

Mentoring and Induction Plan

Introduction

The Iowa Mentoring and Induction Program, established in 2001 as part of the Iowa Teacher Quality legislation, supports beginning educators in their first or second years of teaching. This two-year program addresses their personal and professional needs while providing training on Iowa Teaching Standards. Educators must be employed by a school district or education agency and are paired with a non-evaluative peer mentor. The state fully funds the program, leading to a standard license upon completion. If requirements aren't met within two years, districts may grant a third year, which the district funds, but failure to complete the program by then results in the inability to teach in the state.

Definitions ([Iowa Code §284.2](#))

1. "Beginning Teacher" means an individual serving under an initial or intern license issued by the Iowa Board of Educational Examiners (BOEE), who is assuming a position as a teacher. A "beginning teacher" also includes new preschool teachers licensed by the BOEE and employed by a school district or area education agency. "Beginning Teacher" does not include a teacher whose employment with a school district or AEA is probationary unless the teacher is serving under an initial or teacher intern license issued by the BOEE.
2. "Mentor" means an individual employed by a school district as a teacher or area education agency or retired teacher who holds a valid license from the BOEE. A "Mentor" must have the following qualifications:
 - Completion of three years of successful teaching practice.
 - Be employed on a nonprobationary basis.
 - Demonstrate a professional commitment to both the improvement of teaching and learning and the development of beginning teachers.
3. "Teacher" means an individual who holds a practitioner's license issued by the BOEE or a statement of professional recognition issued by the BOEE and is employed in a nonadministrative position by a school district pursuant to a contract. A teacher may be employed in both an administrative and a nonadministrative position and shall be considered a part-time teacher for the portion of the time the teacher is employed in a nonadministrative position.
4. "District Facilitator" means an individual who serves as a coordinator for a district mentoring and induction program.
5. "Evaluator" means an administrator or other practitioner who successfully completes an evaluator training program.
6. "Performance Review" means a summative evaluation of a teacher other than a beginning teacher that is used to determine whether the teacher's practice meets school district expectations and the Iowa teaching standards.

Plan Submission and Approval ([Iowa Administrative Code 281—83](#))

Each school district or area education agency that offers a beginning teacher mentoring and induction program shall develop a sequential, two-year plan for beginning teacher mentoring and induction based on the Iowa teaching standards. A school district or area education agency will have the board adopt a plan for a beginning teacher mentoring and induction program, along with written procedures for the program. At the board's discretion, the district or area education agency may choose to use or revise the model plan provided by the area education agency or develop a plan locally. (IAC 281—83.2(1)“2b”)

The mentoring and induction plan will be kept on file with the district's Comprehensive School Improvement Plan (CSIP).

Comprehensive Mentoring and Induction Program Components

District Facilitator

The purpose of a District Facilitator ([IAC 281—83.2](#)) in a mentoring and induction program is to serve as a pivotal resource and support system for both novice educators and experienced mentors.

The district must select a facilitator to oversee the mentoring and induction plan based on a clearly defined job description and expectations. Recommended duties adapted from the original Teacher Quality legislation (2001) are listed below.

Recommended facilitator duties:

- Submits proposed district plan and costs to the school board for approval
- Assures that the board-approved district plan is submitted to the Department as required
- Assures that the district mentoring and induction plan is kept on file locally
- Submits any plan revisions to the Department for approval
- Oversees the implementation of the board-approved district plan
- Assures that the plan meets the goals for the program outlined in the board-approved district plan
- Acts as a liaison between the district and the Department
- Serves as the key communication contact for mentoring and induction between the district and the Department
- Coordinates mentor training and learning opportunities.
- Establishes a calendar for mentoring and Induction activities
- Contributes to the mentor or beginning teacher placement discussions
- Serves as the in-district point person for all mentoring and induction issues

Program Vision and Goals

A Beginning Teacher Mentoring and Induction Program is designed to promote excellence in teaching, enhance student achievement, foster a supportive environment within school districts and area education agencies, increase the retention of promising beginning teachers, and promote the personal and professional well-being of teachers.

