



Induction/Mentor Program Building Mentor Community Meeting November 8, 2023

Developing a Culture of Support



The Role of the Mentor in Supporting Novice Teacher's Professional Development

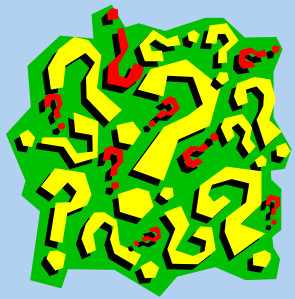
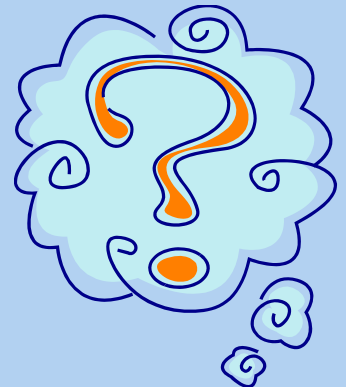


TABLE TALK: MENTORING UPDATE



Building Mentor Portfolios



- ❖ Letter of Interest
- ❖ Colleague Recommendation
- ❖ Mentor Action Plan
- ❖ Mentor Compensation Options
- ❖ Contact Logs (contractual maximum of 36 hours)
- ❖ Post to Microsoft TEAMS or via email



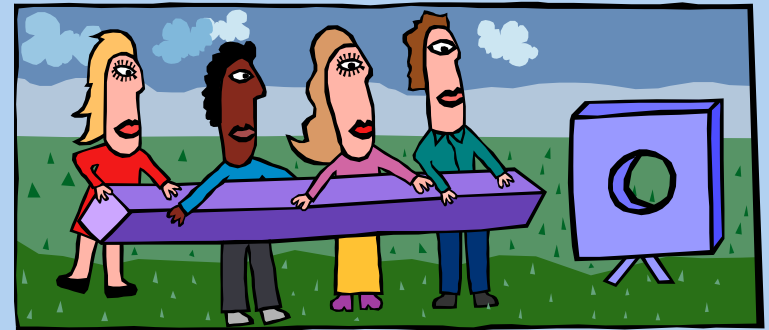
Training Goals...

Mentors will enhance their knowledge of...

- **Induction & Mentoring Practices**
- **The Professional Development Action Plan**
- **The Protégé Self-Assessment**
- **Using Questioning Strategies**
- **Completing Protégé Action Plans**

*In Quality Programs Mentoring is More Than a **Buddy System!***

New Teachers need...



- ◆ *Support*
- ◆ *Professional Development*
- ◆ *Formative Assessment*

Illinois Induction Program Continuum



Illinois Induction Program Continuum

February 2010

Illinois State Board of Education
Guidance Document

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.

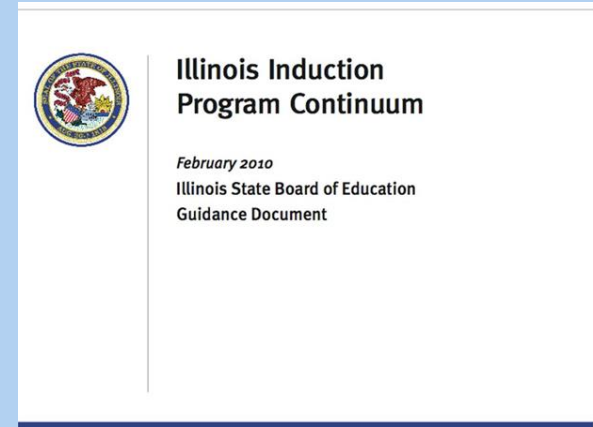
Standard 9: Program Evaluation

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.*

Mentors Need Support Too!

