



BENSENVILLE

SCHOOL DISTRICT 2

INDUCTION AND MENTORING PROGRAM HANDBOOK

2024-2025 School Year

BENSENVILLE ELEMENTARY SCHOOL DISTRICT #2
Benseville, Illinois

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PURPOSE

The BSD2 Induction and Mentoring Program is designed to develop the knowledge, understanding, skills, and dispositions of new BSD2 staff members through high-quality teacher development opportunities under the guidance of a representative, collaborative team whose responsibility is to help ensure continuity and enactment of a shared vision of student achievement and district-wide progress.

INTRODUCTION

The BSD2 Induction and Mentoring Program uses a multi-faceted approach allowing for differentiated support of each new BSD2 staff member. An experienced district staff member, with a demonstrated history of positive performance evaluations, will work one-on-one with a new staff member (or new to their role) while maintaining their full-time, regular position.

Mentors and mentees will take part in a comprehensive orientation training as well as during-the-year training/workshops which help to promote the District's high priority initiatives, practices and tenets while also adhering to the Illinois Induction Program Standards.

Bensenville School District 2 High Priority Initiatives:

1. Crafting an environment that actively supports each student in the hard work of learning...connecting with students ... CREATING A RESPONSIVE LEARNING ENVIRONMENT
2. Having absolute clarity about the learning destination ... ESSENTIAL UNDERSTANDINGS/COMMON CORE STATE STANDARDS
3. Persistently knowing where students are in relation to the destination all along the way ... FORMATIVE ASSESSMENT, INCLUDES PRE-ASSESSMENT, ASSESSMENT FOR LEARNING
4. Adjusting teaching and learning based on assessment data to make sure each student arrives at the destination (and, when possible, moves beyond it) ... DATA-DRIVEN INSTRUCTION, FORMING FLEXIBLE GROUPS, LESSON PLANNING

Illinois Induction Program Standards

The BSD2 Induction and Mentoring Program seeks to provide a “comprehensive and dynamic program for beginning teachers and those who support them” by fostering “thoughtful, high quality growth and development” with a goal of facilitating and supporting new teachers’ development and continual improvement in accordance with Article 21A of the 2008 Illinois School Code which promotes instructional excellence through skill/strategy development.

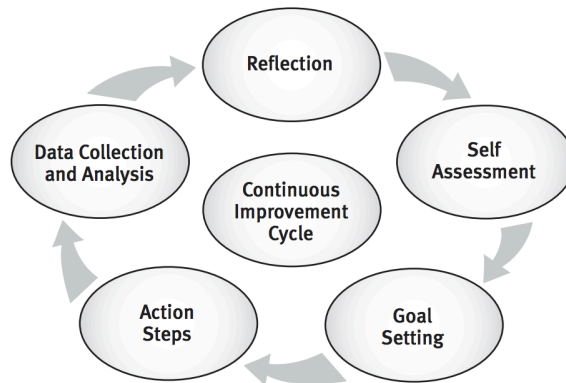
See Appendix A for the full Standards.

IL Induction Program Continuum

Accompanying the IL Induction Program Standards, the IL Induction Program Continuum provides:

- common language to describe and discuss program development and ongoing improvement;
- assists program leadership and partners to collaboratively design, implement, and assess the quality and effectiveness of their programs;
- assists program leadership in setting clear, evidence-based goals and planning for program development and improvement; and

- identify program needs for resources and supports.



PROGRAM LEADERSHIP AND COLLABORATIVE TEAMS

The BSD2 Induction and Mentoring Program will be facilitated by a group of leaders whose work is grounded in the vision, mission & beliefs of District 2.

BSD2 Vision

Our Vision is to be an exemplary school system that empowers individuals to engage, grow and succeed.

BSD2 Mission

Our mission is to ignite a lifelong desire to learn and succeed in an ever changing world.

Learning and Growing Together is our motto!

BSD2 Beliefs

We believe that student learning is maximized when:

- The whole child is at the heart of all decisions.
- We value and invest in exemplary, dedicated educators.
- The curriculum is relevant, innovative and promotes rigor to fuel a passion for lifelong learning.
- Instructional practices engage and optimize the unique learning style of each child.
- Collaborative relationships are developed and nourished across school, family and community.

