

Iowa Business Education Association

Beginning Teacher

2019-2020

Mentoring Program Handbook



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I. Introduction and Program Outline

The Iowa Business Education Association has developed a Mentoring Program for Beginning Teachers, adopted from the Iowa Association of Agricultural Educators, in an effort to help new teachers transition into successful teaching by utilizing the knowledge, experience, and leadership of veteran teachers.

A **Mentor** will be selected for each beginning teacher to serve as a trusted counselor during the first year(s) of the **mentee's** teaching career. Mentors will provide guidance and support to a novice professional in an effort to retain high quality teachers in the state of Iowa. Mentors will go through an application process in order to match the best fit of mentor/mentee relationship.

The mentoring program will be offered to all beginning business education teachers in the state of Iowa. Each beginning teacher will be assigned a mentor who will provide information and direction related to two components of a Business Education program: classroom/laboratory instruction and CTSO activities.

This program is designed to be non-evaluative in nature and solely focused on providing beginning teachers with a foundation of support and guidance during their first year(s) of teaching.

Mentors will be compensated in the form of reimbursement of an IBEA membership.

**Successful completion: All required documents are turned in. Membership will be given the year following participating in the program.*

II. Objectives

1. *Increased Retention Rates of Beginning Teachers in Iowa.*

A mentoring program will help develop professional relationships between new and experienced/veteran business education teachers in the state of Iowa in an effort to keep beginning teachers in the profession. Beginning teachers will have someone to be a source of information they feel comfortable asking for help, rather than trying to do it alone.

2. *Increased Professional Activity of Mentor Teachers.*

Placing experienced/veteran teachers in mentorship roles will encourage them to lead by example and engage in professional activities at the local, district, and state level.

3. *Improved Quality of Student Instruction and Classroom Management by Beginning Teachers.*

By utilizing the expertise of experienced/veteran teachers, beginning teachers can confidently structure their programs with effective planning and management skills, thus providing their students with quality learning experiences.

III. Expected Activities & Time Commitments

1. The mentoring program highly encourages the mentee *and* mentor teachers to attend the IBEA Fall Convention.
2. It is **expected** that at least **TWO** visits occurs throughout the course of the program. (One visit during 1st semester, one visit during 2nd semester. Visits need to be a minimum of 1 hour each).
3. It is **recommended** the mentor would travel to the beginning teacher's program a minimum of **ONE** time throughout the course of the program.
4. It is **recommended** the beginning teacher would travel to the mentor teacher's program a minimum of **ONE** time throughout the course of the program.
5. The mentor would contact the beginning teacher by phone, email or in person **at least twice during the first month** and once a month thereafter. Mentors can use the recommended topics to guide phone conversations and program visits.
6. At the completion of the school year, mentors will be **required** to turn in their completed meeting log in order to receive their compensation.

Recommended Discussion Topics

July - September

- Iowa Business Ed Teacher involvement
- Classroom management
 - Rules and procedures
 - Special Education expectations, accommodations, IEPs, 504s
- Lesson planning
- Sub plans
- Google Classroom
- Share curriculum and discuss available resources
- Program budgeting and accounting
- IBEA Constitution and Dues
- Transportation
- Fundraising

October - December

- Time management
- Share successes and struggles
- Solutions for common hurdles
- Iowa Intermediary Networks
- Working with Administration

January - March

- Self-care- mental health days, avoiding illness
- Course offerings for next year
- Budgeting for next year
- Perkins budgeting and planning
- Program of Study requirements
- MOC programs

April - June

- Recruiting for CTSO
- Officer team selection and training
- Areas for improvement
 - Make to do lists for next year
 - Classroom ordering
- Summer planning
 - Workshops
- Professional development opportunities
 - IBEA Fall Conference

IV. Mentor Roles and Responsibilities

A mentor is a person who takes on the role of a trusted counselor, advisor, friend, and leader. Mentors for this program will be selected because they are highly regarded in their profession and have a **desire** to use their expertise to guide and **support** beginning teachers as they transition into the world of teaching.

Overview

Experienced (4 or more years teaching in Iowa) Iowa Business Education teachers will be selected for this program. Teachers will be paired with a mentee who best fits for personality and location. It is suggested that mentors attend NBEA Region III Conference and IACTE Conference. Attendance at IBEA Fall Convention is highly encouraged.

