

**School District 148 Induction/Mentor Program**  
**Building Mentor Meeting**  
**November 8, 2023**

- 1) Welcome and thank you for your support.
- 2) Induction/Mentoring Update – Meeting with new teachers
- 3) Mentor Portfolios – 2 letters, Mentor Action Plan, Mentor Compensation Options, Contact Logs (contractual maximum of 36 hours). Post to Microsoft TEAMS or send via email
- 4) Illinois Induction Program Continuum
  - a) Standard 6 - Mentor Professional Development
  - b) Standard 8 - Formative Assessment
- 5) SD148 Professional Development Action Plan
  - a) The Protégé Self-Assessment Using the Danielson Framework for Teaching
  - b) Using the Questioning Strategies
  - c) Creating a Protégé Professional Development Action Plan
  - d) Developing Activities for the PDAP
- 6) Preparing Protégés for IAR (Illinois Assessment for Readiness)– organizing materials & preparing students. From: Illinois common core math-I Math Educators - **Illinois Assessment of Readiness Digital Item Library**. A great way to look at what you are teaching and find items that are related to use in your class or to understand what the standard is asking. <https://il.digitalitemlibrary.com/home>
- 7) Mentors come to the December Meeting with your protégés. – December 5<sup>th</sup>
- 8) Attendance reporting to principals
- 9) Science Fair Judges – see Mike
  - Roosevelt – Thursday, December 7<sup>th</sup>
  - Washington – Thursday, December 13<sup>th</sup>
  - Lincoln – Wednesday, December 14<sup>th</sup>
- 10) Workshops, other information to share
- 11) Evaluation, timesheets, and evidence of completion sheets

## Building Mentor Compensation Options

There will be three forms of compensation for building mentors. There will be three forms of compensation for Mentors. Option 2 and 3 are based on 12-hour blocks of contact time with the New Teacher. There will be a maximum of 36 contact hours per school year per New Teacher. Option 1 will be based on total contact hours, not on 12-hour blocks. All contact time is based on the mentor's time, not the number of New Teachers serviced.

Option 1: The Mentor may receive \$40.00 per hour of documented contact time with each New Teacher. Time is to be documented on the Contact Log.

Option 2: The Mentor may receive 1 hour toward a lane change for each 12 hours of contact time. Time is to be documented on the Contact Log. District "coursework preapproval" and "coursework completion" forms must be submitted to the Mentor Coordinator for this option. The Mentor Coordinator will forward these forms to the business office for processing. The hours toward a lane change will be awarded on the teacher's work assignment form to begin the next school year.

Option 3: The Mentor may receive 1 additional "Personal Day" for every 12 hours of documented contact time. No more than six (6) "Personal Days" may be earned per academic year. The Mentor Coordinator will inform the Business Office upon completion of this option. The "personal day(s)" will be awarded on the teacher's work assignment form to begin the next school year.

Option 2 and 3, compensation will commence the academic year following the completion of the block of contact with the New Teacher.

All contact times are to be logged on the "Contact Log Time Sheet"; each sheet needs the signature of the New Teacher, Mentor, and Building Principal. A copy of the Contact Log must be submitted to the Mentor Coordinator by May 1 of each academic year

Building Mentors: Please choose the option for compensation by circling the option and returning this form to the IMP Coordinator.

Building Mentor: \_\_\_\_\_  
(signature)

IMP Coordinator: Mike Hurst Date: \_\_\_\_\_

# Mentor Contact Log



School District 148

Mentor's Name: \_\_\_\_\_

Mentee's Name: \_\_\_\_\_

Date	Time In	Time Out	Total Time	Focus Of Visit

Date Submitted: \_\_\_\_\_

Mentor's Signature \_\_\_\_\_

Mentee's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

All forms **must** be submitted to the District Mentor/Induction Coordinator **before** May 1.



# Illinois Induction Program Standards \*

## **Standard 1: Induction Program Leadership, Administration, and Support**

The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

## **Standard 2: Program Goals and Design**

Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Induction Program Standards, the district/school improvement plan and local concerns/context.

## **Standard 3: Resources**

Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

## **Standard 4: Site Administrator Roles and Responsibilities**

Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

## **Standard 5: Mentor Selection and Assignment**

Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

## **Standard 6: Mentor Professional Development**

Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor's work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

## **Standard 7: Development of Beginning Teacher Practice**

Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

## **Standard 8: Formative Assessment**

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

## **Standard 9: Program Evaluation**

Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

\* The *Illinois Induction Program Standards* were approved by the Illinois Certification Board in December, 2008. That document contained criteria that provided description for each standard. To provide expediency and usability, the criteria were consolidated for this continuum document. The content and intent of the original criteria were maintained.

