

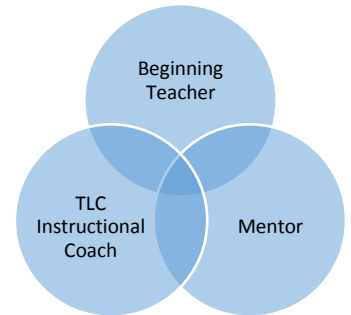
2017-2018 Des Moines Mentoring Design

Des Moines Public School Mentors will collaboratively engage in a continuous cycle of learning with beginning teachers to accelerate their instructional practice, improve student achievement and increase teacher retention.

In order to meet the diverse learning needs of all of the teachers in the Des Moines Public Schools, it is necessary to have flexible coaching supports and learning cycle designs. During the 2017-2018 school year, the beginning teachers (1st and 2nd year teachers) will be a part of a triad of coaching support: Beginning Teacher, Instructional Coach, Mentor. The mentors will be full-time classroom teachers in the school. Instructional Coaches and mentors will work together to provide school and in-classroom support to the beginning teachers. The roles of Instructional Coaches and Mentors have been defined to create a collaborative and cohesive coaching system throughout the Des Moines Public Schools District.

Coaching Triad

The members of a triad will collaborate at the start of the school year to select areas of focus from identified Signature Elements for the Beginning Teacher. The Mentor will provide support to the Beginning Teacher in a variety of ways (co-planning lessons, observing, providing feedback, etc.) to help the Beginning Teacher understand and implement strategies related to the Signature Elements. The Instructional Coach will support the triad by dedicating the days between learning cycles to Beginning Teacher development. This could be through observation, feedback, co-planning, etc. The triad is important for the success of the Beginning Teacher because it allows for flexibility of support and time with the inclusion of a Mentor and Instructional Coach in a Beginning Teacher Triad.



Members: Beginning Teacher, Mentor, Instructional Coach

Purpose:

- To support the Beginning Teacher in his/her induction to the school and understanding and implementation of Signature Elements.

Process:

- The triad collaborates to create a growth plan for the Beginning Teacher.
- Mentor supports the Beginning Teacher through interactions, observations, and co-planning sessions.
- Instructional Coach supports the Beginning Teacher through interactions, observations, and co-planning sessions.

Rationale:

- Creates flexibility and increases frequency of support for Beginning Teacher.

Mentor

The Mentor is assigned to a Beginning Teacher by the school principal. The Mentor will work closely with the Beginning Teacher to help them learn and implement the Signature Elements and will provide support as a member of a coaching triad. In addition to supporting instruction, Mentors will help the Beginning Teacher learn and understand programs and policies of the school and district (email, benefits, district resources, etc.).

Instructional Coach

The Instructional Coaches will support all teachers by engaging in the study of Instructional Elements from the Marzano Instructional Framework through the learning cycle process. They will provide support throughout the year to beginning teachers—especially between learning cycles—as a member of a coaching triad.

Roles and Responsibilities

Purpose: The following chart articulates the relationship that exists among the leadership roles in support of teacher and student development.

Descriptor	Central Office	Principal	TLC Instructional Coach	Mentors
High Expectations and Accountability	Sets high expectations for accelerated leader, teacher and student learning.	Sets high expectations for accelerated teacher and student learning.	Provides support to teachers so they can meet their own expectations for growth as well as those that have been established by the school leadership and/or school priorities as identified in the SIP.	Provides support to Beginning Teachers (first and second year teachers) focused on “signature elements”.
Vision and Planning	Establishes a district vision and improvement plan that sets priorities for how to accelerate student learning.	Establishes a school improvement plan that sets priorities for how to accelerate student learning.	Prioritizes work that has the most potential to accelerate student learning.	Identify and prioritize the work that has the most potential to accelerate teaching practice and student learning within the signature elements.
Collaborative Culture	Establishes a culture of growth and development for leaders.	Establishes a culture of growth and development for students and staff.	Supports job-embedded professional development through collaborative and individual learning cycles.	Supports job-embedded professional development with the Instructional Coach and Beginning Teacher. (Triad structure)
Learning Standards (eg: Iowa Common Core)	Articulates learning standards and scales through district curriculum guides. Holds leaders accountable for implementation of learning standards as articulated in curriculum guides.	Holds teachers accountable for implementation of learning standards as articulated in curriculum guides.	Helps teachers design instruction that aligns with learning standards as articulated in curriculum guides.	Helps beginning teachers design instruction that aligns with learning standards as articulated in curriculum guides.
Instructional Framework	Knows what high-quality and effective instruction looks like and sets the expectation that this is the norm throughout our district.	Knows what high-quality and effective instruction looks like and sets the expectation that this is the norm throughout the school.	Skillfully supports teachers to implement high-quality and effective instruction. Supports teachers with self-selected goal areas as defined by the instructional framework.	Skillfully supports beginning teachers to implement high-quality and effective instruction around the signature elements within the instructional framework.
Observation and Feedback	Monitors evidence of instructional practices to inform district-level decision making. Skillfully provides feedback to school administrators on how to support teachers’ growth and development. Supports leaders in goal areas as defined by the leadership framework.	Gathers and monitors evidence of instructional practices to inform school-level decision making. Skillfully provides feedback to teachers across all elements within the instructional framework, with a particular focus on those that accelerate learning within the school.	Engages in co-planning, modeling, and co-teaching lessons; as well as observing, providing feedback, and coaching classroom instruction. Skillfully provides feedback to teachers focused on self-selected goal areas within the instructional framework.	Skillfully provides feedback to beginning teachers focused within selected goal areas of the signature elements within the instructional framework. This may include co-planning, modeling, and co-teaching lessons; as well as observing, providing feedback, and coaching classroom instruction.
Continuous Growth	Works with leaders across all levels of performance with a focus on continuous growth and development. Is aware of situations when SIP goals are not being met and works with the school leader to address the issue.	Works with teachers across all levels of performance with a focus on continuous growth and development. Is aware of situations when students are under-performing and works to address the issue.	Works with teachers across all levels of performance with a focus on continuous growth and development.	Works with beginning teachers across all levels of performance with a focus on continuous growth and development by demonstrating Iowa’s Eight Teaching Standards.
Data	Leads, supports, and progress monitors SIP actions and data with school leaders.	Leads, supports, and progress monitors SIP actions and data with PLCs, teachers and the coach.	Participates in data-driven conversations with teachers and school leadership.	Participates in data-driven conversations with Beginning Teachers.
Collaborative Structures	Creates and monitors the structure, time, and expectations that allow leaders to collaborate with each other.	Creates and monitors the structure, time, and expectations that allow teachers to collaborate with each other and the coach and mentor.	Supports development of coaching plans, goals, and measures of success.	Provides acclimation support in regard to the building and district. Participates in a triad with the Instructional Coach and beginning teacher in goal setting around the “Signature Elements”.

