

Beginning Teacher Mentoring and Induction Program
Request for Plan Revision
Comprehensive School Improvement Plan Amendment

Revised Plan Date submitted _____

Applicant Name (LEA or AEA): _____ East Union _____

Superintendent or Agency Administrator Name: _Pam Vogel_____

Phone: _641-347-5215_____ E-mail: ___pvogel@east-union.k12.ia.us_____

District or AEA contact for the Mentoring and Induction Program:

Name: ___Mark Weis_____

Phone: ___641-347-8421_____

E-mail: ___mweis@east-union.k12.ia.us_____

Revisions can be submitted for approval at any time during the year. Allow two weeks for approval. Submit electronically to:

Mary Beth Schroeder Fracek at
marybeth.schroederfracek@iowa.gov
Iowa Department of Education

Write a brief narrative explaining how your agency or district will address each of the following. Use the Technical Assistance Document available on the Iowa Department of Education web site at <http://www.iowa.gov/educate/content/view/481/573/> to create your application for revision.

- A. Cover Page
- B. Goals of the program
- C. Mentor training and the role of the mentor
- D. Mentor selection process
- E. Support for beginning teachers
- F. Supportive organization structure
- G. Program evaluation

District or AEA Name:

Year: 2009 - 2010

Number of first-year beginning educators: 2

Number of second-year beginning educators: 1

A. Cover Page

Beginning Teacher Mentoring and Induction Program

Request for Plan Revision

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Superintendent or Agency Administrator Name: _____ Pam Vogel _____

Phone: _ 641-347- _____ E-mail: _pvogel@east-union.k12.ia.us _____

District or AEA contact for the Mentoring and Induction Program:

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B. Goals

The East Union School District is participating in the AEA 14 Mentoring and Induction Program, *Journey to Excellence*.

The AEA 14 Mentor/Induction Program is designed to prepare and support mentors as they assist beginning teachers' transition from the university to classroom practice. The AEA 14 Mentor/Induction Training and Support Program is facilitated by Kellie Peterson, AEA 14 consultant, Pat Shipley, ISEA SWUU director, Connie Richardson, AEA 13 consultant.

The goals are:

1. To promote excellence in teaching as described in the Iowa Teaching Standards
2. To enhance student achievement
3. To build a supportive environment for beginning educators
4. To increase the retention of promising beginning educators
5. To promote the personal and professional well being of classroom teachers
6. To support continuous improvement and growth of beginning educators and mentors.

C. Mentor Training

Journey to Excellence: An Iowa Model for Mentors of Beginning Educators will provide training and support for mentors and beginning educators. Mentors will be prepared to guide beginning educators through learning projects designed around each of the Iowa Teaching Standards .

Six days of training are held over two years for the mentor, four days the first year and two days the second year. Using best teaching practices, mentors are trained for their role of supporting and guiding beginning teachers. Interactive and in-depth, the training also offers opportunities for mentors to reflect on their own practice as they provide guidance to beginning teachers. Mentors leave with a set of materials and skills designed to effectively structure conversations about teaching practice related to the Iowa Teaching Standards and Criteria.

To prepare mentors, we are using Mentoring Matters: Learning-focused Conversations and the accompanying Learning-focused Mentoring, A Professional Development Resource Kit. The book and kit address the following modules with emphasis on both awareness and skill development:

1. The Mentor as Growth Agent: Developing Learning Skills: Focused Relationship
2. A Continuum of Learning – Focused Interaction: Consulting, Collaborating and Coaching
3. Maximizing Time and Attention by Attending Fully: Offering Support, Creating Challenge and Facilitating Professional Vision
4. Purposeful Paraphrasing: Planning, Problem-Solving and Reflecting Conversations
5. Crafting Mediatonal and Questions
6. The Planning Conversation Template
7. The Reflecting Conversation Template
8. The Problem-Solving Template

The Year 1 Intro Day training is designed for mentors and beginning educators together. Participants will receive an overview to *Journey to Excellence* including program expectations for the beginning educator, an introduction to A Framework for Understanding the Iowa Teaching Standard and Criteria, and a presentation of the Code of Ethics developed by the Board of Educational Examiners.

