



# DEARBORN PUBLIC SCHOOLS

## Dearborn Teacher University

2016-Current

Students First:

*Inspire*

*Educate*

*Celebrate*

|                                                                              |                           |
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## **Dearborn Teacher University**

One of the Action Points under the Human Resources Focus Area of the district's Strategic Plan is called Dearborn Teacher University.

The Goal of this program is to meet state professional development requirements, provide effective and timely support for all Dearborn Schools new professional staff and reduce non-contract renewals and resignations of probationary teachers.

The long term goal is to expand Dearborn Teacher University" to "Dearborn University" to include non-instructional employee Professional Development.

The following Dearborn Teacher University program implementation timeline has been established by the Human Resources committee as part of Dearborn Strategic Plan.

### **Focus Area 2: Talent Development**

Dearborn Schools will provide opportunities for growth, retention, and well being of all employees

Goal 1:

**Improve instructional and non-instructional performance as evidenced by evaluation effectiveness ratings (growth for instructional)**

| <b>Strategy</b><br>Who will do what to REACH this goal                                       | <b>Implementation</b><br>How will we know it's happening                                                                               |                                                                               |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
|                                                                                              | <b>Evidence</b>                                                                                                                        | <b>Accountability</b>                                                         |
| Provide targeted professional learning to non instructional staff based on employee feedback | <ul style="list-style-type: none"><li>• Staff Surveys</li><li>• Self-Assessment tool</li><li>• Non-Instructional PD Calendar</li></ul> | Non-Instructional HR Director                                                 |
| Individualize professional learning for effective performance for instructional staff        | <ul style="list-style-type: none"><li>• Staff surveys</li></ul>                                                                        | Curriculum Coordinator<br>Instructional Coach for Dearborn Teacher University |

## **MDE and District Requirements**

All new professional staff development now is under the Dearborn Teacher University program. Michigan Requirements for Professional Development states that districts shall provide at least 5 days of teacher professional development each school year for the first 3 years of his or her

employment in classroom teaching. This includes all professional staff with an Interim or Standard Teaching Certificate.

The purpose of the Teacher Professional Development Plan is to:

- Provide professional development opportunities to support newly hired professional staff (mentees) and build leadership capacity among our experienced staff (mentors).
- Fulfill Michigan Requirements for Professional Development sections 1526.
- Attend a minimum of **5 PD** sessions from [DTU Professional Development Schedule](#) with dates and topics. (**in addition to orientation days**)
- All teachers in their first, second, and third year of employment must enter all their PD's in [eEmployee](#) ***if they do not have prior teaching experience***
- All teachers are responsible to monitor their PD participation and maintain accurate documentation by electronically submitting their [Beginning Teacher Annual Record of Professional Development](#) by the end of the school year to the School Improvement Office.
- Orientation days may be counted toward fulfilling 90 PD hours within first three years of employment
- Attend the required number of district mentor/mentee meetings during the school year based on year in the DTU program.

# Mentoring Program

## State Law

"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 one or more master teachers.....)

"The board of each school district, intermediate school district, or public school academy shall provide at least 5 days of teacher professional development. Here are some opportunities to earn 15 days of PD within three years.

## Dearborn Process

- ❖ Dearborn Public Schools have implemented the mentor/mentee program for many years. One of the goals of the program is to fulfill Michigan Requirements for Professional Development section 1526.
- ❖ Another goal is to provide support to newly hired professional staff (mentees) and build leadership capacity among our experienced staff (mentors). Dearborn Schools Mentoring program is also part of the Dearborn Evaluation program. According to the Teacher Evaluation Program, the administrator will team the probationary teacher with an appropriate experienced teacher (preferably from the same building when possible) who will collaborate with their mentees by offering assistance, guidance, resources and information in a non-threatening, collegial fashion.