BSD2 Collaborative Leadership Team

The BSD2 Collaborative Leadership Team will be composed of individuals jointly responsible/accountable for planning, development, progress, communication, assessment, evaluation, and overall implementation of the induction and mentoring program. The team will also make time for their own professional development in order to inform their own practices and improve the induction program. The team may include, but is not limited to: district/building administrators, program coordinators, teacher leaders, lead

mentors, union/professional organization leaders, community members, school board members, and/or parents.

2024–2025 BSD2 Collaborative Leadership Team Members:

- Dr. Anne Paonessa, Assistant Superintendent of Teaching and Learning
- Dr. Rubi Ortiz, Curriculum Director
- Mr. Jeff Kersten, Principal Tioga Elementary School
- Mr. Carlos Patino, Principal Johnson Elementary School
- Ms. Diana Vergara, Principal Blackhawk Middle School
- Mrs. Dianne Iwema, BEA Co-President
- Ms. Vicki Mazzone, BEA Co-President

Community Support

Besides the District itself, the Bensenville community also supports BSD2’s new staff:

- The Bensenville Chamber hosts a welcome day breakfast in which local community/business members address new staff and encourage their involvement as part of the community;
- The Bensenville Public Library employs a resource person who works with the district in developing curriculum resources and planning field trips; and
- Project Care recruits community mentors (volunteers) to work with students (i.e. Elmhurst College and National Louis University education students, Fenton High School students, local business and/or community members).

INDUCTION AND MENTORING TIMELINE

Before the School Year

Successful induction and mentoring programs begin planning and preparing their programming prior to the start of the school year, helping ensure that all stakeholders receive consistent information about their roles/responsibilities within the larger process.

Key: E - essential A - annual O - one-time C - comprehensive

Tasks

E	A	1. Plan and enact administrator training
E	O	2. Develop selection criteria for mentors and a matching process
E	A	3. Plan professional development for mentors and beginning teachers
E	A	4. Establish expectations and processes for the program year
E	A	5. Conduct initial mentor training
E	A	6. Plan and implement initial orientation for beginning teachers
E	A	7. Share program information with the all stakeholders

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During the School Year

During the school year, all mentors, new teachers, and administrators need regular and ongoing professional development helping to ensure that the program's goals/outcomes/expectations are met and that the BSD2 Collaborative Leadership Team is providing responsive support which prioritizes student learning on a consistent basis.

*Mentors that are placed with a mentee mid-year are expected to begin their activities within a month of their placement.

Tasks

E	A	1. Provide ongoing professional development for new teachers
C	A	2. Provide ongoing professional development for mentors
C	A	3. Advocate/share program information with all stakeholders
C	A	4. Conduct mid-year or ongoing program evaluation

End of the School Year

Critical for reflection, self-assessment, and ongoing program improvement, the end of the year allows program leaders to examine the progress of the program while also identifying future goals and tasks while taking time to celebrate, reinforcing a sense of community and accomplishment.

Tasks

Key: E - essential A - annual O - one-time C - comprehensive

C	A	1. Implement program evaluation
E	A	2. Design/implement recognition activities
C	A	3. Plan for sustainability
C	A	4. Provide transition for new BSD2 Collaborative Leadership Team members

PROGRAM OVERVIEW

Year 1 of the BSD2 Induction and Mentoring Program focuses on supporting new staff in getting acclimated to the philosophy, instructional routines, policies, and procedures of the district and their individual school sites. Opportunities for professional learning will help to build knowledge and understanding of scientifically researched-based practices as well as those acknowledged as part of the District's Frameworks.

In Year 2, the program focuses again on deepening the mentees' knowledge, understanding, skills, and dispositions of District 2 through participation in a variety of professional learning opportunities

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which may include, but are not limited to: Bensenville Universities, site-based presentations as well as participation in Demonstration Classrooms.

1. The Administration determines:
 - 1) Staff members who will receive mentor assistance;
 - 2) Select staff members to serve as mentor

Staff members selected to be a Mentor will serve in that capacity for one school year and must reapply for the following year, if interested in mentoring another new staff member. For Mentees, the program is for two years with no formal Mentor being assigned to them in Year 2.