Each mentor needs extensive, on-going training and support. The remaining days of training over the two years will be for mentors only and will address the modules as well as the beginning educator learning projects. *Journey to Excellence* training utilizes effective staff development practices and addresses adult professional learning needs that include awareness, demonstration, practice, reflection and coaching. Mentor training develops skills in teacher observation, adult learning, classroom management; practice for reflective questioning and coaching; an understanding of the change process and phases of development; strategies for guiding and supporting beginning teachers including social and emotional support. *Journey to Excellence* training addresses the roles of mentor, consultant, collaborator, coach, supporter, challenger and expert.

Journey to Excellence training addresses the personal and professional needs of the beginning educator as described in the research of Ellen Moir as the Phases of First Year Teaching and provides an understanding of the Iowa Teaching Standards through the use of A Framework for Understanding the Iowa Teaching Standards and Criteria.

Template and skills for coaching, collaboration and consulting are the center piece of the training of mentors. Annual renewal learning experiences, an Update Day, will be provided to experienced mentors.

D. Mentor Selection Process

The selection of the mentor is an important component in developing a quality mentoring and induction program. A mentor is a leader and should be an exemplary teacher. The district will publicize the application and selection process. Anyone may apply.

Mentors must meet the following requirements:

- An individual must be employed by a school district or area education agency as a teacher or a retired teacher who holds a valid license issued under Iowa Code chapter 272.
- The individual must have a record of four years of successful teaching practice
- Must have completed probation
- Must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers

All candidates who meet the requirements and complete the application will be interviewed.

Expectations of Mentors

- Mentors are to maintain confidential role and act in a supporting fashion for the beginning educator.
- Mentors are not evaluators.
- New mentors are expected to attend six (6) days of mentor training over the two years:
 - Intro Day – Jointly with beginning educator
 - Year 1 Mentor Training Days 1 – 4
 - Year 2 Mentor Training Days 5 & 6
- Trained mentors are expected to attend an Intro Day (with a new beginning educator) and an Update Day each year they begin the Induction Program.

Mentors are paid \$500 per semester for mentoring of beginning educator.

The mentor application includes:

- Current assignment
- Teaching history
- Educational background
- Describe your professional commitment to both the improvement of teaching and learning and the development of beginning teachers
- Other information

Roles and Responsibilities of Mentor

Mentors are expected to:

- Complete the *Journey to Excellence* mentor training and preparation
- Guide the beginning educator through the Learning Projects
- Provide assistance to the beginning educator as needed
- Meet with the beginning educator at least weekly (collaboration time)
- Complete program evaluation surveys and progress reports
- Develop a trusting relationship with the beginning educator and keep beginning educator's concerns and issues confidential. (Except child abuse or other criminal-type of behavior)
- Inform and help prepare the beginning educator for upcoming events such as open-house, parent-teacher conferences, grade reports, and etc.

E. Support for Beginning Teachers

There should be a minimum of 15-20 hours of interaction each year with mentors. The interactions with mentors focus are ongoing and focus on the Phases: Anticipation (August), Survival (September & October), Disillusionment (November to January), Rejuvenation (February – March), Reflection (April – May) and Anticipation. The mentor will direct and assist the beginning educator with the following learning projects over two years:

- Setting goals and in defining hopes
- Classroom management, ITS #6
- Planning and Preparation, ITS #3
- Instruction, ITS #4
- Professional Responsibility, ITS #8
- Content Knowledge, ITS #2
- Monitoring Student Learning, ITS #5
- Student Achievement, ITS #1
- Professional Growth, ITS #7

While each *Journey to Excellence* learning project focuses specifically on an Iowa Teaching Standard, the beginning educator will have the opportunity to shape projects to meet his or her own needs. When needed and desired, learning projects can be completed a second time. The focus of action research on the Iowa Teaching Standards and those of formative performance assessments will help develop the competence of the beginning educator.

The purpose of learning projects is to build a good foundation for future practice by examining performance, understanding the Iowa Teaching Standards and Criteria, and continuing professional learning.