# Illinois Induction Program Standard 6: Mentor Professional Development

Criteria	Establishing	Applying	Integrating	Systematizing
<p><b>6.3 Program leadership, program partners, and all stakeholders collaborate to provide ongoing professional development for mentors to advance induction practice and promote beginning teacher development.</b></p> <p><i>Possible Evidence:</i></p> <ul style="list-style-type: none"> <li>Stakeholder planning meetings for mentor professional development meetings</li> <li>Mentor self-assessment tools and sample data analysis</li> <li>CPDU documentation of professional development</li> <li>Professional development aligned to district outcomes/initiatives sessions</li> <li>Foundational and research-based training</li> <li>Periodic reflection and analysis of components of training</li> <li>Documented use of technology to promote communication, collaboration and skill enhancement</li> </ul>	<p>Program leadership is aware of the need for mentors to have additional professional development beyond foundational training. Mentors learn of important topics/issues to discuss with beginning teachers via district correspondence.</p>	<p>Program leadership informs mentors of professional development opportunities that may enhance their mentoring practice and/or teaching. Mentors take initiative to obtain relevant professional development.</p>	<p>Program leadership meets with district/site administrators to select and/or design ongoing professional development for mentors. Sanctioned time is provided for mentors to attend professional development.</p>	<p>Program leadership, district/site administrators, and induction and mentoring teams collaborate in a systemic effort to ensure regularly-scheduled professional development for mentors that supports district instructional initiatives, anticipates/responds to mentor needs, and builds on foundational training to deepen mentor skills and advance induction practices to promote beginning teacher development.</p>

Mentor Professional Development

## Illinois Induction Program Standard 8: Formative Assessment

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

Criteria	Establishing	Applying	Integrating	Systematizing
<p><b>8.1 Program leadership, program partners, and all stakeholders ensure that mentors use formative assessment tools collaboratively with beginning teachers for initial self assessment and development of individual learning plan to guide weekly visits and determine the scope, focus, and content of professional development activities.</b></p> <p><i>Possible Evidence:</i></p> <ul style="list-style-type: none"> <li>• Completed ILP and self-assessment</li> <li>• Completed ICTD</li> </ul>	<p>Program leadership identifies formative assessment tools for mentor-beginning teacher use in self-assessment and development of an individual learning plan aligned to teaching standards. Expectations for use of tools with all beginning teachers are identified.</p>	<p>Program leadership meets early in the year with mentors to provide training in the collaborative use of formative assessment tools for self-assessment and individual learning plan aligned with district/site initiatives. Mentors generally are able to follow guidelines for use and as needed are provided additional support by program leadership. Program leadership identifies expectation that mentors note beginning teachers' need for professional development based on self-assessment and individual learning plan.</p>	<p>Beginning teachers collaborate with their mentor to complete an initial self assessment at the start of each induction year and develop an individual learning plan to guide weekly mentoring visits and to determine the scope, focus, and content of professional development activities within the school and district. Program leadership collaborates with district/site administrators to ensure that professional development offerings take into account the needs of beginning teachers as informed by formative assessment.</p>	<p>Mentors frame the initial self-assessment and development of individual learning plan as a method for ongoing goal setting, data gathering, reflecting on practice throughout the year with the overall goal of enhancing teacher quality. Program leadership, district/site administrators, and induction and mentoring teams collaborate to design and implement professional development activities differentiated to meet the needs of beginning teachers as informed by formative assessment.</p>

## Paraphrasing

Paraphrasing communicates that the listener has...

HEARD what the speaker said,  
UNDERSTOOD what was said, and  
CARES

Paraphrasing involves either:

RESTATING in your own words, or  
SUMMARIZING

Some possible paraphrasing stems include the following:

*So...*  
*In other words...*  
*What I hear you saying...*  
*From what I hear you say...*  
*I'm hearing many things...*  
*As I listen to you I'm hearing...*

## Mediational Questions

Mediational questions help the colleague:

HYPOTHESIZE what might happen  
ANALYZE what worked or didn't  
IMAGINE possibilities  
COMPARE AND CONTRAST what was planned  
with what ensued

Some mediational question stems include...

*What's another way you might...?*  
*What would it look like if...?*  
*What do you think would happen if...?*  
*How was...different from (like) ...?*  
*What's another way you might...?*  
*What sort of an impact do you think...?*  
*What criteria do you use to ...?*  
*When have you done something like ...before?*  
*What do you think...?*  
*How did you decide...(come to that conclusion?)*  
*What might you see happening in your classroom if...*

## Clarifying

Clarifying communicates that the listener has...

HEARD what the speaker said

BUT does

NOT fully understand what was said.

