

Induction/Mentor Program Building Mentor Meeting September 2023



Created & Presented by
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Mentor Discussion

Biggest Surprise/Challenge as a Building Mentor



How are you using technology for interactions with your protege?



What have you found out about your protege?



What do you still need to know about your protege and how will you find out?

School District 148

Induction/Mentor Program

Mentor Portfolios

- Using email to assign/submit
- Letter of Interest
- Colleague Recommendation
- Mentor Professional Development Plan
- Mentor Compensation Options
- Contact Logs
- Online access to all forms at <https://www.district148.net/mentor/index>.



School District 148

Induction/Mentor Program

Protégé Portfolios

- ✓ Teacher License – Professional
Development Hours issued to participants
- ✓ Portfolios - Timelines for completion
- ✓ Using email or hard copy to submit
- ✓ Online access to all forms at
<https://www.district148.net/mentor/index>.
- ✓ Release time



Veteran First Year Teacher

School District 148
Induction/Mentor Program Activities
First Year Protégé Activities for Veteran Teachers Step 4 or higher

<p><u>Core Activities:</u></p> <p>Veteran teachers will complete all of the core activities.</p> <p><u>August</u> <input type="checkbox"/> Submit: Classroom Management Plan <input type="checkbox"/> Submit: Schedule <input type="checkbox"/> Complete: Teaching Environment Profile</p> <p><u>September</u> <input type="checkbox"/> Complete: Protégé Observation #1 or Co-Observation Activity <input type="checkbox"/> Complete: Coordinator Observation</p> <p><u>October</u> <input type="checkbox"/> Complete: Mentor Observation #1</p> <p><u>November</u> <input type="checkbox"/> Complete: Protégé Observation #2</p> <p><u>January</u> <input type="checkbox"/> Complete: Mentor Observation #2</p> <p><u>April</u> <input type="checkbox"/> Submit: First Year Protégé Portfolio</p>	<p><u>Additional Activities:</u></p> <p>Veteran teachers have the choice to complete either Option 1 or Option 2.</p> <p><u>Option 1:</u> <input type="checkbox"/> Complete: Professional Development Action Plan I using the Danielson Framework for Teaching Rubric (September, January, and April)</p> <p>OR</p> <p><u>Option 2: (Choose 4)</u> <input type="checkbox"/> Complete: Reflection 1 Year 1: Danielson FFT 2C & 2D <input type="checkbox"/> Complete: Reflection 2 Year 1: Danielson FFT 1B <input type="checkbox"/> Complete: Reflection 3 Year 1: Danielson FFT 1A & 1F <input type="checkbox"/> Complete: Reflection 4 Year 1: Danielson FFT 4E <input type="checkbox"/> Complete: Co-teaching Activity <input type="checkbox"/> Complete: Co-Observation Activity <input type="checkbox"/> Complete: IAR Plan I <input type="checkbox"/> Complete: Collection of Engaging Activities I</p>
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Meeting Attendance

Aug Sept Oct Nov Dec Jan Feb March April May

First Year Teacher

School District 148
Induction/Mentor Program Activities

First Year Protégé Activities

<p><u>August</u> <input type="checkbox"/> Submit: Classroom Management Plan <input type="checkbox"/> Submit: Schedule <input type="checkbox"/> Complete: Teaching Environment Profile</p> <p><u>September</u> <input type="checkbox"/> Complete: Co-observation <input type="checkbox"/> Complete: Reflection #1 Year 1 <input type="checkbox"/> Begin: Professional Development Action Plan I</p> <p><u>October</u> <input type="checkbox"/> Complete: Mentor Observation #1 <input type="checkbox"/> Complete: Protégé Observation #1 <input type="checkbox"/> Complete: Co-teaching Experience</p> <p><u>November</u> <input type="checkbox"/> Complete: IAR Plan I <input type="checkbox"/> Complete: Reflection #2 Year 1 <input type="checkbox"/> Complete: Mentor Observation #2</p>	<p><u>January</u> <input type="checkbox"/> Complete: Collection of Engaging Activities <input type="checkbox"/> Complete: Reflection #3 Year 1 <input type="checkbox"/> Complete: Mentor Observation #3 <input type="checkbox"/> Continue Professional Development Action Plan I</p> <p><u>February</u> <input type="checkbox"/> Complete: Protégé Observation #2</p> <p><u>April</u> <input type="checkbox"/> Complete Professional Development Action Plan I <input type="checkbox"/> Complete: Reflection #4 Year 1 <input type="checkbox"/> Submit: First Year Protégé Portfolio</p> <p><u>Coordinator Observation Dates:</u> <input type="checkbox"/> first semester <input type="checkbox"/> second semester</p>
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Meeting Attendance

