

## 2017-18 Mentoring and Induction Program Plan

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

### District: Ogden Community School District

#### 1. District Facilitator: David Neubauer and Jenn Peter

#### 2. Please list your Mentoring and Induction Program goals:

##### Mentoring and Induction Program goals

1. Promote personal growth and development of new and beginning teacher to improve student learning.
2. Guide new and beginning teachers to enhance competency of the seven Iowa Teaching Standards.
3. Provide non-evaluative classroom observations including reflective and constructive feedback to enhance teacher retention.
4. Provide resources for differentiated instruction, classroom management, and lesson planning.

#### 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:

Interaction and time logs of meetings are to be kept by the mentor teacher. Mentors must log a total of 16 hours with new teachers. Support for new teachers include the formal and informal interactions of the new teacher and the mentor. The interactions with the mentors should be ongoing during the year and focus on the phases of the beginning teacher's first year:

- Anticipation – August
- Survival – September and October
- Disillusionment – November to January
- Rejuvenation – February and March
- Reflection – April and May
- Anticipation – June and July

#### Year 1 and Year 2 Courses:

##### Building Capacity: Beginning Teacher (Year 1 Teachers)

Beginning teachers attend seven sessions that are held throughout the year. The research on the Phases of Beginning Teaching from Ellen Moir was foundational in the development of the content for this course as well as the predictable activities and events encountered throughout the first year of teaching. Research-based strategies are covered in each session, as well as the content within each session is

connected to the Iowa Teaching Standards. All artifacts created may be used as evidence within the beginning teacher's portfolio.

The content and application for the 15-hour course includes the following:

### **Session 1: Starting the School Year**

- The development of the mentor/mentee relationship
  - Hold a 3-way conversation among mentor, administrator and beginning teacher. Reflect after the conversation.
    - The focus of this conversation is providing support to the beginning teacher and should not be evaluative.
    - Include the following in the conversation if it has not already been covered:
      - Evaluation procedure and forms
      - Portfolio expectations (district specific expectations)
      - Mentor/mentee expectations (district specific expectations)
  - **Iowa Teaching Standard 7**
- The Phases of First Year Teaching (Ellen Moir): Research on the phases of beginning teaching.
- Essential foundational practices to beginning the school year successfully: **Iowa Teaching Standard 6**
- Evidence-based Classroom Management Practices (Simonson, Fairbanks, Briesch & Sugai): Establishing classroom expectations and procedures through teaching, practice and ongoing feedback. Design and implement 1 evidence-based behavioral practice. Provide evidence. Reflect. **Iowa Teaching Standard 6**
- Implications of the Code of Ethics in Education – attire & first impressions: **Iowa Teaching Standard 8**
- Iowa Teaching Standards & Criteria

### **Session 2: Relationships and Communication**

- Marzano's strategies for building positive relationships with students: Marzano's eight action steps for building relationships and the Two-Minutes for 10 Days Strategy. Select 1 strategy and implement. Reflect. **Iowa Teaching Standard 1e, and/or 6**
- Communication: Providing specific information and feedback to parents, students and other staff. Artifact of three different purpose and/or methods of communication. Examples: syllabus, expectations, newsletter, welcome letter, website, blog, email, staff collaboration, staff communication, etc **Iowa Teaching Standard 1 and/or 8**
- Code of Ethics: The appropriate use of social media **Iowa Teaching Standard 8**
- Iowa Teaching Standards & Criteria

### **Session 3: Classroom Organization and Best Practice in Teaching**

- Best practices in teaching (Hattie's Visible Learning & Best Practices - Arts, Reading, Social Studies, Science, Math and Writing by Zimmelman/Daniels, Better Learning Through Structured Teaching by Fisher & Frey) Design and implement a lesson plan that includes one best practice and reflect. **Teaching Standard 2, 3, and/or 4.**
- Organizing the Classroom (Rutherford): Strategies that can be used which contribute to efficiency and classroom organization. Self-assess, plan and implement. Reflect. **Iowa Teaching Standard 6**

