2016-17 Mentoring and Induction Plan

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

I. **The Lone Tree Community School District has established a Professional Mentoring Program to support teachers who are new to the profession to function more effectively and to grow professionally in support of student learning. Goals for the Lone Tree Community School Mentoring and Induction Program are:**

   A. To engage competent and caring teachers in an ongoing system involving research, application, and evaluation.
   B. Accelerate teacher effectiveness through professional development and peer realationships.
   C. To mentor beginning teachers in their professional development to assume educational leadership within the learning community.
   D. To improve student performance by promoting excellence in instruction.
   E. To increase retention of competent professionals by building mutual respect, collaborating while working toward a common goal, and promoting personal and professional well-being among professionals in the field of education.

II. **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:**

   A. Developing and enhancing competencies for the Iowa Teaching Standards
   B. Providing research-based instructional strategies, and
   C. Reflecting the needs of the beginning teacher employed by the district or area education.

   Beginning Teachers (Year 1) will attend a New Teacher Professional Development Day prior to the beginning of the school year. This will be a full day of instructional coach led professional development focusing on the essential components of the PLC process. The PLC process is the instructional model that is used at the Lone Tree School District to lead teacher development. Throughout the school year, school is dismissed at 2:00 PM on Wednesday to ensure all teachers are provided with time to focus on the instructional components of core classroom instruction. The design allows for teachers to collaborate and develop a common understanding, skill development, and application of instructional strategies with on-site follow-up and coaching from the instructional coaches.

   In addition to the Lone Tree Community School Professional Development time, Beginning teachers (Year 1 and 2) will attend eight sessions throughout the year that focus on the Iowa Teaching Standards. Feedback from prior first year teachers demonstrates that there is a need for in depth understanding of the Iowa Teaching Standards and these sessions focus on that feedback.

   The content of these sessions will come from <u>A Framework for Understanding the Iowa Teaching Standards and Criteria</u> which is based off the work of Charlotte Danielson. Professional Learning Community training comes from <u>Professional Learning Communities at Work</u> by Dufour&Dufour. The sessions will include the following topics:

   1. Session 1: <u>Starting the School Year</u> (Standard 6)

      a. Developing the mentor/mentee relationship

b. Foundational practices for the beginning of the school year
c. Establishing classroom expectations and procedures through teaching, modeling, practice, and reinforcement (Standard 6)
d. Implications of the Code of Ethics in Education – attire, first impressions, social media relationships, etc. (Standard 8)
e. Overview of the Iowa Teaching Standards and Criteria
f. Identify artifacts for the portfolio

2. Session 2: <u>How do we build relationships with parents and students</u>? (Standard 1)

   a. Building expectations for communication: responding to emails, notes home, phone calls, social media
   b. Providing effective feedback to students (Standard 5)
   c. Communicating behavioral, social and academic needs/concerns to parents (Standard 5)
   d. Facilitating a parent/teacher conference (Standard 1)
      (1) Activity: Observe and discuss a video of a parent/teacher conference; Discuss the positive points; Discuss things that may be done differently
   e. Code of Ethics: appropriate use of social media (Standard 8)
   f. Iowa Teaching Standards and Criteria
   g. Identify artifacts for the portfolio

3. Session 3: <u>Planning and preparing for instruction for ALL students</u> (Standard 3)

   a. Know and understand the developmental needs, backgrounds, and interests of all students when planning for instruction (Standard 3)
   b. Read Chapter 2 from the <u>Highly Engaged Classroom</u> by Marzano. Develop a classroom inventory to provide a structured opportunity to highlight the interests and accomplishments of all students. (Standard 3)
   c. Design and implement a lesson plan that includes information from the students' inventories. Reflect on the lesson with your mentor. (Standard 3)
   d. Iowa Teaching Standards and Criteria
   e. Identify artifacts for the portfolio

4. Session 4: <u>Using data and reflection to monitor student learning</u> (Standard 5)

   a. Understand the role of formative and summative assessment and the purposes of each
      (1) Analyze FAST, Delaware Screener, or MAP data to guide small group instruction
   b. Help the students understand the data and create individual goals
      (1) Monitor goals
      (2) Reflect on the goals and progress with students
   c. Work collaboratively with your mentor to develop small group instruction plans to meet the needs of all kids (Standard 7)
   d. Iowa Teaching Standards and Criteria
   e. Identify artifacts for the portfolio

5. Session 5 and 6: <u>Competence in the content</u> (Standard 2); and <u>Meeting the multiple learning needs of student</u> (Standard 4)

   a. Understand the four questions in the PLC process
      (1) What do we want our students to learn?

