BEFORE ZOOM

1 REQUIREMENTS

Internet connection

Device with webcam and speakers

Headset (optional but recommended)

2 JOINING A MEETING

VIA URL
Click on the meeting URL in the invitation (Zoom account not required).

- OR -

VIA ZOOM APP
Open the app (Zoom account required). Enter the meeting ID# and password.

3 AUDIO & VIDEO

Select **Join with Video**.

Click **Test Speaker and Microphone** (optional).

ADDITIONAL RESOURCES & SUPPORT

Click the URL, copy and paste the address into your web browser, or scan the QR code with your phone to access the resources below.

Support for Mobile Users

https://bit.ly/2Y07tmG

Support for Desktop Users

https://bit.ly/2AxMJeb

Troubleshooting Audio & Video

https://bit.ly/2U8gqJE

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Ensuring a bright future for every child

The Zoom menu bar is located at the bottom of the Zoom window. It will disappear after a few seconds when you are in full-screen mode. Move your mouse slightly to make the menu bar visible again.

Unmute	Start Video	Invite	Participants	Share Screen	Chat	Record	Reactions	Leave Meeting

MIC — Click the microphone to mute yourself when you're not speaking. Click the microphone again to unmute yourself.

VIDEO — Click the camera to start video when the meeting begins. Click the camera again to stop video (if necessary).

CHAT — In the chat box, post comments and/or questions to be viewed by all participants.

RAISE HAND — Click **Participants** and select **Raise Hand** in the bottom right corner. Wait to be called on, then unmute yourself to speak.

PARTICIPATING IN A BREAKOUT ROOM

When prompted, click **Join**. When the host ends the breakout room, select **Return to Main Session**.

ADDITIONAL RESOURCES & SUPPORT

Click the URL, copy and paste the address into your web browser, or scan the QR code with your phone to access the resources below.

Zoom Video Tutorials

https://bit.ly/2BH0NT9

Zoom Help Center

https://bit.ly/3cw6sI8

Frequently Asked Questions

https://bit.ly/2BFShDU

DURING ZOOM

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NEARLY

40%

OF NEW TEACHERS

Leave the profession within the first five years of their careers

INDUCTION PROGRAMS

⬇

Help reduce damaging teacher turnover

What is new teacher induction?

Teacher induction refers to a comprehensive program that is built around on-the-job coaching, aligned to a district's goals and designed to improve the instructional practices of novice teachers, helping them successfully transition seamlessly from a teacher preparation program into the first years in his or her own classroom.

Mentoring is an important component of an induction program. However, assigning a mentor to a new teacher without additional supports does not ensure quality.

Induction & Mentoring:
Fact Sheet

What does research say about the importance of supporting new teachers? What do we know about the impact of induction and mentoring?

New teachers need support to become effective.

Teacher quality is a significant factor in students' educational achievement, engagement, and academic improvement.[1] Teaching is complex work. We know that teachers in their initial years are, on average, less effective than more experienced educators.[2]

Intensive new teacher mentoring and induction helps new teachers become more effective, faster.

Evidence exists that students taught by teachers who receive comprehensive induction support demonstrate learning gains as a result.[3] Systemic, consistent, and fully supported induction programs increase teacher competency and quality, and contribute to new teachers' sense of efficacy and their professional growth.[4]

Intensive new teacher induction saves money.

Comprehensive induction for new teachers results in a return after five years of $1.66 for each dollar invested.[5] Meanwhile, each teacher who leaves the profession in a mid-sized to large district costs between $10,000 to $18,000, due to recruitment, hiring, and training costs.[6]

High-stakes teacher evaluation systems make new teacher induction even more necessary.

If PERA is to accelerate new teacher effectiveness, beginning teachers in Illinois will require more feedback and support than what is provided by this law alone. Policies and systems must not only measure teacher effectiveness but also provide pathways to develop and improve teaching practice.[7]

Reference list at: http://intc.education.illinois.edu/fact-sheet-reference-list-2013

Induction makes a principal's job easier.

Induction programs help with recruitment as they make districts more attractive to prospective teachers. They also appeal to parents, who want to know that new teachers are getting the support they need. They help new teachers learn about important initiatives such as Common Core. And induction programs provide distributed leadership to help principals achieve their major goals in teacher effectiveness and student achievement.

