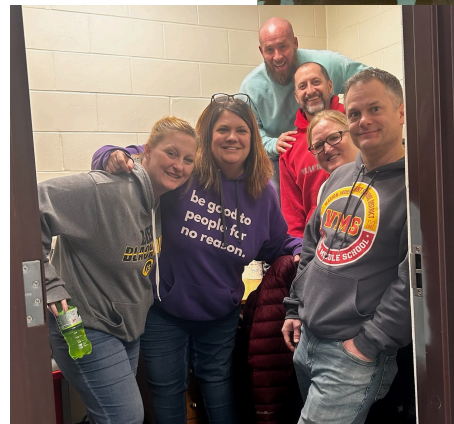# Marion Independent School District
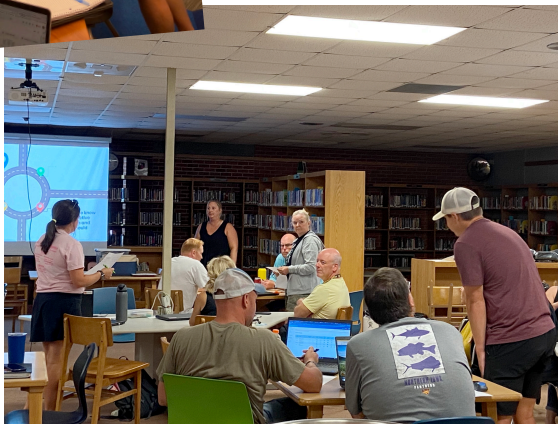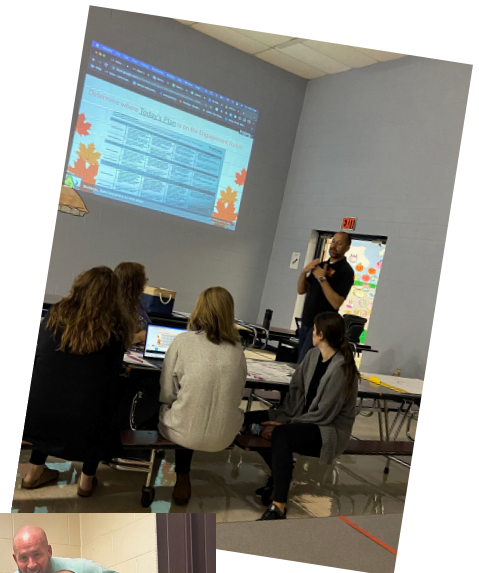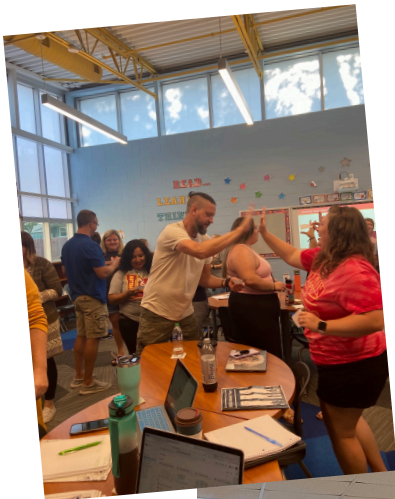

Professional Learning Plan

2025-2026

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Professional Development Plan
School Year 2025-2026

PROFESSIONAL DEVELOPMENT COMMITTEE

Janelle Brouwer	*Kristina Wilson	Jennifer O'Brien
*Gretchen Kriegel	*Mike Murphy	Natalie Kocour
Christie VanWey	*Nicole Harmer	*Janet Moeller
Jen Clemen	*Phillip Cochran	*Michele Aschbrenner
Chad Zrudsky	Tom Ertz	Kevin Hahn
*Greg Semler	Chris Raymond	*Peggy Murphy
Abby Wennekamp	*Amy Tursi	Corey Rogers, GWAEA
Matt Thornton	*Jon Anderson	Melissa Ford, GWAEA

(*denotes Teacher Quality Membership)

This committee's primary focus is to ensure communication and consistency of staff professional learning structures and teams throughout the district. The District Leadership team assists in data analysis and decision making for district wide initiatives using the Iowa Professional Development Model which includes the following:

- Analyzing data
- Goal setting based on student learning outcomes
- Professional Learning content selection
- Professional Development Design
- Ongoing
  - Training
  - Collaboration
  - Formative data collection
- Summative evaluation

VISION
Own Your Future

MISSION
Foster a **community** of **learners** in developing the **knowledge** and **skills** to be **Future Ready**

MARION INDEPENDENT SCHOOL DISTRICT

CORE VALUES

- Academic Excellence
- Collaborative Relationships
- Student Engagement
- Marion Way: Respect, Responsibility, Safety, Integrity

DISTRICT GOALS

1. Each student will achieve at high levels across all academic areas

2. Establish and maintain a safe environment that supports the social, emotional, and behavioral needs of each learner

3. Attract and retain high quality staff engaged in ongoing, collaborative, professional learning

4. Partner with families and the community to positively impact student outcomes

5. Establish and maintain fiscally responsible and equitable systems for development, allocation, and alignment of resources

PURPOSE OF PROFESSIONAL DEVELOPMENT

The Marion Independent School District seeks to enhance students' cognitive, social, emotional and academic achievement and performance and to develop a quality professional staff. In the Marion Independent School District, the School Board recognizes that the key to a successful educational program is a well-trained, competent staff dedicated to professional growth and continuous improvement. The School Board expects all employees to participate in activities that will expand their knowledge and increase their competency to meet and then exceed Iowa Teaching Standards.

NOTES

1. IAW Iowa Code Chapter 284.6 this plan is based upon the needs of teachers, Iowa teaching standards, Iowa PD Model, the MISD student achievement goals, and previous MISD PD plans.
2. IAW Iowa Code Chapter 284.7 subsection 6 and Chapter 284.11, the MISD will convene a teacher quality committee (TQC) with equal representation of administrators and teachers. The teachers will be appointed by the Marion Education Association (MEA). The MEA can mutually agree with the BOE to assign the TQC to an existing committee such as the professional development committee.
3. The MISD Professional Development Committee will serve as the SY 19-20 Calendar Committee.