The following conditions shall apply to the Mentoring Program:

- ❖ Teachers on Plan I are required to have a mentor for the first three years of their employment.
- ❖ The mentoring relationship will continue through year three for new teachers.
- ❖ Completing the mentorship responsibilities for returning staff may be waived at the discretion of DTU staff. Returning teachers who have completed the mentorship may still request to go through the program.
- ❖ School nurses are not required to go through the DTU PD program, but will receive PD training through the Student Services department. They will be assigned a mentor.
- ❖ Prior to September 1st each year, a list, by building, of all teachers requiring a mentor and the mentoring year for each will be developed and shared with administrators.
- ❖ Mentoring assignments shall be made by the building principal or department administrator within the first five days of the employee's start date. If you are not assigned a mentor within this timeframe, please approach your principal or department administrator.
- ❖ One person can not mentor more than 2 people unless additional mentors are **not** available.

## The Mentor

The mentor plays a major role in shaping a successful new teacher/ancillary staff member through a constructive mentoring process.

### District Guidelines:

- ❖ A mentor is a teacher or ancillary professional staff who has been rated effective or highly effective in their most recent teacher evaluation with a minimum of four successful years of teaching experience with the Dearborn Public Schools.
- ❖ In cases where mentors with four or more years of teaching experience are not available, principals may assign **third year teachers** as mentors if they received a rating of effective or highly effective, have completed their DTU mentorship program, and taught outside of Dearborn Schools for a minimum of 2 years. This requires Dearborn Teacher University office approval (DTU office maintains prior experience records for all newly hired professional staff). Please continue to email Fatme Turfe and Fatme Faraj with all your questions/needs.
- ❖ Mentoring assignments shall be made by the building principal or department administrator within the first five days of the employee's start date.
- ❖ One person can not mentor more than 2 people unless additional mentors are **not** available.
- ❖ If your mentoring assignment starts in the middle of a semester, your mentor obligations are in effect until the end of the current semester of your third year.

### A highly effective mentor strives to:

- ❖ Maintain a confidential and supportive environment that provides a new teacher with the necessary psychological atmosphere for teaching.
- ❖ Help new teachers develop skills and practices to be able to provide effective instruction to all students, especially those with special needs.
- ❖ Pose challenging questions to help the new teacher strive for professional development opportunities based on self assessment and constructive dialogue.
- ❖ Demonstrate lessons to help the mentee observe effective classroom management and discipline strategies.
- ❖ Observe the teacher and provide effective feedback for the purpose of professional growth.
- ❖ Introduce new teachers to selected professional staff to observe specific subjects, skills based on mentee's needs and areas of growth.
- ❖ Provide instructional coaching sessions and other forms of professional development training for new teachers, other mentor teachers, and school administrators.
- ❖ Utilize the latest educational techniques and are skilled with education technology.

- ❖ Assist new teachers by introducing them to both the school logistics and the culture of the neighborhood community, by supporting and facilitating meaningful parent and community involvement in and with the school.
- ❖ Celebrate successful experiences by sharing best practices with the mentor/mentee group while seeking professional advice on areas of focus.
- ❖ Guide mentees to establish positive relationships with students, colleagues, and families.
- ❖ Mentoring teachers shall be provided with training on Mentor/mentee protocols and mentoring strategies. Mentor teachers shall be provided with a stipend according to the following schedule:
  - Building level mentors will earn the following stipends each year:
  - \$1000 - mentoring a first year teacher
  - \$500 - mentoring a second year teacher
  - \$250 - mentoring a third year teacher
  - **\$500 bonus for mentoring the same teacher for three consecutive years. Effective three years from October 25, 2021 ([see LOA Mentor Stipend Memo](#))**
- ❖ Stipend is prorated by semester for teachers who complete their mentor assignment in the middle of the year and for mentors mentoring a staff who discontinue their employment with Dearborn Public schools as DFT members before the second semester starts.
  - ❖ If a new professional staff member is hired after the start of the school year, a mentor will receive a stipend for that current semester if the mentee's hire date is:
    - BEFORE the end of the 1st marking period for semester one
    - BEFORE the end of the 3rd marking period for semester two
- ❖ SCECHs are available to interested mentors based on state guidelines of 25 SCECH hours per mentee with a maximum of 75 SCECHs per recertification cycle (5 years).
  - If a new professional staff member is hired after the start of the school year, a mentor can apply for SCECHs for that current semester if the mentee's hire date is:
    - BEFORE the end of the 1st marking period for semester one
    - BEFORE the end of the 3rd marking period for semester two

## The Mentee

All new professional staff including teachers and ancillary employees are considered mentees. A mentee receives intensive support by an experienced professional staff member throughout the first three years of employment.

