



# Mentor/Mentee Handbook

## **MISSION**

Oakridge Public Schools exist to prepare every student with a globally competitive education focused on college preparation, workplace success, and lifelong learning.

## **VISION**

Empowering the whole child to achieve college and workplace success while embracing family and community values.

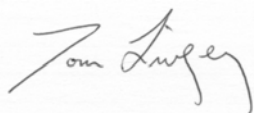
## ***Welcome to the Oakridge Mentor Program!***

*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 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 teachers 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 evaluator 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 other teachers new to the District. The role of the teacher 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 Oakridge, our goal is to partner new teachers with master 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 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 Oakridge 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 the “unknown” with confidence. The experienced teacher shares the expertise acquired during his or her career.

**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			<b>Mentoring Minimum Responsibilities Checklist</b>
1	2	3	
			1. Attend an Initial Orientation Conference with the assigned mentee(s) and their building principal to review the Mentoring Handbook and Mentoring Minimum Responsibilities Checklist.
			2. Perform a mock formal observation cycle, as defined in the OEA Bargaining Agreement, once each semester for a 60-minute 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 OEA Bargaining Agreement, once each semester for a 60-minute 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. Explain/review the Oakridge Teaching Framework and Evaluation Program and counsel the mentee throughout the process.
			11. 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.
			12. Review best practices of communications with parents.
			13. Review best practice procedure for dealing with difficulties that may come up with students, staff, and/or administration.
			14. Review classroom student achievement data and discuss how to improve instruction.
			15. Review the use of building/district forms, processes, and their location (requisitions, Record of Professional Development, Request to Attend Conference, Acceptable Use Policy, other applicable forms).
			16. Review District/Building School Improvement Process, Committee Members, and Plan.
			17. Review building/classroom disciplinary procedures.
			18. Review marking period grading procedures, methods of grading, and gradebook software.
			19. Review the Professional Development Handbook and the monthly process therein.
			20. Review end-of-semester procedures .
			21. Review end-of-year procedures – book storage, classroom inventory, saleable books, keys, list of failures, summer custodial requests, and computer storage.
			22. Tour the building for important places and introduce to staff.
			23. Review fire, tornado, and code red procedures.
			24. Review and help mentee prepare for open house and/or Parent Teacher Conferences.
			25. Review Copy Center procedures.
			26. Review availability of CA 60s (where they are located, what goes into them, confidentiality).
			27. Review field trip and busing procedures.
			28. Review Central Office responsibilities and ‘who to contact for what’.
			29. Review curriculum and assessment documents (location, process for changes, etc).

NOTE: Refer to the checklist on the last page of this document which includes signature lines. This checklist must be completed and submitted to the building principal by the last day of school.

## 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 intern 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. This log will remain the personal, private property of the mentee and will not be used in the evaluation process. You may use the Record of Professional Development to record hours invested in the mentoring program.

The Record of Professional Development is submitted via an online form at [www.oakridgeschools.org/forms](http://www.oakridgeschools.org/forms)

## 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 that put curriculum guides into practice
- ◆ Offer tips on the practical problems new teachers didn't learn about in school – make do with fewer resources, classroom management, bureaucracy
- ◆ Show respect and collegial support
- ◆ Observe your classes and let you observe theirs
- ◆ Help locate materials

### Tips on Building Relationships with Veteran/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 a curriculum 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 homework
- ◆ Offer the workplace for a field trip when appropriate
- ◆ Talk to a teacher directly about a problem
- ◆ Become active partners in education



### **Tips when working with parents...**

- ◆ Contact parents early and before a problem occurs
- ◆ Report good news
- ◆ Consider writing a weekly newsletter 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
- ◆ Hold a parent meeting the first month of the school year to talk about your expectations for student achievement and behavior
- ◆ Always have time for parent questions
- ◆ Attend student activities and athletic events
- ◆ Always 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
- ◆ Introduce/review the mentor program annually
- ◆ Provide for professional development opportunities
- ◆ Enable teachers to work closely with one another, through meetings and job shadowing experiences
- ◆ Allow time for planning
- ◆ Educate parents about what they can do to support their child's education
- ◆ Hold an orientation to 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 development opportunities
- ◆ Request that a principal visit your classroom and give you constructive feedback prior to the formal evaluation period
- ◆ Request time to meet with your principal

## How do new teachers grow and develop?

The first year of teaching presents many difficult challenges for the novice teacher, but according to research, there are phases a teacher moves through during their first year. While not every teacher 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.”**

Anticipation begins and grows during student teaching. As student teachers get closer to the end of their college experience and to the beginning of their professional debut, the more excited and anxious they become. They may tend to romanticize the role of the teacher, feeling a tremendous commitment to making a difference in the lives of their students. And they may hold idealistic notions regarding the accomplishment of the goals they set for themselves. The excitement they feel may carry them through the first few weeks of school.

