Induction/Mentor Program Meeting
April 25, 2023

Created and Presented by
Mike Hurst

Celebrations!!! IAR Conclusion

What went well today? How do you know? Why do you think this aspect of your day was so successful?

Footprints

Left Foot is the footprint you have left this year with your students

Right Foot is the future footprint you hope to leave with students

IMP Updates

IMP Participant Activity Portfolio

- Submit activities as they were assigned in Microsoft Teams or email the completed activities to hurstm@district148.net. Due by May 1st.
- IMP must receive the activities for the participating teacher to receive certificate of completion and the participating teacher & the building mentor to receive hours of professional development.
- The extra copies of the forms are online at https://www.district148.net/mentor/index.
- Your participation in the program is contractually required.
- Assurance statement – distributed today. Complete with "yes". Signatures. Return a hard copy to me or an electronic copy in TEAMS or via email

IMP Building Mentor Portfolio

- Submit contact log as the activity that was assigned in Microsoft Teams or email the completed contact logs to hurstm@district148.net. Due by May 1st
- Mentor Portfolios are due as soon as possible. Submit activities as they were assigned in Microsoft Teams or email the completed activities to hurstm@district148.net.

IMP Survey

- Online survey
- See instructions in an additional email

IMP Coordinator

- Walk-through and picture for Colloquium

IMP Assurance Statement
First Year Teachers

Induction/Mentor Program Activities SD148
First Year Protégé Assurance Statement 2021-22

First Year Protégé: _____

Building Mentor: _____

Total Number of Mentor Observations: _____

Total Number of Protégé Observations: _____

Total Number of Coordinator Observations: _____

Meeting Attendance: _____ (Induction/Mentor Coordinator)

| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |

_____ Submit: Classroom Management Plan
_____ Submit: Schedule

_____ Complete: Teaching Environment Profile
_____ Complete: Co-observation

_____ Complete: Reflection #1
_____ Complete: Co-teaching Experience

_____ Complete: Illinois Assessment Plan
_____ Complete: Reflection #2

_____ Complete: Collection of Engaging Activities
_____ Complete: Professional Development Action Plan I

_____ Complete: Reflection #3

_____ Complete Professional Development Action Plan II
_____ Complete: Reflection #4

_____ Complete: First Year Protégé Portfolio _____Date_____

Assurance Statements

Protégés who knowingly misrepresent their participation in the program will repeat the entire program the following year and may be subject to further disciplinary action.

I do hereby affirm under penalty of perjury that the information provided is true, correct, and complete. The evidence of completion for the Induction/Mentor Program activities for the first year is located in the portfolio held by the Induction/Mentor Coordinator for District 148.

_____ _____ (First Year Protégé)
Date   Signature

_____ _____ (Building Mentor)
Date   Signature

IMP Assurance Statement
First Year Veteran Teachers

Induction/Mentor Program Activities SD148
Veteran First Year Protégé Assurance Statement 2021-22

Veteran First Year Protégé: _____

Building Mentor: _____

Total Number of Mentor Observations: _____

Total Number of Protégé Observations: _____

Total Number of Coordinator Observations: _____

Meeting Attendance: _____ (Induction/Mentor Coordinator)

Aug   Sept   Oct   Nov   Dec   Jan   Feb   March   April   May

Core Activities: Veteran first year protégés will complete all of the core activities
_____ Submit Classroom Management Plan
_____ Submit Schedule
_____ Complete Teaching Environment Profile

Elective Activities: Veteran first year protégés will complete all activities in Option 1 or may choose to complete activities from Options 2 & 3.	
Option 1: _____ Complete Professional Development Action Plan using the Danielson rubric	
OR	
Option 2: Choose 2	**Option 3:** Choose 2
_____ Complete Reflection 1 Danielson 2C & 2D	_____ Complete Co-teaching activity
_____ Complete Reflection 2 Danielson 1B	_____ Complete Co-Observation Activity
_____ Complete Reflection 3 Danielson 1A & 1F	_____ Complete Illinois Assessment Plan
_____ Complete Reflection 4 Danielson 4E	_____ Complete Collection of Engaging Activities

Assurance Statements

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_____ _____ (Veteran First Year Protégé)
Date   Signature

