

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.
4. 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.
5. Describe your process for mentor application and selection.
6. Describe the process for dissolving mentor and beginning teacher partnerships.
7. 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
8. 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.