These projects may be used as evidence in the Comprehensive Evaluation, if the beginning educator wishes. Project outlines are included on the following pages. A detailed version of directions has been developed for use by beginning educators and mentors.

In addition to the Journey to Excellence curriculum, additional support to beginning educators will be provided locally through building principals.

Mentors and Beginning Educators need time to meet, conference, observe and learn. It is expected that some of this will occur before, after, and during the student day. To provide enough time for observation, release time will be provided to each mentor/ beginning educator pair per each semester. These times must be approved by the principal.

Released time might be used:

- By the mentor to observe the beginning educator teaching and provide feedback
- By the beginning educator to observe the mentor teaching
- By the beginning educator to observe successful/effective practice of other teachers
- By the mentor and beginning educator to engage in learning-focused conversations

F. Supportive Organizational Structure

- 1. Includes released time for mentors and beginning educators to plan.*

The district will support the implementation and sustaining of the program by providing each mentor-beginning educator pair release time each semester to allow beginning teachers and mentors the opportunity to observe instructional lessons in classrooms and for time to reflect and discuss the learning projects. This time will be considered in district professional leave and will be coordinated with the building principal to guarantee that coverage is provided for teachers in their absence.

- 2. Supports the demonstration of successful/effective classroom practices.*

Beginning educator growth planning is included in the learning projects.

- 3. Allows for beginning educators to observe successful/effective teachers' practices, and receive feedback.*

The focus of the program is based on action research projects centered on the Iowa Teaching Standards and Criteria. The beginning educator will have the opportunity to study and observe successful teaching of the mentor and others as well as be observed and coached. These observations will allow new teachers and mentors the opportunity to discuss specific teaching strategies and how to effectively facilitate them in the classroom.

- 4. Allows for mentors to observe beginning educators' classrooms and provide feedback.*

An important role of the mentor is to observe the beginning educator and his/her work, hold learning-focused conferences, and guide the educator in self-assessing performance using [A Framework for Understanding the Iowa Teaching Standards and Criteria](#).

- 5. Determines who will be in the mentor/beginning educator partnership.*

Mentors will be assigned to beginning educators by building principal.

- 6. Supports the roles and responsibilities of the mentor.*

AEA 14 will provide a program facilitator and six days of mentor preparation. School principals and staff are encouraged to design a building support effort for beginning educators that includes components of networking, acculturation, orientation, etc.

- 7. Allows for the dissolution of the mentor/beginning teacher partnership. It is critical to monitor partnerships and address mismatches or conflicts as soon as possible.*

In the event that a new teacher / mentor relationship is not successful, it is recommended that the beginning teacher and/or mentor seek intervention through the District or AEA facilitator. The District or AEA facilitator can provide the support or mediation to ensure the success or dissolution of this mentoring partnership.

Realizing that mentoring relationships that are not successful may be a reflection of a difference in style, the mentor/beginning teacher relationship may be changed or dissolved at the request of either party. If it is determined that a different mentor should be assigned, the building administrator will make that final decision and selection after consulting with the District or

AEA facilitator. A ‘pool’ of mentors at the district level would provide the flexibility if a need for reassignment occurs.

Facilitator for mentoring and induction programs:

Each District or AEA must have a local program facilitator who coordinates the work of mentors with beginning educators. This person coordinates training and preparation of mentors, assists in the selection and assignment of mentors with beginning educators and completes needed reports.

District Facilitator:

Name: _____ Mark Weis _____

Assignment: __ 641-347-8421 _____

Address: _ 1916 High School Drive Afton, Iowa 50830 _____

E-Mail: ___ mweis@east-union.k12.ia.us _____

Phone: __ 641-347-8421 _____

The duties and responsibilities as follows:

Definition and recommended duties:

As defined in Chapter 83, Iowa Administrative Code Rules, **281--IAC 83.2(284)**

“District facilitator” means an individual in Iowa who serves as a coordinator for district mentoring and induction program.

Legislation in 2001 required all public school districts have a mentoring and induction plan for new teachers and legislation in 2002 required that AEAs have a mentoring and induction plan for employees who meet the definition of teacher/educators.

