**2016-17 Mentoring and Induction Plan**

***218—83.3(284) Mentoring and induction program for beginning teachers***

**District:** Perry Community School District

**District Facilitator**: Kevin Vidergar, Director of Teaching and Learning and Shannon Cline, Teacher Leadership and Mentor Coordinator

**Mentoring and Induction Program goals:**

The Perry Community School District (PCSD) teacher leadership program hopes to serve new teachers in the following ways:

1. Mentees will be given the opportunity to observe experienced/model teachers.
	* Instructional coaches will cover classrooms to allow new teachers to observe an experience/model teacher once per quarter.
2. Mentees will be given two years of support from an assigned mentor.
	* Mentors and mentees will complete documents to log meetings, topics discussed and completion of artifacts for mentee’s portfolio.
	* Mentors and mentees will complete monthly checklists that will allow discussions about all aspects of teaching and learning.
3. Each mentee will spend planned time with a trained mentor.  The trained mentor will provide coaching and support.
	* Mentors and mentees will meet formally weekly (or more), informally as needed, and quarterly as whole group of new teachers to the district.
4. Ongoing observations where mentors observe the mentee classroom will take place once a month.  Feedback will be given.  More observations and reflective conversations are encouraged.
5. Ongoing professional development and networking opportunities will be provided by the PCSD teacher leadership team.
	* Mentors and mentees will meet quarterly. Separate meetings will be held for mentors and mentees to allow training and conversations where needed.

*Please provide a description of each of these required components of the district or AEA M&I plan:*

**1. A two-year sequence of content and activities 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.**

During the first year of teaching, the mentoring program emphasizes how to start the new school year off right by focusing on the following:

* effective and positive classroom management strategies (e.g., effective physical arrangement of the classroom; establishing routines for all aspects while students are in the classroom; attire and how it influences first impressions of students, colleagues, and administrators, etc.),
* the importance of and strategies for building relationships and rapport with students and their families,
* strategies for effectively responding to and managing difficult behaviors,
* understanding the phases that new teachers typically experience during their first year of teaching and in particular, strategies for effectively responding to stress,
* the importance of growth mindset and reflection,
* peers and colleagues,
* the Iowa Teaching Standards,
* ethics and professionalism,
* introducing Perry’s framework for ensuring learning, the importance of content and language objectives; basic instructional strategies that are effective and common across the district and/or school, and
* preparing for a new school year.

During the second year of teaching, the mentoring program revolves around Perry's framework for ensuring learning. Learning is focused on five essential questions:

(1) How will we ensure students and adults feel safe to learn and try new things?

(2) What do we want all students to learn, know, and be able to do?

(3) How will we know they have learned it?

(4) How will we teach it?

(5) How will we respond when they struggle or don't learn? and How will we respond when they have already learned it?

In addition to discussions on the specific questions listed above, second year teachers learn about learning progressions, strategies for embedding technology in daily lessons, monitoring, assessment and feedback, essential questions, planning rigorous instruction through designing units, selecting curricular resources and instructional strategies, supporting struggling students before, during, and after instruction.

Teachers that are in their first or second year, or are veteran but new to Perry meet with their mentors at least once a week to engage in lesson planning, design and delivery, and other professional learning as directed by the building or district. Mentors and mentees also meet monthly to observe each other and model teachers.

During both years, mentees will meet formally with the Teacher Leadership and Mentor Coordinator, and the instructional coaches, prior to the beginning of the school year, once each quarter, and once after the school year had ended. These meetings include time for teachers to network as well as learn about the district and address the topics listed above. The table below shows when these meetings occur for the 2016-17 school year.

 First year teacher Second year & new teachers

|  |  |  |
| --- | --- | --- |
| Wednesday, Oct. 5 | * Understanding yourself
* Getting off to a great start
 | * Needs Assessment: What do you need most?
* Safe, respectful, well-organized learning environment
 |
| Wednesday, Dec. 14 | * Building relationships with students
* Developing processes and procedures for classroom management
 | Monitoring, assessment, and feedback that guide and inform instruction and learning |
| Wed. Feb. 15 | * Managing difficult behaviors
* Tackling curriculum management
 | * Coherent Learning Progression
* Strategies, Resources, and Technologies that Enhance Learning
 |
| Wed. May 10 | * Incorporating assessment
* Engaging Students in the classroom
* Ending strong and preparing for a new school year
 | * Challenging, rigorous learning experiences
* Interactive, thoughtful learning
* Creative, problem-solving culture
* Ending strong and preparing for a new school year
 |

Finally, instructional coaches, the building principals, and the Director of Teaching and Learning provide support through classroom observations and walk-throughs.

