

**School District 148 Induction/Mentor Program  
Building Mentor Meeting  
September 20, 2023**

- 1) Welcome and thank you for your support.
- 2) Biggest surprise/challenge as a building mentor
- 3) Mentor Portfolios – Collected through Microsoft TEAMS / Letter of Interest, Colleague Recommendation, Mentor Professional Development Action Plan, Mentor Compensation Options, Contact Logs (contractual requirement of maximum of 36 hours)
- 4) Protégé Portfolios - IMP Activities with your protégé – assigned to your protégés & submitted through Microsoft TEAMS.
- 5) IMP survey results 2022-23, full results on IMP website in Miscellaneous section
- 6) Illinois Induction Program Continuum – Standard 6 Mentor Professional Development & Standard 8 Formative Assessment
- 7) Mentor Observations – using the Danielson Framework for Teaching 2022 during observations
- 8) Protégé Reflective Conference - reviewing the questioning strategies
- 9) Preparing Protégés for Illinois State Testing (IAR) – organizing materials & preparing students
- 10) Mentors come to the October Meeting with your protégés. – see calendar on website at <https://www.district148.net/mentor/index>.
- 11) New Mentor Training, Workshops, other information to share
- 12) Workshop evaluation, timesheets, and evidence of completion forms

## 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 to the "Contact Log"; 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.

# Observation Tool SD148 Induction/Mentor Program

## Domain 2 Observation Record – to be completed by observer

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_  
Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_  
Lesson Topic: \_\_\_\_\_ Illinois Learning Standard: \_\_\_\_\_  
Focus of observation: \_\_\_\_\_  
Observer: \_\_\_\_\_

### Domain 2: Learning Environments

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#### 2a. Cultivating Respectful & Affirming Environments

\*Positive Relationships \*Sense of Belonging \*Cultural Responsiveness \*Positive Conflict Resolution

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#### 2b. Fostering a culture for learning

\*Purpose & Motivation \*Dispositions for Learning \*Student Agency & Pride in Work  
\*Support & Perseverance

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#### 2c. Maintaining Purposeful Environments

\*Productive Collaboration \*Student Autonomy & Responsibility \*Equitable Access to Resources & Supports  
\*Non-instructional Tasks

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#### 2d. Supporting Positive Student Behavior

\*Expectations for the Learning Community \*Modeling and Teaching Habits of Character  
\*Self-Monitoring and Collective Responsibility

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#### 2e. Organizing Spaces for Learning

\*Safety & Accessibility \*Design for Learning and Development \*Co-creation & Shared Ownership

# Observation Tool SD148 Induction/Mentor Program

## Domain 3 Observation Record – to be completed by observer

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_  
Grade Level/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_  
Lesson Topic: \_\_\_\_\_ Illinois Learning Standard: \_\_\_\_\_  
Focus of observation: \_\_\_\_\_  
Observer: \_\_\_\_\_

### Domain 3: Learning Experiences

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#### 3a. Communicating About Purpose & Content

\*Purpose for Learning & Criteria for Success \*Specific Expectations \*Explanation of Content  
\*Use of Academic Language

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#### 3b. Using Questioning and Discussion Techniques

\*Critical Thinking & Deeper Learning \*Reasoning & Reflection \*Student Participation

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#### 3c. Engaging Students in Learning

\*Rich Learning Experiences \*Collaboration & Teamwork \*Use of Instructional Materials & Resources  
\*Opportunities for Thinking & Reflection

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#### 3d. Using Assessment for Learning

\*Clear Standards for Success \*Monitoring Student Understanding \*Timely, Constructive Feedback

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#### 3e. Responding Flexibly to Student Needs

\*Evidence Based Adjustment \*Receptiveness & Responsiveness \*Determination & Perseverance



# Mentor Observation Feedback

1

Date 2-23-2022 Time 9<sup>30</sup>  
Teacher [REDACTED] School [REDACTED]

## Domain 2

~~Positive Observations:~~ Students return to classroom. Student choose from chart how they want to be greeted. Teacher dances, encourages all to participate. Teacher calls student by name to "go get pillow". Student cubbie to retrieve pillow. Teacher writes names on board with answer they gave to questions. Teacher says, "Friends...be kind...give friend a turn when student shouts-out answer. Teacher reviews rules using poster. Student follow procedure, transition from circle to tables.

## Domain 3

~~Other Observations:~~ Teachers uses "Good morning song", 9/10 participate. Teacher uses "Move" song, 10/10 participate. Teacher holds up picture, asks, "Who are these people?", also construction materials, tools. Teacher reviews ending sounds in words using board. Teacher says word, student say sound/letter. Teacher claps sounds in name, student give number. Teacher shows display to review BHM.

**Suggestions for success:** Continue to give students choice. Continue to encourage participation by doing the activity w/ the students. Consider ways to assess student understanding. Continue to review rules as necessary.

[REDACTED]

[REDACTED]

District Mentor/ Induction Coordinator

Teacher's Signature

# Mentor Observation Feedback



Date 10-19-21 Time 11:20  
Teacher [REDACTED] School [REDACTED]

## Domain 2

~~Positive Observations:~~ Student seated at tables. Student calls out comment <sup>###</sup> "Teacher responds. Students go to rack, retrieve work. Fire drill. Return. Students talk in loud voices. Student says, "Ain't nobody talkin' to you..." Student loudly says, "You're unknown!" points at other student. Student finds artwork. Student puts glue on another picture. Student put glue on her picture, yells. Teacher collects scissors from groups.

## Domain 3

~~Positive Observations:~~ Teacher has example of artwork on SB. Teacher explains little time, a lot to do. Teacher says, "I expect..." Students retrieve work/supplies. Continue to complete artwork. Students glue <sup>yarn</sup> to paper to create picture (13/21). Teacher circulates, says "You have a lot of work <sup>###</sup> to do." Teacher says, "You need to fill it in..." Teacher says, "You don't have to use all one color..." Teacher says, "Good work, T-..."

**Suggestions for success:** Consider bellwork for students. Continue to <sup>CO</sup> communicate expectations to students. Consider attention signal. Teacher says, "You all are extremely loud". Consider ways to control the volume. Consider distributing materials. Continue to engage students with hands-on activities.

[REDACTED]

[REDACTED]

District Mentor/ Induction Coordinator

Teacher's Signature





## 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

## 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...*

## 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)?*

## 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.