

District Mentoring and Induction Program Profile
Iowa Code 284.5, IAC 281.83

Purpose: 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	Compliant = Meets legislated intent	Developing / Not Evident = Does not meet legislated intent
1. A district facilitator	A district facilitator is identified and a job description that includes clear expectations is in place.	District facilitator is identified however no job description is available nor evidence of facilitator leadership.
<p>Additional Guidance-- Every public school district in Iowa is required by law to have a facilitator for Mentoring and Induction.</p> <p>Recommended facilitator duties adapted from the original Teacher Quality legislation, 2001:</p> <ol style="list-style-type: none"> 1. Submits the proposed district plan and costs to the school board for approval. 2. Assures that the board approved district plan is submitted to the Department as required. 3. Assures that the district mentoring and induction plan is kept on file locally. 4. Submits any plan revisions to the Department for approval. 5. Oversees the implementation of the board approved district plan. 6. Assures that the plan meets the goals for the program as set forth in the board approved district plan. 7. Acts as a liaison between the district and the Department. 8. Serves as the key communication contact for mentoring and induction between the district and the Department. 9. Coordinates mentor training and learning opportunities. 10. Establishes a calendar for M&I activities. 11. Contributes to the mentor/beginning teacher placement discussions. 12. Serves as the in-district point person for all M&I issues. 		
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2. Goals of the program	Locally developed goals are present, align with legislated program purpose and are measureable.	Some goals are present but do not align with legislated program purpose or are not measureable. OR goals are absent.

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<p>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.</p>		
<p>Additional guidance-- List the goal(s) for the Beginning Teacher Mentoring and Induction Program in your district. The goals should be aligned with the state legislative purpose for beginning teacher mentoring and induction programs and support the Iowa Teaching Standards. Program goals should be realistic and measurable. Carefully consider the number of goals for your program and please remember that program goals should align with the Program Evaluation section of the program plan.</p>		
<p>Reviewer's Comments—</p>		
<p>3. Support for beginning teachers.</p> <p>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.</p>	<p>Describes a model, resources or timeline that provides a two-year sequence of content and activities to support knowledge and understanding of the Iowa Teaching Standards & Criteria, provides research-based instructional strategies and addresses the personal and professional needs of the beginning teacher.</p>	<p>Describes a model or resource that provides either a two-year sequence of content or addresses the Iowa Teaching Standards.</p>
<p>Additional guidance— Be specific in describing in narrative form how the district will address supporting the needs of beginning teachers. A list of activities does not suffice in meeting the criteria for this section. Timelines or calendars may be useful in demonstrating that your program addresses the needs of the beginning teacher.</p> <p>The Program Plan should:</p>		

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<ol style="list-style-type: none"> 1. Help beginning teachers develop and enhance competencies for the Iowa Teaching Standards 2. Accelerate beginning teachers development of a repertoire of research-based instructional strategies 3. Accelerate beginning teachers ability to design and implement effective lessons that reflect the Iowa Core, an MTSS framework and assessment for learning 4. Help beginning teachers become teacher researchers and reflective practitioners 5. Reflect the needs of beginning teachers 6. Promote continuous improvement 7. Describe the supports that are available in cases where a third year of M&I is needed. <p>Support for new teachers has two different components. The first component includes the interactions of the new teacher with the mentor. There should be a minimum of 15-20 hours of interaction with mentors. These interactions with mentors should be ongoing during the year and focus on the phases of the beginning teacher's first year:</p> <ul style="list-style-type: none"> • Anticipation - August • Survival - September & October • Disillusionment - November to January • Rejuvenation - February & March • Reflection - April & May • Anticipation - June and July <p>The second component is the induction processes and activities that will aid and assist the new teacher in becoming a successful teacher in this state and in this district. Please remember that the mentoring/induction program is two years in length. The needs of first year teachers are quite different than those of second year teachers and the plan should show a continuum of experiences.</p>		
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<p>4. Mentor training</p> <p>Mentor training process that shall 1) be consistent with effective professional learning practices and adult professional needs to include skills needed for teaching, demonstration and coaching; 2) address mentor needs, indicating</p>	<p>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.</p>	<p>Identifies a model or resource for mentor training but excludes one or more of the five elements of mentor training identified in policy language.</p>