**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.”**

Overwhelming is a good word to describe the first month of school for new teachers. There is no way a college teacher preparation program can truly prepare students for the reality of teaching, so new teachers often feel like they are constantly struggling to keep their heads above water. They may spend seventy hours a week of schoolwork, with lesson planning, unit designs, and other curriculum work being especially overwhelming. Nevertheless, beginning teachers expend a tremendous amount of time and energy which helps them make it through the survival phase.

**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?”**

It’s six to eight weeks after the beginning of the year. The new teacher has been working non-stop and just barely staying ahead of the game. Disillusionment sets in. Questions arise in the new teacher’s mind: Do I really want to do this? Am I competent? Can I stick with it? At the same time, certain events are probably happening at school. The first report cards must be marked. Open houses are scheduled and new teachers have to face their first parent conferences.

The building administrator may schedule a formal evaluation. Each of these important events places an already vulnerable individual in an even more stressful situation. Some new teachers become physically sick during this phase from stress and insufficient sleep.

**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.”**

Following winter vacation, a time when the new teacher can sleep in, relax, and enjoy family and friends, the rejuvenation phase begins. Relief that the first half of the year is over, coupled with a sense of accomplishment, it is like a shot in the arm. The new teacher starts to feel better about teaching, having learned some coping skills that will help him or her face the second semester with renewed spirit and dedication. Although there may be ups and downs, rejuvenation may last well into the spring, until worries about “covering the curriculum” and student achievement on mastery tests may raise again the question: Am I competent?

**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.”**

May is a great month for first year teachers. They begin to reflect on the year, alone or with others, and they are able to determine what worked and what didn’t. Though the end is in sight, FINALLY, they think about the changes they’ll make next year, and start to get excited again about a fresh start.

These, then, are the phases most new teachers will experience during their first year of teaching. Understanding them gives the mentor a framework within which he or she can support the new teacher, and gives the new teacher reassurance that the feelings of excitement, fear, disillusionment, exhaustion, renewal and hope are universally felt by others new to the profession.

# 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, multi-media, artistic, and digital); and
- j. Design, adopt, implement, and advocate for accommodations including assistive communicative 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 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 Schoolwide 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.

## Oakridge Public Schools Requirements for Mentees

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

- It is highly recommended that new teachers attend the New Teacher In-service provided by the MAISD in August.
- If a new teacher attends the MAISD August in-service, he/she is *required* to attend three additional MAISD in-service programs during that school year
- All teachers must sign the District (computer use) policy in order to receive their classroom computer
- All teachers should read their Master Agreement and become familiar with its contents – sections related to Teacher Evaluation and the Mentoring processes are included in this handbook.
- All teachers should become familiar with their professional organization, OEA, and its leadership

## Oakridge Standards for Effective Teaching

Oakridge Public Schools has developed Standards for Effective Teaching that 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 teachers should know and be able to do in the exercise of their profession. 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 22 components clustered into the following 6 domains:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Student Achievement Growth Systems
- Domain 6: Student Achievement Growth



# SCECHs Participant Verification Form

A COMPLETED COPY OF THIS FORM SERVES AS VERIFICATION OF SCECHsYEAR			2017-18 Mentoring Minimum Responsibilities Checklist Form
1	2	3	
			1. Attend an Initial Orientation Conference with the assigned mentee(s) and their building principal to review the Mentoring Handbook and Mentoring Minimum Responsibilities Checklist.
			2. Perform a mock formal observation cycle, as defined in the OEA Bargaining Agreement, once each semester for a 60-minute 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.
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			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. Explain/review the Oakridge Teaching Framework and Evaluation Program and counsel the mentee throughout the process.
			11. 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.
			12. Review best practices of communications with parents.
			13. Review best practice procedure for dealing with difficulties that may come up with students, staff, and/or administration.
			14. Review classroom student achievement data and discuss how to improve instruction.
			15. Review the use of building/district forms, processes, and their location (requisitions, Record of Professional Development, Request to Attend Conference, Acceptable Use Policy, other applicable forms).
			16. Review District/Building School Improvement Process, Committee Members, and Plan.
			17. Review building/classroom disciplinary procedures.
			18. Review marking period grading procedures, methods of grading, and gradebook software.
			19. Review the Professional Development Handbook and the monthly process therein.
			20. Review end-of-semester procedures.
			21. Review end-of-year procedures – book storage, classroom inventory, saleable books, keys, list of failures, summer custodial requests, and computer storage.
			22. Tour the building for important places and introduce to staff.
			23. Review fire, tornado, and code red procedures.
			24. Review and help mentee prepare for open house and/or Parent Teacher Conferences.
			25. Review Copy Center procedures.
			26. Review availability of CA 60s (where they are located, what goes into them, confidentiality).
			27. Review field trip and busing procedures.
			28. Review Central Office responsibilities and 'who to contact for what'.
			29. Review curriculum and assessment documents (location, process for changes, etc.).

The signatures below confirm that each of the above listed criteria (for appropriate mentee year) has satisfactorily been performed.

_____ Mentor's Printed Name		_____ Mentor's Signature		_____ Date	
_____ Mentee's Signature		_____ Building Principal's Signature		_____ Date	
Year of Mentee: <input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup>		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.