Mentoring and induction programs should have a clear vision and well-defined goals to ensure a structured approach to supporting new educators. By establishing a shared vision and specific goals, stakeholders can work cohesively towards enhancing instructional practices, ultimately leading to improved student outcomes and a more robust educational community.

Vision Statement

A vision provides a guiding framework that articulates the program's commitment to fostering professional growth, collaboration, and intentional guidance, which is essential for creating a supportive environment.

SMART Goals aligned with ESSA Guidance

Defined goals, aligned with the program's purpose, offer measurable outcomes that help track progress and effectiveness. Goals should support the development of beginning teachers and improve instructional practices, grounded in evidence-based strategies that advance student learning and educator retention.

Mentors

Process for Mentor Selection and Assignment

The mentor selection process within the district is a crucial component of any effective mentoring and induction program. The relationship between mentors and mentees plays a vital role in developing and retaining new teachers. Plans should include a clear process for mentor teacher application and selection.

Mentor Training

Any mentor training a district develops or uses should include the following five elements as outlined in Chapter 83 of the Education Department's rule in subparagraph 83.2(1)"b"(3):

- Is consistent with effective staff development practices and adult professional needs to include skills needed for teaching, demonstration, and coaching.
- Addresses mentor needs, indicating a clear understanding of the role of the mentor.
- Results in the mentor's understanding of the personal and professional needs of new teachers.
- Provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the [Iowa Teaching Standards](#)
- Facilitates the mentor's ability to provide guidance and support to new teachers

Process for Dissolving Mentor and Beginning Teacher Collaboration

The district mentoring and induction plan outlines the process for dissolving mentor-teacher partnerships, including the specific procedures either party may use to address concerns without violating the confidentiality of the relationship. The plan should also identify who needs to be involved and the steps to take as the intervention or dissolution approaches.

Support Structures

Support for Beginning Teachers

The plan should describe a model, resources, or timeline that provides a two-year sequence of content and activities to support the knowledge and understanding of the Iowa Teaching Standards and Criteria, offers research-based instructional strategies, and addresses the personal and professional needs of the beginning teacher. The program plan should:

- Support beginning teachers in developing and enhancing their competencies in alignment with the Iowa Teaching Standards.
- Facilitate the growth of beginning teachers by providing a repertoire of research-based instructional strategies.
- Enhance beginning teachers' skills in designing and implementing effective lessons that align with the Iowa Core, MTSS framework, and assessment for learning.
- Encourage beginning teachers to become teacher-researchers and reflective practitioners.
- Address and reflect the unique needs of beginning teachers throughout the program.
- Foster a culture of continuous improvement among beginning teachers.
- Outline the available supports for those requiring a third year of mentoring and induction.

District Organizational Support

The plan should provide a description of how district resources are utilized to provide release time for mentors and beginning educators during the school day, and the expectations for both parties to collaborate, demonstrate, observe, and provide feedback regarding classroom practices are established.

- Allow access and opportunities for planning, demonstration of classroom practices, observation of teaching, constructive feedback
- Include any district supports, such as instructional coaches, etc., that beginning teachers can access

Program Evaluation

Program evaluation through data analysis is conducted regularly as part of a continuous improvement cycle. This section should include:

- An evaluation of the district program goals
- A process that provides for the minor and major program revisions
- A process for how information about the program is provided to interested stakeholders

District/School Name: ABC Community School District **School Year:** 2026-2027

Mentoring and Induction Plan

District Facilitator

Name: Ms. Example District Facilitator **Phone:** 123-456-7890 **Email:** district.faciliator@abcschools.edu