MISD PROFESSIONAL DEVELOPMENT PHILOSOPHY

Professional development is recognized at Marion Independent School District by the Board of Education, faculty, community, and administration as an integral and necessary aspect of a healthy school organization. Professional development, the enhancement of skills for all employees, and the continuous improvement of instructional practices must be designed to meet immediate and long-term organizational needs. MISD recognizes that effective professional development must be sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. Therefore, professional development will utilize the Teacher Leadership structures within the district, with teacher leaders developing and facilitating ongoing learning opportunities, teachers working collaboratively as Professional Learning Communities (PLCs), and sessions through Grant Wood Education Agency and the Iowa Department of Education that are relevant and appropriate to the ongoing learning needs of individuals and learning teams.

The implementation and impact of our professional development initiatives must be measured over time and through multiple measures ranging from discussion, survey, student outcomes, formative and summative assessments, and other measures.

The Marion Independent School District believes that professional development must:
- Include evidence-based instructional strategies aligned with the district's student achievement needs and long-range improvement goals

- Be informed by the needs of the district, schools, students, parents, and staff and designed to help teachers/staff be responsive to the academic, social-emotional, and behavioral needs of students;
- Include instructional improvement components including student achievement data and analysis, theory, and classroom demonstration;
- Be accessible to and meet the needs of all individual teachers as well as be aligned to the Iowa Teaching Standards and Iowa Professional Development Model;
- Include ongoing evaluation (at least annually) that documents the improvement in instructional practice and the effect on student learning;

The emphasis on the Professional Development Plan initiatives will be directed toward supporting the district vision, mission, and goals.

MISD VISION

Own your future

MISD MISSION

Foster a community of learners in developing the knowledge and skills to be future ready.

MISD CORE VALUES
Academic Excellence
Collaborative Relationships
Student Engagement
Marion Way: Respect, Responsibility, Safety, Integrity

MISD LONG-RANGE IMPROVEMENT GOALS

Goal 1: Each Student will achieve at high levels across all academic areas

Goal 2: Establish and maintain a safe environment that supports the social, emotional and behavioral needs of each learner

Goal 3: Attract and retain high-quality staff engaged in ongoing, collaborative, professional learning

Goal 4: Partner with families and the community to positively impact student outcomes.

Goal 5: Establish and maintain fiscally responsible and equitable systems for development, allocation, and alignment of resources

ANNUAL MEASURABLE GOALS

Alignment to District Long-range goal: Each Student will achieve at high levels across all academic areas

Reading 2025-2026
- By May 2026, students in grades K-8 will demonstrate at least one-year's growth in reading based on the spring STAR diagnostic assessment.
- By May 2026, Decrease the percentage of students not yet proficient in Reading/ELA in grades K-11 from 30.1% to 15%.

Math 2025-2026
- By May 2026, students in grades K-8 will demonstrate at least one-year's growth in math based on the spring STAR diagnostic assessment.
- By May 2026, students in grades 4-11 will demonstrate at least one year's growth in math as measured by the Iowa Statewide Assessment of Student Progress (ISASP).

Science 2025-2026
- By May 2026, students in grades 8 and 10 will demonstrate growth in science as measured by the Iowa Statewide Assessment of Student Progress (ISASP).

LEADERSHIP IN THE MARION INDEPENDENT SCHOOL DISTRICT

Building Leadership Teams

Each building in the district has a Building Leadership Team (BLT) that is responsible for collecting and analyzing the data related to its level and planning building-level professional development. Each BLT is comprised of teachers and the building principal, who meet regularly. Members examine state and district assessment data, including ISASP, Conditions for Learning, FAST, and iReady (Renaissance Learning STAR for 2025-2026), by building and by subgroup (e.g. special education, free/reduced lunch...), as well as building-specific data (e.g., grade - level assessments, discipline data, graduation rate, attendance, and MTSS). This information is shared and discussed with the rest of the building staff during building meetings and is used to inform action planning, teaching strategies, and professional development.

Longfellow/Starry
- Administrators and Instructional Coaches
- PLC Coordinators (grade level, reading, special education)
- Communication Specialists (as needed)
- Meet once a month

Francis Marion Intermediate (FMI)
- Administrator and Instructional Coach
- PLC Coordinators (grade level, reading, special education)
- Communications Specialist
- Meet once a month

Vernon Middle School
- Two administrators and Instructional Coach
- One Guidance Counselor and One Associate
- PLC Coordinators Math, Science, Special Education, Literacy, and Social Studies
- Communication Specialist
- Meet twice a month

Marion High School
- Two administrators and Instructional Coach
- Student Success Coordinator
- PLC Coordinators
- Communication Specialist
- Meet once a month

Home School
- One administrator
- Six teachers
- Meets six times/year

PROFESSIONAL DEVELOPMENT

District Level

The Marion Independent School District Professional Development will support the Misson Vision and District Wildy Important Goal (WIG) to **decrease the percent of students not yet proficient in Reading/ELA in grades K-11 from 30.1% in Spring 2023 to 15% by Spring 2026.**

Mission
Foster a community of learners in developing the knowledge and skills to be Future Ready

Vision
Own Your Future

District WIG
Decrease the percent of students not yet proficient in Reading/ELA in grades K-11 from 30.1% in Spring 2023 to 15% by Spring 2026.

K-4th Goal
Decrease the percent of students not yet proficient in Reading on FAST from 30.7% in S23 to 15% by S26.

27% S24; 26.6% S25

5th-11th Goal
Decrease the percent of students not yet proficient in ELA on ISASP from 29.8% in S23 to 15% by S26.

25.31% S24; 23% S25

District Goal	Professional Learning for Staff	Iowa Standards for Educators

Supporting Goal 1: Each Student will achieve at high levels across all academic areas	**Outcome #1**
	○ **This year we will** deepen our understanding of the rigor rubric (**academic discussion** and **formative processes**)
	○ **So we can** determine areas of professional growth as individual teachers and as PLCs
	○ **We will know we have it when** lesson planning and delivery consistently fall in the developed to well-developed areas of the rubric.
	
	Outcome #2
	○ **This year we will** learn more about the High Impact Strategies of feedback, self-assessment and questioning to promote student learning.
	○ **So we can** increase students' ability to self-assess their own learning through teacher feedback and questioning.
	○ **We will know we have it when** students are able to self-assess their learning and academic work to improve their achievement.
	
