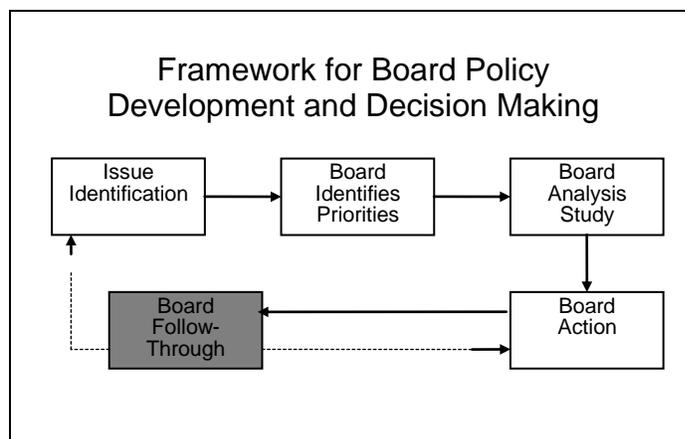


# Iowa State Board of Education

## Executive Summary

January 26, 2012



**Agenda Item:** Iowa Mentoring and Induction Program

**Iowa Goal:** All PK-12 students will achieve at a high level.

**Equity Impact:** Every new educator in Iowa participates in a two-year mentoring and induction program which is focused on the teaching standards and designed to meet the individual's needs.

**Presenter:** Mary Beth Schroeder Fracek  
Administrative Consultant  
Bureau of Teaching and Learning Services

**Attachments:** 2

**Recommendation:** It is recommended that the State Board hear and discuss this information.

**Background:** Iowa has had a statewide Mentoring and Induction Program in place since 2001. Every new educator in Iowa enters into a two-year induction program that addresses the educator's personal and professional needs and trains him or her on Iowa's eight teaching standards. A mentor is assigned to each educator – not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices. In 2007, school psychologists, nurses, social workers, and speech and language pathologists with a teaching license who are new to the profession were approved to participate in the mentoring and induction program.

## ***Teacher Retention***

The retention of new teachers in public schools and Area Education Agencies (AEAs) in Iowa has increased since the Teacher Quality Legislation was implemented. Mentoring and induction was first offered in 2001-2002.

Prior to the implementation of the teacher quality legislation, 86.3 percent of 2000-2001 first year teachers returned to teach the next year. However, 91.0 percent of 2009-2010 teachers returned to teach in 2010-2011. This was an increase of 4.7 percentage points (Table 1). The percent of second year teachers that returned to teach a third year increased from 88.8 percent for 2000-2001 second year teachers to 91.8 percent for 2009-2010 second year teachers (Table 2). The percent of 2000-2001 first and second year teachers that returned to teach the next year was 87.5 percent and the percent of 2009-2010 first and second year teachers that returned to teach the next year was 91.4 percent, an increase of 3.9 percentage points (Table 3).

The percent of first year teachers still teaching in public schools and AEAs two years after their first year also increased. For example, of the 1836 first year teachers in the base year 2000-2001, 1425 or 77.6 percent were in the classroom in 2002-2003. On the other hand, 85.1 percent of the first year teachers in 2008-2009 were still teaching in the 2010-2011 school year. This was an increase of 7.5 percentage points (Table 1). Table 2 shows that 82.0 percent of second year teachers in 2000-2001 were teaching two years later and 87.2 percent of second year teachers in 2008-2009 were teaching two years later. As shown in Table 3, 79.8 percent of first and second year teachers combined in 2000-2001 were teaching two years later and 86.2 percent of first and second year teachers combined in 2008-2009 were teaching two years later.

Also note that there has been considerable variability in the number of first and second year teachers during the last eight years. The number of first and second year teachers was greatest in 2000-2001 and decreased for the next three years. During the next four years the number of first and second year teachers slowly increased. The number of first and second year teachers decreased slightly in 2008-2009, 2009-2010, and 2010-2011.