Requirements

1. Must have completed at least four years of teaching business in Iowa.
2. Must be an IBEA member.
3. Contact beginning teacher by phone, email, or video chat twice during the first month (August) and once a month after, using the recommended topics provided as an outline for discussion.
4. Must have a desire to work closely with new teachers and take on the role of a mentor.
5. Should be professionally active at the local, district, and state Business Education levels.
6. Must dedicate the time to become familiar with beginning teacher's program in order to effectively provide personalized feedback and guidance.
7. Complete mentoring program activities and forms for submission to program coordinator (Visitation Form and Mentoring Call and Meeting Log).

Expectations

1. Share program tips and resources with beginning teacher.
2. Send reminders and helpful hints prior to important dates, events, and registration deadlines.
3. Provide positive and constructive feedback concerning program planning, instruction, and classroom management.
4. Engage other mentors in conversations regarding the mentoring program.
5. Keep updated records of mentoring activities and forms to be submitted to Mentoring Program Coordinator.
6. Share past experiences, best practices, resources, and advice for beginning teachers.
7. Assist with local, district, and state networking by introducing beginning teacher to people in the profession.
8. Identify areas of concern and help beginning teacher overcome specific struggles through problem solving.
9. Demonstrate coaching skills to aid the beginning teacher with CTSO advisor responsibilities.
10. Conduct follow-ups as needed with the beginning teacher.

Recommendations

1. Complete one-day visit at the beginning teacher's school throughout the course of the program – OR – invite beginning teacher to mentor's school for a one-day visit throughout the course of the program (recommended).
2. Attend IBEA Fall Convention and other professional development workshops and conferences.

V. Beginning Teacher Roles & Responsibilities

Beginning Iowa Business Education Instructors are encouraged to participate in the mentoring program. First-year teachers often feel overwhelmed and isolated. The mentoring program is designed to offer beginning teachers a support system that will promote successful collaboration, networking, and program development. Beginning teachers should be forthcoming with any questions and concerns that they encounter and seek advice from their mentor.

Requirements

1. Must attend required events and mentoring meetings as scheduled.
2. Generate a list of questions to bring to meetings.
3. Become familiar with mentor's curriculum/courses.
4. Share experiences, questions, successes, and failures with mentor.
5. Reply to mentor contacts in a timely manner and initiate contact with the mentor as needed.

Expectations

1. Maintain a passion for learning through collaborating with others.
2. Should be open-minded and tolerant of new ideas.
3. Be able to identify areas of concern and problem solve with mentor's assistance.
4. Respect mentor's time.
5. Be able to willingly accept mentor's advice, assistance, and constructive criticism.

Recommendations

1. Complete one-day visit at the beginning teacher's school throughout the course of the program – OR – invite beginning teacher to mentor's school for a one-day visit throughout the course of the program (recommended).
2. Attend IBEA Fall Convention and other professional development workshops and conferences.
3. Join IBEA and NBEA.

Mentoring Program Visitation Form

*May duplicate as desired if more visits are needed.

After the visit, complete this form and submit to Mentoring Program Coordinator.

Mentor Name: _____

Beginning Teacher Name: _____

Date of Visit: _____

Visit made to (*Check one*): _____ Mentor's School _____ Beginning Teacher's School

Topics Discussed during visit:

Strategies discussed:

Mentor's Signature

Beginning Teacher's Signature

IBEA Mentor Agreement

To be a mentor for IBEA, we ask that you:

1. Communicate regularly with the mentee
 - a. Suggested: once a week for the first month of school
 - b. Once a month after the first month
2. Offer ideas and strategies
3. Send reminders prior to important dates and events
4. Encourage mentee to attend professional development opportunities
5. Provide support and assistance with job performance
6. Provide positive and constructive feedback
7. Contribute to online discussion with other mentors and beginning teachers (if applicable)
8. Be a positive reminder of why your mentee chose to teach Business Education
9. Be available for your mentee at all possible times
10. Complete program requirements, visits, and turn in all required forms (to receive reimbursement or credit)

If you understand the expectations to be a positive IBEA mentor for a beginning business education teacher, please sign and date below:

Mentor Signature

Date

Printed Name: _____

Please return to Carrie Kohl by _____

Carrie Kohl
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