	Outcome #3
	○ **This year all teachers will** engage in purposeful (data-informed) planning and determine high-impact strategy (clarity, direct instruction, reciprocal teaching, questioning, cooperative v. independent learning) and tools (cooperative structures and visible thinking routines, tech) used for each lesson and use the lesson planning template.
	  ❖ Step 1: Identify Desired Academic Outcomes (3 Part Learning Outcomes)
	  ❖ Step 2: Select a High Impact Instructional Strategy
	  ❖ Step 3: Choose Digital Tool(s)
	  ❖ Step 4: Plan Blended Learning (visible thinking routines, cooperative structures)
	  ❖ Step 5: Self-Assess your teaching with the Rigor/Relevance
		1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
		2. Demonstrates competence in content knowledge appropriate to the teaching position.
		3. Demonstrates competence in planning and preparing for instruction
		4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
		5. Uses a variety of methods to monitor student learning.
		6. Demonstrates competence in classroom management.
		7. Engages in professional growth.

	Framework ○ **So we can** plan for and deliver high-quality instruction. ○ **We will know we have it when** we are able to produce high-quality lesson plans and data-informed reviews and lesson study in PLC and Professional Days	
Supporting Goal 2: Establish and maintain a safe environment that supports the social, emotional and behavioral needs of each learner	● Trauma-informed practices and professional learning to support diverse social, emotional, mental health, and behavioral learning needs ● Effectively working with diverse learners and to implement multicultural, gender-fair approaches to the educational program ● Specially Designed Instruction Framework - continued work with MTSS implementation ● Continued work on the implementation of Multi-tierd Systems of Supports (MTSS) - academics and behavioral supports	1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. 2. Demonstrates competence in content knowledge appropriate to the teaching position. 3. Demonstrates competence in planning and preparing for instruction 4. Uses strategies to deliver instruction that meets the multiple learning needs of students. 5. Uses a variety of methods to monitor student learning. 6. Demonstrates competence in classroom management. 7. Engages in professional growth.
Supporting Goal 3: Attract and retain high quality staff engaged in ongoing, collaborative, professional learning	● Continuous improvement in curriculum, instruction, and assessment practices through Professional Learning Communities (PLCs) and district curriculum review/implementation ● Plan, implement, and continuously evaluate an Initial License and Standard License Teacher Mentoring and Induction Program	1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. 2. Demonstrates competence in content knowledge appropriate to the teaching position.

		3. Demonstrates competence in planning and preparing for instruction 4. Uses strategies to deliver instruction that meets the multiple learning needs of students. 5. Uses a variety of methods to monitor student learning. 6. Demonstrates competence in classroom management. 7. Engages in professional growth.

Building Level

Longfellow/Starry

- Continue to support the implementation of the Iowa/Common Core throughout the 2024-2025 school year, vertical articulation will be the primary focus
- Enhance implementation of Amplify CKLA Skills and Knowlege resources and materials for teaching literacy.
- Focus on Literacy and the Inquiry cycle around High Impact Teaching Strategies.
- Continue to review and refine MTSS Instruction supports in academics and behaviors.
  - Revisit Self-Assessment of MTSS Implementation (SAMI) in spring of 2025
- Continue staff/student training on Positive Behavior Intervention Support. (PBIS)
- Continued focus on blended/differentiated learning
- Continue digital citizenship implementation

Francis Marion Intermediate School (FMI)

- Continue to support the implementation of the Iowa/Common Core throughout the 2025-2026 school year, vertical articulation will be the primary focus
- Enhance technology integration and blended learning strategies, especially STEM activities and supported activities in our curriculum in Math, Social Studies, and Second-Step Curriculum.
- Enhance implementation of Amplify CKLA Skills and Knowledge resources and materials for teaching literacy
- Focus on Literacy and the Inquiry cycle around High Impact Teaching Strategies.
- Implement teacher and student training to enact Positive Behavior Intervention Supports, including the infusion of growth mindset activities and trauma strategies.
- Revisit Self-Assessment of MTSS Implementation (SAMI) in spring of 2026

Vernon Middle School
- Continued learning focused on writing and writing across the curriculum to increase student literacy skills.
- Continue to refine PLC processes and the development of a multi-tiered system of supports (MTSS) using research-based processes and strategies.
  - Revisit Self-Assessment of MTSS Implementation (SAMI) in the spring of 2026
- Continue to develop trauma-informed systems school-wide: *Second Step* as a core curriculum; implement restorative practices; use data-driven decision-making to enhance the implementation of Positive Behavior Intervention Supports (PBIS)
- Evaluation of culturally responsive teaching across all grade levels
- *Building Thinking Classrooms* focus in 5-8 mathematics
- Standards referenced reporting focus across 5-8 literacy classrooms
- Provide opportunities to develop the Growth Mindset of all VMS learners.

Marion High School
- Continue to support the Iowa/Common Core implementation throughout the 2025 - 2026 school year.
- Provide PD development for associates & teachers related to "best practices" in special education, including the Specially Designed Instruction (SDI) framework
- Study and implement components of Universal Lesson Design (UDL) that support each learner at the classroom level
- Continued learning focused on writing and writing across the curriculum to increase student literacy skills.
- Build PLC structure – continue development of PLC focused on the components of the Rigor and Engagement rubrics and High Impact Intruction through the inquiry cycle.
- Continue to review and refine MTSS Instruction supports in academics and behaviors.
  - Revisit Self-Assessment of MTSS Implementation (SAMI) in the Spring of 2025

Marion Home School Assistance Program
- Motivational Interviewing strategies
- Multiple Intelligences
- Building Emotional Intelligence
- New math enrichment implementation
- Continued technology integration and digital citizenship
- Implementation of Rigor, Relevance and Engagement rubric learning with staff
- Prep for 2026 ISASP

PROFESSIONAL DEVELOPMENT PROVIDERS OF DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The District uses a variety of professional development providers that come from either internal or external sources as listed below:

External Providers
- Area Education Agency consultants and content experts
- Product vendors such as curriculum professional developers,technology supports/experts from vendors, etc.
- Privately contracted consultants
- Conference trainings such as Solution Tree for PLCs at Work
- Opportunities to visit other schools implementing similar initiatives to those at Marion ISD
- Partnerships with area agencies such as Tanager Place, and other community resources
- Partnership with LTC LLC/ Connectivity Learning (LTC-6)

Internal Providers
- Instructional Coaches
- MHS Student Success Coordinator
- District-wide Behavioral Coach
- PLC Coordinators
- Mentor Facilitators
- Building Level Administrators
- District Administrators
- Technology Director
- Teachers that have expertise in specific instructional approaches and/or content area expertise and are willing to provide PD to others

EVALUATION OF DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The Professional Development/Teacher Quality (PD/TQ) Committee will review the District Professional Development Plan on an annual basis, making appropriate recommendations and revisions to the plan as needed. The review will include analyzing district data to determine if the correct goal areas are identified and if appropriate resources of time and money are being allocated correctly.

