



BYRON CENTER PUBLIC SCHOOLS
MENTORING HANDBOOK
Year 1-5

| Date | Time | Location |
|--------------|-------------|----------------------------------|
| August 9th | 8:00-3:00 | BCHS |
| August 10th | 8:00-3:00 | BCHS |
| October 18th | 12:00-3:00 | Central Office - Conference Room |
| February 7th | 12:00-3:00 | Central Office - Conference Room |

Helping Students Build Success Stories

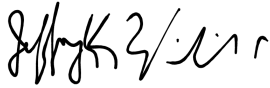
Welcome to the Byron Center Public Schools mentoring program!

This handbook has been developed to assist mentors and mentees in our school district. It will help you in the following ways:

- To introduce beginning teachers to the district's procedures
- To introduce you to the staff members available to help you with your 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 Byron Center 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 early career teachers and have indicated your willingness to help other professionals become the best teachers they can be!

Sincerely,



Jeff Wierzbicki
Assistant Superintendent



Laura Zeinstra
Director Teaching and Learning

Mentor – What does it mean?

Mentors

The building principal will team the probationary teacher with an appropriate, experienced teacher for the mentoring process. The mentor/mentee relationship will continue through year three for employees new to the teaching profession and year one for all tenured teachers who are new to the District. The role of the teacher's mentor is to guide and support the new teacher through the probationary period.

Experienced professionals, whether in business or in education, may serve as mentors to those who are new to the field or who are on a career path. Although some mentor relationships just happen, many are planned. At Byron Center, our goal is to partner new teachers with high-quality teachers who are positive role models for new educators.

For beginning teachers, the guidance and assistance provided by veteran teachers can make the difference between feeling in control and capable or feeling overwhelmed. Beginning teachers face many new challenges. No matter how well prepared they may be, no matter how well versed they are in their subject matter, 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, a beginning teacher has a lot to learn and a veteran teacher has a wealth of experience to offer. The Byron Center Public Schools' mentor program is designed to pair an experienced teacher with a teacher new to the field. This helps the new teacher to function effectively, grow professionally, and face all of the unknowns with confidence. The experienced teacher shares the expertise acquired during his or her career and embarks on a journey of discovery with this new teacher, celebrating growth and coaching through challenges.

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 teachers
- 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 teacher, and to help the new teacher grow professionally. Specifically, the mentor might choose to do some or all of 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 teacher reflect upon his/her teaching
- 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 teacher and provide feedback
- Encourage efforts toward autonomy in lesson planning, teaching style, and classroom management
- Provide emotional support

Of course, some new teachers 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!



| Year | | | | | Mentoring Minimum Responsibilities Checklist |
|------|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | |
| | | | | | Engage in 1.5 hours of reflection discussions per month above and beyond contract time, using the mentee's questions and concerns as a guide for the discussion. Log these on the Mentoring Record of Meetings Google form. |
| | | | | | Observe the mentee in a mock observation cycle, with the purpose of providing feedback to the mentee on his/her performance in relation to the 5D+ rubric domains. Engage in a reflection conversation. |
| | | | | | Observe the mentor in a mock observation cycle, with the purpose of seeing a veteran teacher in action. Engage in a reflection and inquiry conversation. |
| | | | | | Review each domain of the 5D+ rubric and discuss teacher evaluation procedures. |
| | | | | | Assist the mentee in implementing their growth plan based on the observations and feedback from his/her formal evaluator. |
| | | | | | Review classroom student achievement data and discuss how to improve instruction to impact achievement. |
| | | | | | Answer any questions about the master contract agreement. |
| | | | | | Explain and model the PLC process. Discuss how professional learning communities impact student achievement and the importance of data-driven instruction. |
| | | | | | Review and discuss effective classroom management practices. |
| | | | | | Review and discuss grading and feedback procedures, including formative assessment and summative assessment. |
| | | | | | Review and discuss student and staff handbooks, Board of Education policies, and the KISD website. |
| | | | | | Review and discuss district and building school improvement goals. |
| | | | | | Review and discuss best practices in communication with parents. |
| | | | | | Discuss accommodations tracking in Powerschool. |
| | | | | | Review MTSS procedures. |
| | | | | | Review crisis plans and student emergency procedures. |
| | | | | | Review plans for students (health, 504s, IEPs, LAPs, etc.). Review and discuss building discipline procedures. |
| | | | | | Review, as needed, questions for discussion on page 13 of this handbook. |
| | | | | | Attend new staff orientation and the professional development offered for new staff (3 times a year). |
| | | | | | Watch and discuss SafeSchool tutorials (bloodborne pathogens, bullying, harassment, etc.). |
| | | | | | Discuss work schedule, protocols, dress code, leave requests. |
| | | | | | Review end-of-term (semester, marking period, trimester) procedures and end of year procedures (supply lists, checking out, etc.) |

| Year | | | | | Mentoring Minimum Responsibilities Checklist, continued |
|------|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | |
| | | | | | Tour the building for important places and to meet staff. |
| | | | | | Review student academic expectations (assignments, homework, assessments, etc.). |
| | | | | | Go over building specific checklists provided by the building principal or office. |

