



## **Paraprofessional as Teacher Mentoring Program Memorandum of Understanding**

This agreement is entered into this 16th day of September 2024, by and between the Board of Education of the Colonial School District (the "Board") and the Colonial Education Association (CEA), hereinafter collectively "the Parties".

WHEREAS, the Parties entered into a Collective Bargaining Agreement (the "CEA") which, by its terms, governs the time period September 1, 2024 through August 31, 2027; and WHEREAS, the Parties desire to address the issue of ensuring that paraprofessionals who are serving as the teacher (Para to Teacher) are receiving the support that they need to be successful. To ensure that the paraprofessionals in a teaching role are receiving support the Colonial School District would like to create a mentoring program wherein teachers would provide mentoring to the paraprofessionals. Colonial School District will provide the teacher mentors with a stipend for the extra responsibility.

Parties hereby agree as follows:

- (i) The Mentor and Mentee will meet weekly for at least one hour beginning in October and running to May. The weekly meeting can be split into two thirty minute meetings if necessary.
- (ii) Mentees will be paired up with one mentor, unless situations occur where small cohorts (no more than 3) of mentees will meet with one mentor.
- (iii) CSD will try to place mentees with mentors from a similar program/position.
- (iv) Mentees and mentors will use a monthly checklist to discuss curriculum, building updates and more. (See Appendix A for the checklist)
- (v) Mentees will upload their completed checklists to Schoology at the end of the month.
- (vi) The program will be managed by the Lead Teacher for Recruitment and Mentoring.
- (vii) The District agrees to pay the mentors the following amounts based on the number of mentees assigned to the mentor.

<u>Number of Mentees</u>	<u>Mentor Stipend Amount</u>
1 Mentee	\$750
2 Mentees	\$1000
3 Mentees	\$1250


- (viii) Stipends will be paid in June.
- (ix) If a para as a teacher enters or leaves their assignment midway through the year, the mentor will be entitled to a \$375 stipend.
- (x) If a para as teacher enters an ARTC program and rolls into a teacher position, the mentor will continue with the educator. If this takes place in January or after, the mentor will receive \$375 from the state and \$375 from the District.

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

This Memorandum of Understanding shall be effective beginning September 1, 2024 and ending August 31, 2027.

Colonial School District and the Colonial Education Association / DSEA / NEA

Colonial School District

  
 Superintendent of Schools

Date: 9/16/2024

Colonial Education Association / DSEA / NEA

  
 President  
 Colonial Education Association

Date: 9/18/2024

## Mentor/Mentee Expectations

Mentoring, when done effectively, creates a partnership between two individuals—the mentor and the mentee. The goal of the mentoring program is to provide support for the novice educator and allow them to have an opportunity to meet with their mentor and discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support. The monthly checklist will provide a beginning dialogue on specific topics for your meetings as well as required tasks.

### What are the responsibilities of a mentor?

- ☐ Agree to meet weekly with your mentee, for at least one hour

### Mentor Expectations

- Assist teacher with classroom management and discipline.
- Share own knowledge about lesson planning, useful classroom materials, long-short term planning strategies, curriculum development, and teaching methods.
- Help teacher learn the procedural demands of the school.
- Provide moral and emotional support and function as a sounding board for new ideas.
- Help teachers understand the necessity of [culturally responsive teaching](#) in their current placement.
- Engage first-year teachers in self-assessment and reflection on their own practice.
- Provide support and professional feedback as novice teachers experiment with new ideas and strategies.

### What are the requirements of a mentee?

- ☐ Meet weekly with your mentor, for at least one hour
- ☐ Identify professional development workshops to attend

### Mentee Expectations

- Use active listening skills during discussions with your mentor. Take notes when appropriate and ask questions.
- Receive feedback in a positive attitude. Your mentor will provide honest feedback to you and accept it as an opportunity to strengthen and improve your potential as a teacher.
- Let your mentor know that you have followed advice and/or suggestions, even if you have modified the suggestions. Pointing out that you used your mentor's help and sharing outcomes is very important in the mentor relationship.
- Honor each other's time; be prepared to ask for specific guidance and advice. The more specific you can be, the easier it will be for your mentor to support you.