Ongoing Professional Development
- Blended Learning and Technology Integration in a 1:1 environment
- Effective Instructional Strategies
- Professional Learning Communities (PLC) processes
  - Priority Standards- identify/review, assess, monitor
  - Common Formative Assessments (CFAs)
  - Data analysis to inform teaching and learning practices
  - Job-embedded professional learning

- Positive Behavior Intervention Supports (PBIS) grades PK-8
- Trauma-Informed practices and professional learning, including trauma-informed response to student behavior
- Use data to monitor and continuously improve the implementation standards through curriculum, instruction, and assessment practices
    - FAST, iReady, ISASP, SABERS pilot (K-2), Conditions for Learning, CFAs, and other formative and summative measures of student academic and Social-Emotional Data
- Implementation of state standards
    - Ongoing implementation of new adopted curriculum materials and resources based on the district approved adoption cycle.
    - Planning and implementation of the Iowa Computer Science Standards
        - Continued alignment work for K-4 with implementation in 2024
- New Teacher Mentor professional development

Mentoring

Mentoring, in accordance with our Marion Independent School District mentoring plan, is an important professional development need for teachers new to the profession and those that are new to our district. The MISD mentoring plan is prepared under Annex A to this publication. Each teacher is encouraged to read the annex, volunteer as a mentor, and join the collaborative effort to continuously peer review each Marion Independent School District member as a professional educator.

Data Analysis

National, State, and locally administered assessments of individual and aggregate student progress will be reviewed to inform professional development needs. Our target will be to maintain the highest percentage of students scoring proficient on state assessments while providing academic intervention and enrichment through a multi-tiered system of support (MTSS) to meet the diverse needs of all MISD learners. Additionally, implementation data from professional development will be aggregated and reviewed to inform professional development needs and effectiveness.

Research

The District Professional Development Team will review educational methods, programs, and initiatives on an ongoing basis to best meet the comprehensive needs of our students.

Record Keeping and Reporting

Each year, the PD/TQ committee will review the MISD professional development for the current year. Individual career development plans for teachers will be monitored by building principals. The district will maintain documentation of the implementation of the mentoring program described in the PD plan.

Calendar

The district will propose an annual calendar of events for the next school year between March and May to be presented and approved for funding. The calendar drafts and final calendar will be shared with community members.

Teacher Quality Professional Development

The Board of Education will approve the MISD Professional Development (PD) Committee members, including members of the Teacher Quality (TQ) Committee. Equal numbers of teachers and administrators will serve on the official TQ Committee, which The Marion Education Association will approve. The PD/TQ Committee will meet to identify professional development needs, with the TQ representatives approving funds for TQ fund expenditure.

[District/Building Professional Development topic calendar](#)

2025-26 School Year Calendar

CALENDAR LEGEND

Color	Description
Blue	Professional Learning (PL)- No School
Light Blue	Teacher Work Day (WD)- No School
Magenta	Teacher Comp Day- No School
Green	Early Dismissal- Professional Learning Communities (PLC)
Yellow	Early Dismissal- Holiday
Gray	Break- No School
Orange	No School- All Offices Closed
Purple	New Teacher Orientation

P/T= Parent Teacher Conferences

District Administrative Office
319-377-4691
Office Hours: M-Th 7:30-4:00, F to 3:30 PM

Marion High School (MHS)
319-377-9891
Student Hours 8:00-3:00 PM
Early Dismissal 1:00 PM

Vernon Middle School (VMS)
319-377-9401
Student Hours 8:00-3:05 PM
Early Dismissal 1:05 PM

Francis Marion Intermediate (FMI)
319-373-4766
Student Hours 8:30-3:30 PM
Early Dismissal 1:30 PM

Parkview Elementary School (PES)
319-377-4698
Student Hours 8:20-3:20 PM
Early Dismissal 1:20 PM

Longfellow Elementary (LES)
319-377-0183
Student Hours 8:20-3:20 PM
Early Dismissal 1:20PM

Marion Home School (MHSAP)
319-373-9209
School Hours 8:00-3:00 PM
Early Dismissal 1:25 PM

Transportation Department
319-377-4691 Ext 7911

*1080 hours required, 1138 hours in calendar, Inclement weather cancellations: Days 1-5 will not be made up, Day 6+ will be added to the end of the school year.

176 student days (174 + 2 P/T)
190 teacher days (176 + 8 PL/6 WD)

August 2025

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 2025

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October 2025

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November 2025

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December 2025

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January 2026

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February 2026

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2026

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2026

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2026

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2026

M	T	W	Th	F
1	2	3	4	5

August 2025

Date	Event
Aug. 1-15	1 Floating WD
Aug. 4-5	Summer Institute
Aug. 13-14	TLC positions
Aug. 15, 18	New Teacher Orientation
Aug. 19-20, 22	Staff Welcome/PL/PLC
Aug. 21	Teacher Work Day
Aug. 25	Early Out First Student Day

September 2025

Date	Event
Sep. 1	No School Labor Day
Sep. 10	Early Out PLC
Sep. 18	P/T Conferences MHS
Sep. 23	P/T Conferences VMS
Sep. 24	Early Out PLC

October 2025

Date	Event
Oct. 2	P/T Conferences VMS
Oct. 3	No School PL
Oct. 8	Early Out PLC
Oct. 21	P/T Conferences FMI
Oct. 22	Early Out PLC
Oct. 23	P/T Conferences FMI
Oct. 24	No School End of 1st Qtr, WD

November 2025

Date	Event
Nov. 3	P/T Conferences PES/LES
Nov. 6	P/T Conferences PES/LES
Nov. 7	No School PL
Nov. 12	Early Out PLC
Nov. 20	P/T Conferences MHS
Nov. 25	Early Out
Nov. 26	No School Comp Day #1
Nov. 27-28	No School Thanksgiving Break

December 2025

Date	Event
Dec. 10	Early Out PLC
Dec. 22-31	No School Winter Break

January 2026

Date	Event
Jan. 1-2	No School Winter Break
Jan. 7	Early Out PLC
Jan. 16	No School End of 2nd Qtr, WD
Jan. 19	No School MLK
Jan. 21	Early Out PLC

