

**SAINT PAUL FEDERATION OF EDUCATORS
PROPOSAL #12
OCTOBER 12, 2023**

**Licensed Contract
Mentor Mentee Program**

[NEW] Article X

SECTION 1. MENTORSHIP PROGRAM FOR PROBATIONARY LICENSED STAFF

The Mentor Mentee Program is individualized, differentiated, and flexible to meet professional growth goals for educators just entering the field of education and those coming to Saint Paul Public Schools with previous experience.

The District and the Federation agree that a commitment to working with a mentor or supporting new educators in Saint Paul Public Schools through the Mentor Mentee Program is an essential component to ensuring all students have transformational teachers and educators in their lives equipped with the skills needed to realize the SPPS mission.

Subd. 1. Program Overview. All teachers in their first year of employment with Saint Paul Public Schools will be provided with a mentor, unless they have been assigned a PAR Educator or have a program specific mentorship already established. Probationary teachers in their second year of employment with Saint Paul Public Schools will be provided with a mentor, unless they have been assigned a PAR Educator.

The role of a mentor is to help new teachers learn skills and mindsets that are unique within Saint Paul Public Schools and to provide valuable collaborative experiences to colleagues that are new to the District.

Mentors will provide new teachers with a larger network of support and encouragement during their probationary year(s) in the district. Informal discussions will occur throughout the year to process the challenges and reflecting on the practice that occur during their probationary year(s). Mentors may also provide structured peer collaboration observations that guide new staff on instructional issues in the classroom and provide for specific professional growth opportunities.

Each mentee shall be provided with two (2) sub days per semester; which can be taken by the Mentee to observe their Mentor or another educator, or the Mentor to observe the Mentee, or to reflect on practices and create resources in ½ day increments in an effort to learn new skills related to their job. Each mentor shall be provided with one (1) sub day per semester which can be used to attend district PD for mentors.

Mentors are expected to provide 20 hours of collaborative work outside of the school contract day per year for a full-year mentorship, and participate in no more than 5 hours of PD outside of the contract day per year.

Whenever possible, the mentee's affinity preferences (such as LGBTQIA+ or racial) will be taken into account when assigning a mentor.

Mentors support mentees with student interactions such as discipline, classroom management, routines, behaviors, guidance, parental contact, etc. Mentors support mentees with school systems such as paperwork, schedules, procedures, licensure, curriculum, testing, etc. Mentors support mentees with school related tasks such as website maintenance, grades, attendance, systems, technology, Google, etc.

Subd. 2. Mentor Qualifications. Mentors are tenured educators who have worked at their SPPS site for at least one full school year. Whenever possible, the mentor shall have a similar work assignment as the mentee. Mentors need to opt-in to participate in this program.

Subd. 3. Compensation. Mentors can mentor up to 3 educators each year, and are compensated \$1,500/year for each mentee. If a mentor identifies as an Educator of Color or American Indian, they are eligible for an additional \$500 per mentee.

SECTION 2. BUILDING MENTOR COORDINATORS.

Subd. 1. Eligibility. Schools are eligible for a Building Mentor Coordinator the following school year if they have 4 or more incoming 1st year educators or vacancies for the following school year as of May 15th, or had 4 or more 1st year educators in the current year.

Subd. 2. Position Overview. Building Mentor Coordinators collaborate with building administration and district staff to share resources, provide PD, and provide time for collaboration and social connection for 1st year educators.

Principals may request Building Mentor Coordinators to help identify potential mentors and assign mentors to new staff. Mentors can be recommended by Building Mentor Coordinators and principals, but the position of mentor is voluntary.

Building Mentor Coordinators are encouraged to attend an August professional development day. They shall be compensated at the professional development rate outlined in Appendix D. Principals may ask coordinators to help support new educators during New Educator week, and Building Mentor Coordinators would be paid at the Instructional Assignments rate outlined in Appendix D for this work.

Subd. 3. Qualifications. Building Mentor Coordinators are tenured in SPPS, or have 3 consecutive years of experience in a Minnesota public or charter school. Building Mentor Coordinators must volunteer to participate.

Subd. 4. Compensation. Building Mentor Coordinators are compensated at the rate of \$1,500/year. A Building Mentor Coordinator may also mentor up to two teachers, to be compensated at the regular rate for mentors, as outlined in section 1, subd. 3.

SECTION 3. SITE BASED PROBATIONARY TEACHER SUPPORT

Any probationary teacher at a site with a Building Mentor Coordinator shall be eligible to attend up to one, one hour professional development session per month facilitated by the Building Mentor Coordinator and shall be compensated at the professional development rate outlined in Appendix D.

SECTION 4. THIRD YEAR PROBATIONARY TEACHERS

Probationary educators in their third year of employment with Saint Paul Public Schools who are not receiving the support of a PAR or mentor may choose to participate in Peer Collaboration to facilitate professional reflection and growth of a targeted area selected by the educator. Educators who choose to participate will follow the Saint Paul Public School Peer Collaboration expectations, and will be provided a half-day sub allocation.