Illinois Induction Program Continuum Standard 6 – Mentor Professional Development



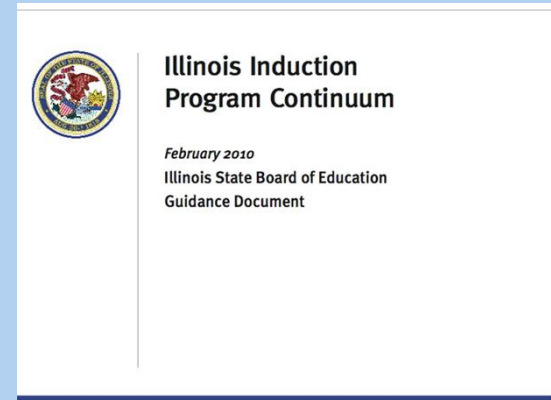
Formation of a Mentor Learning Community



Beginning Teacher Focus in Mentor Programs

Illinois Induction Program Continuum Standard 8 – Formative Assessment

- Mentor Observations (at September Meeting)
- Professional Development Action Plan





Professional Development Action Plan

School District 148 Induction/Mentor Program Year 1 Professional Development Action Plan

Goal

- To help the participating teacher identify areas for professional growth based on the Illinois Professional Teaching Standards(IPTS) and the Danielson Framework, set individual goals, and to evaluate those goals over time

Purpose

- To help the participating teacher recognize their strengths based on the IPTS / Danielson Framework
- To help the participating teacher discover areas for improvement based on the IPTS / Danielson Framework
- Provide a focus and framework for mentor and participating teacher teamwork based on the IPTS / Danielson Framework
- Serve as a program evaluation instrument to assess mentor/participating teacher interactions.

Procedure:

- 1) Mentor and participating teacher complete the Danielson Formative Assessment Framework
- 2) Mentor and participating teacher meet to complete the Danielson Formative Assessment Record Sheet (DFARS)
- 3) Mentor and participating teacher meet to complete the Professional Development Action Plan (PDAP)
- 4) Mentor and participating teacher meet to evaluate PDAP
- 5) This process is repeated at the semester break during the course of the first year

Timeline:

Meeting to discuss activity	30 minutes
Meeting to complete DFARS and PDAP	60 minutes
Complete agreed upon activities	Varies
Meeting to evaluate PDAP	30 minutes



Professional Development Action Plan

Part 1: New Teacher Self-Assessment

Part 2: Development of an Action Plan



School District 148
Induction/Mentor Program Year 1
Professional Development Action Plan

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|------------------------------------|------------|
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Professional Development Action Plan

New Teacher Self-Assessment

- The Framework for Teaching
- Using the Framework
- Complete Framework at

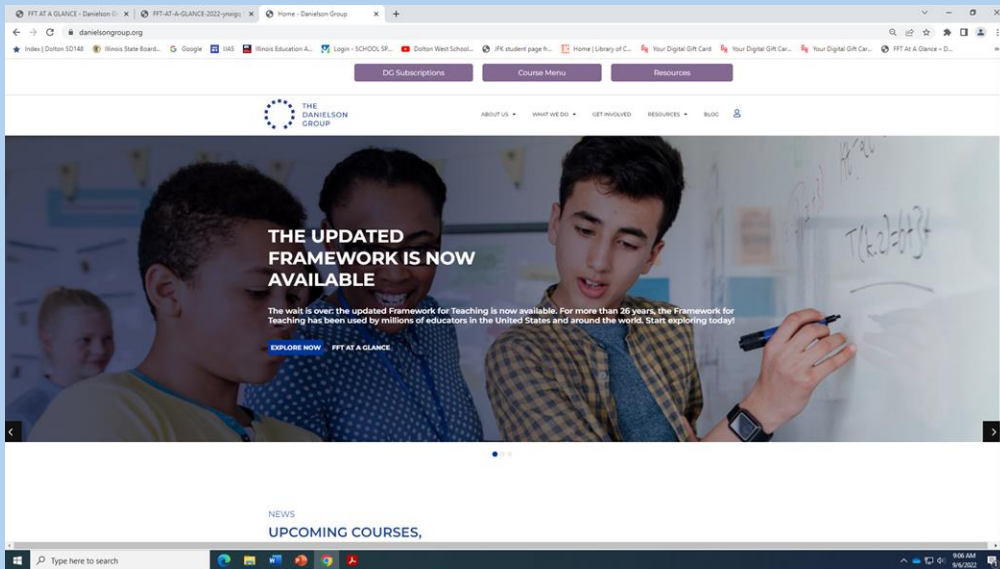
<https://www.danielsongroup.org/framework>



The Updated Framework for Teaching 2022

Danielson Group at

<https://danielsongroup.org/>.