_____ _____ (Building Mentor)
Date   Signature

IMP Assurance Statement Second Year Teacher

Induction/Mentor Program Activities SD148
Second Year Protégé Assurance Statement 2021-22

Second Year Protégé: _____

Building Mentor: _____

Total Number of Mentor Observations: _____

Total Number of Protégé Observations: _____

Meeting Attendance : _____ (Induction/Mentor Coordinator)

___ ___ ___ ___ ___ ___ ___ ___ ___ ___
Aug Sept Oct Nov Dec Jan Feb March April May

_____ Submit: Classroom Management Plan
_____ Submit: Schedule

_____ Complete: Reflection #1
_____ Complete: Professional Development Action Plan I

_____ Complete: Assessing Student Work Activity

_____ Complete: Illinois Assessment Plan II
_____ Complete: Reflection #2

_____ Complete: Collection of Engaging Activities II
_____ Complete: Professional Development Action Plan II
_____ Complete: Reflection #3

_____ Complete: Reflection #4
_____ Complete: Second Year Protégé Portfolio

_____ Complete: Second Year Protégé Portfolio   Date _____

Assurance Statements

Protégés who knowingly misrepresent their participation in the program will repeat the entire program the following year and may be subject to further disciplinary action.

I do hereby affirm under penalty of perjury that the information provided is true, correct, and complete. The evidence of completion for the Induction/Mentor program activities for the first year is located in the portfolio held by the Induction/Mentor Coordinator for District 148.

_____ _____ **(Second Year Protégé)**
Date   Signature

_____ _____ **(Building Mentor)**
Date   Signature

End of Year Reminders

- End of year check-out list Administrator directed. Look for it.
- Permanent record cards
- Student retention
- Take all personal belongings home
- Return all school related keys in an envelope labeled with your name.
- Technology storage procedures

Engaging Students in Learning

- How engaged are your students during your lessons?
- Are you satisfied with the current level of student engagement?
- What could you do to increase the amount of student engagement in your lessons at the end of the year?

Charlotte Danielson Describes Student Engagement

For Students as

Writing

Discussing

Organizing

Visualizing

For Teachers as

Planning Coherent Instruction
- Tasks and Activities
- Flexible Learning
- Collaboration
- Structure and Flow

Using Questioning and Discussion Techniques
- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation
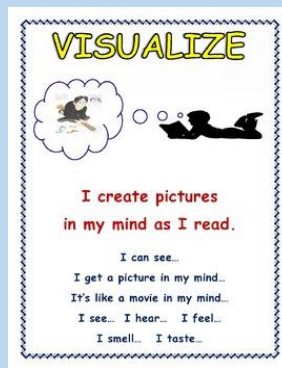
Engaging Students in Learning
- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

Planning Coherent Instruction

Tasks and Activities
I develop and select tasks and activities to meet specific learning outcomes, provide opportunities for higher-level thinking, encourage student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning
I tailor strategies and approaches to individual student needs to create the appropriate level of challenge and support for each student.

Collaboration
I create student groups that are an essential component of learning and development, and I organize them thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow
I structure lessons and unit plans carefully so that they flow from one to the next to support student learning and development.

Charlotte's Advice

Clearly explain the purpose of the session, use small group instruction as you would in the classroom, test drive new activities before using with students, video tape some lessons

Mike's Advice

Tasks and activities that the students like. Give them choice for their assessment or curriculum. Work with other students. Time management, chunk it!

Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning
I ask questions with multiple answers and facilitate discussions that require critical thinking in order to deepen student understanding.

Reasoning and Reflection
I use questioning and discussions to challenge students to reason, reflect on learning, justify their thinking. and generate ideas for future inquiry.

Student Participation
I encourage students to demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

Charlotte's Advice

Use table talk, when a student responds require all students to comment on the response, allow students to share their thoughts in discussions and when answering questions, create online discussion spaces

Mike's Advice

Asking questions from the continuum of Blooms Taxonomy. Promote R&R in the questions you ask. All students participate: popsicle sticks, spin a wheel, randomize it and specify it.