- The Code of Ethics: Standards I, II and Chapter 26 Code of Rights and Responsibilities **Iowa Teaching Standard 8**
- Iowa Teaching Standards & Criteria

#### **Session 4: Effective Practices in the Classroom**

- Strategies for dealing with stress: Identify personal and professional stressors as well as those that are in and out of my control. Design a plan and implement strategies to manage stress. **Iowa Teaching Standard 7**
- Evidence-based Practices for Classroom Management (Simonson, Fairbanks, Briesch & Sugai): Establish a continuum of strategies to acknowledge appropriate behavior and a continuum of strategies to respond to inappropriate behavior. Develop a plan and implement an evidence-based behavioral practice. Reflect. **Iowa Teaching Standard 6**
- The Code of Ethics: Maintain confidentiality Chapter 6 (25.3) **Iowa Teaching Standard 8**
- Iowa Teaching Standards & Criteria

#### **Session 5: Using Data to Guide Our Practice**

- The role of formative and summative assessment in instruction: Design and implement a lesson including a newly learned assessment strategy. Reflect. **Iowa Teaching Standard 5**
- Conducting mutual observations: Mutually plan and implement with mentor. Reflect on the experience. Turn in artifact, including data collected from both observations, and written reflection on artifact cover sheet. **Iowa Teaching Standard 4 and/or 7**
  - Observation: Determine the focus of your observation and data collection method for both observations.
    1. You observe your mentor/teacher/instructional coach. This can be done through watching a recording of the teaching or in person. It can be you observing individually or with your mentor/teacher/coach. Review data collected and have a reflective conversation with your mentor/teacher/coach and the possible impact on own teaching.
 

**AND**

      1. You are to be observed by your mentor/teacher/instructional coach. This can be done by recording yourself and watching it with your mentor/teacher/coach or can be done in person. Review data collected and have a reflective conversation with your mentor/teacher/coach.
- The Code of Ethics: Professional integrity **Iowa Teaching Standard 8**
- Iowa Teaching Standards & Criteria

#### **Session 6: Differentiation**

- Meeting individual student needs through differentiation: Design and implement a lesson plan focusing on at least one aspect of differentiation. Reflect. **Iowa Teaching Standard 3 and/or 4**
- The Code of Ethics: Standard 4: **Iowa Teaching Standard 8**
- Iowa Teaching Standards & Criteria

#### **Session 7: Reflection and Anticipating Another Year**

- The role of reflection in planning for the future: Reflecting on successes and challenges of the first year. **Iowa Teaching Standard 7**
- The importance of celebrating successes: Strategies for celebrating personal and student successes **Iowa Teaching Standard 6 and/or 7**
- Identify areas for professional growth and continual improvement **Iowa Teaching Standard 7**
- Demonstrate reflective practices through sharing teaching artifacts **Iowa Teaching Standard 7**

**1. 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.

**Instruction for All Students Year Two Teachers**

The second-year teacher course uses Instruction for All Students second edition, by Paula Rutherford. Instruction for All Students is based on an analysis of the research on teaching and learning, and on the work of educators in schools around the world. This research is embedded throughout the text and the course. The focus of the 15-hour course is on standards-based planning and answering the question, “How do I ensure all students achieve at high levels in my classroom?”

During the sessions, the instruction on each new concept begins with a self-assessment, reflection of current practice or a strategy to activate prior knowledge. Teachers learn, discuss, analyze, practice, and apply the components of standards-based planning while making deliberate connections to the Iowa Teaching Standards throughout each session. As a result of teacher’s ongoing application between sessions, they thoroughly plan an entire unit using the standards-based education framework. Evidence created throughout the sessions and through application may be added to the beginning teacher’s body of evidence for demonstration of the Iowa Teaching Standards.

Also within the sessions, beginning teacher’s personal and professional needs are addressed. Second year teacher’s reflection on personal and professional well-being is integrated through the content taught in each session.

The Framework for Study

**Essential Question:** *How do I ensure that all students achieve at high levels in my classroom?*

**Session 1: Iowa Teaching Standard 3**

- Standard-based education (SBE)
- Overview of the Planning Process in SBE
  - What should students know and be able to do?
  - How will the students and I know when they are successful?
  - What learning experiences will facilitate student success?
  - Based on data, how do I refine the learning experiences?