If your hire date falls in between semesters, your mentee obligations are in effect until the end of the current semester of your third year.

If new staff receive tenure in another district, then they will only need to be on Plan I for two years because they are only considered probationary for two years. Their mentor assignment will be optional based on administrator recommendation. If not tenured with two or more years of teaching experience, they are on Plan I for 5 years with their mentor assignment optional. (PD verification required by our office). Mentors, in this case, will be paid for one semester and receive SCECH for one semester because they typically submit twice (December and June). If your hire date falls in between semesters, your mentee obligations are in effect until the end of the current semester of your second year.

Ancillary staff with prior work experience in their field must also provide work experience documentation to qualify for the reduced PD sessions (2 Dearborn Teacher University PD sessions). **Please email proof of prior professional development to the Dearborn Teacher University office.** Prior professional development topics must be relevant to current position and level of education. (Not counting: Childcare/Daycare license PDs, graduate courses in areas other than education)

To grow professionally, a mentee strives to:

- ❖ Play an active role in the mentoring relationship by being ready and willing to learn.
- ❖ Critically reflect on his/her own teaching practice. Mentees may--but are not required to--share elements from formal evaluations with the mentor to facilitate discussions and collaborate for improvement.
- ❖ The beginning teacher must understand that he or she must seek out support from team members, be forthcoming in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- ❖ The mentor-mentee relationship is meant to be confidential; beginning teachers should take advantage of the relationship and obtain assistance as needed.
- ❖ Observe effective teachers at work. The beginning teacher should seek opportunities to observe various effective teachers.
- ❖ It is recommended that the beginning teacher keep a log of observations and upload into [My Learning Plan \(Teacher Evaluation\)](#) as artifacts under Domain 4 for ~ Professional Responsibilities for their portfolio.
- ❖ Participate regularly in programs organized for beginning teachers. These include professional learning opportunities and beginning teacher workshops.
- ❖ Look for opportunities to share their expertise with colleagues and contribute to a school culture of professional collaboration.
- ❖ Accept constructive criticism and use it to improve professional practice.
- ❖ Maintain positive relationships with students, colleagues, and families.

# Mentor/Mentee Roles and Responsibilities

Subscribe to the [Dearborn Teacher University blog](#) for updates.