District Facilitator Role and Responsibilities

- Mentoring and Induction Plan Development and Approval
 - Submits proposed district plan and costs to the school board for approval
 - Assures that the board-approved district plan is submitted to the Department as required
 - Assures that the district mentoring and induction plan is kept on file locally
 - Submits any plan revisions to the Department for approval
 - Acts as a liaison between the district and the Department
- Mentoring and Induction Implementation
 - Oversees the implementation of the board-approved district plan
 - Assures that the plan meets the goals for the program outlined in the board-approved district plan
 - Builds a mentor recruitment program
 - Coordinates mentor training and learning opportunities
 - Facilitates the monthly beginning teacher professional learning sessions
 - Facilitates initial and follow-up mentor training and professional learning sessions
 - Establishes a calendar for mentoring and Induction activities
 - Contributes to the mentor or beginning teacher placement discussions
 - Communicates with building leaders to appropriately match mentors with mentees
 - Serves as the in-district point person for all mentoring and induction issues

Program Vision and Goals

Vision Statement

Our vision is to cultivate a supportive, collaborative and growth-oriented environment where every new educator is empowered through meaningful mentorship, professional learning and a strong foundation for long-term success in teaching.

SMART Goals Aligned with ESSA Guidance

By December, all mentors will have completed a two-day, evidence-based mentor training aligned with adult learning principles and ESSA Tier II practices, as verified by attendance and training evaluations.

1. By June, at least 85% of beginning teachers will report satisfaction with the mentoring and induction program, as measured by an end-of-year survey, to inform program improvement and increase teacher retention.
2. By the second semester, 90% of beginning teachers will demonstrate growth in at least one area of instructional practice based on observations using the district's teaching framework, aligned to student learning goals.

Mentors

Process for Mentor Selection and Assignment

In our school district, every teacher leader, including peer mentors, is selected through a comprehensive and structured process designed to ensure effectiveness and professional growth. This process includes several key components:

1. Application with Written Reflection: Candidates must submit an application that includes a written reflection on their teaching and mentorship philosophies, as well as their experiences and aspirations in education.
2. Portfolio with Artifacts: Each applicant must compile a portfolio showcasing a variety of artifacts that align with established rubrics from our Instructional Framework, teacher evaluation model, and peer recommendations. This portfolio may include lesson plans, student work samples, feedback from colleagues, and evidence of participation in professional development activities.
3. Interview: Finalists will participate in a structured interview process. This provides an opportunity for candidates to communicate their vision and strategies for mentorship, as well as to demonstrate their interpersonal and leadership skills.

The selection committee, composed of building principals, the Director of Teaching and Learning, and the Mentoring and Induction Facilitator, will collaboratively review applications and make decisions regarding peer mentor appointments.

When assigning mentors, the process will prioritize matching the specific needs of beginning teachers with experienced mentors, considering factors such as content area, grade level, and the school building. This ensures that pairs are well-suited for one another, fostering a targeted and effective mentorship experience.

Mentor Training

Example of Training Topics, Support, and Activities

Mentor Training	Ongoing Support and Activities
Foundations of Mentoring <ul style="list-style-type: none"> Understanding the role/responsibilities. Building trusting and professional relations. Adult learning theory and effective coaching practices.	Monthly Mentor Learning Communities <ul style="list-style-type: none"> Peer discussion of challenges, strategies, and success. Review of mentor logs, resources, and case studies.
Iowa Teaching Standards Deep Dive <ul style="list-style-type: none"> Aligning support with the eight standards and their criteria. Helping beginning teachers gather evidence of practice.	Quarterly Mentor Check-Ins (District Facilitator) <ul style="list-style-type: none"> One-on-one support for troubleshooting and encouragement. Review of documentation, progress toward mentee goals.
Effective Observation and Feedback Techniques <ul style="list-style-type: none"> Conducting non-evaluative classroom observations. Providing timely, constructive, and actionable feedback.	Mid-Year Reflection and Calibration Session <ul style="list-style-type: none"> Sharing best practices and adjusting support strategies. Reflecting on mentor growth and mentee development.
Goal Setting and Professional Reflection <ul style="list-style-type: none"> Facilitating SMART goal development with mentees. Guiding professional learning plans and self-reflection.	Peer Coaching Labs or Co-Observation Opportunities <ul style="list-style-type: none"> Mentors observe each other or visit mentee classrooms together. Structured debriefs to reflect on student engagement and instruction.
Equity, Inclusion, and Cultural Competency <ul style="list-style-type: none"> Supporting new teachers in addressing diverse learner needs. Coaching for culturally responsive instruction.	End-of-Year Mentor Showcase <ul style="list-style-type: none"> Mentors present on successes, strategies, and lessons learned. Celebrates impact and builds a culture of continuous improvement.