February 2026

Date	Event
Feb. 11	Early Out PLC
Feb. 16	No School PL
Feb. 17	P/T Conferences VMS
Feb. 19	P/T Conferences MHS
Feb. 24	P/T Conferences FMI
Feb. 25	Early Out PLC
Feb. 26	P/T Conferences FMI
Feb. 26	P/T Conferences VMS
Feb. 27	No School PL Day 5-12, WD P K-4

March 2026

Date	Event
Mar. 10	P/T Conferences PES/LES
Mar. 11	Early Out PLC
Mar. 12	P/T Conferences PES/LES
Mar. 16-20	No School Spring Break
Mar. 25	Early Out PLC

April 2026

Date	Event
Apr. 2	No School End of 3rd Qtr, WD WD 5-12, PL PK-4
Apr. 3	No School Comp day #2
Apr. 6	No School PL
Apr. 8	Early Out PLC
Apr. 22	Early Out PLC
Apr. 23	P/T Conferences MHS

May 2026

Date	Event
May 6	Early Out PLC
May 20	Early Out PLC
May 24	MHS Graduation, 1 PM Marion Stadium
May 25	No School Memorial Day

June 2026

Date	Event
June 4	Early Out Last Day
June 5	No School End of 4th Qtr, WD

ANNEX A: MISD Beginning Teacher Mentoring and Induction Program

Cover Page

Marion Independent School District (MISD) Beginning Teacher Induction and Mentoring Program Annex A to the Professional Development Plan for the School Year 2025-2026.

New Teacher/Mentor Pairings for 2025-2026 (will be linked once mentors are hired)

Goals

Goals for the Marion Independent School District Beginning Teacher Mentoring and Induction Program are:

- To promote excellence in teaching
- To enhance student achievement
- To build a supportive environment within school districts
- To increase the retention of promising beginning teachers
- To promote the personal and professional well-being of classroom teachers
- To support continuous improvement
- To foster professional development of all teachers to achieve the Iowa Teaching Standards
    - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
    - Demonstrates competence in content knowledge appropriate to the teaching position.
    - Demonstrates competence in planning and preparing for instruction.
    - Uses strategies to deliver instruction that meets the multiple learning needs of students.
    - Uses a variety of methods to monitor student learning.
    - Demonstrates competence in classroom management.
    - Engages in professional growth.
    - Fulfills professional responsibilities established by the school district.

Mentor Training: The mentor training will include:

MISD mentors will continue to receive ongoing training throughout the 2025-2026 academic school to build off their initial training from prior school years. The training continues to build a solid foundation of the mentoring role and the purpose of mentoring new teachers in the MISD. Mentors will be able to use their knowledge gained from the district's Professional Learning Communities training and embed the PLC philosophy into their work with new teachers. To begin the academic year, mentors will receive a full day of training around the mentoring role and purpose, developing skills in teacher observation, articulation of district and state level teacher expectations, use of effective mentoring language, and tools to assist beginning teachers in understanding their learners and planning effective lessons.

Mentors will also receive quarterly training to focus specifically on the phases and needs of the teacher. Mentors will be able to gain a deeper understanding of how to support their teacher with classroom management, effective teaching practices, student data analysis, and how to use classroom observation data to leverage higher student achievement. In addition, mentors will have the ability to share challenges and celebrations with other district mentors. This time will allow mentors to work together and support each other through problem solving conversations.

Ongoing Mentor Training Schedule and Timeline: (14 hours for year 2+, 22 hours for year 1)
- August full day professional development: (8 hours)
    - Mentoring role
    - MISD purpose of mentoring
    - District teacher expectations - need to knows
    - Observing and conferencing
    - Mentoring language (reflective questioning)
    - Social Emotional Learning - for students and teacher
    - Reviewing available resources: Getting to know learners/lesson planning/Analysis of Student Work
    - Ideas around how and when to work with beginning teacher
- Quarterly meetings: (x1.5 hrs =6 hours)
    - Problem Posed/Problem Solve - mentor collaboration
    - Understanding the phases of beginning teachers
    - Effective teaching - reflective teaching
    - Classroom observations with data collection and post observation conversations
    - Analysis of student work - data based decision making
    - Classroom Management
    - Conversations around book study
- Year-long book study (mentors new to the program) - to support conversations/learning (8 hours)

Mentor Selection Process
Selection for the MISD mentor teacher leaders will be around the following criteria:
- Individual employed as a classroom teacher or a retired teacher who holds a valid license issued under chapter 272
- Has completed at least three years of successful teaching practice
- Employed and on a non-probationary basis
- Must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers

Additionally, selection will be based on the new teacher's content, grade level and building assignment. Qualified mentors with similar teaching assignments will be considered, and building administration will make the determination of final mentor to new teacher pairing.

Support for Beginning Teachers

Beginning Teacher (Initial License) Support:

The MISD will support beginning teachers on their path to master teacher by embedding support into their daily and weekly lives. Beginning teachers will receive support from a trained mentor who has a solid foundation of what mentoring is and how they can assist beginning teachers in moving their practice further, faster. Through the MISD mentoring program, teachers will have reflective conversations with their mentor to ensure they are continuously building off positives and problem solving any concerns. Beginning teachers will gain new ideas through observing master teachers as well as gaining feedback from mentor observations.

Mentors will ensure beginning teachers understand effective teaching components. This will be done through lesson planning tied to the Iowa Core content standards, having reflective conversations around teacher practice, student data and knowing what research-based strategies are appropriate for the various types of learners in their classroom. Additionally, instilling the importance of communication with all stakeholders helps beginning teachers find success in supporting their students. Mentors will not only support the plan, teach and reflect philosophy with beginning teachers, they will be able to provide day-to-day assistance with needs as they arise and support in maneuvering the different phases of the beginning teacher's first/second year. (Please see the attached yearly support timeline)

Summary of Mentor and Beginning Teacher Collaboration Topics:
- Building/District Basics:
    - Site Orientation - See document
    - Resources - contacts
    - Mandatory certifications/trainings and upkeep
    - Contractual Requirements
    - Leave and Pay Procedures
    - Emergency Procedures
    - Phone programming
    - Budget requests
- Knowing Students:
- Academically and Multiple Dimensions
- Lesson Design
    - Objectives, CORE Standards, Student Engagement
    - Assessments
    - Analysis of student work (template)
    - Unit/Daily Lesson Planning (template)
    - Instructional Strategies
    - Curriculum and Materials Planning
    - Differentiation
    - Technology Integration
- Classroom Philosophy:
    - First day procedures
    - Attendance Procedures
    - Classroom Management
    - Parent Communication
    - Colleague Communication