| Mentor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mentee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b><i>Professional Development</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Building Level Required Meetings:</b><br/> <b>Year 1: stipend \$1000 for full year</b></p> <ul style="list-style-type: none"> <li>❖ Meet weekly with mentee (minimum of 30 minutes) and/or observe mentee lesson</li> <li>❖ Complete online <a href="#">Mentor/Mentee Collaboration 2021-22</a> form for each meeting by either mentor <b>or</b> mentee</li> <li>❖ Refer to checklist for recommended topics</li> </ul> <p><b>Year 2: stipend \$500 for full year</b></p> <ul style="list-style-type: none"> <li>❖ Meet bi-Weekly with mentee (minimum of 30 minutes)</li> <li>❖ Complete online <a href="#">Mentor/Mentee Collaboration 2021-22</a> form for each meeting by either mentor <b>or</b> mentee</li> <li>❖ Refer to checklist for recommended topics</li> </ul> <p><b>Year 3: stipend \$250 for full year</b></p> <ul style="list-style-type: none"> <li>❖ Meet monthly with mentee (minimum of 30 minutes)</li> <li>❖ Complete online <a href="#">Mentor/Mentee Collaboration 2021-22</a> form for each meeting by either mentor <b>or</b> mentee</li> <li>❖ Refer to checklist for recommended topics</li> </ul> <p><b>Optional:</b><br/> Upload <b>Collaboration Topic Checklist</b> into <b>MLP Oasys</b> as D4 artifacts under Domain #4 - 4e Growing and Developing Professionally.</p> <ul style="list-style-type: none"> <li>❖ Maintain confidentiality and serve as a colleague/Coach</li> </ul> | <p><b>Building Level Required Meetings:</b><br/> <b>Year 1:</b></p> <ul style="list-style-type: none"> <li>❖ Meet weekly with mentor (minimum of 30 minutes) and/or observe mentor lesson</li> <li>❖ Complete online <a href="#">Mentor/Mentee Collaboration 2021-22</a> form for each meeting by either mentor <b>or</b> mentee</li> <li>❖ Refer to checklist for recommended topics</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>❖ Meet bi-Weekly with mentor (minimum of 30 minutes)</li> <li>❖ Complete online <a href="#">Mentor/Mentee Collaboration 2021-22</a> form for each meeting by either mentor <b>or</b> mentee</li> <li>❖ Refer to checklist for recommended topics</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>❖ Meet monthly with mentor (minimum of 30 minutes)</li> <li>❖ Complete online <a href="#">Mentor/Mentee Collaboration 2021-22</a> form for each meeting by either mentor <b>or</b> mentee</li> <li>❖ Refer to checklist for recommended topics</li> </ul> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>❖ Enter Annual Record of Professional hours in <i>eEmployee</i> before the END of the school year</li> <li>❖ Electronically send <a href="#">Beginning Teacher Annual Record of Professional Development</a> form to the Dearborn Teacher University Office by June 4, 2024,</li> </ul> <p><b>Optional-</b> Upload <a href="#">Beginning Teacher Annual Record of Professional Development</a> and <b>Collaboration Topic Checklist</b> into MLP Oasys as D4 artifact under Domain #4 - 4e Growing and Developing Professionally of the Teacher's Evaluation <b>prior to submitting your final evaluation.</b></p> |
| <p><b>District Level Required Meetings:</b><br/> <b>Year 1:</b></p> <ul style="list-style-type: none"> <li>❖ 3 meetings a year for mentees w/mentors</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>❖ 2 meetings a year for mentees w/mentors</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>❖ 1 meeting a year for mentees w/mentors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>District Level Required Meetings:</b><br/> <b>Year 1:</b></p> <ul style="list-style-type: none"> <li>❖ 3 meetings a year for mentees w/mentors</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>❖ 2 meetings a year for mentees w/mentors</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>❖ 1 meeting a year for mentees w/mentors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# New Professional Staff Development Organization Chart

First year professional staff in Dearborn Schools click on the link to see your PD plan:

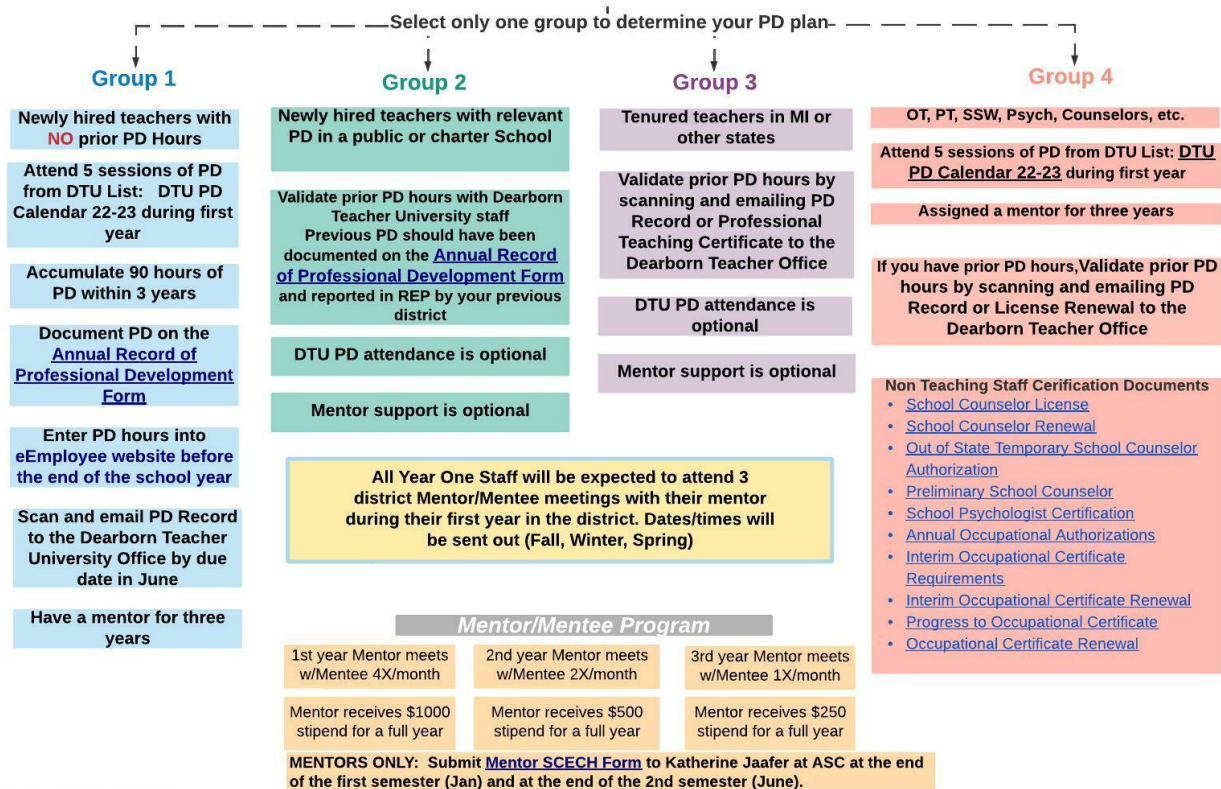
## [Dearborn Teacher University Year One PD 21-22](#)

For further information, please visit:  
<https://schoolimprovement.dearbornschools.org/>

### DEARBORN TEACHER UNIVERSITY (DTU) Dearborn Strategic Plan

iranah | Aug 31 2022

#### New Professional Staff Development



Questions or Comments  
 contact Fay Turfe  
[turfef@dearbornschools.org](mailto:turfef@dearbornschools.org)

creatd on Lucidchart

Click the link below to see:

## [Year One Mentor/Mentee meeting Dates](#)

## [Year Two and Three Mentor/Mentee meeting dates](#)

## Collaboration Topic Checklist

| Activity/Topic List                                                                                                                                               | Record Meeting Dates |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>CONTACT TIME/COMMUNICATION</b>                                                                                                                                 |                      |
| Keep a log of meeting agenda items (Mentee will upload this to D4 artifacts in My Learning Plan near the end of the school year and mentor may upload it as well) |                      |
| <b>PROFESSIONAL DEVELOPMENT</b>                                                                                                                                   |                      |
| Attend all professional development meetings that are required and complete exit surveys.                                                                         |                      |
| Subscribe to Dearborn Teacher University blog                                                                                                                     |                      |
| <b>CURRICULUM/ASSESSMENTS</b>                                                                                                                                     |                      |
| Curriculum Gateway                                                                                                                                                |                      |
| District adopted curriculum resources                                                                                                                             |                      |
| Common Core State Standards                                                                                                                                       |                      |
| NGSS/MGSS                                                                                                                                                         |                      |
| Differentiated Instruction                                                                                                                                        |                      |
| iReady (Fall Spring)                                                                                                                                              |                      |
| Common Assessments/Semester Exams                                                                                                                                 |                      |
| State Assessments (WIDA, M-STEP, PSAT, SAT)                                                                                                                       |                      |
| <b>SCHOOL PROCEDURES</b>                                                                                                                                          |                      |
| Beginning of Year and End of Year Classroom/Building Procedures                                                                                                   |                      |
| Open House Procedures                                                                                                                                             |                      |
| Parent Teacher Conferences                                                                                                                                        |                      |
| School Discipline/PBIS                                                                                                                                            |                      |
| <b>SCHOOL/DISTRICT RESOURCES</b>                                                                                                                                  |                      |
| Building resource staff (Interventionists, coaches, bilingual, Title 1, Sp. Ed)                                                                                   |                      |
| District instructional and support staff (help desk, computer services, HR, other departments)                                                                    |                      |
| <b>PROFESSIONAL RESPONSIBILITIES</b>                                                                                                                              |                      |
| My Learning Plan (Self Assessment, Developing Goals, Upload Artifacts, Review progress towards goal, Collect and analyze data for goals)                          |                      |
| Gradebook/Report Cards                                                                                                                                            |                      |
| Illuminate- record grades and scores                                                                                                                              |                      |
| Schoology                                                                                                                                                         |                      |