2. Qualified staff members will be appointed to Mentor positions. As part of the selection process, staff members are asked to participate, at no additional pay, in an orientation program that is included in the Mentor's time before the start of the school year.
3. Minimum qualifications for Mentors are:
 - 1) Demonstrated growth mindset;
 - 2) Demonstrated Best Practice teaching competencies with positive performance evaluations;
 - 3) Ability and willingness to work with other teachers; and
 - 4) Involvement in no supervisory responsibility
4. Mentors and Mentees maintain regular full-time teaching duties while participating in this program.
5. Mentees receive a certificate of completion upon successful participation in the two-year program. Since Mentors only serve a one-year term, their certificate will be awarded after successful completion of their one-year mentoring experience.

Mentee Responsibilities

Year 1

Year 1 mentees will participate in a variety of professional learning experiences including, but not limited to:

- 2-day Induction & Mentoring Meetings held in August as well as other meetings throughout the school year as warranted.
- Partnering with the District's Instructional Coaching team to develop their professional capacity in teaching and learning as well as communication and collaboration skills.
- Partnering with a Mentor teacher for the purpose of conducting observations, maintaining reflection logs, and completing best practice activities.
- District-wide Bensenville University workshops, when appropriate, throughout the year.
- Observe mentors or another staff member as jointly determined by mentor, mentee, and principals throughout the year and participate in a feedback meeting after each observation (REQUIRED Form: MENTOR-MENTEE POST OBSERVATION REFLECTION FORM)
- Will be observed by mentors throughout the year and participate in a feedback meeting after each observation (REQUIRED Form: MENTOR-MENTEE POST OBSERVATION REFLECTION FORM)

- Written, monthly reflections.
- Meet regularly with their mentor.

Year 2

Year 2 mentees will choose from a variety of professional learning experience options including, but not limited to:

- Building or district-wide committee work (i.e. Inter-rater Reliability, Curriculum Design, Induction & Mentoring Committee, Instructional Rounds, etc.)
- Instructional coaching cycle(s) with a member of the district's Instructional Coaching team for the purpose of building professional capacity in teaching and learning as well as communication and collaboration skills.
- Written, monthly reflections.
- Observations/joint reflections of mentor teacher and/or a different staff member(s) practices focused on curriculum, instruction, organization, management, etc.
- Meet regularly with their mentor.

Mentor Responsibilities

Year 1 and 2 mentors will:

- Participate in at least one meeting prior to the start of the school year for training. Topics will include, but are not limited to: philosophy, purpose, goals, model, evaluation, administration and responsibilities as outlined in the BSD2 Induction and Mentoring Program;
- Guide mentees in the areas of curriculum and instruction as well as the classroom organization and management;
- Work collaboratively/guide and make suggestions to, and support mentee teachers;
- Not be involved in the evaluation of the performance of the new teacher;
- Observe and conduct a feedback loop meeting with mentees after each classroom observation;
- Will be observed by mentee(s) throughout the year, providing feedback/reflection;
- Help to determine, along with mentee(s) and the building principal, if observations of a different staff member are needed/support the program's intended outcomes; and
- Meet regularly (bi-monthly minimum) with their mentee(s)

Building Administrator Responsibilities

- Assist the BSD2 Collaborative Leadership Team in determining qualified staff members who will receive mentor assistance;
- Help select mentors (e.g. provide two most recent evaluation ratings (must be proficient/excellent to be considered); and
- Support/help mentors in facilitating tasks and other responsibilities as assigned to Mentors and Mentees (e.g. coaching strategies)
- Focus on/incorporate components of the Danielson FfT covering topics such as planning, instruction, responsive learning environments, differentiated teaching practices, grouping techniques, formative and summative assessment practices (e.g. grading, parent communication, etc.), etc.

