

**Induction and Mentoring Steering Committee Action Plan Framing the Next Steps for Induction and Mentoring
Needs and Strategies for Four Focus Areas: Beginning Teachers, Mentoring, School Districts and Leaders, ISU Faculty
Aligned with the Two Areas of Organizational and Curricular Structure
Final Draft – April, 2008**

Organizational and Curricular Structural Area One: Expand on Services ISU Can Offer to Beginning Teachers, Mentors, and Administrators of Induction and Mentoring Programs

Outcome	Activities	Recommendation
<p>Outcome 1: Administrative Coordination for Induction and Mentoring Initiatives and Activities</p>	<ul style="list-style-type: none"> • Coordinate initiatives and activities for induction and mentoring 	<ul style="list-style-type: none"> • Provide FTE work load assignment; Coordinator, COE Induction and Mentoring
<p>Outcome 2: Financial Support Seek funding to support ISU/School activities related to support of graduates and other beginning teachers</p>	<ul style="list-style-type: none"> • Seek external funding for induction and mentoring 	<ul style="list-style-type: none"> • COE Associate Dean Darrell Kruger communicates induction and mentoring grant needs to provost and foundational offices/agencies
<p>Outcome 3: Financial Support Maintain current financial resources related to induction and mentoring initiatives and activities</p>	<ul style="list-style-type: none"> • Identify courses and services that are currently supported by ISU general revenue to ensure continued availability 	<ul style="list-style-type: none"> • Develop a statement that is widely distributed to decision makers to acknowledge what ISU is currently providing
<p>Outcome 4: School Districts and Leaders/Beginning Teachers Partner with and seek funding with schools and Regional Offices of Education to support ISU induction services to their new teachers</p>	<ul style="list-style-type: none"> • Work with ROEs and schools to find services ISU can provide using their funding 	<ul style="list-style-type: none"> • Develop materials to be used in working with an ROE or school and then support personnel willing to make the contacts
<p>Outcome 5: Mentoring Promote use of Resources for best practice in mentoring</p>	<ul style="list-style-type: none"> • Post on ISU website information about induction practice and reference such sites as INTC 	<ul style="list-style-type: none"> • Assign individual to post information and load it on the COE website
<p>Outcome 6: Mentoring Provide online, campus based, and on-site instruction for individual mentors to supplement instruction by their district and/or Regional Office of Education</p>	<ul style="list-style-type: none"> • Adapt C&I 473 online mentoring course now provided for mentors of student teachers • Adapt C&I 477 instructional supervision course now provided to teachers/administrators for mentoring and evaluating teachers 	<ul style="list-style-type: none"> • Offer courses for graduate credit to potential mentors, leader teachers, principals, superintendents, and other administrators

<p>Outcome 7: Beginning Teachers/School District and Leaders Promote alternatives for moving from initial to standard certificate</p>	<ul style="list-style-type: none"> • Offer C&I 429.07 course on the process of attaining standard teaching certificate, and the renewal of a teaching certificate 	<ul style="list-style-type: none"> • Offer course for graduate credit to beginning and veteran teachers
<p>Outcome 8: ISU Faculty Provide information to faculty about induction and mentoring</p>	<ul style="list-style-type: none"> • Meet with COE faculty and department chairs to discuss induction programs in support of ISU graduates 	<ul style="list-style-type: none"> • Conduct professional meeting(s) for faculty who are interested in working with schools regarding induction and mentoring
<p>Outcome 9: ISU Faculty Promote research on teacher induction and mentoring programs as well as on ISU program completers</p>	<ul style="list-style-type: none"> • Conduct a series of brown bag lunches on research on teacher education and mentoring programs 	<ul style="list-style-type: none"> • Establish opportunities for research initiatives on teacher induction programs • Meet with the three COE department chairs

Organizational and Curricular Structural Area Two: Work with Schools to Identify Ways ISU Can Support Their Programs for Induction and Mentoring

Outcome	Activities	Recommendation
<p>Outcome 10: Beginning Teachers Link the resources of ISU to supplement the way districts support the needs of beginning teachers</p>	<ul style="list-style-type: none"> • Ask schools to identify professional development needed by beginning teachers and then recruit faculty to provide the appropriate staff development 	<ul style="list-style-type: none"> • Provide graduate courses offered to beginning teachers that align with school needs • Conduct professional meeting(s) with school personnel to discuss their needs to support beginning teachers
<p>Outcome 11: School Districts and Leaders Collaborate with ISU Professional Development Schools (PDS), partner schools and other schools that employ ISU graduates to support their beginning teachers</p>	<ul style="list-style-type: none"> • Host a meeting to discuss with those in PDS schools, partner schools and other schools with ISU graduates who coordinate ISU preservice teacher candidates and beginning teachers during the induction years 	<ul style="list-style-type: none"> • Conduct professional meeting(s) for those who work in PDS schools, partner schools and other schools that employ ISU graduates
<p>Outcome 12: School Districts and Leaders Identify the curriculum and organizational structures for the professional development and retention of their teachers and mentors</p>	<ul style="list-style-type: none"> • Host a series of professional meetings to discuss the curricular offerings for professional development of retention of their teachers and mentors 	<ul style="list-style-type: none"> • Provide funding for conducting ongoing activities in collaboration with school districts and regional offices of education