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<p>a clear understanding of the roles and responsibilities of the mentor; 3) result in the mentor's understanding of the personal and professional needs of new teachers; 4) provide the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa Teaching Standards; 5) facilitate the mentor's ability to provide guidance and support to new teachers</p>		
<p>Additional guidance— Be specific in describing how the district will conduct and implement mentor training. Each mentor needs extensive ongoing training and support. Quality programs provide at least 30 hours of ongoing mentor training during the initial year plus follow up training in years 2 and 4. A list of activities does not suffice in meeting the criteria for this section, however, timelines or calendars may be useful in demonstrating that your program is ongoing and comprehensive.</p> <p>Mentor training should provide or address the following in year 1, year 2, or both:</p> <ol style="list-style-type: none"> 1. An overview of the "mentor role" and the purpose of a mentoring program 2. Develop and refine skills in coaching, consulting, and collaboration 3. Develop and refine knowledge and skills in effective teaching, classroom management, adult learning and classroom observation 4. Develop and refine knowledge and skills in reflective questioning and providing effective feedback 5. Strategies for guiding and supporting beginning teachers both personally and professionally 6. An understanding of district expectations for all teachers, and specifically, for new teachers in regard to each of the ITS&C 7. An understanding of teacher as researcher and reflective practitioner 8. The development and use of a common language to articulate and apply appropriate instructional and classroom management techniques (e.g., diagnosing student needs, lesson design, motivating students to learn, learning styles, problem-solving techniques, alternative instructional strategies, assessment of student learning, planning and time management) 		
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5. Process for mentor selection	A process for mentor teacher application and selection is in place and implementation is evident.	No plan for mentor teacher selection is in place.
<p>Additional Guidance—Be specific in describing how mentors will be selected in your district. The selection of the mentor is an important component in developing a quality mentoring and induction program. Effective mentors are leaders and should be recognized as an exemplary teacher. Careful selection of mentors as well as ongoing training and professional conversations will guarantee a greater return on investment for districts. Teachers selected to be mentors must meet the requirements established in the legislation.</p> <p>The individual must:</p> <ul style="list-style-type: none"> • 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 <p>The district will develop a process for selection of mentors that generally includes the following:</p> <ul style="list-style-type: none"> Personal and professional selection criteria A formal application process A public application and selection process open to any qualified candidate 		
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6. The process for dissolving mentor and beginning educator partnerships	A plan exists that describes the process for dissolution of the mentor/beginning teacher partnership.	No dissolution plan exists.
<p>Additional Guidance—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.</p>		
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<p>7. Organizational support</p> <p>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.</p>	<p>Description of how district resources provide release time for mentors and beginning educators during the school day. AND Expectations for both parties to engage in collaboration, demonstration, observation and feedback in regard to classroom practices are established. AND The process for mentor teacher placement is clearly articulated.</p>	<p>District organizational structure may include a set of guidelines or suggestions for the mentor-beginning teacher activities. OR Release time is not scheduled nor protected. OR Expectations for either party is unclear or ineffective.</p>
<p>Additional Guidance—Be specific in describing one of the most critical components of a successful mentoring and induction program, the supportive organizational structure. In completing this section, there should be strong evidence of district commitment of resources to support the implementation, monitoring, and sustainment of the mentor and induction program. Effective programs 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. In this section, please include any district supports such as instructional coaches, etc. that beginning teachers purposefully have access to. In addition to nurturing a culture of support among all staff, schools often profit from assigning more than one mentor to provide content expertise and proximity.</p> <p>Guidelines for assigning mentors to beginning teachers should consider issues such as: <i>Age and gender</i></p> <ul style="list-style-type: none"> • <i>Grade level</i> • <i>Content area</i> • <i>Physical proximity</i> • <i>Teaching style</i> • <i>Philosophical differences</i> 		
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<p>8. Program Evaluation</p>		<p>Program evaluation is conducted on occasion utilizing limited sources of data. OR</p>

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<p>Program evaluation to include: 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.</p>	<p>Program evaluation through analysis of data is conducted on a regular basis and is a component of the continuous improvement cycle.</p>	<p>No evidence of program evaluation is available.</p>
<p>Additional Guidance—Be specific in addressing how the district will evaluate the mentoring/induction program in order to demonstrate and document success. This section requires components that address the goals, provide for system adjustment, and create a process for reporting. Remember to personalize this section to reflect the context of your district. There should be a clear alignment of program goals and the methods being used to evaluate the success of the program. Consider listing the goals and specifically describing how each goal will be evaluated. Please remember that there should be both formative and summative elements in the program evaluation. Be sure to include how program revisions are made and justified and how that information is shared with interested stakeholders.</p>		
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