



The Goal

Every student in Michigan deserves an excellent teacher. Unfortunately, Michigan currently has a shortage of highly-qualified teachers. This shortage disproportionately affects low-income and minority students, perpetuating educational inequity along economic and racial lines. The Educator Academy at MOCC believes that great teachers can dramatically impact the lives of students, families, and the communities they serve, and seeks to create a robust pipeline of diverse and highly trained teachers to lead Michigan classrooms.

Our Approach

The Educator Academy recruits a diverse cohort of 11th and 12th grade students who demonstrate a talent or interest aligned with a career in education. *These students **MUST** have a record of good attendance and be on-track to graduate. Our students are partnered with mentor teachers across Mecosta and Osceola Counties and serve as interns in a variety of subjects, settings, and grade levels. Students receive ongoing training, support, and evaluation from MOCC throughout their school placement. Upon successful completion of the program, students can be eligible for direct college credit.

Methods of Evaluation:

Classwork and Unit Assessments: Students will engage in assignments through Google Classroom and assessments aligned to unit learning goals.

Course Texts

The Educator Academy will use text, research, and content from a variety of respected voices in education. Students are expected to complete all assigned course readings to develop their knowledge and skills as beginning educators. The primary text will be Teach: Introduction to Education. Fourth Edition.

Work-based Notes: When attending their mentorships, students will log a daily entry.. The entry should include information about their role and responsibilities while assisting in the classroom, and record reflections tied to course content.

Reflective Paper: At the end of each placement, students will use their daily field notes to complete a mentorship reflection paper. The paper will consist of three main parts. First, the students will describe their placement school, their mentor teacher, and their roles and responsibilities within the classroom. Second, students will use prompts to reflect on new understandings or skills they acquired in their placement. Last, students will identify goals for their next mentorship placement.

Portfolio: All Educator Academy students will create an electronic portfolio. The portfolio will include the mentorship reflections and field notes, pictures of their time in classrooms, safety certifications, a “meet the assistant teacher” letter, an updated resume, and projects and papers aligned to course content.

Program Grading:

Educator Academy Mentorship Experience

The mentorship experience is the heart of the Educator Academy program. It gives students the opportunity to work alongside experienced educators. Students are placed with K-8 general and special education teachers within their district, and work in their classrooms for approximately eight hours a week.

Students prepare for the mentorship experience by attending class as MOCC daily during their scheduled course time during the first semester of school. Prior to the start of the mentorship, students have the opportunity to meet their mentor, observe in their classroom, and tour their host schools.

During the mentorship semester, students attend class at MOCC on Fridays each week and report to their mentorship four days a week.

Mentorship Placement

Students will be assigned a new mentor each semester. A variety of factors are considered to make mentor placements. These include student interest, transportation needs, mentor availability, and breadth of experience within the program.

While it is rare that a student changes placement, there are a variety of reasons a change may be necessary. The following provides some examples:

The mentor takes an extensive leave (more than one week) and a substitute teacher is taking over the classroom.

The school administration requests a change in placement.

The student requests a different placement due to a change in school or home address that makes the commute to a placement school difficult.

Once placed with a mentor, mentees are expected to report to the assigned school on time and stay the required length of time. Placement time is not to be used as flex time or study time for other classes. Mentees are not to make any adjustments in their placements (not even for one minute) that is different from their normal scheduled placement time and location. Any changes in placement schedule must be approved by the Educator Academy Instructor.

Principles That Define a Successful Mentorship

- A minimum of 75 percent of the mentorship experience should include direct involvement with the students. It may be a 1-on-1, small group, or whole class situation.
- The intern should carry out the instructions given by the mentor or planned cooperatively between the mentor and the intern.
- Confidential information should be kept confidential.
- At all times, the mentee should recognize that the mentor is in charge of the classroom and that the mentee cannot be left in the classroom alone with the students.
- The success of the mentee will largely depend upon his/her relationship with the mentor. The mentee should demonstrate respect and humility at all times while in the mentor's classroom.



Expectations for Working with Students

1. Deal fairly with each student.
2. Encourage and motivate students.
3. Be a good listener and keep the confidentiality that has been placed in trust.
4. Be aware of individual differences among students.
5. Be honest and straightforward in all situations.
6. Maintain a good sense of humor and a consistent positive attitude.
7. Teach all students all the time.

Non-Instructional Mentorship Functions

In addition to working with students, mentees may be asked to assist with a variety of tasks needed to make a classroom operate. These tasks should be completed by the mentee with excellence and enthusiasm. Examples of these tasks can include:

- Distribute books and supplies to students
- Set up and operate instructional equipment
- Keep attendance records
- Supervise playground and cafeteria cooperatively with supervising teacher
- Help the children in the lower grades with their clothing
- Develop instructional materials
- Carry out routine requests
- Gather supplementary books and materials for instruction
- Set up special classroom exhibits
- Preview films and other A-V materials
- Correct tests as an educational experience
- Attend to housekeeping duties
- Replenish supplies
- Type and duplicate instructional materials
- Bring to the educator's attention any health problems, injuries, or safety concerns
- Assist the mentor in supervising field trips
- Monitor small learning groups

Mentorship Never-Do List

Classrooms are ever-changing environments, but there are some things mentees should never do no matter the circumstance.

