

ROE MENTORING AND INDUCTION APPROVED PROGRAM TEMPLATE

Provider Information	
Provider Number	100188
Provider Name	Meridian Community Unit #223
Applicant is	Public School District
Address1	207 W. Main Street
City	Stillman Valley
State	Illinois
Zip	61084
Phone	(815) 645-2606
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Web Site Address	www.meridian223.org
Contact Person Information	
Partnership	
Name	Leslie Showers
Title	District Mentor Coordinator
Program Characteristics	
Title of Program	Induction and Mentoring Program
Duration	2 Years
Program Start Date	8/1/2006
Overview of proposed program	The overall purpose of the Mentor Program in the Meridian Community Unit School District #223 is to improve and facilitate the growth of new teachers to the district; to assist the new teacher in goal-setting and professional growth; to enhance the protégé's understanding of the responsibilities and expectations of being a professional teacher; to serve as a role model; to help protégés explore various methods to involve students in the learning process; to provide feedback and to assist the protégé in becoming acclimated to the building and district climate; to recruit and retain teachers in the profession.
Describe the formal mechanism that will be used to orient new teachers to the district, the local school improvement and professional development plans, and the employer's expectations with regard to the Illinois Professional Teaching Standards	The new teacher Induction Program begins before school starts. Once the school year begins, mentors meet with protégés a minimum of twice a month. The first year teacher meetings cover policy and procedure for the district, classroom management and

<p>and the content standards applicable to the new teacher's area of certification.</p>	<p>other first year topics. Meetings during the 2nd year center on the Professional Teaching Standards, teaching strategies, curriculum and are expanded upon for second-year teachers. This mechanism is designed to prepare protégés for the School Improvement Process (SIP) and their professional growth.</p>
<p>Describe how the new teacher will be provided at least one opportunity per semester to participate in</p> <ul style="list-style-type: none"> • professional development that involves observing experienced teachers and discussing with them aspects of their teaching practices; and/or • workshops, conferences, symposia, seminars, or other similar training events designed to increase their knowledge and skills. 	<p>Protégés work directly with their mentors. Each protégé is provided an opportunity to observe experienced teachers. Additionally, Staff Development money is available for workshop and conference attendance. The district also engages in ongoing in-district Staff Development.</p>
<p>Describe the planned ratio of teachers to mentors (no more than 5-1 per school year) and any special characteristics of the mentoring arrangement (e.g., use of electronic mentors, group mentoring sessions, etc.)</p>	<p>The ratio of mentor to protégé is usually 1 mentor to 1 protégé. The ratio is never more than 1 mentor to 2 protégés.</p>
<p>Describe how the program will provide for systematic opportunities for contact between the mentor and the new teacher and how such contact supports the teacher both professionally and socially in the school environment.</p>	<p>The mentor program is divided into first year and second year groups.</p> <p>Minimum meeting schedule for 1st year: 1st quarter-once per week 2nd quarter-twice per month 3rd and 4th quarters-once per month</p> <p>Minimum meeting schedule for 2nd year: 1st semester-twice per month 2nd semester-once per month</p>
<p>Describe plans for implementing the required sequence of three observations, including preparation with the teacher, observation, and feedback.</p>	<p>Each mentor is assigned to a protégé. Pre-observation meetings, observations and post-observation meetings are held between the mentor and the protégé. The mentor provides feedback to the protégé after the observation.</p>
<p>As a provider, I verify that observations will assure:</p> <ul style="list-style-type: none"> • how the new teacher made content meaningful for students; • how the teacher motivated 	<p style="text-align: center;">(Leave Blank)</p>

<p>individuals and the group and created an environment conducive to positive social interactions, active learning and self-motivation;</p> <ul style="list-style-type: none"> • what instructional strategies the teacher used to encourage students' development of critical thinking, problem solving, and performance; • how the teacher communicated using written, verbal, nonverbal, and visual communication techniques; and • how the teacher maintained standards of professional conduct and provided leadership to improve students' learning. 	
<p>Describe plans and specific activities that will be used by the mentor for review and analysis of the new teachers' written documentation of assignments, assessment instruments and samples of student work for at least two lessons.</p> <p><i>Note: When using student work for this purpose, the students must not be identifiable or the teachers must get consent for the release of the students' work following the Illinois School Act (105 ILCS 10) and the rules for student records (23 Ill. Adm. Code 375).</i></p>	<p>The mentors serve as a resource and confidant for protégés. One of the goals of the program is to create a trusting relationship between the mentor and protégé. Mentors review examples of lesson plans, assessment instruments and student work prior to classroom observations. Following the observations, the mentor and the protégé discuss the observed activities and potential improvements and/or enhancements.</p>
<p>As a provider, I verify that review and analysis of activities will provide evidence of how the teacher:</p> <ul style="list-style-type: none"> • used his or her understanding of students, assessment data, and subject matter to decide on learning goals; • designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards; • adapted or modified curriculum to meet individual students' needs; and • sequenced instruction and designed or selected student assessment strategies. 	<p>(Leave Blank)</p>
<p>Describe the plan and specific activities that will be used to demonstrate the professional expertise of the new teacher in</p>	<p>Protégés are required to keep a reflective journal. The journals are open for discussion between the mentor and protégé, but</p>