Aug Sept Oct Nov Dec Jan Feb March April May

Second Year Teacher

School District 148 Induction/Mentor Program Activities

Second Year Protégé Activities

<u>August</u> ____ Submit: Classroom Management Plan ____ Submit: Schedule	<u>January</u> ____ Complete: Collection of Engaging Activities II ____ Complete: Reflection #3 Year 2 ____ Complete: Mentor Observation #2 ____ Continue: Professional Development Action Plan II
<u>September</u> ____ Complete: Mentor Observation #1 ____ Complete: Reflection #1 Year 2 ____ Begin: Professional Development Action Plan II	<u>February</u> ____ Complete: Protégé Observation #2
<u>October</u> ____ Complete: Assessing Student Work Activity ____ Complete: Protégé Observation #1	<u>April</u> ____ Complete Professional Development Action Plan II ____ Complete: Reflection #4 Year 2 ____ Submit: Second Year Protégé Portfolio
<u>November</u> ____ Complete: IAR Plan II ____ Complete: Reflection #2 Year 2	

Meeting Attendance

Aug Sept Oct Nov Dec Jan Feb March April May

6/2023

Online access to all forms at
<https://www.district148.net/mentor/index>.



School District 148 Induction/Mentor Program Survey Results – Proteges 2022-23

Highlight Results from Proteges

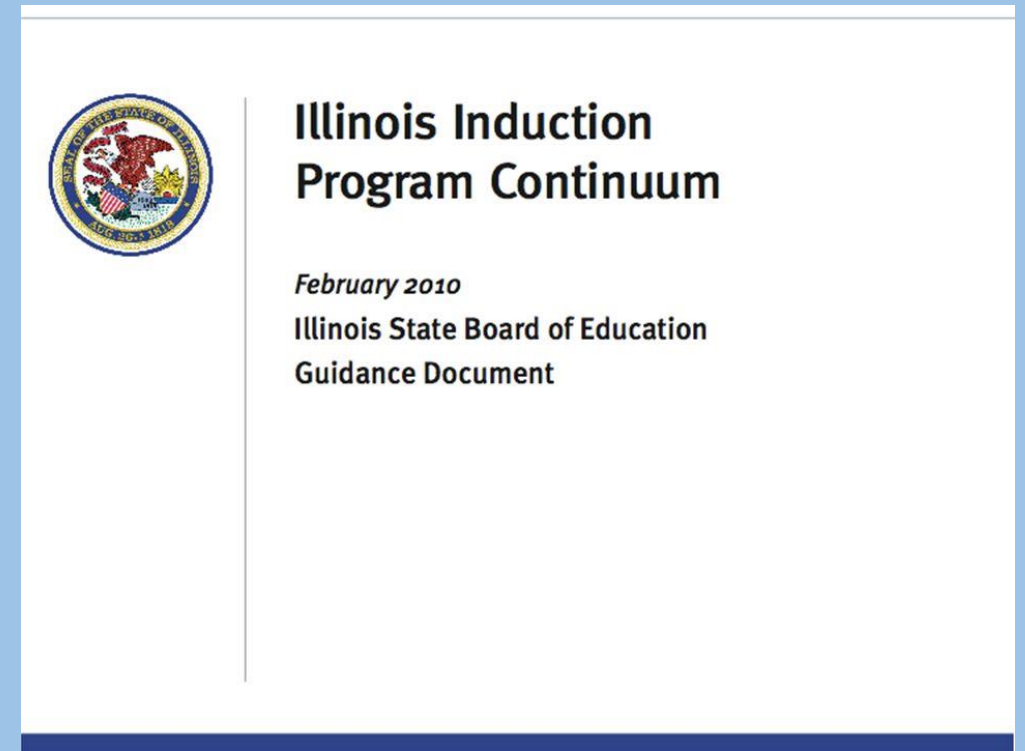
All results on-line at
<https://www.district148.net/mentor/miscellaneous>.



Illinois Induction Program Continuum

**Standard 6 – Mentor
Professional Development**

Standard 8 – Formative Assessment



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.*

Formative Assessment Mentor Observations

Pre-Conference
Used to determine the
logistics, discussion to understand the
planning of the lesson, and choose an
area of focus using the Danielson
Framework for Teaching Domain 2 & 3

SD148 Induction/Mentor Program Planning Conference Form To be completed by the protégé and the mentor

Name of Protégé _____ Date _____

Name of Mentor _____ School _____

Name of Observer _____

Planning Conversation

In your own words, please choose an area of focus for the observation.