**Below are detailed procedures for Mentors & Mentees to Discuss/Collaborate about**

Please use this list to document your meetings and upload into the DTU Course page MLP-OASYS as directed under the roles and responsibilities section of this handbook.

| <b><i>School/District Resources</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>❖ Introduce mentee to school/district instructional and other support services (cafeteria, engineer/custodial, media services, computer services, help desk, assessment, benefits, HR, etc).</li><li>❖ Assist the mentee in making connections and sharing resources with teachers of similar subject matter and grade level.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>❖ Take an active role in learning about the school/district instructional and other support services (cafeteria, engineer/custodial, media services, computer services, help desk, assessment, benefits, HR, etc).</li><li>❖ Collaborate with teachers of similar subject matter and grade level.</li><li>❖ Inquire about curriculum resources, building logistics, etc.</li></ul>                                                                                                                                                                                                                                      |
| <b><i>Curriculum/Assessments</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>❖ Guide the mentee into locating grade level and content appropriate curricular resources, <a href="#">DEC</a>, district resources, and common core related resources used by district staff.</li><li>❖ Provide the mentee with contact person(s) for providing training opportunities on school and district initiatives as they apply to the mentee's school assignment (e. g., Daily-5, SIOP, Differentiated Instruction, grade book, PBIS, Reading Apprentice, Standards-Based Grading, common assessments, embedded formative assessment, PLCs).</li><li>❖ Introduce mentee to grade level and content area specific strategies, curriculum, and initiatives as related to the mentee's teaching assignment.</li></ul> | <ul style="list-style-type: none"><li>❖ Locate grade level and content appropriate curricular resources, <a href="#">DEC</a>, district resources, and common core related resources used by district staff.</li><li>❖ Seek training opportunities on school and district initiatives as they apply to the mentee's school assignment (e. g., Daily-5, SIOP, Differentiated Instruction, grade book, PBIS, Reading Apprentice, Standards-Based Grading, common assessments, embedded formative assessment, PLCs).</li><li>❖ Examine and utilize grade level and content area specific programs that are related to the mentee's teaching assignment.</li></ul> |
| <b><i>School Procedures</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>❖ Assist the mentee in establishing effective procedures for start and end of the school year.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>❖ Seek mentor's assistance to learn about district instructional and other support services (media services, computer</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>❖ Introduce mentee to building instructional support staff (EL and Title I resource teachers, SE resource teachers, Interventionist Coach, media specialist, etc).</li> <li>❖ Provide orientation to classroom and building procedures and norms (signing out materials, accessing technology, building calendars, etc).</li> </ul>                                                                            | <p>services, help desk, assessment, benefits, HR, etc).</p> <ul style="list-style-type: none"> <li>❖ Make connections and share resources with teachers of similar subject area and/or grade level.</li> </ul>                                                                                                                                                                                                                                                              |
| <p align="center"><b><i>Professional Responsibilities</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>❖ Provide a brief overview of the evaluation process and guide mentee on seeking appropriate MLP-Oasys and Danielson's resources.</li> <li>❖ Be willing to discuss the mentee's formal evaluations with him/her upon the request of the mentee, maintaining the utmost confidentiality.</li> <li>❖ A mentor does not oversee the mentee's work. They serve as peers and co-workers to new teachers.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Ask questions about the evaluations process, MLP Oasys, and Danielson's rubric. Seek Evaluation support from administrator, mentor, and other district resources.</li> <li>❖ It is optional to discuss your formal evaluations with your mentor, maintaining the utmost confidentiality.</li> <li>❖ A mentee needs to work collaboratively with the mentor as a partnership to ensure a successful teaching experience.</li> </ul> |
| <p align="center"><b><i>Classroom Environment</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>❖ Provide support and guidance in the areas of classroom management, planning and preparation, instruction, communication and professional responsibilities.</li> <li>❖ View the new teacher's classroom to provide objective, non-judgmental feedback.</li> <li>❖ Arrange reciprocal classroom visits, model and conduct demonstration lessons, and help arrange visits of other classrooms.</li> </ul>       | <ul style="list-style-type: none"> <li>❖ Seek support and guidance in the areas of classroom management, planning and preparation, instruction, communication and professional responsibilities.</li> <li>❖ Request objective, non-judgmental feedback</li> <li>❖ Visit reciprocal classrooms to observe modeled lessons, effective evidence-based instructional strategies and best practices.</li> </ul>                                                                  |