An infographic titled 'THE DANIELSON GROUP' showing four domains of the Framework for Teaching. The domains are arranged in a 2x2 grid. The top-left quadrant is blue and contains 'DOMAIN 1: PLANNING AND PREPARATION' with sub-points 1a through 1f. The top-right quadrant is orange and contains 'DOMAIN 2: LEARNING ENVIRONMENTS' with sub-points 2a through 2e. The bottom-left quadrant is green and contains 'DOMAIN 4: PRINCIPLED TEACHING' with sub-points 4a through 4f. The bottom-right quadrant is purple and contains 'DOMAIN 3: LEARNING EXPERIENCES' with sub-points 3a through 3e. The Danielson Group logo is centered in the middle of the infographic.

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 1

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Professional Development Action Plan

Part 1: The Self Assessment

Illinois Professional Teaching Standards

Standard 4: Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Danielson Framework Domain 2: Learning Environment

Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished
2A – Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict	Learning environments are partially characterized by caring and respectful interactions	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated	Students play an active role in creating learning environments characterized by a sense of community where each member feels safe valued and connected

	Unsatisfactory	Basic	Proficient	Distinguished
2B – Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development	The culture of the class is somewhat conducive to learning and development	The culture of the class is characterized by high expectations and supports students' learning and development	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.

	Unsatisfactory	Basic	Proficient	Distinguished
2C – Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member

	Unsatisfactory	Basic	Proficient	Distinguished
2D – Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior	Positive behavior is modeled by the teacher and occasionally taught explicitly	Students display positive behaviors, which are modeled by the teacher and reinforced to promote reflection and recalibration rather than compliance	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community

	Unsatisfactory	Basic	Proficient	Distinguished
2E – Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development	The learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative joyful spaces for all to learn and grow

<u>Domain 2: The Classroom Environment</u>	First Assessment September		Second Assessment January		Third Assessment April	
	Rank	Artifacts	Rank	Artifacts	Rank	Artifacts
2A – Cultivating Respectful and Affirming Environments						
2B – Fostering a Culture for Learning						
2C – Maintaining Purposeful Environments						
2D – Supporting Positive Student Behavior						
2E – Organizing Spaces for Learning						

Professional Development Action Plan

Reviewing the Self-Assessment

- It is a self-assessment
- Mentor may use questioning strategies to investigate the artifacts



Questioning Techniques

I hope I don't sound too dumb!

I hope I am meeting his needs!



Questioning Strategies

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.

Time to Practice Discussing the Self-Assessment





Professional Development Action Plan

Part 2: Developing the Plan

School District 148
Induction/Mentor Program Year I
PROFESSIONAL DEVELOPMENT ACTION PLAN YEAR I

Date _____

Focus Goal: 1st semester (Describe in your own words your area of concentration for professional growth)

Using the Danielson Framework Continuum, please note:

Standard #(s)	Element(s)	Beginning ranking
_____	_____	_____

Possible Activities:

Assessment of Goal : (due _____)

Using the Danielson Framework Continuum, please note:

Ending ranking _____

- ❖ *Focus Goal*
- ❖ *Possible Activities*
- ❖ *Assessment of the Goal*



Table Talk

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?

Time to Practice

Developing the Action Plan

Possible Activities

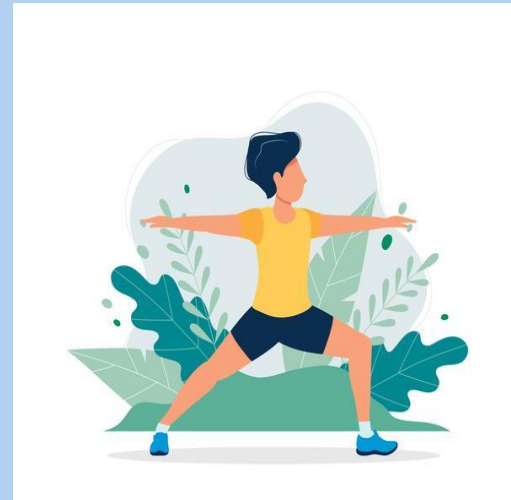


Table Talk



Possible Activities for Action Plans

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?