Monthly Topics/Activities

Month	Suggested Meeting Topics/Activities	
August	<ul style="list-style-type: none"> ● New teacher orientation Debrief ● Introduction to staff ● Grading/Homework policies ● Google Workspace (Curriculum, Google Docs) ● Danielson FfT ● Lesson planning/daily schedules ● PBIS 	<ul style="list-style-type: none"> ● Staff Handbook ● Student Handbook ● Meeting schedules ● Type II and III assessments <ul style="list-style-type: none"> ○ Data entry/analysis ● Evaluation Process/Documentation ● Share ideas and materials ● Monthly reflections
September	<ul style="list-style-type: none"> ● Reporting Student Progress <ul style="list-style-type: none"> ○ Powerschool ○ Google Workspace ● TEP (Teacher Evaluation Plan) <ul style="list-style-type: none"> ○ SLOs ○ SGAs ○ School Improvement Plan Goals ○ Progress monitoring ○ Benchmark data ● Instructional Technology Team <ul style="list-style-type: none"> ○ Google Classroom ○ Peardeck ○ Seesaw ● Advisory (6-8) 	<ul style="list-style-type: none"> ● Parent contact/communication ● Parent Curriculum Night/Open House ● Teacher Resource Library ● Instructional rounds ● Type II and III assessments <ul style="list-style-type: none"> ○ Data entry/analysis ● Assessment calendar ● Midterm reports ● Plan first observation by Mentor ● Share ideas and materials ● Monthly reflections
October - December	<ul style="list-style-type: none"> ● MTSS (Multi-Tiered Systems of Support) 	<ul style="list-style-type: none"> ● Plan Mentee's first observation ● Literacy and Math Frameworks ● SLO process

	<ul style="list-style-type: none"> ● Professional development experiences attended and the implementation within the classroom: <ul style="list-style-type: none"> ○ Bensenville University ○ Teacher Institute Days ○ SAC Meetings ● Formative assessments and feedback ● Report cards ● Parent Teacher Conferences ● Review building policy on holidays 	<ul style="list-style-type: none"> ○ Progress reports ○ Progress monitoring ○ Benchmark data ○ Assessment calendar ● Debrief Mentor's first observation (if not already) ● Plan Mentor's second observation ● Type III assessment <ul style="list-style-type: none"> ○ Data entry/analysis ● Share ideas and materials ● Monthly reflections
January	<ul style="list-style-type: none"> ● Student Growth Assessments (SGAs) ● SLO process <ul style="list-style-type: none"> ○ Data entry ● Classroom management strategies ● Type II assessment <ul style="list-style-type: none"> ○ Data entry/analysis 	<ul style="list-style-type: none"> ● Illinois Assessment of Readiness <ul style="list-style-type: none"> ○ Schedule ○ Procedures ○ Supports ● Plan Mentor's final observation ● Share ideas and materials ● Monthly reflections
February - March	<ul style="list-style-type: none"> ● Reporting Student Progress <ul style="list-style-type: none"> ○ Powerschool ○ Google Workspace (if applicable) ● Student Growth Assessments (SGAs) ● MTSS ● Professional development experiences attended and the implementation within the classroom: <ul style="list-style-type: none"> ○ Bensenville University ○ Teacher Institute Days ○ SAC Meetings 	<ul style="list-style-type: none"> ● 2nd trimester report cards (K-8) ● Formative assessment data ● Instructional planning ● Illinois Assessment of Readiness <ul style="list-style-type: none"> ○ Schedule ○ Procedures ● Supports Type II assessment <ul style="list-style-type: none"> ○ Data entry/analysis ● Share ideas and materials ● OPTIONAL Parent Teacher Conferences ● Summer School recommendations ● Monthly reflections
April	<ul style="list-style-type: none"> ● Illinois Assessment of Readiness <ul style="list-style-type: none"> ○ Schedule ○ Procedures ○ Supports ● Professional development experiences attended and the implementation within the classroom: <ul style="list-style-type: none"> ○ Bensenville University ○ Teacher Institute Days ○ SAC Meetings 	<ul style="list-style-type: none"> ● Local assessments ● Share ideas and materials ● Summer school procedures ● Monthly reflections
May	<ul style="list-style-type: none"> ● Reporting Student Progress <ul style="list-style-type: none"> ○ Powerschool ○ Google Workspace 	<ul style="list-style-type: none"> ● Student interventions <ul style="list-style-type: none"> ○ Summer intervention ○ Regression supports

	<ul style="list-style-type: none"> ● Professional development experiences attended and the implementation within the classroom: <ul style="list-style-type: none"> ○ Bensenville University ○ Teacher Institute Days ○ SAC Meetings 	<ul style="list-style-type: none"> ● EOY Procedures ● Share ideas and materials ● Meeting Logs for March-May (evidence for CPDUs) ● Monthly reflections
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Other Possible Topics

Content Planning

- Guiding questions
- Learning maps
- Introducing, daily use, and end of unit review
- Lesson planning

Assessment for Learning

- Developing specific proficiencies
- Identifying informal checks for understanding
- Using assessments in the classroom effectively

Instruction

- Stories
- Effective questions
- Cooperative learning
- Thinking prompts
- Challenging assignments
- Experiential learning

Community Building

- Expectations for all activities and transitions
- Reinforcing appropriate behavior (ratio of interaction)
- Correcting behavior fluently
- Increasing interactions (opportunities to respond)
- Physical environment creates a positive and productive learning environment
- Students communicate respectfully
- All students contribute to class discussion

Appendix A

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.