## PD Clarifications for Provisional Teachers:

1. DPPD may not be used for the renewal of Provisional certificates.
2. Districts are required to provide fifteen days of PD (professional development) to new teachers during the first three years of their employment (aligned with the individual development plan and mentor's advice). *District Mentee meetings held virtually can be part of the 15 days.*
3. Please complete the [Beginning Teacher Annual PD Record](#) form which includes information that should be collected annually for each beginning teacher, then signed and dated by the building principal, and **electronically submitted to the School Improvement Office by the end of the current school year**, to show district compliance with Section 1526 of the School Code.
4. Each year, PD hours and information from this form should be entered in the eEmployee by the teacher. DO NOT return this form to the Michigan Department of Education.
5. **First, second and third year teachers must electronically submit their log to the Dearborn Teacher University Office by the end of the current school year.**
6. It is recommended that teachers upload a final signed copy of this form into MLP-OASYS at the end of the year as an artifact under D4.
7. Documentation of this information must be completed for each of a teacher's first three (3) years.
8. Credit hours may be used as part of the 15 days of professional days.
9. A length of a PD day follows the district definition of PD day (Dearborn PD day is equivalent to 6.5 hours not including breaks and lunch)
10. *Additional 5 days of professional development are provided to all teachers (New and Experienced) -these must be entered in MOECS and could be used as SCECH hours if the PD provider applied for SCECH credit.*

# MDE Guidelines For Professional Development



## **Guidelines for Professional Development that Qualifies for Michigan Legislative Requirements under Michigan Compiled Law Sections 380.1526 and 1527**

District staff are encouraged to design professional development experiences which:

1. Serve the purpose of increasing student learning
2. Align with your school improvement plan
3. Are planned, ongoing, and intensive
4. Are supported in some way by the school or district, such as through released time or cost.

Professional development that qualifies under MCL 380.1526 and 1527 may be used for recertification. If the professional development activity is to be reported for certificate renewal, documentation will be needed to support the information provided on the [District Provided Professional Development Record for Certificate Renewal](#).

