

Sample District Mentoring and Induction Program Profile

Overview

This profile may be used to assist in the development and review of Mentoring and Induction Plans as part of the Teacher Leadership and Compensation Plan or the separate Mentoring and Induction Plan (Iowa Code 284.5, IAC 281.83)

The beginning teacher mentoring and induction program is created to promote excellence in teaching, enhance student achievement, build 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.

Program Component: District Facilitator

Recommended Duties and Guidelines:

- Submits the 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 as set forth 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/beginning teacher placement discussions.
- Serves as the in-district point person for all Mentoring and Induction issues.

Program Component: Goals

The beginning teacher mentoring and induction program is created to promote excellence in teaching, enhance student achievement, build a supportive environment within school districts and area education agencies, increase the retention of promising beginning teachers, and promote the personal and professional wellbeing of teachers.

Guidelines:

- List the goal(s) for the Beginning Teacher Mentoring and Induction Program in your district.
- Program goals should be realistic and measurable.
- Consider the number of goals for your program.
- Program goals should align with the Program Evaluation section of the program plan.

Program Component: Support for Beginning Teachers

Provides for a two-year sequence of induction program content and activities to support the Iowa teaching standards and beginning educator professional and personal needs.

Guidelines:

- Mentor training process that shall be consistent with effective professional learning practices and adult professional needs to include skills needed for teaching, demonstration and coaching.
- Address mentor needs, indicating Identifies a model or resource for mentor training that describes the inclusion of each of the five elements of mentor training identified in policy language.
- Develop a clear understanding of the roles and responsibilities of the mentor;
- Result in the mentor's understanding of the personal and professional needs of new teachers.
- Provide the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa Teaching Standards.
- Facilitate the mentor's ability to provide guidance and support to new teachers.
- Develop and refine skills in coaching, consulting, and collaboration
- Develop and refine knowledge and skills in effective teaching, classroom management, adult learning and classroom observation.
- Develop and refine knowledge and skills in reflective questioning and providing effective feedback.
- Provide strategies for guiding and supporting beginning teachers both personally and professionally
- Present an understanding of district expectations for all teachers, and specifically, for new teachers in regard to each of the ITS&C.
- Provide an understanding of teacher as researcher and reflective practitioner
- Support the development and use of a common language to articulate and apply appropriate instructional and classroom management techniques.

Program Component: Process for Mentor Selection

A process for mentor teacher application and selection process.

Guidelines:

- Be specific in describing how mentors will be selected in your district.
- Effective mentors are leaders and should be recognized as an exemplary teacher.
- Teachers selected to be mentors must meet the requirements established in the legislation:
 - be employed by a school district or area education agency as a classroom teacher or a retired teacher who holds a valid license issued under chapter 272
 - have a record of at least three years of successful teaching practice
 - be employed and on a non-probationary basis
 - demonstrate a professional commitment to both the improvement of teaching and learning and the development of beginning teachers

Program Component: Process for Dissolving Mentor and Beginning Educator Partnerships

Guidelines:

- Be specific in describing the process either party may utilize to shed light on concerns that will not violate the confidentiality of the relationship.
- Identify who needs to be involved and the steps that will be taken as intervention or dissolution is approached.

Program Component: Organizational Support

District release time for mentors and beginning educators to plan, provide demonstration of classroom practices, observe teaching, and provide feedback. Placement process for who will be in the mentor/beginning teacher partnership.

Guidelines:

- Be specific in describing one of the most critical components of a successful mentoring and induction program, the supportive organizational structure.
- District commitment of resources to support the implementation, monitoring, and sustainment of the mentor and induction program.
- Establish clear purposes and provide time for beginning teachers and mentors to observe and demonstrate effective practices in a variety of settings during the day.
- Dates for collaboration and expectations for engagement should be established and communicated well in advance.
- Include any district supports such as instructional coaches, etc. that beginning teachers purposefully have access to.

Program Component: Program Evaluation

An evaluation of the district program goals; a process that provides for the minor and major program revisions and a process for how information about the program will be provided to interested stakeholders.

Guidelines:

- Address how the district will evaluate the mentoring/induction program in order to demonstrate and document success.
- Address the goals, provide for system adjustment, and create a process for reporting.
- Reflect the context of your district.
- Clear alignment of program goals and the methods being used to evaluate the success of the program.
- Use both formative and summative elements in the program evaluation.
- Include how program revisions are made and justified and how that information is shared with interested stakeholders.