Facilitator duties adapted from the original Teacher Quality legislation, 2001:

1. Submits the proposed board plan and costs to the board and the department for payment.
2. Oversees the implementation of the board plan.
3. Assures that the plan meets the goals for the program as set forth in the board plan.
4. As a district facilitator, works collaboratively with the area education agency and post-secondary institutions in preparation and implementation of the board plan.
5. Places beginning teachers participating in the program in a manner that provides the opportunity to work with at least one mentor. Whenever possible, there should be opportunities to work with other mentors in the district.
6. Act as a liaison between the district/AEA and the department.
7. Submits any plan revisions to the department for approval.
8. Assures that the district mentoring and induction plan is kept on file locally as an amendment to the CSIP.
9. Serve as the key communication contact for mentoring and induction in the district or AEA with the department.

G. Program Evaluation

The program evaluation process will evaluate district success in meeting program goals, provide for program revisions, and include a procedure for how information will be shared with stakeholders. Beginning educators, mentors, and principals will complete a questionnaire annually. Feedback will be

gathered at all trainings, each mentor meeting and each beginning educator session with results analyzed by the program facilitator.

Questionnaire and feedback results will be analyzed by the Facilitator in preparation for training/meetings and to determine program revisions.

Goal #1: To promote excellence in teachers as described in the Iowa Teaching Standards.

At the end of the year, beginning educators will be asked to complete an open-ended survey, about each Iowa Teaching Standard addressed in a learning project this year.

Goal #2: To enhance student achievement

The district and school monitor student learning and achievement data, but may have difficulty linking academic progress directly to the mentoring and induction program. . However, samples of formative data used to inform instruction and discussed during learning focused conversations may provide snapshots of student achievement gains within units of study. These samples could provide some insight into the impact of mentoring efforts on student achievement.

Goal #3: To build a supporting environment for beginning educators.

This topic will be addressed in the annual program questionnaire given to mentors, beginning educators, and principals.

Goal #4: To increase retention of promising beginning educators.

Retention data will be collected annually with a report showing the retention pattern over time. Participant interviews will provide data about program effectiveness and determine reasons for transfers or resignations

Goal #5: To promote the personal and professional well-being of classroom teachers.

This topic will be addressed in the annual program questionnaire given to mentors, beginning educators, and principals.

Goal #6: To support continuous improvement and growth of beginning educators and mentors.

This topic will be addressed in the annual program questionnaire given to mentors, beginning educators, and principals.

Using the evaluation, changes will be made as needed.

An annual Mentoring and Induction report based on participant and program data will be prepared and be shared with District Administration, Teacher Quality Committee, and the Board of Directors and other upon request. . Program adjustments will be based on the results of program evaluation data.

Forms

District/AEA Name

Mentor Application Process

Mentors must meet the following requirements (anyone may apply):

- Employed or a retired individual who holds a valid license issued under Chapter 272
- Individual must have a record of four years of successful teaching experience
- Must have completed probation
- Must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers

Applications are submitted to the building principal.

All candidates who meet the requirements will be interviewed.

Expectations of Mentors

- Attend the Intro Day with their beginning educator
- Complete the *Journey to Excellence* mentor training and preparation (four days the first year and 2 days the second year).
- Guide the beginning educator through the Learning Projects
- Provide assistance to the beginning educator as needed
- Meet with the beginning educator at least weekly (collaboration time)
- Complete program evaluation surveys and progress reports
- Develop a trusting relationship with the beginning educator and keep beginning educator's concerns and issues confidential. (Except child abuse or other criminal-type of behavior)
- Inform and help prepare the beginning educator for upcoming events such as open-house, parent-teacher conferences, grade reports, and etc.
- Assist the beginning educator in assessing his/her performance (mentors are not evaluators)

Mentors are paid \$500 per semester for mentoring of beginning educator.

Mentors work under the guidance of the building principal.

District/AEA Name

Mentor Application

Name: _____ **Date:** _____

Current Assignment: _____

Address: _____

E-mail: _____

Phone: _____

Teaching History:

Educational Background:

Please describe your professional commitment to both the improvement of teaching and learning and the development of beginning teachers:

Other Information:

I certify that all information in this application is accurate.

Signature

Date