| <b>Examples of Activities</b>                                                                         | <b>Does it Qualify as Professional Development Under Section 1526?</b><br>(professional development days for new teachers)     | <b>Does it Qualify as Professional Development Under Section 1527?</b><br>(professional development days for all teachers)                             |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Orientation Experiences (such as district and building orientation)                                   | Yes<br>(if you can respond affirmatively to the above four guiding points)                                                     | No                                                                                                                                                     |
| Curriculum Development Meetings, School Improvement Committees                                        | Yes<br>(if you can respond affirmatively to the above four guiding points)                                                     | Yes<br>(if you can respond affirmatively to the above four guiding points)                                                                             |
| Professional Learning Communities, Study Groups, Action Research, Study of Student Work, Lesson Study | Yes<br>(if you can respond affirmatively to the above four guiding points)                                                     | Yes<br>(if you can respond affirmatively to the above four guiding points)                                                                             |
| University or College Class                                                                           | Yes<br>(if the district pays for it or otherwise supports it, and if it is relevant to the classroom needs of the new teacher) | Yes<br>(if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points)                      |
| Mentoring of the New Teacher                                                                          | Yes<br>(if you can respond affirmatively to the above four guiding points; should be documented to show growth)                | Maybe<br>(if new knowledge is gained by veteran teacher, who can respond affirmatively to above four guiding points, while providing formal mentoring) |
| Instructional Technology                                                                              | Yes<br>(if it leads to new knowledge about using technology-enhanced methods and strategies to enhance student learning)       | Yes<br>(if it leads to new knowledge about using technology-enhanced methods and strategies to enhance student learning)                               |

| <b>Examples of Activities</b>                                                                   | <b>Does it Qualify as Professional Development Under Section 1526?</b><br>(professional development days for new teachers)                                                       | <b>Does it Qualify as Professional Development Under Section 1527?</b><br>(professional development days for all teachers)          |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Sessions Dedicated to Qualifying for North Central Association or MDE Accreditation             | Yes<br>(if you can respond affirmatively to the above four guiding points and it is addressed in an Individualized Development Plan)                                             | Yes<br>(if you can respond affirmatively to the above four guiding points)                                                          |
| Conferences/ Workshops<br>• At an On-site Location                                              | Yes<br>(if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points, unless it already is being counted under 1527) | Yes<br>(if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points)   |
| • At an Off-site Location                                                                       | Yes<br>(if it is relevant to the new teachers' classroom needs, unless it is already being counted under 1527)                                                                   | Yes<br>(if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points)   |
| Online Learning Experiences (including courses focusing on curriculum content and /or pedagogy) | Yes<br>(if the district pays for it or otherwise supports it, and if it is relevant to the classroom needs of the new teacher)                                                   | Yes<br>(if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points)   |
| Student Teacher Supervision                                                                     | N/A<br>(Teachers in their first three years in the teaching profession usually do not serve in this role.)                                                                       | Maybe<br>(if it leads to new knowledge for the supervising teacher, who can respond affirmatively to the above four guiding points) |
| Staff Meetings                                                                                  | No<br>(unless the primary purpose of the meeting is about student learning, instructional strategies or curriculum content)                                                      | No<br>(unless the primary purpose of the meeting is about student learning, instructional strategies or curriculum content)         |
| School Safety Trainings (First Aid/CPR, Blood-Borne Pathogens, EpiPen, Active Shooter, etc.)    | No                                                                                                                                                                               | Yes<br><a href="#">Memo sent on 11/6/19</a> allows these to count for 2019-20 and 2020-21 school years.                             |
| Procedural Trainings and Drills                                                                 | No                                                                                                                                                                               | No                                                                                                                                  |
| Parent-Teacher Conferences or Back to School Night                                              | No                                                                                                                                                                               | No                                                                                                                                  |
| Athletic Coaching Clinics                                                                       | No                                                                                                                                                                               | No                                                                                                                                  |
| Records Day                                                                                     | No                                                                                                                                                                               | No                                                                                                                                  |

For information on MCL 380.1526, Induction and Mentoring, contact Rebekah Emmerling at: 517-241-3384 or [emmerlingr@michigan.gov](mailto:emmerlingr@michigan.gov).

For information about MCL 380.1527 or MCL 388.1701 Section 101(10), Professional Development, contact Marty Snitgen at: 517-335-2669 or [snitgenm1@michigan.gov](mailto:snitgenm1@michigan.gov).