Appendix B

MENTOR-MENTEE OBSERVATION PLANNING FORM

Observation Plan

<p>When will the observation take place?</p> <p>Location _____</p> <p>Date _____</p> <p>Time _____</p>
<p>What is the purpose of the visit? (check one)</p> <p>To get a clear picture of reality _____</p> <p>To establish a baseline for setting a goal _____</p> <p>To monitor progress toward a goal _____</p> <p>Other _____</p>
<p>What kind of feedback is desired?</p> <p>Appreciation _____</p> <p>Coaching _____</p> <p>Evaluation (with support from Admin) _____</p> <p>Other _____</p>
<p>What data will be gathered?</p> <p>Time on task _____</p> <p>Experience sampling _____</p> <p>Ratio of interaction _____</p> <p>Instructional and non-instructional time _____</p>

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Real learning index _____

Ratio of interaction _____

Corrections _____

Disruptions _____

Respectful interactions _____

Questions

- Open vs. closed _____
- Right/wrong vs. opinion _____
- Leveled _____

Opportunity to respond _____

Correct academic responses _____

Different students responding _____

Teacher vs. student talk _____

Other _____

Should I talk with students?

Yes _____ No _____

Special information about students or the class:

Where should I sit? _____

Is it OK for me to walk around the classroom during the lesson? Yes _____ No _____

Is it OK for me to talk with students during the lesson? Yes _____ No _____

Other information I should know:

Next meeting: When _____ Where _____

MENTOR-MENTEE POST OBSERVATION REFLECTION FORM

Name: _____Mentor: _____

Grade/Subject: _____ Date of Observation: _____

Guiding Questions	Notes
<p>As you think back over your lesson...</p> <ul style="list-style-type: none"> ● What surprised you? ● What did you learn? ● What did you notice about your students during the lesson? ● How did what occurred compare to what you had intended? ● What were the “keepers” during this lesson? What causes you to say that? ● What, if anything, would you change? What causes you to say that? ● What will you do as a follow-up to this lesson? ● As you reflect on this lesson, what other implications, if any, are there for what you will do in the future? 	
<p>Other</p>	

MENTOR/MENTEE PROFESSIONAL LEARNING EXPERIENCE LOG

School Year:

Classroom observations, meetings, training, etc. serve as data/a third point of reference from which discussions/reflections about teaching, learning and the Danielson Framework for Teaching can be built.

*Serves as evidence for CPDUs

Date(s)	Activity District Meeting/Training, Building meeting/Training, Classroom Observation, etc.	Notes/Summary How do you plan to utilize this within your classroom? What tools will you use to measure its effectiveness?

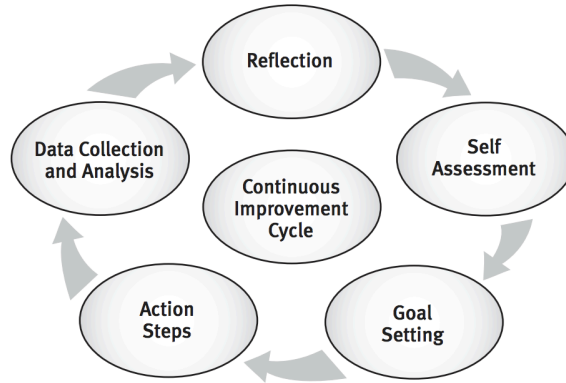
BSD2 MENTORING AND INDUCTION PROGRAM SURVEY