Engaging Students in Learning

Rich Learning Experiences
I encourage students to demonstrate agency and critical thinking in completing tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork
I promote student collaboration as a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful

Use of Instructional Materials and Resources
I use instructional materials and resources effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection
I make sure that individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

Charlotte's Advice

Pacing & Brain Breaks, use infographics and videos, consider ways for students to share their thinking, allow students to submit work in a variety of forms, create choices, allow student to collaborate and research topics

Mike's Advice

Use the CC at your grade level, investigate RLE from colleagues, establish student teamwork, does not have to be groups, could do individualize research and share with team for shorter periods of time, use Bloom for assessment

Culturally Relevant Teaching & Leading Standards

(from **Section 24.50 The Illinois Culturally Responsive Teaching and Leading Standards**)

a) Self-Awareness and Relationships to Others

b) Systems of Oppression

c) Students as Individuals

d) Students as Co-Creators

e) Leveraging Student Advocacy

f) Family and Community Collaboration

g) Content Selections in All Curricula

h) Student Representation in the Learning Environment

d) Students as Co-Creators

g) Content Selections in All Curricula

End of the Year Projects and Activities

- **Teaching Students about Growth Mindset**
- **Using Graphic Organizers**
- **Larry Bell's 12 Power Words**
- **Using Graphic Organizers**
- **Certificates and Awards for Students in 2023**
- **Student Letters for Students Next Year**
- **Student Letter to You about Your Class and Your Teaching**
- **Math examples**
- **ENGAGEMENT is the key**

SET YOUR END OF YEAR GOALS

Mentor & Protégé Closing the Year

- **Mentor-protégé conversation continues**
- **End of year topics for discussion**
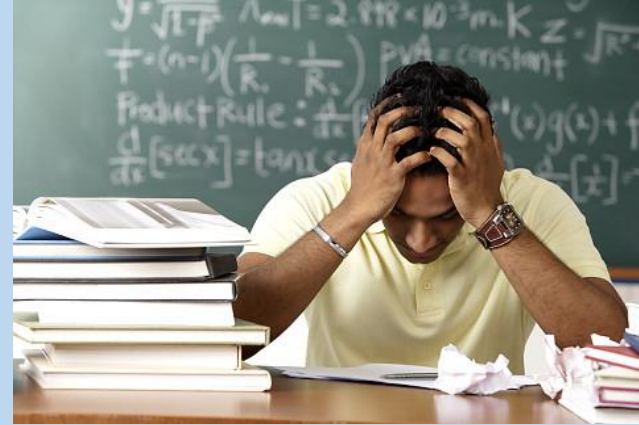- **Teacher growth**

Colloquium

- Final contractual meeting of 2022-23
- Discussion leadership/joining the school community
- Program evaluation
- Receive certificates/letters of completion
- Great conversation & good food
- Tuesday, May 9th from 3:30-4:30
  at Riverdale School
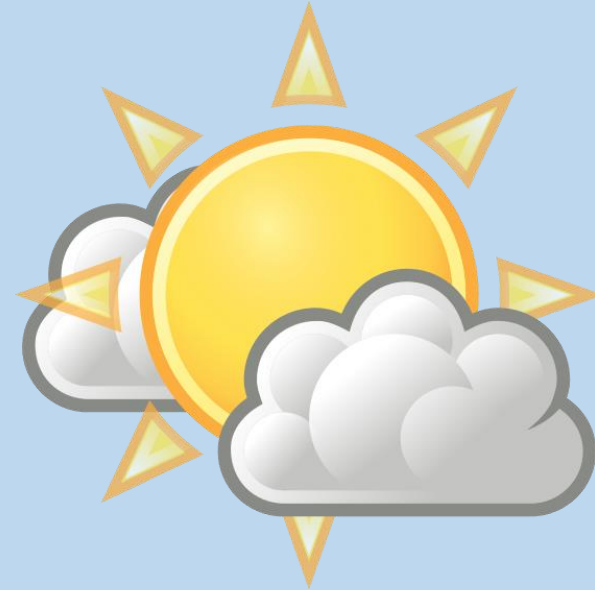
John's Story

