2016-17 Mentoring and Induction Plan

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

District : Postville Community School

District Facilitator: Curriculum Director

1. **Please list your Mentoring and Induction Program goals:**

    - ● To promote excellence in teaching
    - ● To encourage the retention of promising teachers, new to the district
    - ● To better prepare new teachers for the unique challenges which encompass PCSD through professional development.
    - ● To provide adequate time for mentor and mentee teachers to collaborate and reflect on effective instructional practices.

2 **Describe your two year sequence of <u>content</u> (a program, book, etc.) <u>and activities</u> (collaboration, modeling, lesson design, etc.) designed to support a beginning teacher's professional and personal needs by:**
    - *Journey to Excellence (J2E)* is an induction and mentoring model developed by Iowa teachers for beginning educators.
    - *J2E* includes a series of professional learning projects developed around the Iowa Teaching Standards as a curriculum for consulting, collaborating, and coaching work between mentors and beginning teachers.
    - The professional learning projects are organized around a process adapted from Dr. W. Edwards Deming used by the Iowa Department of Education as the formative process of Iowa Learning Initiatives.
    - Each professional learning project includes four sections of the cycle: Assessing Needs, Planning, Implementing, and Evaluating.

3 **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:**

    - Our program uses *Mentoring Matters: A Practical Guide to Learning-Focused Conversations*.
    - Mentors are trained in a variety of conversation templates. The three templates are used for planning conversations, reflecting conversations, goal setting conversations, and problem-solving conversations.
    - Specifics of the program include defining the mentor's role, learning-focused interactions, maximizing time and attention, learning-focused verbal tools, facilitating professional vision, and strategies for success.
    - The guide is filled with concrete ideas for accelerating the transition from novice to expert teaching through the mentoring process. Practical strategies are purposefully fused with the research base supporting their implementation.

4   Describe your process for mentor application and selection.

Teachers selected as a mentor must be an individual employed by the district as a classroom teacher. The teacher must have at least four years of successful teaching experience. The teacher must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

The district will select and assign mentors that display preferred mentor qualities including but not limited a supportive nature and ability to maintain confidentiality. Any employee of the district with at least four years of successful teaching experience may apply.

5   Describe the placement of beginning teachers and their mentors.

Mentors are paired with beginning teachers by the administration team. Through this thoughtful matching process, the administration team take into consideration specifics such as grade level, subject area content, and accessibility (including physical proximity and availability of time).

6   Describe the process for dissolving mentor and beginning teacher partnerships.

Even though the administrator may have carefully considered and addressed every factor in the pairing process, some mentoring relationships can encounter problems, and some simply may not work. Problems that occur in mentor-mentee relationships include a lack of understanding of mentor–mentee roles, personality differences, and differences in teaching philosophy. The involvement of a third party, such as the building or central office administrator, may be necessary to clarify concerns and resolve the problems.

If discussion with the third party does not alleviate the concerns, the building or central office administrator must identify the root of the problem.   First, the administrator should determine if the mentor has effectively addressed the beginning teacher's personal, professional, and instructional needs. This information can be obtained through individual interviews with the mentor and beginning teacher. The mentor might have been successful in meeting some of the needs of the new teacher and not others. For example, the mentor may have discussed policies and procedures and given assistance with instructional matters, but may not be providing the personal support and encouragement that the beginning teacher needs. In this case, it may be possible for the relationship to continue and for the mentee to obtain emotional support and encouragement from another person or persons. The administrator should play a key role in identifying someone who can address these unmet needs.

If the mentee is not getting support for any or most of the personal, professional, and instructional needs, dissolving the mentor-mentee relationship and assigning a different mentor to the beginning teacher might be in the best interest of the beginning teacher. It is essential that administrators gather enough information on what types of assistance have been provided to the beginning teacher to make an informed decision about the appropriate course of action.

***7* Describe the organizational support for release <u>time and activities</u> 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.)*
- ● The number of professional development days for new teachers prior to the start of the school year increased from one day to three days.
- ● Our instructional coaches will provide our beginning teachers with resources and strategies to help ESL and students who come from low SES families.
- ● Our beginning teachers will be required to complete a poverty simulation.
- ● Our technology integrationist will meet with them to familiarize them with available technology resources in our district.
- ● Formal mentor and mentee meeting dates and times are scheduled once a month to collaborate.
- ● Time will be provided for observations by the beginning teachers within model teacher classrooms.
- ● Daily contact between the mentor and mentee teacher during the first weeks of school to provide assistance and guidance with expectations, procedures, and curriculum are encouraged.

- Weekly Professional Learning Community meetings will be conducted with grade level or subject-area teams.
- The curriculum director will ensure the mentor and mentee program is implemented with fidelity.

8 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.

Evaluation of the mentor teacher program will focus on its effectiveness in meeting the following goals: 1. Retaining quality teachers; 2. Improving teaching performance; 3. Supporting teacher morale, communication, and collegiality; and 4. Facilitating a seamless transition into the first year of teaching.

The evaluation will be comprehensive and ongoing and will include multiple criteria that are related to program goals and objectives. The program evaluation will involve program participants and other stakeholders and lead to substantive program improvements. The specific data sources used in the evaluation process include surveys, systematic observation (formal/informal), interviews, focus groups, student outcomes, and mentor documentation.

Formative resources provide evidence of the growth and development of the beginning teacher at specific intervals established by the formal mentoring program. Summative reports will be constructed at the conclusion of the mentoring experience. The summative report will be generated from a survey of beginning teachers and mentors to assess the effectiveness of training. The report will also include teacher retention data, information on best practices, and identify emerging needs for new training.