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
- Participate in new teacher community program sponsored by the KISD (if available)
- Follow through with additional professional learning programs as offered by the KISD 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. This log will remain the personal, private property of the mentee and will not be used in the evaluation process.

The Record of Mentoring is submitted online at [Record of Mentoring Meetings](#). Please be sure you keep this up-to-date each time the mentor and mentee meet.

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 Teachers...

Look for veteran teachers to...

- ◆ Share lesson plans, pacing guides and common assessments (formative and summative) that put curriculum into practice
- ◆ Offer tips on the practical problems new teachers didn't learn about in school
- ◆ Show respect and collegial support
- ◆ Observe your classes and let you observe theirs
- ◆ Help locate materials

Tips on building relationships with veteran and mentor teachers...

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

Look for parents to...

- ◆ Show support for learning at home
- ◆ Communicate positive feedback about a teacher's influence or performance
- ◆ Welcome new teachers
- ◆ Volunteer to help in the classroom
- ◆ Support fair discipline measures that teachers impose
- ◆ See that children do their value-added homework
- ◆ Talk to a teacher directly about a problem
- ◆ Become active partners in education
- ◆ Care about their own student and his/her success



Tips when working with parents...

- ◆ Contact parents with a phone call early and before a problem occurs
- ◆ Report good news regularly
- ◆ Consider writing a weekly newsletter or hosting a website on classroom learning and activities
- ◆ Invite parents to come into the classroom and assign them tasks if they are willing
- ◆ Let parents know when they can reinforce classroom learning at home
- ◆ 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
- ◆ Always have time for parent questions
- ◆ Attend student activities and athletic events
- ◆ Always promptly return calls from parents

Look for principals to...

- ◆ Spend time with teachers, visit their classrooms, and look at their lesson plans
- ◆ Be available for individual conferences
- ◆ Provide for professional development opportunities
- ◆ Enable teachers to work closely with one another, through meetings and learning lab experiences
- ◆ Allow time for planning
- ◆ Ask questions to clarify and elevate thinking
- ◆ Help all to develop leadership capacity
- ◆ Educate parents about what they can do to support their child's education
- ◆ Hold an open house for the school
- ◆ Provide instructional resources or refer to their location
- ◆ Advocate for teachers to parents and students
- ◆ Create a disciplined environment
- ◆ Help teachers with difficult situations

Tips for building a relationship with principals...

- ◆ Ask for professional learning opportunities and leadership experiences
- ◆ Request that a principal visit your classroom and give you constructive feedback prior to the formal evaluation period
- ◆ Schedule time to meet with your principal



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 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:

1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION

An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

- a. Synthesize, analyze, reflect upon, and write with clarity and structure about ideas, information, and data from a general and liberal education, and the relationships between the various disciplines;
- b. Understand and appreciate free inquiry in English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts;
- c. Understand global and international perspectives of the disciplines;
- d. Understand the tenets of a free, democratic, and pluralistic society;
- e. Understand and respect varying points of view and the influence of one's own and others' ethics and values;
- f. Understand and respect the role, rights, and value of the individual in a free democratic society;
- g. Understand technology and its use for gathering, processing, evaluating, analyzing, and communicating ideas and information;
- h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society;
- i. Understand the constitutions and histories of the United States and Michigan;
- j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles; and
- k. Demonstrate the abilities and skills necessary for effective communication in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

2. INSTRUCTIONAL DESIGN AND ASSESSMENT

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

- a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;
- b. Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;
- c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;
- d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;
- e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- f. Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;
- h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;
- i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multimedia, artistic, and digital); and
- j. Design, adopt, implement, and advocate for accommodations including assistive communication devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state-sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

- a. Design and implement instruction aligned with the MCF, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;
- b. Create learning environments that promote critical and higher-order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;
- c. Help each student to learn how to safely and responsibly access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology);
- d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;



- e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;
- f. Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student; and
- g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

- a. Engage students in meaningful learning experiences while maximizing the use of instructional time;
- b. Structure the classroom environment to promote positive peer interactions and positive self esteem, to ensure that each student is a valued participant in an inclusive learning community;
- c. Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students;
- d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment, (e.g., instructional procedures utilizing the concepts presented in the State Board of Education's Positive Behavior Support Policy 2006), which is conducive to learning and takes into account the diverse needs of individual students;
- e. Understand and uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws and SBE policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease);
- f. Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning;
- g. Establish a learning environment which invites/welcomes collaborative teaching practices; and
- h. Differentiate between assessment and evaluation procedures and use appropriately.