Helps to keep things in perspective
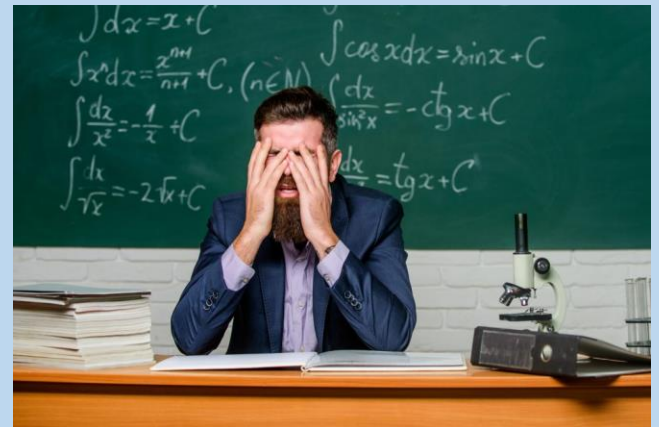
So, how did we do?

Workshop Evaluation Forms

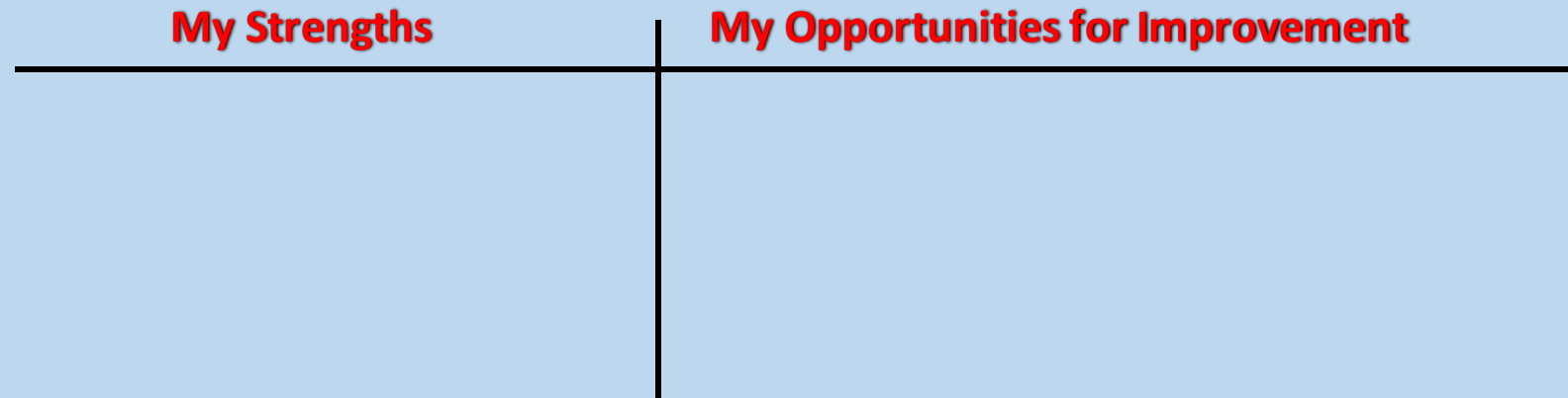Professional Development Hour Sheets

Timesheets

FIN

Connection Point

- **Time To Reflect...**

  - **How does this information connect to other experiences/knowledge you have acquired before?.**

My Strengths	My Opportunities for Improvement

...share your thoughts and ideas with a partner

Engagement In the Remote Classroom

RESOURCES

25 Strategies to Engage Students on Your Next Zoom Meeting
https://hookedoninnovation.com/2020/05/13/25-strategies-to-engage-zoom/.

Zoom Activities to Use with Distance Learning
https://luckylittlelearners.com/zoom-activities-to-use-with-distance-learning/.

Zoom Games for Preschoolers
https://preschoolhomeactivities.com/zoom-activities-for-preschoolers/#t-1588618453219.

FUN ZONE

Illinois Assessment of Readiness Update

IAR Home page at https://www.isbe.net/Pages/IAR.aspx.

IAR test preparation at https://il.digitalitemlibrary.com/home.

IAR computer skills tutorial at https://il.mypearsonsupport.com/.

Engaging Students in Learning

Planning Coherent Instruction (1e)
Using Questioning and Discussion Techniques (3b)
Engaging Students in Learning (3c)

- How engaged are your students during your lessons?
- Are you satisfied with the current level of student engagement?
- What could you do to increase the amount of student engagement in your lessons?