**Table 1:****Iowa Public School and AEA First Year Teacher Retention 2000-01 to 2010-11**

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009	Teachers Returning in 2009-2010	Teachers Returning in 2010-2011
2000-2001	1836	1585 (86.3%)	1425 (77.6%)	1342 (73.1%)	1274 (69.4%)	1225 (66.7%)	1185 (64.5%)	1141 (62.1%)	1088 (59.3%)	1071 (58.3%)	1019 (55.5%)
2001-2002	1623		1413 (87.1%)	1288 (79.4%)	1217 (75.0%)	1158 (71.3%)	1093 (67.3%)	1063 (65.5%)	999 (61.6%)	970 (59.8%)	935 (57.6%)
2002-2003	1290			1143 (88.6%)	1042 (80.8%)	982 (76.1%)	931 (72.2%)	878 (68.1%)	833 (64.6%)	813 (63.0%)	769 (59.6%)
2003-2004	1452				1307 (90.0%)	1209 (83.3%)	1144 (78.8%)	1088 (74.9%)	1007 (69.4%)	986 (67.9%)	952 (65.6%)
2004-2005	1536					1411 (91.9%)	1279 (83.3%)	1209 (78.7%)	1121 (73.0%)	1068 (69.5%)	946 (61.6%)
2005-2006	1611						1465 (90.9%)	1339 (83.1%)	1223 (76.0%)	1191 (73.9%)	1138 (70.6%)
2006-2007	1694							1546 (91.3%)	1417 (83.6%)	1332 (78.6%)	1260 (74.4%)
2007-2008	1796								1674 (93.2%)	1558 (86.7%)	1483 (82.6%)
2008-2009	1555									1433 (92.2%)	1323 (85.1%)
2009-2010	1277										1162 (91.0%)
2010-2011	1316										

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.

**Table 2:****Iowa Public School and AEA Second Year Teacher Retention 2000-01 to 2010-11**

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009	Teachers Returning in 2009-2010	Teachers Returning in 2010-2011
2000-2001	1840	1633 (88.8%)	1508 (82.0%)	1430 (77.7%)	1351 (73.4%)	1290 (70.1%)	1245 (67.7%)	1212 (65.9%)	1162 (63.2%)	1125 (61.1%)	1098 (59.7%)
2001-2002	1952		1721 (88.2%)	1602 (82.1%)	1508 (77.3%)	1461 (74.9%)	1401 (71.8%)	1346 (69.0%)	1279 (65.5%)	1253 (64.2%)	1202 (61.6%)
2002-2003	1616			1450 (89.7%)	1355 (83.8%)	1282 (79.3%)	1210 (74.9%)	1166 (72.2%)	1095 (67.8%)	1069 (66.2%)	1037 (64.2%)
2003-2004	1315				1176 (89.4%)	1105 (84.0%)	1038 (78.9%)	974 (74.1%)	926 (70.4%)	905 (68.8%)	862 (65.6%)
2004-2005	1472					1337 (90.8%)	1247 (84.7%)	1175 (79.8%)	1089 (74.0%)	1064 (72.3%)	1018 (69.2%)
2005-2006	1616						1447 (89.5%)	1357 (84.0%)	1243 (77.0%)	1193 (73.8%)	1150 (71.2%)
2006-2007	1647							1488 (90.3%)	1337 (81.2%)	1292 (78.4%)	1230 (74.7%)
2007-2008	1724								1569 (91.0%)	1473 (85.4%)	1402 (81.3%)
2008-2009	1706									1570 (92.0%)	1487 (87.2%)
2009-2010	1559										1431 (91.8%)
2010-2011	1317										

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.

**Table 3:****Iowa Public School and AEA First and Second Year Teacher Retention 2000-01 to 2010-11**

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009	Teachers Returning in 2009-2010	Teachers Returning in 2010-2011
2000-2001	3676	3218 (87.5%)	2933 (79.8%)	2772 (75.4%)	2625 (71.4%)	2515 (68.4%)	2430 (66.1%)	2353 (64.0%)	2250 (61.2%)	2196 (59.7%)	2117 (57.6%)
2001-2002	3575		3134 (87.7%)	2890 (80.9%)	2725 (76.2%)	2619 (73.3%)	2494 (69.8%)	2409 (67.4%)	2278 (63.7%)	2223 (62.2%)	2137 (59.8%)
2002-2003	2906			2593 (89.2%)	2397 (82.5%)	2264 (77.9%)	2141 (73.7%)	2044 (70.3%)	1928 (66.3%)	1882 (64.8%)	1806 (62.1%)
2003-2004	2767				2483 (89.7%)	2314 (83.6%)	2182 (78.9%)	2062 (74.5%)	1933 (69.9%)	1891 (68.3%)	1814 (65.6%)
2004-2005	3008					2748 (91.4%)	2526 (84.0%)	2384 (79.3%)	2210 (73.5%)	2132 (70.9%)	1964 (65.3%)
2005-2006	3227						2912 (90.2%)	2696 (83.5%)	2466 (76.4%)	2384 (73.9%)	2288 (70.9%)
2006-2007	3341							3034 (90.8%)	2754 (82.4%)	2624 (78.5%)	2490 (74.5%)
2007-2008	3520								3243 (92.1%)	3031 (86.1%)	2885 (82.0%)
2008-2009	3261									3003 (92.1%)	2810 (86.2%)
2009-2010	2836										2593 (91.4%)
2010-2011	2633										

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.