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?

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?

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?

Professional Development Action Plan



**Mentor will have the most
IMPACT on the Plan. . . .**

Possible Activities

- **Observe another teacher**
- **Mentor observes the new teacher with the focus in mind**
- **Use other IMP activities to investigate the focus goal**
- **Interview another teacher**
- **Watch training videos or attend PD**
- **Investigate the topic online**
- **Use the Danielson FFT for other ideas**
- **Talk to the IMP Coordinator**

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.



ILLINOIS

Assessment of Readiness

- **Shared at Protégé Meeting**
- **Testing in 2024**
- **IAR Plan – IMP Activity for November**
- **IAR Digital Library on ISBE website at <https://il.digitalitemlibrary.com/home>**

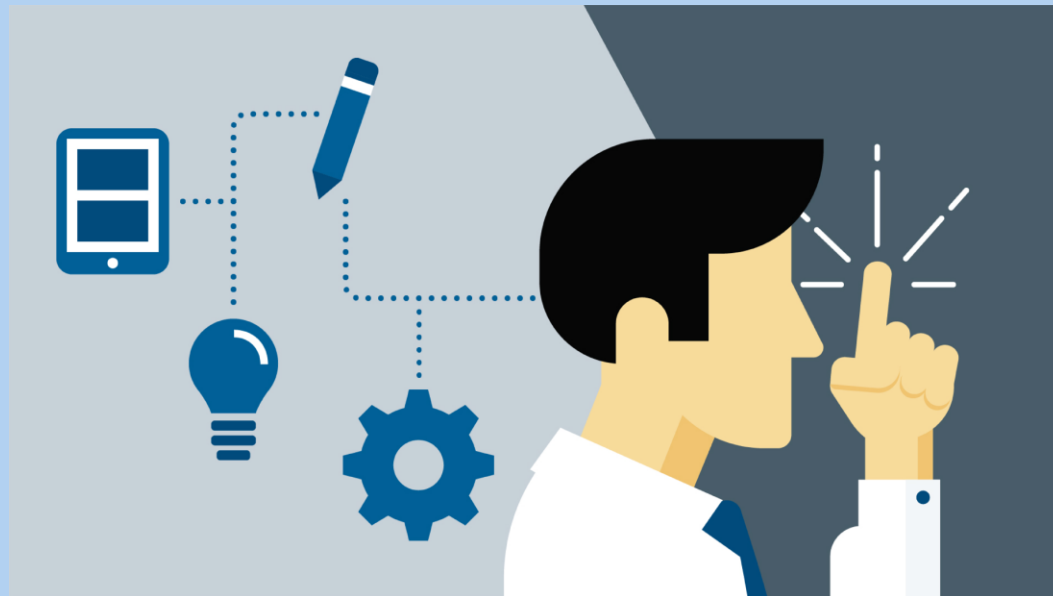




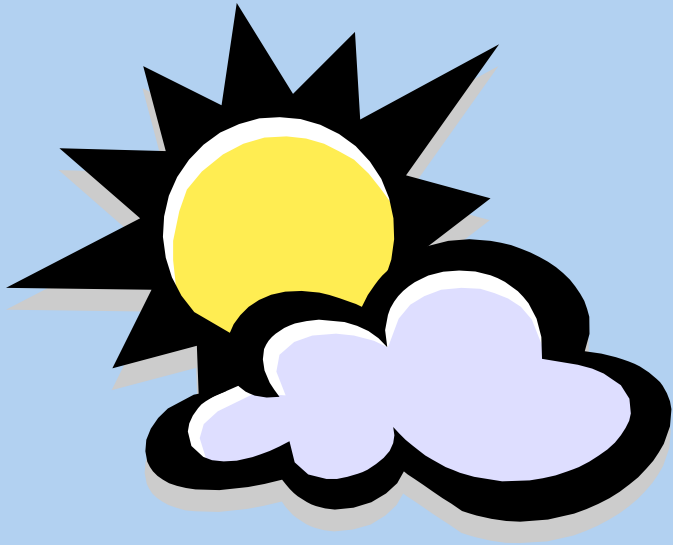
Other Things to Consider

- Teacher Stress – shared at November Protégé Meeting
- Mentors come to the December Meeting with your protégés - December 5th
- Attendance shared with principals
- Science Fair Judges needed
 - Roosevelt – Thursday, December 7th
 - Washington – Wednesday, December 13th
 - Lincoln – Wednesday, December 14th
- Workshops, other information to share