The area of focus will be: _____

Which of the Illinois Professional Teaching Standards and the Danielson Elements of best practice does the focus address?

Things to consider during the planning conference:

1. What will be the goal of the lesson? What strategies / steps will be used?
2. What evidence will be needed to demonstrate successful achievement of the goal?
3. What element of the lesson will be observed?
4. What difficulties might arise during the lesson?
5. Are there any individuals or groups you want me to know about before the observation?
Is there anything else that should be known before the observation?
6. What form will be used to collect data during the observation?
7. Where will the observer sit?

Summarize the discussion, noting what was decided.

Observation will occur:

Date / Time / Subject _____

Reflective Conference will occur:

Date / Time _____

The Framework for Teaching – Charlotte Danielson

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Demonstrating Professionalism

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

2013

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

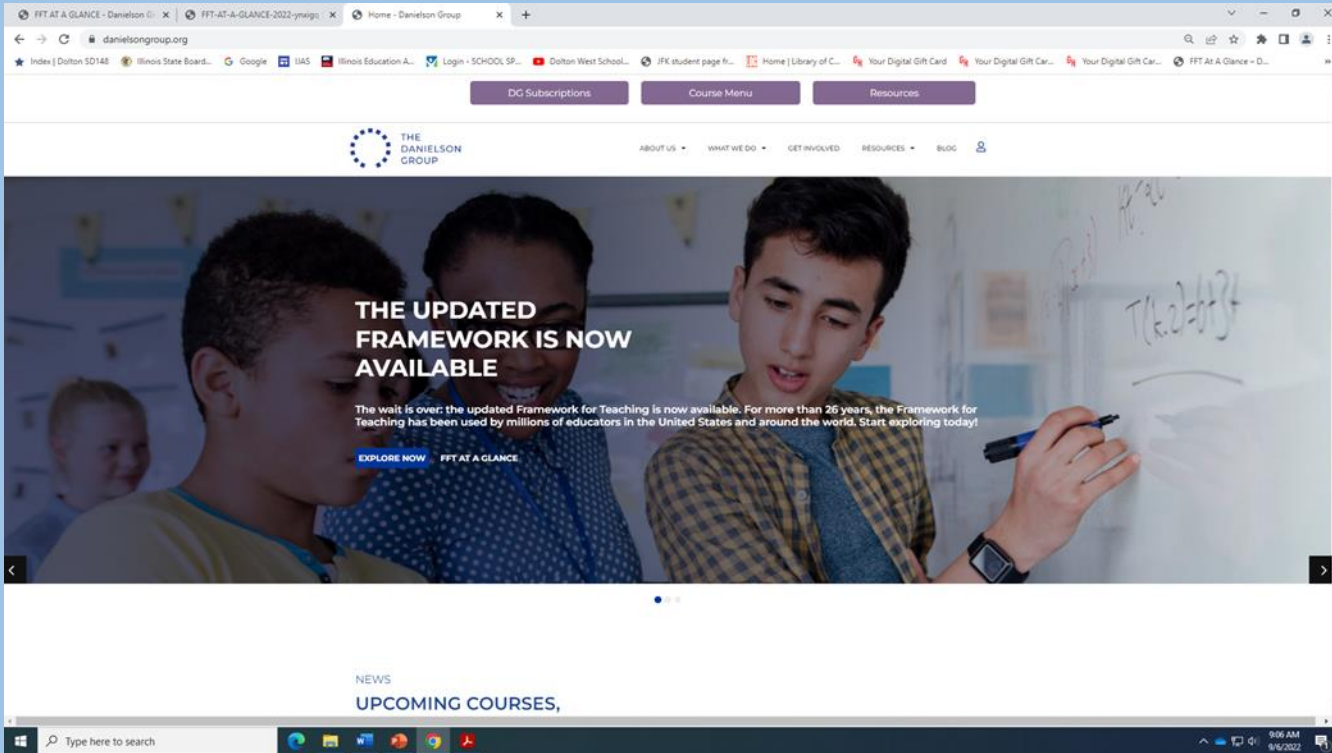
2022

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

The Updated Framework for Teaching 2022 – Danielson Group at <https://danielsongroup.org/>.