**Journey to**  
**EXCELLENCE** Iowa Training Model for Mentoring and Induction

*Journey to Excellence* is designed to prepare and support mentors as they assist beginning educator's transition from the university to classroom practice. The program recommends that six days of training be held over two years for the mentor, four days the first year and two days the second year. Additionally, the mentor and beginning educator attend one day in August of the first year for the Introduction to *Journey to Excellence*.

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.

The advantages of aligning with the new statewide Induction program, *Journey to Excellence* include:

- Meeting all the requirements of the student achievement and teacher quality legislation.
- Having a primary focus on the Iowa Teaching Standards and Criteria.
- Providing affordable quality materials.

- Providing meaningful mentor/beginning educator learning projects.
- Minimizing paperwork.

## Overview

Developed by a task force jointly convened by the Iowa State Education Association and the Iowa Department of Education including representatives from area education agencies, and school districts

### Task Force Members

Pat Shipley, ISEA, co-chair  
Mary Beth Schroeder Fracek, Iowa Department of Education co- chair  
Jeff Haverland, Dubuque CSD  
Sue Johannsen, Muscatine CSD  
Jeff Jhll, Dubuque CSD  
Bill Bird, West Des Moines CSD  
Sue Swartz, Iowa Department of Education  
Connie Richardson, Loess Hills AEA

### **Mission**

To involve Iowa beginning educators and mentors in a high-quality professional experience that enhances professional practice.

Journey to   
**EXCELLENCE** Iowa Training Model for Mentoring and Induction

### Purposes

1. To promote excellence in teaching through the Iowa Teaching Standards
  2. To enhance student achievement
  3. To build a supportive environment
  4. To increase the retention of educators
  5. To promote the personal and professional well-being of beginning educators
  6. To prepare experienced educators to serve as mentors
  7. To provide a high-quality program that meets needs of beginning educator, mentoring educators and mentors.
- E. Time and support for the mentor and beginning educator to work together
  - F. Understanding the relationship between the Iowa Teaching Standards and comprehensive evaluation
  - G. Establishing the firewall between mentor and evaluator and acknowledging confidential relationship between the beginning educator and mentor
  - H. Annual verification of program completion
  - I. Meet requirements from the Iowa Department of Education for Mentoring and Induction Programs

### Key Components

- A. A clear focus on effective teaching using the Iowa Teaching Standards as defined in *A Framework for Understanding the Iowa Teaching Standards and Criteria*
- B. Preparation of experienced educators to serve as mentors
- C. Learning opportunities for mentors to use with beginning educators
- D. Meaningful formative assessment of the performance of beginning educators

1. Goals for the program
2. Mentor training
3. Mentor selection process
4. Support for beginning educators
5. Supportive organizational structure
6. Program evaluation process

### Text Books

- *Mentoring Matters: Learning-Focused Relationships* by Bruce Wellman and Laura Lipton as the text for mentors

# Journey to EXCELLENCE Iowa Training Model for Mentoring and Induction

- *A Framework for Understanding the Iowa Teaching Standards and Criteria* for use by mentors and beginning educators as the common language of good teaching.
- *Professional Development Kit: Learning-Focused Mentoring* by Wellman and Lipton for trainers of mentors

In this program, mentors receive comprehensive preparation and training. Learning projects provide a curriculum for use by the mentors and beginning educators.

## Learning Projects

Learning projects are organized around a process adapted from the Iowa Learning Initiatives Cycle:

- Assessing Needs
- Planning
- Implementing
- Evaluating

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 focused professional learning.

If the beginning educator wishes, these projects may be used as

evidence in the Comprehensive Evaluation, A detailed version of directions has been developed for each learning project. A suggested timeline for the learning projects is attached.

Below is a suggested outline for all training days and sessions. Each day is 8:30 AM – 3:30 PM and each session is 3 ½ hours in length. All references to modules relate to material in *Professional Development Kit: Learning-Focused Mentoring*.