- Parent/Teacher Conferences
    - Communicating with families (template)
- Teacher Practice:
    - Grading policies & procedures
    - Classroom Management
    - Organization (i.e. data, planning, assessments)
- Special Education: regulations and requirements
- Observations:
    - Mentor observes mentee (x2)
- Including pre/post conversations
    - Peer Observation - of mentor (x2)
    - Focused Teacher Observation - in or out of district or another teacher
- Mentor and mentee complete together
- Teacher Goal Setting - around 11 MISD (Iowa) Teaching Standards
    - Fall, Winter, Spring
- Triad Meetings: Mentor, Teacher and Evaluator
    - One per semester (2)
- Differentiated Instruction
    - Content, Process, Product and/or Environment
- Student Motivation
- State Assessments - Administration and Security procedures
- Topic(s) determined by new professional & mentor

New to District (Standard License) Teacher Support:
The MISD will support new teachers to the district (standard license) to accelerate their practice by embedding support into their weekly and monthly lives. New teachers will receive support from a trained mentor who has a solid foundation of what mentoring is and how they can assist teachers in continuing a successful practice in a new district. Through the MISD mentoring program, teachers will have reflective conversations with their mentor to ensure they are continuously building off positives and problem solving any concerns.

Mentors will ensure teachers new to the district understand effective teaching components and the necessary orientation to district procedures/information. This will be done through providing resources tied to the district and Iowa Core content standards, having reflective conversations around teacher practice, student data and knowing what research-based strategies are appropriate for the various types of learners in their classroom. Additionally, instilling the importance of communication with all stakeholders helps teachers find success in supporting their students. Mentors will not only support the plan, teach and reflect philosophy with teachers; they will be able to provide day to day assistance with needs as they arise. (Please see the attached yearly support timeline)

Summary of Mentor and New Teacher (Standard License) Collaboration Topics:
- Building/District Basics:
    - Site Orientation - See document
    - Resources - contacts
    - Mandatory certifications/trainings and upkeep

- - Contractual Requirements
    - Leave and Pay Procedures
    - Emergency Procedures
    - Phone programming
    - Budget requests
  - Lesson Design
    - Objectives, CORE Standards, Student Engagement
    - Assessments
    - Instructional Strategies
  - Curriculum and Materials Planning
    - Differentiation
    - Technology Integration
  - Classroom Philosophy:
    - First day procedures
    - Attendance Procedures
    - Classroom Management
    - Parent Communication
    - Colleague Communication
  - Parent/Teacher Conferences
    - Communicating with families (template)
  - Teacher Practice:
    - Grading policies & procedures
    - Classroom Management
    - Organization (i.e. data, planning, assessments)
  - Special Education: regulations and requirements

Other Potential Topics:
- Knowing Students:
  - Academically and Multiple Dimensions
- Differentiated Instruction
  - Content, Process, Product and/or Environment
- Analysis of student work (template)
- Unit/Daily Lesson Planning (template)
- Student Motivation
- State Assessments - Administration and Security procedures
- Topic(s) determined by new professional & mentor

Supportive Organizational Structure

MISD mentoring and induction program will work with mentors to maximize available times for teachers and mentors to collaborate. This time will be reached through professional learning community meetings, district/building professional develop, common available times throughout the week and release time, for both the mentor and beginning teacher, to fulfill needed collaboration. During these various meeting times, the mentor and teacher will reflect over the teacher's practice and discuss next steps to move the teacher's practice forward and improve student achievement. Teachers will have access to lesson planning tools, student analysis documents and other tools to facilitate reflection around effective classroom practices.

Mentors and beginning teachers (initial license) will observe each other's classrooms and engage in pre/post observation conversations around the beginning teacher's lessons. This process will consist of the mentor completing two full observation cycles of the beginning teacher's practice throughout the academic school year. Additionally, the beginning teacher will observe the mentor teaching two times a year. These experiences allow for teacher feedback and reflection around teacher practice. In addition to mentor/beginning teacher observations, there will be the opportunity to co-observe in another teacher's classroom, either in or out of district, to have exposure to even more classroom teaching styles.

MISD will work to identify the appropriate mentor for each beginning (initial license) and new to district (standard license) teacher. The criteria for this process will begin with ensuring the mentor has a valid license, at least three years of successful teaching practice, is employed on a non-probationary basis and demonstrates the professional commitment to both the improvement of teaching and learning and the development of beginning teachers. Additionally, mentors will be selected to match, as closely as possible, to the grade, content and building of the new teacher. Administration will work to pair the beginning teacher to the most appropriately matched mentor.

Mentors will be provided with 22 hours of training in their first year and 14 hours in their second and subsequent years to ensure they are equipped to support and advance the teacher's practice. Please see Section B (Mentor Training) for specific areas of focus. The district mentors will have a support system, of other mentors, and opportunities to reflect over their mentoring practice individually and as a district mentoring team. Additionally, mentors will have access to the MISD Mentoring Program Facilitator and MISD Mentor Trainers to receive the necessary support and training to move teacher practice forward. Mentoring support for second year teachers will address the gradual release as the second year progresses to encourage autonomy of the beginning teacher's practice.

The MISD Mentoring Program Facilitator will work with building principals, beginning or new to district teachers, and mentors to ensure the partnership is effective and productive for all parties. The Program Facilitator will work with building principal(s), to remedy any ineffective partnerships and promptly establish a new one as necessary. This process will be supported through principal/mentor/beginning teacher triad meetings, individual teacher and mentor reflections and the mentor's fidelity of the programs supports.

Mentors and mentees will also have supports as outlined through the TLC grant. This includes the grade or content level PLC team members and PLC Coordinator, Instructional Coaches, District Behavioral Coach, and Communication Specialist.

Program Evaluation
The MISD will evaluate the mentoring/induction program through the Mentor and Teacher Activity Log. Mentors and teachers will engage in the required pieces of the program and will initial the activity log monthly to confirm their work around each designated criteria. These criteria were built to support the MISD Beginning Teacher Mentoring and Induction Program goals. In addition to the log there will be formative checks, completed by the program facilitator and building administrator, with both the teacher and mentor as to how the program is going and if there are any areas of additional support or adjustments needed.