The content for the class sessions and conversations among mentors and mentees is based on the following:

* *Thriving as a New Teacher*. (2016). John and Sheila Eller
* *How to Support Struggling Students*. (2010). Robyn R. Jackson and Claire Lambert
* *Coaching and Mentoring First year and Student Teachers*. (2013). India J. Podson and Vicki Denmark
* *Coaching Classroom Instruction*. (2013). Robert Marzano and Julia Sims
* *What Great Teacher Do Differently: 17 Things that Matter Most*, 2nd Edition (2011). Todd Whitaker
* *The Highly Effective Teacher.* (2016). Jeff C. Marshall
* *The Art and Science of Teaching.* (2009). Robert Marzano

**2. Mentor training that is designed to reflect effective staff development practices and adult professional needs 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.**

Mentors are supported during the school year through quarterly meetings faciliated by the Teacher Leadership and Mentor Coordinator with support from the Director of Teaching and Learning and the Instructional Coaches. Mentors also receive support through informal meetings with instructional coaches. For example, at least once each month, an instructional coach will take the classroom of a mentor so that mentor can then observe in his/her mentee's classroom. A different instructional coach will accompany the mentor during this observation in order to coach the mentor on what to look for during the observation as well as plan the follow-up conversation between the mentor and mentee.

Meetings with Mentors

1. August 8 -- 5 hours
	1. Review the inservice schedule for Aug. 8, 9, and 10 & make ensure all mentors can do the things listed.
	2. Review mentoring program goals and expectations
	3. Introduce the district checklist & review lists for August through December
	4. Fill out logs with mentee meetings. New teacher cycle.
	5. Share plans for earning credit
	6. Share what to do if you and your mentee are not getting along
2. Dec. 7 -- 1 hour
	1. Review checklist for January & February
	2. Inform them of conferences (Des Moines in January)
	3. New teacher cycle
	4. Ensuring learning
	5. Helping with how to improve PT Conferences
	6. Classroom management resources
	7. Vignettes
3. Feb. 22 --  1 hour
	1. Review checklist for March through May
	2. New teacher cycle
	3. Reflect classroom management resources
	4. Vignettes
4. May 17 --  1 hour
	1. Gather feedback on checklists
	2. New teacher cycle
	3. Feedback on the program/class
	4. Plans to improve for next year
	5. How to finish strong

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**3. A process for mentor application and selection.**

The Teacher Leadership Committee organized the application and selection process for teacher leadership positions. The committee reviewed the application process with building leadership teams and the District Leadership Team to ensure input from a variety of stakeholders in addition to reviewing exemplars identified by the Iowa Department of Education.

Step 1: A teacher may apply for any position if s/he has taught at least three years and taught in the Perry for at least one year. Applicants will complete a cover sheet and respond to a set of screening questions. On the cover sheet there is a place to indicate the position(s) that the applicant is applying for. Applications are submitted to the Teacher Leadership & Mentor Coordinator (except for year one or when hiring a new Teacher Leadership & Mentor Coordinator. When that happens, applications are submitted to the Superintendent). Only complete applications will be considered for Step 2. After the due date, completed applications for mentors and PLCs facilitators are given to the building principal and applications for Instructional Coaches are given to the Director of Teaching & Learning.

Applicants will share evidence of their level of effectiveness and professional growth as part of the screening questions. Applicants will submit a copy of their Individual Teacher Professional Development Plan in which they share professional growth goals and steps taken toward those goals. Applicants will also share ongoing professional growth opportunities that they’ve attended and how they have implemented things that they’ve learned. Applicants will share their level of effectiveness during the interview with the selection committee.

During this time selection committees are formed. The next section contains information on the composition of the selection committees and how they are formed.

Selection Committees

There will be 3 selection committees: one representing the elementary, one representing grades 6-12, and the third representing the district. The district committee will be composed of members of the two building-level committees. Each committee will consist of a simple majority of teachers with a minimum of 5 and maximum of 7 members (e.g., three to five teachers and one to two administrators).

Any teacher in the district, other than those applying for a teacher leadership position, will be invited to serve on a selection committee. After the sign-up period ends a list of interested teachers will be created for each committee. If there are more than five teachers interested in serving, all teachers at that level (i.e., elementary and secondary) will vote on which teachers will actually serve on the committee.

The selection committees will be:

• elementary or secondary-based for selecting PLC leaders, Instructional Coaches that will work at that level, and mentors, and

• district-based for selecting the Teacher Leadership & Mentor Coordinator.

If a candidate is not selected for the Teacher Leadership & Mentor Coordinator and the committee determines that the person would serve well in another teacher leadership position, committee members will recommend that applicant to the appropriate building or level committee for a different position.

Step 2: Prior to the interviews, all committee members will review each candidate’s application and score responses using a rubric.

