Build positive relationships with students, colleagues, and other members of the school community.</li> </ul>
<b>Manage Classroom Responsibilities</b>	<ul style="list-style-type: none"> <li>• <b>Planning and Preparation:</b> Prepare and plan lessons, assessments, and classroom activities effectively and in advance.</li> <li>• <b>Classroom Management:</b> Implement effective classroom management strategies to create a positive and productive learning environment.</li> <li>• <b>Student Engagement:</b> Engage students in learning activities and provide support to meet their individual needs.</li> </ul>
<b>Seek and Utilize Resources</b>	<ul style="list-style-type: none"> <li>• <b>Utilizing Support:</b> Seek out and utilize available resources, including materials, technology, and support services.</li> <li>• <b>Asking for Help:</b> Ask for assistance from colleagues, mentors, or school staff when needed to ensure that challenges are addressed promptly.</li> </ul>
<b>Maintain Professionalism</b>	<ul style="list-style-type: none"> <li>• <b>Punctuality and Reliability:</b> Be punctual, reliable, and prepared for all teaching and professional commitments.</li> <li>• <b>Ethical Conduct:</b> Exhibit professional behavior, including maintaining confidentiality, respecting diverse perspectives, and adhering to ethical standards.</li> </ul>
<b>Contribute to the School Community</b>	<ul style="list-style-type: none"> <li>• <b>Participating in School Activities:</b> Engage in school events, committees, and extracurricular activities as appropriate.</li> <li>• <b>Collaborating with Colleagues:</b> Work collaboratively with colleagues to support school initiatives and enhance the learning environment.</li> </ul>
<b>Manage Time and Workload</b>	<ul style="list-style-type: none"> <li>• <b>Organizing Responsibilities:</b> Effectively manage time to balance teaching, planning, grading, and other professional responsibilities.</li> <li>• <b>Prioritizing Tasks:</b> Prioritize tasks and responsibilities to ensure that all aspects of the role are addressed efficiently.</li> </ul>

## **FREQUENTLY ASKED QUESTIONS AROUND MENTORING AND INDUCTION PRACTICES IN MICHIGAN**

**Q. Who needs to be assigned a mentor and receive additional professional learning?**

A. The law (MCL 380.1526) states that teachers within their first three years of classroom teaching are required to be assigned a mentor and receive additional professional learning specific to new teachers by their employing district.

**Q. Are teachers new to a district required to be mentored?**

A. Teachers new to a district who have more than three years of classroom teaching are not required by state law to receive a mentor or additional professional learning. Districts may choose to provide a mentor or additional professional learning per local policy.

**Q. How many professional learning hours are required for new teachers?**

A. New teachers are required to have at least 15 days (90 hours) of additional professional learning over a teacher's first three years of classroom teaching.

**Q. Can professional development hours provided by the district under MCL 380.1527 also count as new teacher hours under MCL 380.1526?**

A. No. Hours used to fulfill DPPD hours for all teachers are unable to also be used to fulfill the hours required for new teachers in MCL 380.1526.

**Q. With First Aid and CPR now required to be provided to first year teachers per MCL 380.1526, do districts also need to provide training to renew the First Aid and CPR certification once it expires?**

A. No. Districts are only mandated to provide the initial training for new teachers in their first year of employment in classroom teaching who do not already hold a valid First Aid and CPR card. Renewal trainings for any educators is not required to be provided.

**Q. Who is eligible to become a mentor?**

A. Any teacher who has earned tenure, or previously tenured teacher and has completed a probationary period in DCS, may apply to become a mentor.

**Q. How are new teacher induction hours to be reported?**

A. New teacher hours are reported by the district into the Registry of Educational Personnel (REP). Mentoring forms must be turned in to the HR office by December 1 and May 15 annually.



## WHAT COUNTS AS PROFESSIONAL DEVELOPMENT?

Examples of Activities	Does it Qualify for Professional Development for New Teachers	Does it Qualify as Professional Development for all teachers
<b>Orientation Experiences (such as district and building orientation)</b>	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)	<b>No</b>
<b>Curriculum Development Meetings, School Improvement Committees</b>	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)
<b>Professional Learning Communities, Study Groups, Action Research, Study of Student Work, Lesson Study</b>	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)
<b>Mentoring of New Teachers</b>	<b>Yes</b> (If provided/supported by district and content/grade level appropriate)	<b>Maybe</b> (If new knowledge is gained by veteran teacher while providing formal mentoring)
<b>Instructional Technology</b>	<b>Yes</b> (If it leads to new knowledge about using technology-enhanced methods)	<b>Yes</b> (If it leads to new knowledge about using technology-enhanced methods)
<b>Conferences/Workshops at an On-site Location</b>	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate, unless it already is being counted as DPPD)	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)
<b>Conferences/Workshops at an Off-site Location</b>	<b>Yes</b> (If it is relevant to the new teachers' classroom needs, unless it is already being counted as DPPD)	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)
<b>Online Learning Experiences (including courses focusing on curriculum content and /or pedagogy)</b>	<b>Yes</b> (If provided/supported by district in some way, is content/grade level appropriate, and relevant to the classroom needs of the new teacher)	<b>Yes</b> (If provided/supported by district in some way and content/grade level appropriate)
<b>Student Teacher Supervision</b>	<b>N/A</b>	<b>Maybe</b> (If it leads to new knowledge for the supervising teacher, is provided/supported by district in some way and content/grade level appropriate)
<b>School Safety Trainings (First Aid/CPR, Blood-Borne Pathogens, EpiPen, Active Shooter, etc.)</b>	<b>Yes</b> A First Aid/CPR is required to be provided by districts to first-year teachers per MCL380.1526.	<b>Maybe</b> If it is part of the approved DPPD plan
<b>Staff Meetings</b>	<b>No</b> (Unless the primary purpose of the meeting is content specific to the needs of new teachers)	<b>No</b> (Unless the primary purpose of the meeting is about student learning, instructional strategies or curriculum content)

## DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT (DPPD)

The quality of DPPD has become even more critical now that it can be used by educators to renew certificates. DPPD should be:

1. Relevant, on-going and job-embedded;
2. Specific to the teacher's needs;
3. Aligned to the School Improvement Plan and individual professional development plans (as appropriate); and
4. Focused on increasing student learning.

## MENTOR-MENTEE CONTACT LOG



MENTOR-MENTEE CONTACT LOG					
Mentee Name:			Bldg Principal 1st Half Initials (Aug-Nov.):		
Building:			Bldg Principal 2nd Half Initials (Dec-May)		
Mentor:			End of Year Total Hours:		
Date	Time Spent (start time/end time)	Topics Discussed or Activity (improve instruction or classroom management)	Mentor Initials	Mentee Initials	Notes and "To Do" plans before next Meeting (Optional)