Mentor Monthly Professional Development Schedule

Month	Focus	Activities
August	Anticipation	Book study: <i>It's Your Turn: Teachers as Facilitators</i> by Carolyn McKanders and Robert Garmston Mentor Orientation and Professional Learning: Foundations of Mentoring and Adult Learning Theory
September	Survival	Book study: Review Introduction–Chapter 3 Mentor Orientation and Professional Learning: Iowa Teaching Standards Deep Dive
October	Survival Cont.	Book study: Review Interlude and Chapter 4 Mentor Orientation and Professional Learning: Equity, Inclusion, and Cultural Competency
November	Disillusionment	Book Study: Wrap Up Chapter 5 Mentor Orientation and Professional Learning: Effective Observation and Feedback Techniques
January	Rejuvenation	Mentor Orientation and Professional Learning: Mid-Year Reflection and Calibration
April	Reflection	Mentor Orientation and Professional Learning: Goal Setting and Professional Reflection
May	Anticipation for next year	Celebrating a Successful First /Second Year Focus: Reflection continued with anticipation for next year

Process for Dissolving Mentor and Beginning Teacher Collaboration

- Initiate Request:
 - Either party may request a change in writing to the district facilitator or principal. The request should briefly outline the concern and the need for a new match.
- Review and Approve:**
 - The district facilitator and building principal will review the request.
 - If necessary, the district facilitator and/or building principal will conduct a mediation meeting before making a decision.
- Document Decision:**
 - The district facilitator will record the rationale for the decision using a standard district form.
 - The district facilitator will update the mentor-beginning teacher assignments in the program records.
- Communicate Respectfully:**
 - The district facilitator and building principal will notify both parties with professionalism and confidentiality.
 - They will reinforce support for both the mentor and the beginning teacher.
- Reassign or Adjust Support:**
 - The district facilitator and building principal will assign a new mentor within two to three weeks or arrange an alternative support system promptly.
 - They will ensure there is no lapse in induction or the required mentoring hours.
 - A check-in meeting will be scheduled within 30 days to ensure a successful transition.
- Debrief and Reflect:**
 - An optional debrief will be offered for both parties to provide closure.

The district facilitator and building principal will use insights gained to improve future matching processes and training.

Support Structures

Support for Beginning Teachers

The district supports beginning teachers through a comprehensive, evidence-based induction program aligned with ESSA. This program promotes educator effectiveness and student achievement by addressing the diverse instructional and professional needs of beginning teachers. Each beginning teacher is paired with a trained mentor who provides consistent, job-embedded support in alignment with the Iowa Teaching Standards. Structured release time is provided for co-planning, classroom observations, and reflective conversations. Professional learning opportunities are personalized and aligned to ESSA Tier II and III evidence-based practices to build instructional capacity and close student achievement gaps.

The district's commitment to high-quality mentoring ensures that beginning teachers are retained and thrive, ultimately strengthening the educator pipeline and improving outcomes for all learners. The following timeline provides a two-year sequence of content and activities.