Step 3: Applicants who score between a 19 and 21 on the rubric are interviewed. Interview questions include a core set plus questions tailored to each leadership position. Responses are scored using a rubric. During the interview, the committee can follow up with questions based on the written application.

Step 4: Consensus of the committee determines which candidates will be in each open position. If an applicant has applied for more than one position, the selection committee will recommend the applicant for the most appropriate position.

Step 5: Each committee will share recommendations with the Superintendent.

Step 6: The Superintendent will make final hiring recommendations to the Board of Education.

**4. Describe the placment of beginning teachers and mentors.**

Mentors are selected based on their experience, craftsmanship, and willingness to coach teachers new to the district. Administrators strive to match new teachers with mentors in the same grade level and content area. However, this is not always possible. When this happens, mentors are selected based on their skills and perceived compatibility with the new teacher. Both mentors and mentees are supported by the Coordinator of Teacher Leadership and Mentoring, Instructional Coaches, and the Director of Teaching & Learning.

**5. Describe the process for dissolving mentor and beginning teacher partnerships.**

Although Perry administrators strive to pair compatible mentors with new teachers, occasionally the mentor/mentee relationship is not working. When this happens, either the mentor or mentee can approach the Coordinator of Teacher Leadership and Mentoring, an instructional coach, building administrator, or the Director of Teaching & Learning to share the situation. Next, the Coordinator of Teacher Leadership and Mentoring will meet with the mentor or mentee (who ever made the request for a new partner) to gather more information about the situation. Based on the situation, the Coordinator may also meet with the other person. After gathering information, the Coordinator will speak with the principals and the Director of Teaching and Learning about dissolving the current mentor/mentee relationship and creating a new one with a different mentor and mentee.

**6. 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,**
* **Constructive feedback**

Organizational support for release time and activities for mentors and beginning teachers is provided in a number of ways. First, both mentors and mentees participate in quarterly meetings as described under questions 1 and 2. Next, at least once a month instructional coaches will visit mentor and mentee classrooms to release those teachers to observe in each other’s rooms as well as observe a model teacher. Mentors will be accompanied by a different instructional coach who will then engage the mentor in debriefing the observation and planning the conversation with the mentee. Mentors and mentees will also meet weekly to discuss how things are going and reflect on learning and teaching through a structured conversation.

Finally, mentors and mentees will have opportunities to attend professional learning together (e.g., PLC conference each summer)

**7. Evaluation process for the program to include an evalution of the district or AEA program goals.**

The Perry CSD Mentoring program is built around five primary goals, which are listed below. For each goal, evidence is collected to evaluate progress toward that goal.

1. Opportunities to observe experienced (model) teachers.

* Observations will occur at least once per quarter with additional observations scheduled as needed by either the mentor or mentee. In additon, these observations will be conducted by the mentee and mentor together, unless the mentee is observing the mentor's classroom. Instructional Coaches will cover rooms to allow mentors and mentees to conduct these observations. This goal will be evaluated through documenting the frequency of observations completed by each mentee/mentor pair and who they observed.

2. Provide two years of support for teachers new to the district.

* This goal is met in several ways: meetings with the Teacher Leadership and Mentor Coordinator for all teachers new to Perry in August, once each quarter during the school year and once at the end of the school year; weekly meetings with a mentor for teachers in their first and second years of teaching; bi-weekly to monthly meetings with a mentor for veteran teachers new to the district; observations by and meetings with instructional coaches; and meetings with building and district administrators. Evaluation of this goal occurs through documentation of the schedule and content for each meeting. Mentees provide feedback after each quarterly meeting that will be used to help plan the following meetings. During the last quarter of each school year, mentees and mentors will complete a short survey designed to gather their thoughts on what worked well during the school and what needs improving. At the end of each school year, mentees meet with instructional coaches to discuss the support received during the school year, what went well and was effective, and what needs to be improved. Mentors have a similar meeting with the instructional coaches.

3. Regular time spent with a trained mentor to provide coaching and support.

* The expectation is that teachers in their first or second year of teaching will meet with their mentor weekly. Veteran teachers new to the district are supported through meeting with a mentor at least bi-weekly.This goal is evaluated through logs kept by the mentors and instructional coaches. The logs document the frequency of meetings.

4. Ongoing observations where mentors observe the mentee classroom and give feedback.

* The expectation is that the mentor will observe his/her mentee at least once each quarter. This goal is evaluated through logs kept by the mentors and instructional coaches. The logs document the frequency of observations.

5. Ongoing professional development and networking opportunities.

* This goal is evaluated through meeting agendas for frequency, feedback from participants collected after each meeting, and conversations at the end of the school year as mentioned previously.