        (2) How will we know they are learning?

        (3) How will we respond when they don't learn?

        (4) How will we respond when they already know it?

    b. Collaborate with the mentor to develop learning targets and progressions

        (1) Choose a standard

        (2) Identify key terms and information

        (3) Determine learning targets

        (4) Determine rigor of learning targets

        (5) Discuss instructional strategies

        (6) Scale learning targets

        (7) Discuss assessment strategies

        (8) Develop learning progression document

    c. Iowa Teaching Standards and Criteria

    d. Identify artifacts for the portfolio

6. Session 7: <u>Engage in professional growth</u> (Standard 7)

    a. Introduce a learning progression in the classroom

        (1) Mentor will record the lesson

        (2) Mentor/mentee will watch the lesson together

        (3) Discuss and reflect on the lesson

    b. Iowa Teaching Standards and Criteria

    c. Identify artifacts for the portfolio

7. Session 8: <u>Reflection and looking ahead</u>

    a. Portfolio requirements

    b. Celebrate successes and reflect on challenges

    c. Feedback for mentor/mentee improvement

    d. Iowa Teaching Standards and Criteria

    e. Identify artifacts for the portfolio

III. 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:

A. The nature of the mentor and Beginning Teacher relationship focuses on the Iowa Teaching Standards and providing instructional support to beginning teachers. Lone Tree School uses the PLC model to support all teachers through professional development on a weekly basis. In order to be effective, teacher leaders and mentors must thoroughly understand the needs of beginning teachers in relation to classroom instruction and the PLC process, the roles and responsibilities of the mentor and mentee, as well as best practices and exemplars that demonstrate the competence of meeting the Iowa Teaching Standards. In an effort to support beginning Teachers Lone Tree Community School only appoints experienced teachers who have a proven record of classroom performance and are active in our professional development and teacher leadership. Mentors meet no fewer than eight times as a single unit during the school year; participate in up to 20 hours of teacher leader training during the school year; and meet for eight, three-hour sessions in the summer for professional development. The following outcomes frame our Mentor preparation:

1. <u>Understanding and Meeting the Needs of the Beginning Teacher</u> (In the Beginning)

   a. Beginning Teacher Survey
   b. Establishing goals and parameters of the Mentor/Beginning Teacher relationship
   c. Being home at Lone Tree Community School (Redbook/Access/Peers)
   d. Getting Ready for the First few Days (<u>First Days of School</u> by Harry Wong)
   e. Understanding the Eight Iowa Teaching Standards (<u>A Framework for Understanding the Iowa Teaching Standards</u> by ISEA and Danielson)
   f. The Portfolio

2. <u>Understanding the Professional Learning Community</u> (<u>Professional Learning Communities at Work</u> by Dufour, Dufour, & Eaker)

   a. "What is a Professional Learning Community?"
   b. "The Challenge of Cultural Change"
   c. "School Reform"
   d. "Assessment and Intervention"

3. <u>Understanding Standards-based Education (Part I)</u> (<u>The Highly Engaged Classroom</u> by Marzano&Pickering)

   a. From tradition to standards – a conceptual change
   b. The commitment to standards
   c. Finding resources
   d. An instructional Change
   e. The importance of assessment

4. <u>Understanding Standards-based Education (Part II)</u> (<u>Collaborating for Success with the Common Core</u> by Bailey, Jakicic, Spiller)

   a. Unpacking Standards (What do we want students to learn?)
   b. Finding Resources
   c. Formative Assessment (How do we know if they have learned it?)
   c. Instructional Strategies (What do we do if they did not learn it?)
   d. Instructional Strategies (What do we do if they did learn it?)
   e. Assessments/Rubrics