The checklist below will help guide conversations between the mentor and the mentee. These are recommendations, we anticipate that the conversation might take turns and weave throughout these topics. We hope



## September

It is expected that the mentee and mentor will meet weekly

- ☐ Discuss technology tools
  - ☐ Schoology- access to C&I groups?
  - ☐ Printing- are printers set up?
  - ☐ Smartboard- any issues connecting with smartboard?
  - ☐ Google- any issues with google drive or linking apps/accounts?
- ☐ Discuss technology ticket request and show where it is located
- ☐ Discuss classroom management techniques
  - ☐ Are classroom rules and expectations established?
  - ☐ Is there a plan to reinforce the rules?
- ☐ Discuss/share grade level/content area daily class schedules
- ☐ Discuss how to set up gradebook
- ☐ Share start of year procedures—provide guidance on organization
- ☐ Discuss student code of conduct and procedures for dealing with student behaviors
- ☐ Explain support systems for teachers including mentors, curriculum and instruction supervisors, district instructional coaches, building coaches, tech help, special education coordinators, and guidance counselors.
- ☐ Review homework and grading policy. Share ideas regarding assignment submission by students.
- ☐ Talk about Open House or any BOY events
- ☐ Discuss understanding of how to write weekly lesson plans, pacing, and alignment with the curriculum
- ☐ Clarify and discuss any points at faculty, department or PLC meetings
- ☐ Discuss communicating with parents, share tips and strategies
- ☐ Set up a time to meet as mentor/mentee each week in October. **List dates here:**

List below any other items discussed in your meetings below:

## October

It is expected that the mentee and mentor will meet weekly

- ☐ Discuss any changed protocols
- ☐ Share & bring each other up-to-date what has been happening in your classroom
- ☐ Review any school/classroom culture policies (threshold, advisory, morning meeting)
- ☐ Examine/discuss classroom management plan & maintaining a positive classroom culture
  - ☐ What needs to be adjusted?
  - ☐ What tools are they using to gain student attention? (chime, phrase)
- ☐ Choose a new strategy or two from **Instructional Practices (24-25)** . Discuss how to set the strategy and your students up for success. Practice the directions, anticipate what questions might be asked and how you will help students process. Spend October practicing these new strategies
- ☐ Discuss strategies to support students needing accommodations and struggling academically. (Consider those students with and without formal accommodations)
- ☐ Review grade reporting system & how grade reports will be distributed to parents
- ☐ Plan for parent/teacher conferences, ideas for work samples to save and tips in how to conduct
- ☐ Discuss any potential difficult conversations that might come up during conferences and how to prepare for them.
- ☐ Set up a time to meet as mentor/mentee each week in November
  - ☐ **List dates to meet here:**

List below any other items discussed in your meetings:

## November

It is expected that the mentee and mentor will meet weekly

- ☐ Discuss any changed protocols
- ☐ Share and bring each other up-to-date on what has been happening in your classroom
- ☐ Reflect on the instructional practice from October. What went well?
- ☐ Choose a new strategy or two from **Instructional Practices (24-25)** . Discuss how to set the strategy and your students up for success. Practice the directions, anticipate what questions might be asked and how you will help students process. Spend November practicing these new strategies
- ☐ Review monthly district/building activities
- ☐ Discuss how busy both professionally and personally it is between Thanksgiving & Winter break and how to keep the students engaged and productive
- ☐ Discuss successes of students
- ☐ Share email and parent communications
- ☐ Discuss procedure for snow day/delayed starts
- ☐ Appraise instructional pacing
- ☐ Share "tricks of the trade" to get through the upcoming weeks
- ☐ Revisit sick day procedures
- ☐ Share tips for managing email and calendar dates
- ☐ Set up a time to meet as mentor/mentee each week in December. **The next checklist will be due before winter break so plan accordingly.**
- ☐ **List dates to meet here:**

List below any other items discussed in your meetings:

## December

It is expected that the mentee and mentor will meet weekly

- ☐ Discuss any changed protocols
- ☐ Reflect on the instructional strategy practiced in November. What went well?
- ☐ Choose a new strategy or two from **Instructional Practices (24-25)** . Discuss how to set the strategy and your students up for success. Practice the directions, anticipate what questions might be asked and how you will help students process. Spend December practicing these new strategies
- ☐ Examine/discuss classroom management plan & maintaining a positive classroom environment
  - ☐ What needs to be adjusted?
  - ☐ What tools are they using to gain student attention? (chime, phrase)
- ☐ Discuss classroom management and any adjustments that need to make when returning from break
  - ☐ Plan for a return from break reset
- ☐ Set up a time to meet as mentor/mentee each week in January
  - ☐ **List dates to meet here:**

List below any other items discussed in your meetings:



## January

It is expected that the mentee and mentor will meet weekly


- ☐ Discuss any new changes in school protocols
- ☐ Complete this [MOY feedback form](#) on the mentoring program
- ☐ Reflect on the instructional strategy practiced in December. What went well?
- ☐ Choose a new strategy or two from [Instructional Practices \(24-25\)](#) . Discuss how to set the strategy and your students up for success. Practice the directions, anticipate what questions might be asked and how you will help students process. Spend January practicing these new strategies
- ☐ Review and discuss the first ½ of the year experience from the novice educators perspective.
- ☐ Discuss contacting parents of struggling students and/or behavioral concerns
- ☐ Examine the second semester schedule.
- ☐ Discuss how to prepare students for upcoming testing
- ☐ Do you want to become a teacher? Connect with Katie Kremer or Jenn Alexander to discuss opportunities to become a certified teacher.
- ☐ Set up a time to meet as mentor/mentee each week in February.
- ☐ **List dates to meet here:**

List below any other items discussed in your meetings:



## February


It is expected that the mentee and mentor will meet weekly

- ☐ Discuss learning resources to suggest to parents when ask how they can help support their students' learning
- ☐ Reflect on the instructional strategy practiced in January. What went well?
- ☐ Choose a new strategy or two from  Instructional Practices (24-25) Discuss how to set the strategy and your students up for success. Practice the directions, anticipate what questions might be asked and how you will help students process. Spend February practicing these new strategies
- ☐ There are a number of new strategies in your tool belt. Which ones do you feel most comfortable using?
- ☐ Review student confidentiality policy of information. Consider building/district policies and Federal law - [FERPA](#)
- ☐ Do you want to become a teacher? Connect with Katie Kremer or Jenn Alexander to discuss opportunities to become a certified teacher.
- ☐ Set up a time to meet as mentor/mentee each week in March.
  - ☐ **List dates to meet here:**

List below any other items discussed in your meetings:

## **March**

It is expected that the mentee and mentor will meet weekly

- ☐ Prepare for spring conferences- what takeaways did you have from the November conferences that you can change for these conferences?
- ☐ Reflect on the instructional strategy practiced in February. What went well?
- ☐ Choose a new strategy or two from  Instructional Practices (24-25) . Discuss how to set the strategy and your students up for success. Practice the directions, anticipate what questions might be asked and how you will help students process. Spend March practicing these new strategies.
- ☐ Look for upcoming workshops, classes, professional development opportunities available for snow hours and professional growth
- ☐ Set up times to meet in April:

## **April**

This checklist is due May 3rd. The mentoring program wraps up on May 10th.

- ☐ Review testing schedule, testing procedures and suggestions for conducive testing environment
- ☐ Reflect on the instructional strategy practiced in March. What went well?
- ☐ Choose a new strategy or two from **+** Instructional Practices (24-25) . Discuss how to set the strategy and your students up for success. Practice the directions, anticipate what questions might be asked and how you will help students process. Spend April practicing these new strategies.
- ☐ Save the **+** Instructional Practices (24-25) to your drive. Reference it next year if needed!
- ☐ Reflect on the school year. How did the year go?
- ☐ Complete this feedback form: <https://forms.gle/DxhAkEdk8hY9aGUA7>