Intensive mentoring and induction is not a stand-alone solution, but a critical piece of a comprehensive approach to teacher support and effectiveness. Helping new teachers stay in the profession—and helping them become more effective—requires attention both to their specific needs as well as to the entire school climate and culture.

Induction programs help reduce damaging teacher turnover.

Up to 40% of new teachers leave the profession within the first five years of their career.[8] Such turnover creates a revolving door effect, especially in hard-to-staff districts, which can slow both student achievement and other school reform efforts. Plus, the schools that good teachers leave struggle to function as an organization and sustain teacher quality.[9]

Recent research indicates students in grade levels with higher turnover score lower in both English language arts (ELA) and math and that these effects are particularly strong in schools with more low-performing and Black students.[10] Comprehensive induction programs can cut attrition rates by as much as half.[11]

Effective support for new teachers consists of intensive, high-quality induction—plus a positive school culture and administrative climate.

Assigning a new teacher to a "buddy" experienced teacher is not enough to produce the benefits described above. Instead, new teachers need to be involved in comprehensive induction programs, which include the following[12]:
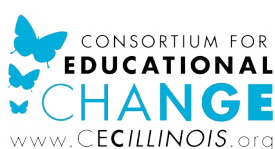
• Multiple years of support;
• Regular, intensive, well-structured time spent with trained mentors who provide instructional coaching and personal and contextual support;
• Opportunities to observe experienced teachers;
• Ongoing formative assessment, including formal observation cycles in which experienced teachers observe the classroom and provide feedback;
• Ongoing professional development and networking opportunities for both new teachers and their mentors, plus time for new teachers to collaborate with colleagues;

• Administrators who understand the needs of new teachers and make them a priority;
• Shared support and leadership from all stakeholders, including district administration and teachers' unions and associations; and
• School-wide cultures of collegiality and support for new teachers, including policies against giving new teachers the most difficult assignments and time-consuming extra-curricular duties.

Most new teachers in Illinois schools do not have access to a high-quality induction program.[13]

Every student in Illinois deserves a highly-effective teacher. Investing in intensive induction programs for new teachers directly supports the Illinois State Board of Education goal: "Every student will be supported by highly prepared and effective teachers and school leaders."[14]

Download fact sheet: http://intc.education.illinois.edu/ fact-sheet

Illinois New Teacher Collaborative

CONSORTIUM FOR EDUCATIONAL CHANGE
www.CECILLINOIS.org

New Teacher Center

IFT
Illinois Federation of Teachers
A Union of Professionals

IEA NEA
www.ieanea.org

ILLINOIS PRINCIPALS ASSOCIATION
IPA

For more information on induction and mentoring, contact the Illinois New Teacher Collaborative:

intc.education.illinois.edu
intc@illinois.edu
217-244-7389

Free online Illinois Induction Guide:
InductionIllinois.com

HIGH QUALITY MENTORING & INDUCTION PRACTICES

A resource for education leaders seeking to create and/or improve induction programs with practices that support teacher retention, teacher development, and improved student learning

MOVING TOWARD...

RIGOROUS MENTOR SELECTION BASED ON QUALITIES OF AN EFFECTIVE MENTOR

Qualities may include: evidence of outstanding teaching practice, strong intra- and inter-personal skills, experience with adult learners, respect of peers, current knowledge of professional development.

ONGOING PROFESSIONAL DEVELOPMENT AND SUPPORT FOR MENTORS

Effective teachers don't always know what it is about their teaching that is effective. Many mentors are also surprised to find that translating knowledge to students is not the same as translating knowledge to adults. High quality and ongoing training, as well as a professional learning community, are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.

SANCTIONED TIME FOR MENTOR-TEACHER INTERACTIONS

Mentors need sanctioned time to focus on beginning teacher development. Mentors and beginning teachers should have 1.25–2.5 hours per week to allow for the most rigorous mentoring activities. That time should be protected by teachers and administrators.

MULTI-YEAR MENTORING

Mentoring should be intensive and ongoing (for at least two years) in order to improve teacher practice and consequently student achievement. NTC and other research suggest that most deep learning about instruction (through mentoring) happens during the second and third years of teaching.