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 2

LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning

- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments

- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior

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

2e Organizing Spaces for Learning

- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

Learning Environment



2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

- Use rubric for observations
- Give specific examples as you discuss



2a: Cultivating Respectful and Affirming Environments

Unsatisfactory	Basic	Proficient	Distinguished
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.
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

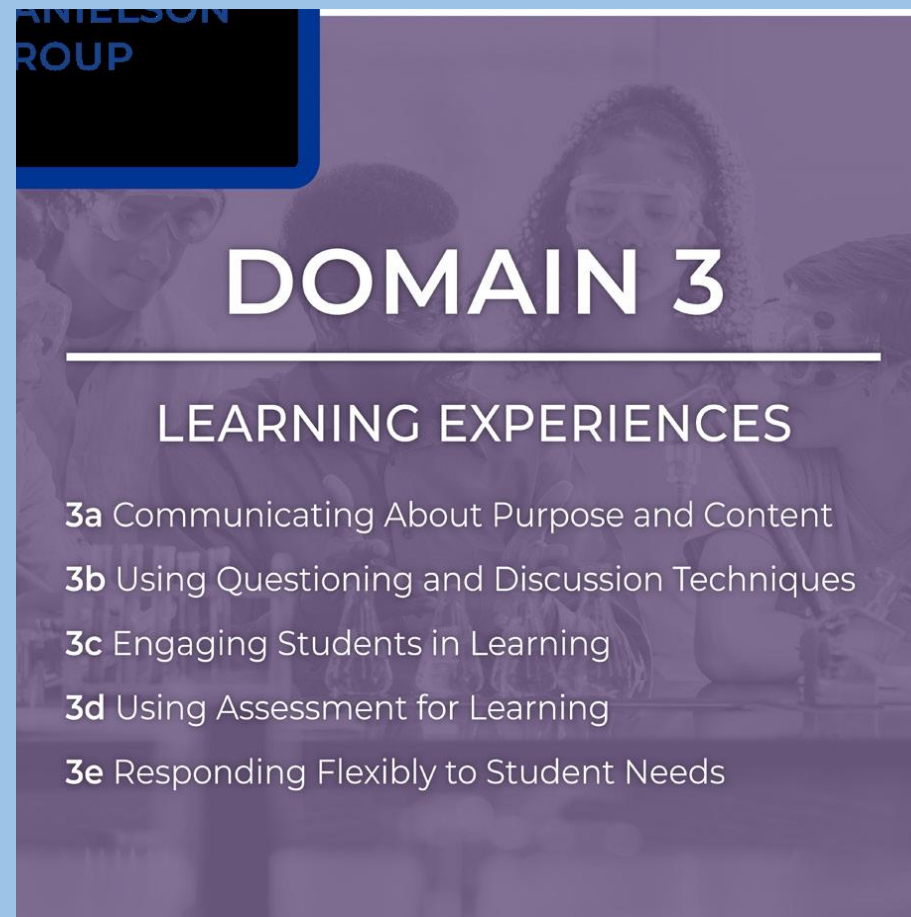
CRITICAL ATTRIBUTES

2013

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

2022



THE DANIELSON GROUP

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 3

LEARNING EXPERIENCES

3a Communicating About Purpose and Content

- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanations of Content
- Use of Academic Language

3b Using Questioning and Discussion Techniques

- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

3c Engaging Students in Learning

- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

3d Using Assessment for Learning

- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

3e Responding Flexibly to Student Needs

- Evidence-Based Adjustments
- Receptiveness and Responsiveness
- Determination and Persistence

DOMAIN 3 LEARNING EXPERIENCES

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is 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: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

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

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Learning Environment



3a Communicating About Purpose and Content
Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.
Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.
Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.
Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

- Use rubric for observations
- Give specific examples as you discuss

THE DANIELSON GROUP		3a: Communicating About Purpose and Content				
		Unsatisfactory	Basic	Proficient	Distinguished	
		Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.	
		Purpose for Learning and Criteria for Success				
		The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.	
		Specific Expectations				
		The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.	
CRITICAL ATTRIBUTES			Explanations of Content			
			The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
			Use of Academic Language			
		The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students	

Formative Assessment Mentor Observations

Observation – Collect “I see” and “I hear” data around the Danielson Framework and the area of focus

**School District 148 Induction/Mentor Program
Observation Tool - Danielson Framework for Teaching**

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

2a. Cultivating Respectful & Affirming Environments
*Positive Relationships *Sense of Belonging *Cultural Responsiveness *Positive Conflict Resolution

2b. Fostering a Culture for Learning
*Purpose & Motivation *Dispositions for Learning *Student Agency & Pride in Work *Support & Perseverance

2c. Maintaining Purposeful Environments
*Productive Collaboration *Student Autonomy & Responsibility *Equitable Access to Resources & Supports
*Non-instructional Tasks

