

Grand Rapids Education Association
ARTICLE 23
MENTOR TEACHERS

A. PURPOSE

1. Each teacher in his or her first three years of classroom teaching as defined in section 1526 of the Michigan Revised School Code will be assigned a mentor. The mentor shall be available to consult and advise the new teacher. The purpose of the mentor assignment is to provide the new teacher with a peer who can offer assistance, resources and information in a non-threatening and collegial fashion. The parties pledge their mutual support of the mentor concept to assist new employees in meeting the high standards of the Grand Rapids Public Schools.
2. In addition, the District may provide mentors to new employees not covered by section 1526 of the School Code. In this event, all of the terms of this article shall apply.

B. MENTOR SELECTION/ASSIGNMENT

Employees interested in mentoring should notify their building principal or program supervisor at the beginning of the school year.

1. Participation as a mentor shall be voluntary.
2. Within the available pool of qualified mentors, new teachers and mentors shall be matched within the same building or program to the extent reasonably possible. Documents identifying the assigned mentors shall be submitted to Human Resources by the principal or program supervisor.
3. As soon as reasonably possible after assignments are made, the list of mentors and new teachers shall be provided to the Association President.

C. MENTOR AUTHORITY

Because the purpose of the mentor/new teacher match is to acclimate the new teacher and to provide necessary

assistance toward the end of quality instruction in a non-threatening and collegial fashion, the parties agree that the relationship between the mentor and new teacher shall be confidential. Only the fact that a mentor was provided shall be mentioned on the new teacher's evaluation. The mentorship shall not be mentioned on the mentor's evaluation unless the mentorship was provided as the mentor's Professional Learning Plan (PLP) as described in section H. below. Neither the mentor nor the new teacher shall be called or required to testify as a witness in any grievance or administrative hearing involving the professional competence of the mentor or new teacher, or the mentor relationship. However, nothing herein excuses the mentor or new teacher from testifying or cooperating with an investigation of alleged criminal or illegal conduct.

D. ADMINISTRATIVE SUPPORT

Upon request, the Administration shall make available reasonable release time using the allocated visitation days currently allowed in Article 17, Section D., 4. so that the mentor may work with the new teacher in his/her assignment during the regular work day.

E. NEW EMPLOYEE ORIENTATION

1. The District will continue to provide three days of new employee orientation immediately prior to the start of the school year, which will include at least the following topics:
 - a. Mentor/probationer relationships
 - b. District/building/program policies and procedures
 - c. Successful performance evaluation
 - d. Statutes which impact probationers and all teachers
 - e. Instructional resources
 - f. School or program improvement
 - g. Staff development
 - h. Special Education/Regular Education relationships
 - i. GREA shall have 120 minutes on the agenda for GREA membership orientation and GREA contract orientation.

2. Employees hired after the beginning of the school year shall attend three evening orientation sessions scheduled by the District (typically no later than November 30), to satisfy the three day orientation requirement.

F. EXPECTATION

The expectation is that the mentor relationship shall last three (3) years.

- G. It is expected that mentors of first year new teachers shall document attendance (using PEP Appendix A and D Supplemental Forms) at: A mentor orientation session scheduled by the district, up to four (4) organizational meetings with the new teacher, and meetings at least every other week with the new teacher.

- H. *Before the mentorship begins, the principal/supervisor and mentor shall agree on the compensation from one of the options listed. The principal/supervisor and mentor shall sign the mentorship form, and it shall be returned to the Staff Development Office. The principal/supervisor and the mentor can make any of the following alternate arrangements for the first year of the mentorship:*

1. *If the mentor is scheduled for a sequenced evaluation, the principal/supervisor and mentor may agree to use the mentorship as the Professional Learning Plan (PLP).*
2. *At the secondary level, mentoring may be assigned by mutual agreement pursuant to Article 12, K, 3 f.*
3. *The Principal/Supervisor and mentor may agree on an appropriate amount of compensatory time for the mentor within the existing parameters for compensatory time (Article 12, R).*
4. *The Principal/Supervisor may agree to compensate the mentor of a first year employee \$400 from the building budget.*

5. *Any other mutually acceptable arrangements.*
- I. In addition, mentors of a first year new teacher who meet the expectations described above (Section G), may, with the approval of the principal/supervisor, use professional development/collaborative planning time as described in Appendix A and the calendar letter of agreement, for mentoring activities in which case the time will count as professional development time for both the mentor and the new teacher. This time must be documented in accordance with State rules for such time.
- J. In the event the parties agree to continue the mentorship after the first year, the principal and mentor shall reach an agreement on the arrangement needed for the second and/or third year. If the compensation alternative is selected, the amount will be \$200 in the second year of the mentorship and \$100 in the third year from the building budget.
- K. The Staff Development Council will evaluate the program annually. This may include surveying principals, mentors and new teachers participating in the program, reviewing the materials provided to the participants, reviewing the training, and reviewing the contract language of this article. The Council will issue a written report no later than July 31. Any proposed contract language changes shall be subject to approval by Human Resources and GREA.

APPENDIX E

Reading Itinerant Teachers, Math Itinerant Teachers and Instructional Coaches

The parties agree that the qualifications for the newly created positions shall be as follows:

3. Instructional Coaches

- A. If the instructional coaches' positions are reduced or eliminated, the employees will be provided Type A involuntary transfer notices in reverse order of seniority.

B. Minimum Qualifications:

- 1) Must be a certified teacher with at five years' experience within GRPS as a classroom teacher.
- 2) Must have completed Pathwise Mentoring training

C. Position Description and Expectations:

- 1) The coaches are responsible for implementation of the District's responsibility to mentor probationary teachers under both P.A. 1526 and the GREA Contract (Article 23). Mentors will be responsible for assuring that all GRPS new teachers ("mentees") will have a positive mentoring experience.

Therefore, these positions will be responsible for:

- a. Assuring that all mentees have a mentor as recorded on the PEP Evaluation Supplemental Forms A and D.
 - b. In addition, these positions will spend at least 75% of their time working with mentees and training mentors. All of the mentoring will be done in accordance with Article 23 of the GREA contract.
- 2) Because these positions do not entail the additional after hours work of classroom teachers (grading, report cards, conferences, etc.), the positions are required to work a 40 hour work week. In addition, these hours will be scheduled to meet the needs of the mentees.

Mentor Agreement

I agree to serve as a teacher mentor to _____
(print name of teacher to be mentored) for the _____
school year.

I have read the contract language of the GREA contract
(attached) and agree to meet the expectations.

The form of compensation my supervisor and I have agreed
upon is: (select only one option)

_____ This will serve as my Professional Learning Plan
because this is my year for my in-sequence PEP evaluation.

_____ Compensatory time. My supervisor & I have a written
agreement about my earning comp time for serving as a
mentor.

_____ Payment. Choose one:

_____ \$400 because this is the new teacher's first year
with GRPS.

_____ \$200 because this is the new teacher's second
year with GRPS.

_____ \$100 because this is the new teacher's third year
with GRPS.

_____ For secondary staff. We have agreed to provide time
according to Article 12 K 3 f.

_____ Other mutually agreeable plan. Please describe:

Signature of mentor teacher

Date

Signature of principal or supervisor

Date

After both have signed, this form should be sent to:

Grand Rapids Public Schools

Mentor/Mentee Time Log

Mentor: _____ Mentee: _____

Date	Time	Purpose/Outcome	Mentee Initial

TOTAL TIME :

Mentor Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Contact person: Richard Willobee, Mentoring Coordinator,
Grand Rapids District School, 616 819 2000