INTENSIVE AND SPECIFIC GUIDANCE MOVING TEACHING PRACTICE FORWARD

Mentors who are trained to draw upon professional teaching standards and appropriate content area standards can focus their support on instructional growth and concrete steps to help new teachers improve their practice. Example: "Let's look at your assessment data and talk about what strategies will help you address the concern you had about reaching your struggling English Language Learner students."

MOVING AWAY FROM...

CHOOSING MENTORS WITHOUT CRITERIA OR AN EXPLICIT PROCESS

Without strong criteria and a rigorous selection process, there is a risk that mentors may be chosen based more on availability or seniority, rather than their qualifications to engage in meaningful interactions with beginning teachers.

INSUFFICIENT PROFESSIONAL DEVELOPMENT AND SUPPORT FOR MENTORS

Without initial, and ongoing, high-quality training to support their development, mentors miss out on the guidance and professional community they need to support the developing practice of beginning teachers and address the challenges they face.

MEETINGS HAPPEN OCCASIONALLY OR 'WHENEVER THE MENTOR AND TEACHER ARE AVAILABLE'

Often both parties are so busy that meeting time gets relegated down the list of priorities. The short fragments of time that may be found are typically insufficient for fostering real relationships and growth.

MENTORING FOR FIRST YEAR TEACHERS ONLY

One-year mentoring programs are great at providing the initial support first-year teachers need to survive but are insufficient to help teachers reach optimal effectiveness.

NON-SPECIFIC, EMOTIONAL OR LOGISTICAL SUPPORT ALONE

Emotional support is important, but alone is not sufficient to improve teacher practice. Without specific instructional feedback, mentoring can not impact student learning. Example: "You're doing a great job, Jane. Keep it up!"

HIGH QUALITY MENTORING & INDUCTION PRACTICES

MOVING TOWARD...

PROFESSIONAL TEACHING STANDARDS AND DATA-DRIVEN CONVERSATIONS

Just like student learning, beginning teacher learning should be data-driven and standards-based. To be effective, feedback to beginning teachers must be grounded in evidence about their practice, including information gathered through classroom observations and student work. Use of professional teaching standards, documentation of mentoring conversations, and data collection on various components of classroom practice ensures a solid structure for focusing on continuous instructional growth.

ONGOING BEGINNING TEACHER PROFESSIONAL DEVELOPMENT

Beginning teachers benefit from a professional learning community that is guided by professional teaching standards and the appropriate content area standards, and focused on teacher development, problem solving and mutual support. Opportunities such as regularly scheduled seminars and online learning communities provide a context for rich networking, professional dialogue and reflection, as well as combating isolation.

CLEAR ROLES AND RESPONSIBILITIES FOR ADMINISTRATORS

Administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction, and establishing a positive culture for teacher development in their buildings and in the system. Professional development for administrators and ongoing communication with them about the needs of new teachers, and the nature of the program ensures that they understand their role in fully supporting induction.

COLLABORATION WITH ALL STAKEHOLDERS

Strong communication and collaboration among stakeholders, including administration, school boards, union/association leadership, and professional partners, creates a culture of commitment and ensures success.

MOVING AWAY FROM...

INFORMAL AND NON-EVIDENCED BASED FEEDBACK

The rigor of the program may be compromised when interactions are too often based on informal conversation and opinions not drawn from evidence. Without a structure and focus on realtime data derived from beginning teacher practice, interactions may not result in improved teaching practice.

PROFESSIONAL DEVELOPMENT NOT SPECIFICALLY TAILORED TO THE NEEDS OF BEGINNING TEACHERS

Novices are in a unique developmental phase that can not be addressed by "one size fits all" workshops or trainings. Professional development disconnected from teacher needs can feel irrelevant, at best, and in many situations, only serves to overwhelm beginning teachers.

LACK OF TRAINING/COMMUNICATION WITH ADMINISTRATORS

Without clearly articulated strategies to support beginning teachers, and protected induction activity time, principals may inadvertently undermine the prospects of beginning teacher success (e.g., assigning beginning teachers the most challenging classes, assigning additional responsibilities, or not anticipating their needs for basic resources).

ISOLATED PROGRAMMING AND LACK OF ALIGNMENT

Without strong partnerships and alignment, instructional initiatives can be undermined. Beginning teachers may receive mixed messages from varying support providers, and feel overwhelmed, confused and frustrated by all the different layers of information coming at them.