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### Day 1 – Introduction to Induction & Mentoring

#### Intro Session 1

Participants: Beginning Educators, Mentors, Administrators

- Iowa Teaching Standards and Criteria
- Overview of Mentoring and Induction in Iowa
  - Purpose
  - Goals
- Relationship Development – Decade Dialogue

#### Intro Session 2

Participants: Beginning Educators, Mentors, Administrators

- Standard 8 – BOEE Code of Conduct and Ethics
- Journey to Excellence
  - Program Overview
    - Intro the materials and process
  - Learning Project
  - Setting Goals: Demographics
- Trusting Relationship

# Journey to EXCELLENCE Iowa Training Model for Mentoring and Induction

- Available Resources for BE
- Next steps

## Day 2 – Effective Mentoring Practices & Learning Projects – Classroom Management

Participants: Mentors

### Mentor Session 1

- Introductions
- Module 1: Mentor As a Growth Agent: Developing Learning-Focused Relationships (Awareness and part of Skill Development)
- Beginning Educator Developmental Needs and Challenges
- Supportive Organizational Structure/Env. of Prof. Growth

### Mentor Session 2

- Role of Formative Assessment
- Learning Project/ITS 6 Classroom Management
  - Process (Assess, Plan, Implement, Evaluate)
  - Resources / Best Practice
- Module 2: A Continuum of Learning Focused Interaction (Awareness)
- Next Steps

## Day 3 Effective Mentoring Practices

Participants: Mentors

### Mentor Session 3

- Challenges and Rewards of being a Mentor
- Module 3: Maximizing Time and Attention by Attending Fully (Awareness)
- Data collection skills
- Evidence v. Opinion

- ORID Questioning

### Mentor Session 4

- Communication Assets and Challenges
- Module 4: Purposeful Paraphrasing (Awareness)
- Learning Project/ITS 6 Classroom Management
  - Practice and Feedback
- Leadership: An Art of Possibilities

## Day 4 - Effecting Mentoring Practices & Learning Projects – Planning and Preparation

### Mentor Session 5

- Review of Mentor Learning: Content & Skills
- Learning Project/ITS 3 Planning and Preparation
  - Process (Assess, Plan, Implement, Evaluate)
  - Resources / Best Practice
- Module 5: Crafting Mediation Questions

### Mentor Session 6

- Module 6: Planning Conversation (Awareness)
- Learning Project/ITS 3 Planning and Preparation
  - Practice and Feedback
- Learning Project/ ITS 4 Instruction to Meet Multiple Learning Needs of Students
  - Process
  - Resources / Best Practice

## Day 5 - Effecting Mentoring Practices & Learning Projects – Instruction to Meet Student Needs

Participants: Mentors

### Mentor Session 7

**Journey to**  **EXCELLENCE** Iowa Training Model for Mentoring and Induction

- Review / Refresh
  - Mentor's Role: Take a Stand
- Phases – Where are We Now?
- Module 8: Problem-Solving Conversation (Awareness)

**Mentor Session 8**

- Module 7: Reflecting Conversation (Awareness)
- Learning Project/ End of Year
- Practice a Reflecting Conversation
- Winding up the Year
- Letter to Self
- Appreciation video

### Suggested Pacing of Learning Projects

(tentative depending on your district calendar – semester, trimester)

<b>Year One</b>		<b>Year Two</b>	
August	ITS 8 – Professional Responsibilities, BoEE Code of Ethics First day and On-going	August	Learning Project: Setting Goals and Identifying Hopes 1-2 hours
August - September	Learning Project 1: Setting Goals and Identifying Hopes 1-2 hours	August - September	Learning Project: ITS 6 - Classroom Management <u>Over a 3 -4 week period</u>
September - October	Learning Project: ITS 6 - Classroom Management <u>Over a 3 -4 week period</u>	October - November	Learning Project: ITS 2 Content Knowledge <u>Over a 3-4 week period</u>
October - November	Learning Project: ITS 3 - Planning and Preparation <u>Over a 3-4 week period</u>	January- February	Learning Project: ITS 5 – Monitoring Student Learning <u>Over a 3 -4 week period</u>
January – March	Learning Project: ITS 4 – Instruction <u>Over a 3-4 week period</u>	February - March	Learning Project: ITS 1 Student Achievement <u>Over a 3 -4 week period</u>
April	Learning Project: ITS 7 - Professional Growth, Celebration and sharing of learning 1-2 hours	April	Learning Project: ITS 7 - Professional Growth, Celebration and sharing of learning 1-2 hours