Each of the following goals are met through the following log criteria:
- To promote excellence in teaching
    - Teacher/mentor monthly conversations - building reflection
    - Classroom philosophy conversations
- To enhance student achievement
    - Lesson planning
    - Analysis of student work
    - Knowing students/learners
- To build a supportive environment within school districts
    - Teacher/mentor monthly conversations
    - Mentor meetings/trainings
    - Quarterly check-ins for program fidelity and effectiveness
- To increase the retention of promising beginning teachers
    - Daily access to mentor/building support
    - Collaborative partnership between mentor/teacher
- To promote the personal and professional well-being of classroom teachers
    - Building/District basics
    - Weekly/daily collaboration time
- To support continuous improvement
    - Teacher goal setting
    - Analysis of student work
    - Observation cycles and feedback
- To foster professional development of all teachers to achieve the Iowa Teaching Standards
    - Teacher goal setting around Iowa Teaching Standards
    - Fostering reflection through monthly mentor/teacher meetings

Provide for the minor and major program revisions:
- For all mentors, an annual review process is outlined through the TLC Handbook
- Changes to the mentoring and induction program will be completed through the TLC change request process

Mentor Evaluation/Appraisal Process:
- All TLC staff will meet with their evaluator to set (if appropriate), review, and evaluate their Career Development Plan goals and performance criteria. Mentors will continue with their Individual Career Development Plan that is part of the annual appraisal process.
- TLC staff will also meet with their evaluator on a regular basis for reflection and feedback on performance criteria.
- New Teacher Site Mentors will be evaluated by the Building Principal of the assigned building.

Evaluation/Appraisal Methods:
- TLC Staff Member Peer-Rated Feedback (TLC handbook) - feedback from teachers as to their beliefs on the effectiveness of the TLC staff member and the impact of the role.

- - Peer-Rated Feedback form given to teachers with whom the TLC staff member has worked.
  - TLC Staff Member Self-Rated Feedback (TLC handbook) – TLC staff member will reflect on strengths and areas of improvement to continue growth and determine future professional development needs.

Process for how information will be shared with interested stakeholders:
Mentoring and induction documents will be available on the district website, through SIAC, and emailed to all staff.

Appendix 1: Standard License Teacher Mentor / Induction Program Training Log

Date	Description of Activity	Signatures
August/ Early Sept	● **In-service training to include New Teacher Induction** ● **Building/District Basics:** ○ Site Orientation - See document ○ Resources - contacts ○ Contractual Requirements ○ Leave and Pay Procedures ○ Emergency Procedures ○ Phone programming ○ Mandatory certifications/trainings and upkeep ● **Knowing Students: (Aug.-Sept)** ○ Academically and Multiple Dimensions ● **Lesson Design (Aug-Sept.)** ○ Objectives, Student Engagement, Assessment ○ Unit/Daily ○ Curriculum and Materials ○ Academic Standards ○ Differentiation ○ Technology Integration ● **Classroom Philosophy:** ○ First day procedures ○ Attendance Procedures ○ Classroom Management ○ Parent Communication ● **Monthly Conversation: documented through** communication log ***Mentor/Teacher Interactions**: 1-2 hours during 1st three weeks of school	1. _____ 2._____
Sept	● **Parent/Teacher Conferences** ○ Communicating with families (template) ● **Knowing Students: (Aug.-Sept)** ○ Academically and Multiple Dimensions ● **Teacher Practice:** ○ Grading policies & procedures ○ Analyzing Student Work ○ Lesson Planning and differentiation by learners ○ Classroom Management ○ Instructional Strategies ○ Organization (i.e. data, planning, assessments) ● **Special Education: regulations and requirements** ● **Monthly Conversation: documented through communication log** ***Mentor/Teacher Interactions**: 1-2 hours per month	1. _____ 2._____
Oct	**Lesson planning** ○ Reflections ○ Technology integration ● **Monthly Conversation: documented through communication log** ● **Continuation of previous topics** ***Mentor/Teacher Interactions**: 1 hour per month	1. _____ 2._____

Nov	● **Teacher Practice:**
	  ○ Grading policies & procedures
	  ○ Analyzing Student Work
	  ○ Lesson Planning and differentiation by learners
	  ○ Classroom Management
	  ○ Instructional Strategies
	  ○ Organization (i.e. data, planning, assessments)
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	  ***Mentor/Teacher Interactions**: 1 hour per month
		1. _____
		
		2._____

Dec	● **Differentiated Instruction**
	  ○ Content, Process, Product and/or Environment
	● **First Semester Review**
	  ○ Pacing
	  ○ Planning
	  ○ Revisions for 2nd semester
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	  ***Mentor/Teacher Interactions**: 1 hour per month
		1. _____
		
		2._____

Jan	● **Classroom Philosophy:**
	  ○ Classroom procedures
	  ○ Attendance Procedures
	  ○ Classroom Management
	  ○ Parent Communication
	  ○ Colleague Communication
	● **Reviewing teacher goal(s)**
	● **Student Motivation**
	● **Teacher Practice:**
	  ○ Grading policies & procedures
	  ○ Analyzing Student Work
	  ○ Lesson Planning and differentiation by learners
	  ○ Classroom Management
	  ○ Instructional Strategies
	  ○ Organization (i.e. data, planning, assessments)
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	  ***Mentor/Teacher Interactions**: 1-2 hours per month
		1. _____
		
		2._____
		_

Feb	● **Teacher Practice:**
	  ○ Grading policies & procedures
	  ○ Analyzing Student Work
	  ○ Lesson Planning and differentiation by learners
	  ○ Classroom Management
	  ○ Instructional Strategies
	  ○ Organization (i.e. data, planning, assessments)
	● **Budget requests**
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	  ***Mentor/Teacher Interactions**: 1 hour per month
		1. _____
		
		2._____

Mar	● **Iowa State Assessments - Administration and Security procedures** ● **Topic(s) determined by new professional & mentor** ● **Monthly Conversation: documented through communication log** ● **Continuation of previous topics** *Mentor/Teacher Interactions: 1 hour per month*	1. _____ 2._____

Apr	● **Focused Teacher Observation - in or out of district**
	  ○ Mentor and mentee complete together
	● **Draft of teacher Individual Career Development Plan (ICDP)**
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	  Mentor/Teacher Interactions: 1 hour per month
		1. _____
		