TO DISCUSS A PARTNERSHIP WITH NTC TO TAKE YOUR INDUCTION PROGRAM TO THE NEXT LEVEL, CONTACT US AT 831.600.2200 OR INFO@NEWTEACHERCENTER.ORG

Breakout Session 1

Must Haves

1. Vision – **Breakout Room 1**

2. Mentor Selection Committee – **Breakout Room 2**

3. Professional Development – **Breakout Room 3**

4. Sanctioned time (at least 90 clock hours) **Breakout Room 4**

5. Professional Growth Plan – **Breakout Room 5**

6. Evaluation/Monitoring of Program Success – **Breakout Room 6**

Roles and Responsibilities		
Principal	**Mentors**	**Mentees**
Offer district and/or school-level orientation and induction to new teachers	Assist mentees with professional development and growth plan	Request professional development as needed
Attend Professional Growth System administrator trainings	Attend mentor/coach professional development	Develop professional growth plan
Establish sanctioned mentor-mentee meeting time(s)	Track number of contact hours between mentor-mentee	Protect mentor-mentee meeting times/assignments
Offer professional development for both mentors and mentees regarding student data driven decision making.	Attend required district-level and/or MDE-sponsored mentor trainings	

What Mentor Teachers Need to Know

The relationship between the beginning teacher (BT) and the mentor teacher (MT) is key to the success of the mentor program. How will you ensure that your BT's first impression of you will be a great one?

Remember: Mentoring is all about helping beginning teachers do a good job. This can be accomplished by:
- Using the language of professional empowerment,
- Asking hard questions about what's going on in the classroom, and seeking answers together,
- Modeling and coaching the pedagogical practices that lead to student success,
- Focusing conversations on learning and student achievement, and
- Demanding high standards of ourselves, our colleagues, and our students.

Strategies that help beginning teachers:

- Provide your BT with a notebook that he/she can record questions, concerns, etc. between visits
- Review curriculum benchmarks and show BT's a pacing guide for the year
- Demonstrate a lesson plan
- Provide a one-day lesson plan
- Share websites and resources to find lesson plans
- Attend a workshop together
- Develop a lesson plan together
- Co-observe another teacher and discuss afterward
- Role play a parent conference
- Accompany the BT during the evaluation conference with the administrator
- Explain school procedures (see What New Teachers Need to Know) and assist the BT in completing school forms
- Provide materials for a curriculum unit and assist the BT in developing a professional growth plan
- Develop a thematic unit together
- Provide suggestions for dealing with unruly student behavior
- Help select portfolio artifacts that demonstrate the teacher's growth
- Engage the BT in a reflective conversation about an issue or concern
- Ask the BT how a new strategy might impact student learning
- Identify the BT's strong points
- Examine examples of student work together
- Listen as the BT discusses his/her assessment of examples of student work
- Encourage the BT to try a new strategy if he/she has been unsuccessful
- Ask questions that clarify and deepen the BT's thinking around his/her self-assessment
- Encourage the BT to share a successful lesson at a grade-level meeting
- Practice the Mentor's Golden Rule: Do unto your BT as you would have it done unto you!

Needs Assessment Questionnaire for Beginning Teachers

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:
       A. Little or no need for assistance in this area

       B. Some need for assistance in this area

       C. Moderate need for assistance in this area

       D. High need for assistance in this area

       E. Very high need for assistance in this area

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with other teachers
4. _____ Communicating with parents
5. _____ Organizing and managing my classroom
6. _____ Maintaining student discipline
7. _____ Obtaining instructional resources and materials
8. _____ Planning for instruction
9. _____ Managing my time and work
10. _____ Diagnosing student needs
11. _____ Evaluating student progress
12. _____ Motivating students
13. _____ Assisting students with special needs
14. _____ Dealing with individual difference among students
15. _____ Understanding the curriculum
16. _____ Completing administrative paperwork
17. _____ Using a variety of teaching methods
18. _____ Facilitating group discussions
19. _____ Grouping for effective instruction
20. _____ Administering standardized achievement tests
21. _____ Understanding the school system's teacher evaluation process
22. _____ Understanding my legal rights and responsibilities as a teacher
23. _____ Dealing with stress
24. _____ Becoming aware of special services provided by the school district

Part B. Please respond to the following items.

