

## **MU Teaching Fellowship Program Procedures for Mentors Not Meeting Performance Expectations**

Being a successful Mentor Teacher is challenging. Strong mentoring demands a skillful blend of teaching, coaching, encouraging, organizing and many other talents. This procedure is designed to help mentors be successful and productive. It concerns Mentor problems that seem serious enough to 1) affect the learning, safety and/or health of the Teaching Fellow assigned to the Mentor, or 2) affect the school/university in negative ways due to negligence of the duties assigned to the Mentor.

1. Initial difficulty
  - Can occur in any part of the Mentor's duties: with the Teaching Fellow(s), the school obligation or the university obligation.
  - Must be documented through Teaching Fellow surveys, Mentor surveys, Liaison surveys or other contacts (phone calls, visits, email, etc.) made by persons involved at the school to the appropriate University personnel and/or the building principal.
  - Initial difficulty warrants a discussion of the problem(s) with the Mentor and appropriate University and school district personnel. At this point the Mentor has an opportunity to provide other clarifying documentation. A written action plan will be constructed, with the difficulties clearly enumerated for the Mentor and appropriate action steps agreed upon by all parties.
  
2. If the initial problem is not rectified OR if the problem is more serious/immediate
  - An action plan will be written and agreed upon by all parties; the plan will be part of a permanent file.
  - The principal will help the Mentor understand the scope and nature of the problem.
  - University personnel and/or the principal may work with other personnel to help the Mentor be successful, as well as recommend other appropriate services (reassignment of some duties, counseling, leave, etc.).
  - The Mentor will work to fulfill the action plan. Subsequent meetings will be scheduled if necessary to help the Mentor meet the requirements of the action plan.
  
3. Severe action
  - If the steps above have not significantly rectified the problem within the amount of time agreed upon by the Mentor and appropriate University and district personnel, the Mentor may be moved to other duties in the school.
  - If the Mentor is removed from his/her mentor position, it is the responsibility of the district to assign him/her other duties in the school.
  - If the Mentor steps down from his/her appointment, it is the responsibility of the school to appoint a new Mentor within an agreed upon time period.