5. <u>Understanding Teaching</u> (<u>The Art and Science of Teaching</u> by Marzano)

   a. Differentiation (<u>The Differentiated Classroom</u> by Tomlinson)
   b. Data-driven decision-making
   c. RTI
   d. Rubrics
   e. Talented and Gifted
   f. Special Education (IEP)

6. <u>Understanding and Meeting the needs of the Beginning Teacher</u> (Nearing the End)

   a. Coaching (<u>Peer Coaching</u> by Robbins)
   b. Observations and feedback (I am on video)
   c. Career Development Plans
   d. Completing the Portfolio

IV. Describe your process for mentor application and selection.

There are two ways that teachers may be selected for a mentoring position. One is through Teacher application; the other is through administrative request as Lone Tree Community School frequently has more mentoring positions available than mentors. There is an interview with the building administrator prior to any appointment. A teacher is required to have four years of teaching experience and may mentor during their fifth year. Our preference is that the mentor has been part of our Teacher Leadership training that has been offered to all of our teachers for the past three years. The training allows an intense interaction as teachers collaborate, get to know one another (personality), and build stronger working relationships with peer teachers. The following checklist provides a framework of characteristics that Lone Tree Community School deems necessary to be a successful mentor.

1. Demonstrates interpersonal and communication skills

   a. Can differentiate instruction amidst diverse learner needs and promote learning for all
   b. Creates a classroom community of tolerance and acceptance
   c. Understands and translates research and theory into practical application
   d. Uses multiple approaches to teaching and learning
   e. Uses technology to deepen learning
   f. Demonstrates research-based classroom management skills
   g. Demonstrates appropriate content knowledge and pedagogy
   h. Has successful teaching experience
   i. Willing to work collaboratively and share instructional ideas and materials with beginning teachers
   j. Is respected by peers and leaders for professional knowledge and skills

2. Understands the Professional Learning Community and Standards-based Education

   a. Understands the importance of unpacking standards, research of materials, differentiation, multiple teaching strategies, rubrics, assessments, and the importance of data to inform and improve instruction
   b. Demonstrates knowledge of the state assessment system

3. Professional Development

   a. Pursues professional development opportunities
   b. Demonstrated commitment to personal and professional growth and learning
   c. Willing to participate in professional preparation to acquire the knowledge and skills needed to be effective
   d. Seeks feedback on own practice
   e. Has experience presenting to or instructing adults

4. Personal Qualities

   a. Takes initiative and follows through with responsibilities
   b. Is reflective and coachable
   c. Sets high expectations for self and others
   d. Respects confidentiality

e. Believes everyone has the capacity and desire for growth
f. Manages time well

V. Describe the placement of beginning teachers and their mentors.

Teachers who are selected for a mentor position are matched with beginning teachers using criteria which include, but are not limited to, the following considerations:

A. Grade Level (Elementary) or Content Area (Secondary)
B. Maintain Established Relationships (Year 2)
C. Familiarity with Expressed Personal Needs
D. Other Factors such as scheduling, extra-curricular involvement, building proximity

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

Beginning Teacher and Mentor partnerships are continually monitored so that differences may be addressed as quickly as possible. If problems arise between the beginning teacher and mentor to where there is concern about the relationship, an initial conversation will be facilitated between the building level principal and each participant to learn the impact the concern may have on either teacher. A triad meeting may be appropriate to determine whether or not the mentoring relationship shall be maintained. Follow-up communication between the beginning teacher, mentor, and building level principal will take place within 2-4 weeks following the initial conversation, or sooner if it is necessary. If it is determined that the beginning teacher/mentor match is unsuccessful and the relationship needs to be dissolved, the building level principal will work to facilitate the transition to a new mentor.