**Session 2: Iowa Teaching Standard 3**

- Lesson Planning
  - Connecting to district’s current lesson planning format
  - Using the Top Ten Questions (Rutherford)
  - Exploring the Gradual Release of Responsibility Model (Fisher & Frey)
- Unit Planning Design in a Standards-Based Evaluation (SBE) Classroom

- Add detail to the SBE Planning Process Ovals
  - Identify the variables we need to consider when designing lessons or units
  - Increase understanding of what focused and thorough planning looks like in a standards-based classroom
  - Promote planning in units or chunks, instead of focusing on daily lesson plans as isolated events
- What should student know and be able to do?
  - On which content standard will the students be working?
  - What are the learning targets, objectives, learning goals, I Can statements or outcomes addressed in this unit?
- What are the big ideas, major themes, key concepts or essential understanding, embedded or which transcend the standard?
  - Given the essential to know/key concepts and ideas in Question 2, how will this unit be different from what/how I taught and asked students to do in years past? *Skip if new unit.*
  - When or where have the students encountered information about and had experiences with these key concepts/big ideas before?

### **Session 3: Iowa Teaching Standards 3 and 5**

#### **How will the students and I know when they are successful?**

- Bloom's Revised Taxonomy: Matching cognitive complexity among standards, learning targets and assessments
- Iowa Core Assessment Vocabulary
- Assessment Strategies on the Assessment Continuum
  - What would it look like when students can demonstrate that they understand the big ideas and have mastered the essential skills?
  - Which tasks/products would best demonstrate student understanding?
  - Do I already have pre-assessment data or do I need to gather more? If sufficient data, what does the pre-assessment data tell me? If not, what method shall I use?

### **Session 4: Iowa Teaching Standards 3 and 5**

#### **How will the students and I know when they are successful?**

- Determine the role of task analysis and use of data
  - What does the task analysis reveal about the skills, knowledge and level of understanding required by the task?

### **Session 5: Iowa Teaching Standard 2, 3, 4, 5**

#### **What learning experiences will facilitate student success?**

- Getting started with differentiation – a philosophical approach to thinking about meeting the needs of diverse learners
- Creating a differentiated classroom

- What methods of presentation and what active learning experiences can I use to help students achieve the standard?
- What assignments, projects and homework will help students see the relevance of the learning?
- What are the ways I can gather formative assessment data that will provide me and my students information on their progress toward meeting the standard?

## **Session 6: Iowa Teaching Standard 2, 3, 4, 5**

### **What learning experiences will facilitate student success?**

- Using an array of scaffolding options
  - Programmatic scaffolding
  - Teacher Guidance
  - Teacher Feedback and Opportunities to Respond
  - Instructional Materials
  - Lesson Design: Gradual Release of Responsibility Model
    1. What materials/resources do I need to locate to provide multiple pathways to learning?
    2. What else might I do to provide challenging and meaningful experiences to both struggling and advance learners?

### **Based on data, how do I refine the learning experiences?**

#### **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,
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### **Mentoring Matters for Mentors**

Heartland AEA 11 uses *Mentoring Matters*, as the foundation for professional learning for mentors. Mentors have the opportunity to learn and practice new skills with other mentors. As a result of the professional learning, mentors have a clear understanding of their role and are prepared for their responsibilities of offering support, creating challenge and facilitating professional vision with their beginning educators, while focusing on the Iowa Teaching Standards. *Mentoring Matters* 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. Skills in coaching, collaborating and consulting are the foundation of the training, as well as using the planning, reflecting and problem-solving templates for structured conversations. Throughout the sessions, connections are directly made with the content from Heartland's Beginning Teacher Program. *Mentoring Matters* modules are supplemented with the local school district expectations for beginning teacher competencies based on the Iowa Teaching Standards.