- Never speak negatively about a child in front of that child or other children to anyone.
- Never listen to adults speaking negatively about children in front of other children. (Remove yourself from the situation.)
- Never humiliate a student.
- Never use any form of corporal punishment. (It is against the law in Michigan.)
- Never have your cell phone out for any reason.
- Never step out of your professional role (keep personal issues personal – seek KCTC or local counselor)
- Never be alone with students.
- Never use any technology to be in contact with students or post anything about your experience on electronic media/pictures, comments, etc.
- Never be a no call no show.
- Never photograph or take video of a child on your cell phone.
- Never have your mentor on your Facebook/Twitter/Snapchat/TikTok, etc. (or any other past mentor)
- Never breach confidentiality.
- Never turn in a time card late/incorrectly/forged signature/etc.
- Never keep suspicions of abuse or neglect of a child to yourself (Immediately contact your Teacher Academy Instructor)

This list is intended to be a quick reference and does not include all the expectations of the program.

Professional Behavior Expectations

When placed at a job site, you will work as an assistant. Children learn by following the example set by those who work with them. Educator Academy students must provide a good role model for the children to follow. Therefore, the behavior, dress, attitudes, and actions of students in the Educator Academy have a direct bearing on their ability to work with young children and continue in their placement. We are guests in the schools and the administration expects professional behavior at all times.

While we recognize the fact that you are high school students, by enrolling in the Educator Academy, you are being held to a higher standard of behavior expectations. It is important for you to present yourself with high standards in your community (in person, electronically, email, text, Facebook, Twitter, etc.) This includes behavior at the MOCC, at your placement and outside your placement.

In the field of education, the law requires all staff members be subject to a criminal records check. Criminal behavior by Educator Academy students is unacceptable. This type of behavior has a direct impact on your placement. Participating schools will not allow students with criminal behavior to interact with their students. Any student involved in criminal behavior will have serious consequences including removal from the program. Examples include, but are not limited to minors in possession, skipping, shoplifting, forging documents, etc.



Students must be successful in the following areas to continue in the program:

- Related class - (projects, time cards, etc.)
- At the job site – (attendance, responsibility with lessons, positive behavior toward the children, professionalism, etc.)
- At the home school – (attendance, grades, behavior, etc.)
- Behavior in public (toward students, community members, electronically, must follow the law, etc.) any student found to have unprofessional content on any electronic device will be immediately removed from the program.
- Any student communicating on social media with Pre-K-8 students (current or past) can be removed from the program.

Professional Dress

You will need to dress appropriately for your placement. Wearing clothes that are ripped or torn, yoga pants and shirts that have inappropriate pictures/sayings will not be permitted. Failure to comply with dress code will impact your grade for professionalism and can result in suspension from the program.

Cell Phone

Cell phones should be turned off and put away immediately after clocking-in. At no point should a cell phone be visible or used during class or the mentorship experience.

Educator Academy students should never use their phone to photograph children in their placement classroom or post pictures of children on social media.

Attendance Policy

Students attending Educator Academy are subject to the MOCC attendance policy. For students who miss more than 9 days a semester a contract may be initiated in an attempt to create successful learning. **Failure to meet the terms of the contract may result in being dropped from the Career Center and/or a loss of credit.**

Reporting Absences

If you are going to be absent for any reason, you must do the following.

If absent on a job placement day: Immediately contact a mentor AND your Educator Academy Instructor before the start of your scheduled arrival time.

If absent on a MOCC class day: Use Remind to contact your Teacher Academy Instructor.

No Call- No Show

Good attendance is a professional expectation in all career fields. This is *especially true* in the field of education. When an absence is unavoidable (sickness, events at local school, family events, etc.) it is expected that Educator Academy students communicate these absences well in advance or as soon as possible. If you are unexpectedly unable to attend your job placement, you must contact your mentor and instructor immediately. Failure to do so before your scheduled arrival time will be considered a no call-no show and can result in suspension from the program.

If students do not meet expectations at MOCC or at a mentorship site are at risk of:

1. Not being placed in a mentorship until an action plan is developed.
 2. Mentorship suspension.
 3. Dismissal from The Educator Academy program.
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Make-Up Work

It is the student's responsibility to obtain make-up work from the Google Classroom. In classes in which student participation in hands-on training is essential to achieving the goals of a course and provision for makeup is not feasible educationally or logistically, the student shall be notified that absences beyond a given number could result in credit reduction.

Time Sheets

Students are responsible for maintaining and submitting weekly time sheets to account for their time while at their job site. Time sheets must be accurately completed by the student, verified and signed by the mentor, and submitted to your instructor weekly. Failure to do so can result in loss of credit, and if reoccurring, removal from the course.



Student Name: _____

Student and Guardian Signature Page

I have read/reviewed and discussed the policies and responsibilities outlined in the Educator Academy Handbook with Mrs. Cain. I am fully aware of what is expected of me, (student) and my young adult (parent/guardian).

Educator Academy Student Signature

Parent or Guardian Signature

Date