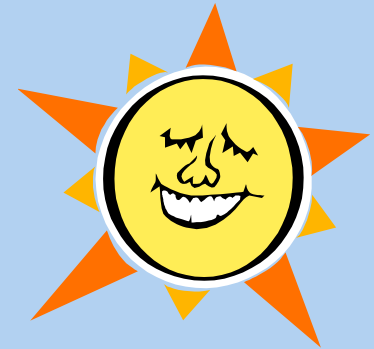
**Mentors,
YOU are Professional
Development Providers for
our New Teachers!**



Workshop Evaluation...



So, how did we do?



*...Timesheet &
Evidence of Completion*

FIN

Ending Invocation

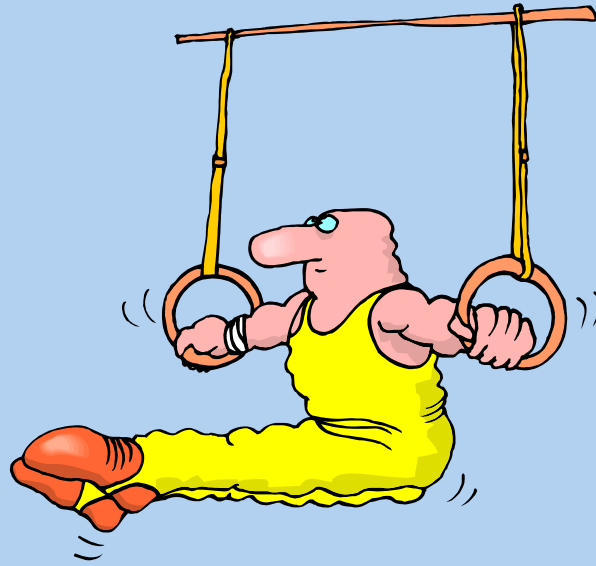
“TELL ME AND I FORGET. TEACH ME AND I REMEMBER. INVOLVE ME AND I LEARN.”

BENJAMIN FRANKLIN

Thank you!

Time to Practice

Creating an Action Plan





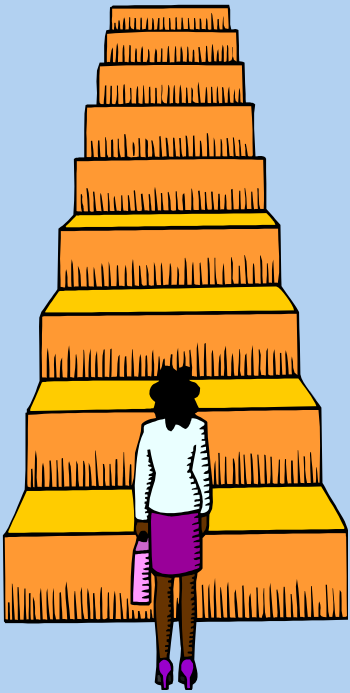
Ground Rules...

- ◆ Be fully present.
- ◆ Turn off cell phones.
- ◆ Honor other opinions - even the presenter's!
- ◆ We will try to follow the 10 minute rule.
- ◆ Take breaks as needed.
- ◆ Relax and have fun!

Mentoring Conversation Protocol

Adapted from New Teacher Center at UCSC

- 1. Assess the new teacher's needs by:**
 - Making connections and building trust
 - Identifying successes and challenges
- 2. Establish a focus for work by:**
 - Paraphrasing
 - Clarifying
- 3. Support the new teacher's movement forward by:**
 - Direct teaching
 - Collaborative problem-solving work
 - Reflective questioning
- 4. Promote accountability by:**
 - Identifying specific next steps
 - Agreeing to follow-up



Connection Point

Time To Reflect....

How do I differentiate the types of action plans I develop to facilitate strength-based, reflective conversations?



My Strengths

My Opportunities for Improvement

...share your thoughts and ideas.