Content includes:

- The Mentor as Growth Agent: Offering Support, Creating Challenge and Facilitating Professional Vision
  - Overview of the mentor role
  - Understanding of the purpose of mentoring
- Phases of First Year Teaching: Strategies for guiding and supporting beginning teachers, including personal and professional needs
- A Continuum of Learning – Focused Interaction: Consulting, Collaborating and Coaching
- Maximizing Time and Attention by Attending Fully: Nonverbal Communication
- Verbal Communication
- Purposeful Paraphrasing
- Planning Conversations
- Crafting Mediatlional Questions
- Peer observation, data collection focusing on classroom/teaching demonstration and providing descriptive feedback
- Reflecting Conversations: An understanding of teacher as researcher and reflective practitioner
- Problem-Solving Conversations
- Self-assessment and goal setting

*Mentoring Matters* utilizes effective professional development practices and addresses adult professional learning needs that include awareness, research, theory, demonstration, practice, reflection, coaching and feedback. Formative assessment data is gathered during and at the conclusion of each session, and then used to make instructional adjustments and provide appropriate support.

## **5. Describe your process for mentor application and selection.**

### **Selection Process**

The minimum requirements for prospective teacher leaders are completion of three full years of successful teaching experience, with a minimum of one year as a teacher in the Ogden CSD.

The selection of mentor positions will follow a four phase process.

#### **Phase One**

Applicants are required to submit the following documents to be considered for Phase Two of the selection process.

##### **1. Resume Documenting:**

- a. A minimum of three years of successful teaching experience (one year served in the Ogden CSD)
- b. Demonstrated ability to work effectively as part of a team
- c. List of professional organizations and sources of information that provide evidence of current relevance in the teaching profession

## 2. Letter of Interest Explaining:

- a. Training and knowledge in the area of coaching/teacher leadership
- b. Previous successful experience working with adult learners
- c. Vision for coach work and professional development
- d. Awareness and understanding of the Teacher Leadership and Compensation (TLC) grant

### **Phase Two**

After the selection committee narrows the applicant pool from Phase One, prospective teacher leaders will submit:

1. A video component to provide the selection committee an opportunity to review the applicant's communication skills and content knowledge relevant to the position for which they have applied.
2. Upon reviewing the video component, the selection committee will use a rubric (to be created) to select the most qualified teachers to participate in personal interviews that will be conducted during Phase Three.

### **Phase Three**

Teacher candidates will conduct a behavior interview with the selection committee. According to Spencer and Spencer (1993), research suggests, that if developed and implemented correctly, behavioral interviews that ask candidates to describe past events in detail have a high potential to determine if a candidate has the competencies that are predictive of superior performance in a particular job. The past-event interviewing technique asks candidates to offer examples of how they thought, felt, and acted in the context of a specific, real-life, past situation, rather than asking for their opinions or philosophies about work success.

### **Phase Four**

The selection committee will meet to finalize selection and recommend these individuals to the school board, who will approve the recommendations.

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

If the relationship between mentor and mentee becomes strained, the following steps will be taken:

1. A resolution meeting with the building principal will be initiated by either the mentor or mentee.
2. The building principal will identify resources or teacher leader positions that may provide appropriate support.
3. The building principal may reassign a mentee to a different mentor.

## **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**

#### **District in-service for beginning teachers and mentors**

- Provide an overview of district initiatives
- Study district and building goals and develop short term classroom goals

#### **Use of Instructional coaches for release time for mentors**

- Provide release time for planning and observations.

#### **Networking opportunities**

- Mentors will lead new teacher workshops
- Time will be provided to team with leaders in district specifically in the areas of climate and culture
- Common Plan times will be used as available

- 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.**

The district will utilize a multi-methods approach to measure new teacher effectiveness. The following measurements include:

- Classroom observations
- Informal and formal assessments
- Video of classroom teaching
- Student created artifacts
- Teacher artifacts aligned to the Iowa Teaching Standards

Program evaluation will include:

Teachers are provided with multiple opportunities to grow professionally to continually improve their practice enabling them to meet the diverse learning needs of all students.

- Classroom observations
- Professional development participation
- Informal and formal assessments
- Interviews
- Self reflection and assessment
- Teacher artifacts aligned to the Iowa Teaching Standards
- Summative evaluations of new teachers
- New teacher retainment data