2d. Supporting Positive Student Behavior
*Expectations for the Learning Community *Modeling and Teaching Habits of Character
*Self-Monitoring and Collective Responsibility

2e. Organizing Spaces for Learning
*Safety & Accessibility *Design for Learning and Development *Co-creation & Shared Ownership

6/2023

**School District 148 Induction/Mentor Program
Observation Tool - Danielson Framework for Teaching**

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

3a. Communicating About Purpose & Content
*Purpose for Learning & Criteria for Success *Specific Expectations *Explanation of Content
*Use of Academic Language

3b. Using Questioning and Discussion Techniques
*Critical Thinking & Deeper Learning *Reasoning & Reflection *Student Participation

3c. Engaging Students in Learning
*Rich Learning Experiences *Collaboration & Teamwork *Use of Instructional Materials & Resources *Opportunities for
Thinking & Reflection

3d. Using Assessment for Learning
*Clear Standards for Success *Monitoring Student Understanding *Timely, Constructive Feedback

3e. Responding Flexibly to Student Needs
*Evidence Based Adjustment *Receptiveness & Responsiveness *Determination & Perseverance

6/2023

Time to Investigate The Updated FFT



**Place the notes onto the observation
forms using the updated FFT**



Formative Assessment Mentor Observations

Reflective Conference

Ask targeted questions to impact the teacher's cognitive development

SD148 IMP Observation Forms on-line at
<https://www.district148.net/mentor/mentors>.

School District 148 Induction/Mentor Program
Reflective Conference Form - To be completed by the protégé and the mentor

Name of Protégé _____ Date _____

Name of Mentor _____ School _____

Name of Observer _____

Directions: Review the planning conference and observation forms completed. Reflect on the lesson and discuss the following questions with your mentor:

- What was the goal of the lesson?
- How do you feel about the instruction of the lesson?
- To what extent was the goal achieved? What data supports that?
- Based on the observation and discussion with your mentor, what will you incorporate into your teaching practice? Change for next time?

Directions: Respond in writing to the following questions

1. What was learned from the data collected in the area of focus?
2. What did you learn about best teaching practices based on the area of focus that was chosen?
3. How do you plan to continue to improve on this best practice?

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...

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...*

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...

...

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.

Things to Consider with Your Protege

- ❖ **Preparing your Protégé for the Illinois State Testing**
- ❖ **FRONTLINE Technologies** – use for administrator evaluation
- ❖ **Mandated Trainings** – finished by September 22
- ❖ **Phone logs** / Make positive phone calls & follow-up from back-to-school night
- ❖ **Substitute Folder** / Absence from work – Follow procedure using Aesop on Frontline. You will need to have seating chart, lesson plan, & other materials ready for the substitute. See September Meeting resource at <https://www.district148.net/mentor/imp-teacher-resources>.
- ❖ **Grade books** - At least two preannounce graded assignment per week. See your building mentor for grade book set-up. Remember, P/T Conferences are at the end of this quarter. You may want to consider saving samples of student work.

Things to Consider for Building Mentors

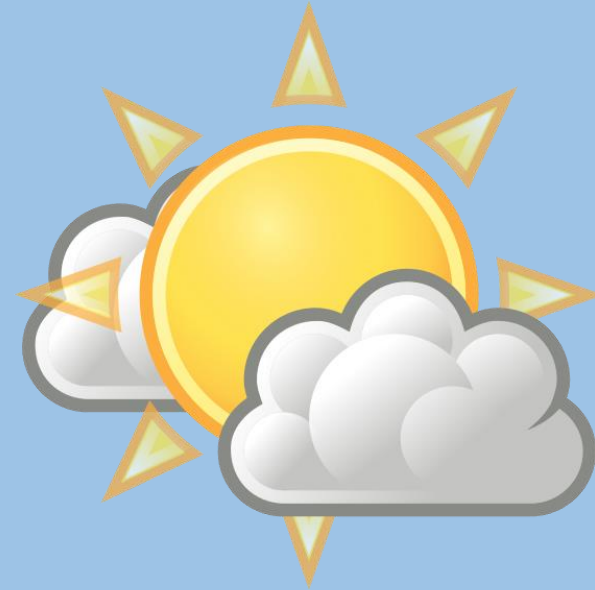
- ❖ **Meeting Attendance – Please make every effort to attend with your protégé. Calendar at <https://www.district148.net/mentor/calendar/monthly/2023/10>.**
- ❖ **New Mentor training will be held for two-days September 28 and October 3rd. Watch your email for the invitation.**

So, how did we do?

Workshop Evaluation Forms

Timesheets

Evidence of Completion forms



FIN