<p>reflecting on his or her own practice, particularly the teaching that was observed per this plan.</p>	<p>discussion is at the discretion of the protégé. Protégés are required to complete a minimum of 8 journal entries (one entry per quarter for two years), and mentors are required to provide feedback on a minimum of 8 journal entries (one entry per quarter for two years).</p>
<p>As a provider, I verify that the plan incorporates formative assessment through the following:</p> <ul style="list-style-type: none"> • each new teacher is required to prepare at least one written self-reflection on his/her teaching practice for each quarter of the school year; • the mentor teacher is required to provide a written analysis of the teacher’s quarterly written reflections on his or her teaching practices; and • the mentor teacher’s feedback will relate to the Illinois Professional Teaching Standards, the teacher’s areas of certification and teaching assignment, and issues identified in the analysis of the self-reflection. 	<p style="text-align: center;">(Leave Blank)</p>
<p>Mentor Qualifications and Responsibilities--As a provider, I verify that all mentors will hold (or retired while holding) a Standard or Master Teaching Certificate.</p>	<p style="text-align: center;">(Leave Blank)</p>
<p>Describe the criteria and process that will be used for mentor selection.</p>	<p>The mentors are selected by the building administration. The following criteria should be used in the selection process:</p> <ul style="list-style-type: none"> -Mentor/protégé teaching assignments be as similar as possible -Teaching expertise on the part of the mentor –Mentor’s willingness to nurture a new person in the profession -Mentors have completed the minimum training requirements as determined by the Lee/Ogle Regional Office of Education.
<p>Describe the formal training program for mentors and show how it will address each of the following areas:</p> <ul style="list-style-type: none"> • content knowledge and pedagogy; • adult learning theory; • attributes and styles of positive 	<p>While partnering with the Induction for the 21st Century Educator Initiative, mentors have or will receive 4 days of training within a two-year period through the ROE. The following topics will be covered in the training: content knowledge and pedagogy, adult learning theory and problem- solving</p>

<p>critiques;</p> <ul style="list-style-type: none"> • classroom observation skills related to assessment of performance; • strategies for providing constructive feedback and social support; • problem-solving skills; and • formative assessment and self-assessment. 	<p>skills, attributes and styles of positive critiques, classroom observation skills related to assessment of performance, strategies for providing constructive feedback, social support and formative and self assessment. Mentors will be provided training in standards aligned assessment.</p>
<p>Describe the role and responsibilities of the mentors within the proposed program.</p>	<p>The role of the mentor is to help instill a sense of confidence in teaching to a teacher who is new to the District. Mentors of 1st year protégés are charged with helping the protégé become acclimated to the district, classroom and students. Generally speaking, the first year mentor also is charged with helping the protégé look at his or her teaching honestly so as to be in continuous improvement. This will continue into the 2nd year of the program with more depth into district policy, learning strategies and individual areas of concern.</p>
<p>Describe how mentors will be assigned to new teachers and how they will, to the extent possible, hold the same certificate as the new teachers with whom they will work.</p>	<p>Mentors are selected primarily for their expertise and mastery of teaching. Efforts are made to look for the closest match regarding certification and grade level or subject level. The principals, along with the District Mentor Coordinator, work collaboratively to select mentors. The criterion for selection is based upon the mentor's success as a classroom teacher, use of best practices, personal communication skills and willingness to devote the required time to mentor a first or second year teacher.</p>
<p>Describe how responsibility for coordination of the induction and mentoring program will be assigned within the district and the name or the title of the person so assigned.</p>	<p>The District Mentor Coordinator will be responsible for the coordination of the Induction and Mentor Program.</p>
<p>Data Collection and Analysis</p>	<p>(Leave Blank)</p>
<p>Describe the specific method(s) that will be used for collecting and maintaining data on the induction and mentoring program, including</p> <ul style="list-style-type: none"> • length of time new teachers remain employed as teachers (if known) or • length of time new teachers remain 	<p>The District Mentor Coordinator is responsible for collecting and keeping the data on employee retention, teacher evaluation and certification.</p>

<p>employed as teachers in the district in which they were mentored;</p> <ul style="list-style-type: none"> percentage of new teachers who were rated “satisfactory” or “excellent” each year since completing the program; cost-related savings of recruiting new teachers due to increased retention; decrease in the number or percentage of teachers teaching outside their respective fields. 	
<p>As a provider, I verify that I will</p> <ul style="list-style-type: none"> not use any information that is part of the induction and mentoring program for the evaluation of the teacher pursuant to Article 24A or the evaluation procedure of the school, nor will the mentor be directly or indirectly involved in the evaluation of the new teacher. provide evidence regarding the participant’s successful completion of the induction and mentoring program in a standard format provided by the State Board of Education. maintain records for the induction and mentoring program for a period of not less than five years. maintain a detailed copy of the plans for the induction and mentoring program and that this will be available for review by the Illinois State Board of Education upon request. submit revisions to this application if there are significant changes to the approved induction and mentoring program. 	
<p>Status</p>	<p>Approved: (Date of Board Approval)</p>