		2._____

May	● **Final exam creation & schedule** ● **Inventory** ● **Curriculum planning** ● **Planned course revision cycle** ● **Thinking/Planning for next year** ● **Program evaluation** ● **End of year procedures** ● **Continuation of previous topics** ● **Monthly Conversation: documented through communication log** *Mentor/Teacher Interactions: 1 hour per month*	1. _____ 2._____
June	● **Program completion / feedback**	1. _____ 2._____

Signatures #1 = Mentee, #2 = Mentor

Building Principal	(signature)	(date)
Superintendent	(signature)	(date)

*****Log is due to your building principal the last contract day of the school year.*****

Appendix 2: Initial License Teacher Mentor / Induction Program Training Log

Date	Description of Activity	Signatures

	● **In-service training to include New Teacher Induction**
	● **Building/District Basics:**
	  ○ Site Orientation - See document
	  ○ Resources - contacts
	  ○ Contractual Requirements
	  ○ Leave and Pay Procedures
		1. _____
		
		2._____

August/ Early Sept	○ Emergency Procedures
	○ Phone programming
	○ Mandatory certifications/trainings and upkeep
	● **Knowing Students: (Aug.-Sept)**
	    ○ Academically and Multiple Dimensions
	● **Lesson Design (Aug-Sept.)**
	    ○ Objectives, Student Engagement, Assessment
	    ○ Unit/Daily
	    ○ Curriculum and Materials
	    ○ Academic Standards
	    ○ Differentiation
	    ○ Technology Integration
	● **Classroom Philosophy**
	    ○ First day procedures
	    ○ Attendance Procedures
	    ○ Classroom Management
	    ○ Parent Communication
	● **Monthly Conversation: documented through communication log**
	    ***Mentor/Teacher Interactions**:
	    3-4 hours during 1st three weeks of school	

Sept	● **Parent/Teacher Conferences**
	    ○ Communicating with families (template)
	● **Knowing Students: (Aug.-Sept)**
	    ○ Academically and Multiple Dimensions
	● **Teacher Practice:**
	    ○ Grading policies & procedures
	    ○ Analyzing Student Work
	    ○ Lesson Planning and differentiation by learners
	    ○ Classroom Management
	    ○ Instructional Strategies
	    ○ Organization (i.e. data, planning, assessments)
	● **Special Education: regulations and requirements**
	● **Monthly Conversation: documented through communication log**
	    ***Mentor/Teacher Interactions**: 2-3 hours per month
		1. _____
		
		2._____

Oct	● **Lesson planning -- including reflections**
	    ○ Reflections
	    ○ Technology integration
	● **Observation Cycle #1: Mentor observes mentee**
	    ○ Including pre/post conversations
	● **Teacher Goal Setting - around 8 Iowa Teaching Standards**
	● **Triad Meeting #1: Mentor, Teacher and Evaluator**
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics*****Mentor/Teacher Interactions**: 2-3 hours per month
		1. _____
		
		2._____

Nov	● **Peer Observation - of mentor**
	● **Teacher Practice:**
	    ○ Grading policies & procedures
	    ○ Analyzing Student Work
	    ○ Lesson Planning and differentiation by learners
	    ○ Classroom Management
	    ○ Instructional Strategies
	    ○ Organization (i.e. data, planning, assessments)	

	● **Monthly Conversation: documented through communication log** ● **Continuation of previous topics** ***Mentor/Teacher Interactions**: 1-2 hours per month	

Dec	● **Differentiated Instruction**
	   ○ Content, Process, Product and/or Environment
	● **First Semester Review**
	   ○ Pacing
	   ○ Planning
	   ○ Revisions for 2nd semester
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	   ***Mentor/Teacher Interactions**: 1-2 hours per month
		1. _____
		
		2._____
		_

Jan	● **Classroom Philosophy:**
	   ○ Classroom procedures
	   ○ Attendance Procedures
	   ○ Classroom Management
	   ○ Parent Communication
	   ○ Colleague Communication
	● **Reviewing teacher goal(s)**
	● **Student Motivation**
	● **Teacher Practice:**
	   ○ Grading policies & procedures
	   ○ Analyzing Student Work
	   ○ Lesson Planning and differentiation by learners
	   ○ Classroom Management
	   ○ Instructional Strategies
	   ○ Organization (i.e. data, planning, assessments)
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	   ***Mentor/Teacher Interactions**: 1-2 hours per month
		1. _____
		
		2._____
		_

Feb	● **Observation Cycle #2: Mentor observes mentee**
	   ○ Including pre/post conversations
	● **Teacher Practice:**
	   ○ Grading policies & procedures
	   ○ Analyzing Student Work
	   ○ Lesson Planning and differentiation by learners
	   ○ Classroom Management
	   ○ Instructional Strategies
	   ○ Organization (i.e. data, planning, assessments)
	● **Budget requests**
	● **Triad Meeting #2: Mentor, Teacher and Evaluator**
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	   ***Mentor/Teacher Interactions**: 2-3 hours per month
		1. _____
		
		2._____

Mar	● **Peer Observation - of mentor** ● **Iowa State Assessments - Administration and Security procedures** ● **Topic(s) determined by new professional & mentor** ● **Monthly Conversation: documented through communication log** ● **Continuation of previous topics** ***Mentor/Teacher Interactions**: 1-2 hours per month	1. _____ 2._____

Apr	● **Focused Teacher Observation - in or out of district**
	   ○ Mentor and mentee complete together
	● **Review of teacher goal(s)**
	● **Monthly Conversation: documented through communication log**
	● **Continuation of previous topics**
	  Mentor/Teacher Interactions: 1-2 hours per month
		1. _____
		
		2._____

May	● **Final exam creation & schedule** ● **Continuation of previous topics** ● **Inventory** ● **Curriculum planning** ● **Planned course revision cycle** ● **Thinking/Planning for next year** ● **Final exams** ● **Program evaluation** ● **End of year procedures** ● **Monthly Conversation: documented through communication log** *Mentor/Teacher Interactions: 1-2 hours per month*	1. _____ 2._____
June	● **Program completion / feedback**	1. _____ 2._____

Signatures #1 = Mentee, #2 = Mentor

Building Principal	(signature)	(date)
Superintendent	(signature)	(date)

*****Log is due to your building principal the last contract day of the school year.*****