Year 1 Timeline	Content/Activities	Teaching Standard Focus	Purpose
August	New teacher orientation, classroom set-up, introduction to teaching standards/district frameworks	Standards 6 and 7	Acclimate to school culture and expectations.
September	Establishing a positive learning environment, behavior management strategies	Standards 1 and 5	Build classroom management confidence
October	Lesson design and planning using the district curriculum, aligning with standards	Standards 2 and 3	Strengthen content delivery and planning skills
November	Differentiation and supporting diverse learners	Standards 3 and 4	Address the needs of all learners equitably
December	Mid-year reflection and mentor coaching check-in	Standard 7	Encourage self-assessment and goal setting
January	Using assessment data to drive instruction	Standard 8	Support data-informed instruction
February	Parent communication and building partnerships	Standard 6	Strengthen home-school relationships
March	Time management and work-life balance	Standard 7	Support personal wellness and sustainability
April	Engaging students with higher-order questioning	Standards 1 and 3	Deepen instructional rigor
May	End of year review and celebration	ALL Standards	Reflect on growth and recognize accomplishments

Year 2 Timeline	Content/Activities	Teaching Standard Focus	Purpose
August	Advanced curriculum planning, peer collaboration, and Individual Career Development Plan	Standards 2, 6 and 7	Deeper understanding of curriculum and frameworks
September	Classroom culture, student engagement strategies	Standards 1 and 5	Refine classroom community practices
October	Mentoring peers, building professional networks	Standards 6 and 7	Develop leadership and collaboration skills
November	Culturally responsive teaching and equity practices	Standards 3 and 4	Promote inclusive and equitable learning
December	Mid-year self-assessment and mentor conference	Standard 7	Encourage continuous improvement and planning
January	Analyzing student work to inform instruction	Standards 3 and 8	Apply assessment to instructional decision making
February	Technology integration for personalized learning	Standards 2 and 3	Leverage tools to support learning outcomes
March	Exploring career pathways and teacher leadership	Standards 6 and 7	Identify long-term professional goals
April	Coaching and feedback cycle with their mentor	Standard 7	Deepen instructional rigor
May	Final review, recognition and celebration	ALL Standards	Reflect on growth and recognize accomplishments

District Organizational Support

The facilitator will coordinate the new learning of beginning teachers. They will collect, analyze, and respond to formative feedback from instructional coaches, lead learners, and mentors to ensure their success during years one and two. They will foster the development of competence, confidence, and genuine reflection as part of the induction learning process.

Release Time:

- Mentors: Two days per month for mentoring.
- New Teacher: Two and a half days per month for observation and collaboration.
- Sub coverage arranged by the district.

Planning Time:

- Bi-weekly co-planning session built into the schedule.
- Mentor-beginning teacher teams align lesson plans and instructional strategies.

Demonstration & Modeling:

- Mentors invite beginning teachers into their classrooms to observe best practices.
- Lessons may also be video recorded for later review.

Observations:

- Beginning teacher observes multiple veteran teachers.
- Structured observation tools guide focus areas like student engagement or questioning techniques.

Constructive Feedback:

- Post-observation debriefs
- Goals are logged in a shared digital portal for tracking growth.

Administrative Support:

- Principals recognize mentoring efforts and align support with school goals.

Instructional coach liaisons assist mentor-beginning teachers throughout the year

Program Evaluation

Evaluation of Program Goals

The district employs a data-informed process to evaluate the effectiveness of its mentoring and induction program, with a clear focus on achieving established program goals, including improving teacher effectiveness, increasing retention, and supporting student achievement. Multiple data sources are collected and analyzed annually, including mentor and beginning teacher surveys, observation notes, PD participation, and retention data.

Process for Revision

Evaluation findings are compared against program goals to identify strengths, gaps, and areas for growth. Minor revisions (e.g., adjusting training sessions or mentor pairings) are addressed during mid-year reviews. In contrast, major revisions (e.g., restructuring program components or reallocating resources) are considered annually based on comprehensive data analysis and stakeholder input.

Stakeholder Communication

Results and program updates are communicated to stakeholders, including school leaders, board members, and teacher leadership teams, through annual reports, presentations, and stakeholder meetings. This transparent and cyclical evaluation process ensures the mentoring and induction program remains responsive, equitable and aligned with district and ESSA priorities.