Appendix C

IL/BSD2 INDUCTION AND MENTORING PROGRAM EVIDENCE TABLES

<p>Standard 1 Induction Program Leadership, Administration, and Support</p>	<p>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.</p>
<p>BSD2 Collaborative Leadership Team</p> <p>The BSD2 Collaborative Leadership Team will be composed of individuals jointly responsible/accountable for planning, development, progress, communication, assessment, evaluation, and overall implementation of the induction and mentoring program. The team will also make time for their own professional development in order to inform their own practices and improve the induction program. The team may include, but is not limited to: district/building administrators, program coordinators, teacher leaders, lead mentors, union/professional organization leaders, community members, school board members, and/or parents.</p> <p>2024-2025 BSD2 Collaborative Leadership Team Members:</p> <ul style="list-style-type: none"> ● Dr. Anne Paonessa, Assistant Superintendent of Teaching and Learning ● Dr. Rubi Ortiz, Curriculum Director ● Mr. Jeff Kersten, Principal Tioga Elementary School ● Mr. Carlos Patino, Principal Johnson Elementary School ● Ms. Diana Vergara, Principal Blackhawk Middle School ● Mrs. Dianne Iwema, BEA Co-President ● Ms. Vicki Mazzone, BEA Co-President 	
<p>Standard 2 Program Goals and Design</p>	<p>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.</p>
<p>IL Induction Program Continuum</p> <p>Accompanying the IL Induction Program Standards, the IL Induction Program Continuum provides:</p> <ul style="list-style-type: none"> ● common language to describe and discuss program development and ongoing improvement; ● assists program leadership and partners to collaboratively design, implement, and assess the quality and effectiveness of their programs; 	

- assists program leadership in setting clear, evidence-based goals and planning for program development and improvement; and
- identify program needs for resources and supports.



Community Support

Besides the District itself, the Bensenville community also supports BSD2’s new staff:

- The Bensenville Chamber hosts a welcome day breakfast in which local community/business members address new staff and encourage their involvement as part of the community;
- The Bensenville Public Library employs a resource person who works with the district in developing curriculum resources and planning field trips; and
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Standard 3 Resources	Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.
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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.
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BSD2 Collaborative Leadership Team

The BSD2 Collaborative Leadership Team will be composed of individuals jointly responsible/accountable for planning, development, progress, communication, assessment, evaluation, and overall implementation of the induction and mentoring program. The team will also make time for their own professional development in order to inform their own practices and improve the induction program. The team may include, but is not limited to: district/building administrators, program

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coordinators, teacher leaders, lead mentors, union/professional organization leaders, community members, school board members, and/or parents.

2024-2025 BSD2 Collaborative Leadership Team Members:

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- Ms. Vicki Mazzone, BEA Co-President

<p>Standard 5 Mentor Selection and Assignment</p>	<p>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.</p>

<p>Standard 6 Mentor Professional Development</p>	<p>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.</p>
<p>Mentors will engage in professional learning experiences over the course of the two-year program which will be designed to support them with their responsibilities which include improving mentees’ classroom practices and increasing student achievement using foundational coaching/mentoring strategies. Mentors will also gather tri-annually, to meet and discuss progress of mentees overall and develop themselves as a professional learning community (PLC). Mentors will also receive a certificate and CPDUs for their weekly/bi-weekly logs which will be reviewed, as warranted.</p>	

<p>Standard 7 Development of Beginning Teacher Practice</p>	<p>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.</p>
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Mentees will have scheduled times throughout the two-year program in which they will engage in professional learning experiences with the goal of improving classroom practices and increasing student achievement.

*REQUIRED Documentation:

<p>Standard 8 Formative Assessment</p>	<p>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.</p>
<p>Mentors and mentees will collect and analyze formative assessment measures of teaching progress, including mentor observations and student work to improve classroom practices and increase student achievement.</p> <p>*REQUIRED Documentation:</p>	

<p>Standard 9 Program Evaluation</p>	<p>Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.</p>
<p>The BSD2 Induction and Mentoring Program evaluation will include the use of formative and summative instruments and processes to inform during-the-year as well as yearly program improvements/modifications including:</p> <ul style="list-style-type: none"> ● the Mentor-Mentee Observation Planning Form; ● the Mentor-Mentee Post Observation Reflection Form; ● the Mentor-Mentee Professional Learning Experience Log(s); ● mentee surveys administered by the BSD2 Collaborative Leadership Team and/or Interim Director of Curriculum and Instruction <p>Those participating in the BSD2 Induction and Mentoring Program including district/building administrators, program coordinators, teacher leaders, lead mentors, union/professional organization leaders, community members, school board members, and/or parents will be asked for their assistance in the evaluation process.</p>	