5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT

Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

- a. Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;
- b. Identify and use current research to reflect on and improve one's own practice related to content, technology, pedagogy, and other factors that impact student achievement;



- c. Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth;
- d. Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;
- e. Embrace and model teaching as a lifelong-learning process and continue efforts to develop professionally;
- f. Involve and work effectively with parents/guardians and implement School Wide parent involvement plans to maximize opportunities for student achievement and success;
- g. Interact with parents/guardians using best practices for personal- and technology-based communication, to maximize student learning at school, home, and in the local community; and
- h. Participate in the development of individualized plans for students with disabilities (Individual Education Plan [IEP]).

6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY

Participation in professional, local, state, national, and global learning communities, including the ability to:

- a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;
- b. Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;
- c. Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works;
- d. Use community and home resources to enhance school programs and instruction;
- e. Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public service agencies; and
- f. Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.

7. TECHNOLOGY OPERATIONS AND CONCEPTS

Use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

- a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice;
- b. Successfully complete and reflect upon collaborative, online-learning experiences;
- c. Demonstrate an understanding of and the ability to create an online-learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment;



- d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;
- e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;
- f. Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.

Byron Center Public Schools Requirements for Mentees

In addition to the state requirements, Byron Center Public Schools also has requirements that affect both probationary and tenure teachers:

- It is highly recommended that new teachers participate in the new teacher community through KISD throughout their first three years of service.
- All teachers should read their Master Agreement and become familiar with its contents.

Byron Center Public Schools Standards for Effective Teaching

Byron Center Public Schools uses the 5D+Rubric for Instructional Growth and Teacher Evaluation, which identifies the aspects of a teacher's responsibilities that we collaboratively believe, based on documented empirical studies and theoretical research, promote improved student learning. Although these standards are not the only possible description of practice, they do seek to define what great teaching looks like-- both what teachers are doing and what students are doing. These standards play a foundational role in developing our beginning teachers toward proficiency and assisting our veteran teachers toward distinguished levels of performance.

In these standards, the complex activity of teaching is divided into 30 components clustered into the following 6 domains:

- Domain 1: Purpose
- Domain 2: Student Engagement
- Domain 3: Curriculum and Pedagogy
- Domain 4: Assessment for Student Learning
- Domain 5: Classroom Environment and Culture
- Domain 6: Professional Communication and Collaboration

Common Questions in Your First Years of Teaching

- What can you do about a student who refuses to participate in classroom activities?
- What are some strategies you used to meet the needs of the "lower" kids as well as enriching the "faster" kids?
- What are some "time savers" you use to stay organized to get everything done?
- How do you handle the huge paperload without working every night and weekends on grading essays?
- How do you deal effectively with the pressures and stressors of your job? What keeps you from getting "burned out"?
- How do you effectively learn all the curriculum and keep up with changes?
- How do you manage your classroom so that individual assessments can be done?
- Do you have any advice about master degrees or programs, schools, etc.? (District approval is required if the program is going to count toward movement on the salary schedule)
- Where do you find your best resources?
- What is the best way to avoid the politics within schools?
- As an experienced teacher, what is most rewarding for you in your job?
- For efficiency, how do you handle the routine procedures in your classroom (i.e. roll call, tardies, PA announcements, homework for absent students, distributing graded materials, etc.).
- How have you handled parent-teacher conferences? Any tips? Creative ideas?
- What have been some strategies you have used to maximize the effectiveness of a collaborative learning activity?
- Describe one of your best lessons-- one that the students loved and that taught the material well.
- How and how often do you communicate with parents?
- How do you handle students in your classroom when they tease other students or complain about having to work with a particular classmate?
- What are some management or disciplinary strategies that work best for you?
- As a new teacher with new ideas, how do you get the rest of the staff to try some of them with you?
- How do you effectively make accommodations for special education students in the classroom?
- How do you keep from being too hard on yourself when a lesson flops or when you are unable to be successful with a particular student? Does this feeling of "not being good enough" ever go away?
- How do you deal with difficult parent situations? Describe a very difficult situation you encountered that you felt you successfully turned things around.





Helping Students Build Success Stories!

This handbook was adapted for Byron Center Public Schools from <http://oakridgeschools.org>.