**Mentoring and Induction Program Plan**

***281—83.3(284) Mentoring and induction program for beginning teachers.***

**District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **District Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Please list your Mentoring and Induction Program goals:**
3. **Describe your two year sequence of content (a program, book, etc.) and activities (collaboration, modeling, lesson design, etc.) designed to support a beginning teacher’s professional and personal needs by:**
* Developing and enhancing competencies for the Iowa Teaching Standards, and
* Providing research-based instructional strategies, and
* Reflecting the needs of the beginning teacher employed by the district or area education.
1. **Describe your mentor training (a program, model, book, etc.) that is designed to reflect effective staff development practices and adult professional needs in teaching, demonstration and coaching and includes, at a minimum:**
* Research that describes the personal and professional needs of beginning teachers,
* A clear description of the roles and responsibilities of the mentor,
* Strategies to enhance the mentor’s ability to provide guidance and support to beginning teachers,
* Skills needed for classroom demonstration and coaching, and
* District expectations for beginning teacher competence in Iowa teaching standards.
1. **Describe your process for mentor application and selection.**
2. **Describe the process for dissolving mentor and beginning teacher partnerships.**
3. **Describe the organizational support for release time and activities for mentors and beginning teachers that allows access and opportunities for *(this description should include any additional supports provided by instructional coaches, collaborative teams, etc.)***
* **Planning**
* **Demonstration of classroom practices**
* **Observation of teaching, and**
* **Constructive feedback**
1. **Describe the evaluation process for the program to include an evaluation of the program goals, a process that allows for major and minor program revisions and describes how information is shared with all stakeholders.**