Clarifying involves ASKING A QUESTION (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

*Would you tell me a little more about...?*  
*Let me see if I understand...?*  
*I'd be interested in hearing more about...*  
*It'd help me understand if you'd give me an example of...*  
*So, are you saying/suggesting...?*  
*Tell me what you mean when you...*  
*Tell me how that idea is like (different) from...*  
*To what extent...?*  
*I'm curious to know more about...*  
*I'm intrigued by.../I'm interested in.../I wonder...*

NOTE: "Why" tends to elicit a defensive response.

## Non-Judgmental Responses

Non-judgmental responses help to...

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Possible examples:

- Identify what worked and why  
*I noticed how when you..., the students really...*
- Encourage  
*It sounds like you have a number of ideas to try out!  
It'll be exciting/interesting/great to see which works best for you.*
- Ask the teacher to self-assess  
*How do you think the lesson went and why?*
- Ask the teacher to identify her or his role  
*What did you do to make the lesson so successful?*
- Listen  
Ask sincere questions
- Show enthusiasm for and interest in the teacher's work and thinking  
*I'm interested in learning/hearing more about...  
I'm really looking forward to...*



## Suggestions

### "OPEN" suggestions...

- Are expressed with invitational, positive language and voice tone
- Offer choices to encourage ownership
- Are often expressed as a question (or include a "tag question) to invite further thinking
- Are achievable—enough to encourage, but not to overwhelm
- May provide information about the mentor's thinking and decision-making

## Suggestion Stems

*One thing I've learned is...*

*A couple of things to keep in mind...*

*From our experience, one thing we've noticed...*

*Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...*

*What I know about \_\_\_ is...*

*Something/some things to keep in mind when dealing with...*

*Something you might consider trying is...*

*There are a number of approaches...*

*Sometimes it's helpful if...*

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

*How might that look in your classroom?*

*To what extent might that work in your situation/with your students?*

*What do you imagine might happen if you were to try something like that with your class?*

*Which of these ideas might work best in your classroom (with your students)?*

## Teachable Moments

- Teachable moments are spontaneous opportunities that offer the mentor a chance to:
  - Fill in instructional gaps
  - Help the teacher make good choices
  - Help the teacher to make the "next step"
- When taking advantage of a teachable moment, it's important to:
  - Share in the spirit of support
  - Be brief—focus on the essential
  - Be strategic
  - Avoid using jargon or sounding pedantic
- Some possible stems include the following:
  - *One thing to keep in mind is...*
  - *If you're interested in \_\_\_, it's important to...*
  - *What I know about \_\_\_ is...*
  - *It's sometimes/usually helpful to \_\_\_ when...*

## Attitudes for Effective Listening

- You must truly want to hear what the other person has to say.
- You must view the other person as separate from yourself with alternative ways of seeing the world.
- You must genuinely be able to accept the other person's feelings, no matter how different they are from your own.
- You must trust the other person's capacity to handle, work through, and find solutions to his/her own problems.

## **Formative Assessment Activity: Using the Professional Development Action Plan**

**Based on each scenario, what activities might you suggest for your protégés on the professional development action plan?**

- 1) Your protégé has identified element 2A (Cultivating Respectful & Affirming Environments) as an area of focus. The initial self-assessment is Basic. What activities might you suggest for the PDAP?**
  
- 2) Your protégé has identified element 2C (Maintaining Purposeful Environments) as an area of focus. The initial self-assessment is Approaching Basic. What activities might you suggest for the PDAP?**
  
- 3) Your protégé has identified element 2D (Supporting Positive Student Behavior) as an area of focus. The initial self-assessment is Basic. What activities might you suggest for the PDAP?**
  
- 4) Your protégé has identified element 3C (Engaging Students in Learning) as an area of focus. The initial self-assessment is Approaching Basic. What activities might you suggest for the PDAP?**
  
- 5) Your protégé has identified element 3B (Using Questioning & Discussion Techniques) as an area of focus. The initial self-assessment is Approaching Basic. What activities might you suggest for the PDAP?**

<b>Danielson Framework</b>	<b>Possible Questions &amp; Activities for Protege</b>
<b>2a: Cultivating Respectful &amp; Affirming Environments</b>	
<b>2c: Maintaining Purposeful Environments</b>	

<b>Danielson Framework</b>	<b>Possible Questions &amp; Activities for Protege</b>
<b>2d: Supporting Positive Student Behavior</b>	
<b>3c: Engaging Students in Learning</b>	

# *Connection Point*

## **Time To Reflect....**

**How do I use the professional development action plan to facilitate strength-based, reflective conversations?**



**My Strengths**

**My Opportunities for Improvement**

**...share your thoughts and ideas.**