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](https://www.legis.iowa.gov/docs/code/284.2.pdf))

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](https://www.legis.iowa.gov/docs/iac/chapter/03-19-2025.281.83.pdf))

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](https://www.legis.iowa.gov/docs/ACO/rule/281.83.2.pdf)) 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](https://educate.iowa.gov/media/984/download?inline)
* 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:** Click or tap here to enter text. **School Year:** Year–Year

# Mentoring and Induction Plan

## District Facilitator

**Name:** Click or tap here to enter text. **Phone:** Click or tap here to enter text. **Email:** Click or tap here to enter text.

### District Facilitator Role and Responsibilities

Click or tap here to enter text.

## Program Vision and Goals

### Vision Statement

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### SMART Goals Aligned with ESSA Guidance

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## Mentors

### Process for Mentor Selection and Assignment

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### Mentor Training

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### Process for Dissolving Mentor and Beginning Teacher Collaboration

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## Support Structures

### Support for Beginning Teachers

Click or tap here to enter text.

### District Organizational Support

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## Program Evaluation

### **Evaluation of Program Goals**

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### **Process for Revision**

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### **Stakeholder Communication**

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