VII. 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).*

While Lone Tree Community School realizes the importance of the learning that takes place for Beginning Teachers in our professional development training sessions, PLC Team meetings, and mentoring meeting sessions, we also support the practice of teaching for Beginning Teachers. Our teacher development extends to the classroom by providing organizational support for Beginning Teachers by providing opportunities for release time and collaborative activities for Mentors and Beginning Teachers. We address Planning, Demonstration of Classroom Practices, Observation of Teaching, and Collaborative Feedback as support.

1. <u>Planning</u> – Common planning time is a schedule priority for teachers of like content areas in the Secondary and same grade levels in the Elementary. At the Secondary level, additional planning time is built into our six (6) day schedule with Science, Reading, and Math, each sharing two additional planning periods every six days. If the Mentor comes from outside the grade level or content area and release time is needed, the teacher who is free will serve as a sub for a period so that the Mentor may collaborate or observe the Beginning teacher.

2. <u>Demonstration of Classroom Practices/Observation of Teaching</u> - During our Mentor/Beginning Teacher Training sessions, part of the session discusses teaching strategies and best practices as they relate to the teaching standards. During the weeks that follow, Mentors work with Beginning Teachers to practice strategies related to teaching standards. Mentors and Beginning Teachers are encouraged to observe one another and co-teach in an effort to practice and implement strategies. Beginning Teachers and Mentors are always granted release time (upon request) that may range from a single class period to a large portion of a day depending on the need or goal.

3. <u>Collaborative Feedback as Support</u> - Mentor and Beginning Teachers are encouraged to carry out follow-up meetings to provide feedback on observations and to plan for future implementation. Release time may be requested for collaborative meetings.

VIII. 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.

The Mentoring Program at Lone Tree Community School is evaluated in a number of ways including teacher retention rates, student learning data, satisfaction data/feedback from professional development events, and New Teacher interview questions at the end of the first and second year of service. information from these sources is analyzed and we are more than willing to adjust our Program to the needs of Beginning Teachers.

Program Evaluation of the Mentoring Program focus on three main categories: Implementation of Teaching Standards and Monitoring Program Goals.

A. Implementation of Teaching Standards

Data surrounding Implementation of Teaching Standards will be gathered administratively. This will include data about the number and content of mentor meetings with beginning teachers; the number of non-evaluative observations by mentors, peers, teacher leaders, and building level principals; observation feedback; progress toward portfolio completion; and assessment analysis. Mentors will receive ongoing feedback and coaching to meet program goals. Additional success in the implementation of standards may be realized through:

1. Principal Engagement and Support

2. Mentor and Beginning Teacher participation in professional learning, PLC, and coaching

3. Ongoing goal-setting, observation, communication

4. Beginning Teacher feedback on program value

5. Review Portfolio Progress (End Year 2)/Ongoing (Year 1,2)

B. Monitoring Program Goals

The following information is collected to assess the effectiveness of the Mentoring and Induction Program in meeting the program goals:

Goal 1. To engage competent and caring teachers in an ongoing system involving research, application, and evaluation.
<u>Data Source</u>: Beginning Teacher Portfolio; Engagement in PLC; Feedback from Beginning Teacher through Survey and/or Interview; Teacher Leader Feedback; Participation in Mentoring and Induction Program.
Goal 2. Accelerate teacher effectiveness through professional development and peer relationships.
<u>Data Source</u>: Professional Portfolio; Teacher Interview Questions
Goal 3. To mentor beginning teachers in their professional development to assume educational leadership within the learning community.

Data Source: Involvement in Teacher Leader Program (includes number of first and Second-year teachers participating in district-paid Training to Prepare Teacher Leaders; Teacher Leader feedback on Beginning Teacher participation in PLC work; Characteristics of the Standards-based classroom are evident in the classroom

Goal 4. To improve student performance by promoting excellence in instruction.
Data Source: Iowa Assessment data; district-wide data such as FAST, ACT/PLAN, IXL Assessment, MAP Testing. Lone Tree Community School is looking for improved student achievement and increased number of students performing at Grade Level.

Goal 5. To increase retention of competent professionals by building mutual respect, collaborating while working toward a common goal, and promoting personal and professional well-being among professionals in the field of education.
Data Source: BEDS documentation and information from Human Resource on teachers leaving the district.