25. List any professional needs you have that are not addressed in the items above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

26. What additional types of support should the school district provide you and other beginning teachers?

_____

_____

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_____

_____

COLLABORATION LOG

Name _____   **Mentor** _____

Grade/Subject _____   **Date** _____

Duration _____

Type of Collaborations (Check all that apply):
- Analyzing student work
- Communicating with parents
- Creating classroom culture
- Developing professional goals
- Discussing curriculum
- Using Technology
- Providing resources

- Discussing individual student needs
- Discussing student assessment
- IEP Development
- Modeling lesson
- Observing Instruction
- Reflecting
- Other _____

- Observing a veteran teacher
- Planning lesson
- Post-Observation Conference
- Pre-Observation Conference

Positives:

_____

_____

_____

_____

Key Points/Notes:

_____

_____

_____

_____

Next Steps:

_____

_____

_____

_____

Next Meeting Date: _____

_____   _____
     Beginning Teacher Signature   Mentor Signature

ACTIVE MENTOR RUBRIC

	Actively Involved Mentor- 10 Points	Involved Mentor 7 Points	Buddy System Mentor 5 Points	Non-involved Mentor 2 Points
Availability	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
Problem Solving	The mentor frequently led the new teacher into discovering possible solutions to problems on his/her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he/she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his/her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he/she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he/she would have handled the situation
Reflective Questions	The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his/her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questions to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his/her teaching. No attempt was made to have the new teacher think about his/her teaching practices. The mentor imparted his/her knowledge rather than asking questions.
Confidentiality	The mentor closely adhered to the line between mentoring and evaluating. Topics and discussion from mentoring sessions were not shared with other staff.	The mentor adhered to the line between mentoring and evaluating. Topics and discussion from mentoring sessions were not shared with other staff.	The mentor adheres to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions are not shared with other staff or administration.	Topics and discussion from mentoring sessions were shared with other staff and/or administration in an inappropriate manner.
Feedback	The mentor engaged in observing the new teacher's classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence-based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices." The mentor provided constructive feedback on lesson plans, instruction, assessments, and other curriculum issues; Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher's classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence-based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices." The mentor provided constructive feedback on lesson plans, instruction, assessments, and other curriculum issues. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback reinforcing "Best Practices." Minimum feedback on lesson plans, instruction, assessments, and other curriculum issues was given.	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of how the mentor telling the new teacher how he/she would handle the situation.
Encouragement	The mentor frequently encouraged the new teacher to try new things, expand his/her teaching skills, and become actively involved with students, parents, and staff. The mentor modeled a positive attitude toward the school, the district, and the community. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his/her teaching skills, and become actively involved with students, parents, and staff. The mentor modeled a positive attitude toward the school, the district, and the community. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his/her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.

Active Mentor Rubric Directions

Directions for Mentor:
- Read each description on the rubric for each mentor expectations. (Read across the rows of the rubric.)
- Determine which description most accurately defines the characteristics of the mentor practices that you are currently exhibiting as you work with a beginning teacher.
- Draw a ring around no more than one description that best describes yourself in each row on the rubric. Be sure to only select one description for each of the rows on the rubric for scoring purposes.
- Once you have chosen one of the descriptions from each row on the rubric, tally up the points for the columns and determine the total score. Use the scoring information below to determine your involvement level in the Mentor Project.

  54-60 points= Actively Involved Mentor
  38-53 points = Involved Mentor
  28-37 points = Buddy System Mentor
   2-27 points= Non-Involved Mentor
      0 points = No mentor.

Directions for Mentee:

- Read each description on the rubric for each mentor expectations. Notice how much time and effort will be required for a mentor to be highly involved with you as a beginning teacher.

- Think about ways that you will benefit from the support of an active or highly active mentor. Consider how much time and effort will be required of you to be available to receive the most support. For example, in order for a mentor to provide the highest quality feedback on "Best Practices", beginning teachers need to commit to having their mentor observing in the classroom and to the time required to hold a conference following the observation.

- This "Active Mentor Rubric" is not intended as an evaluation tool to be applied to a mentor by a beginning teacher.