Prairie-Hills Elementary School District 144

Induction / Mentoring Program

Manual



Markham, Illinois

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Prairie-Hills Elementary School District 144 Mission Statement

Prairie-Hills Elementary School District 144 provides high-quality, inclusive education that fosters academic excellence, character development, and social responsibility. Through innovation community partnerships and a focus on diversity and well-being, we empower students and staff to achieve their best and contribute positively to their communities.

Board of Education

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District Administration

Ms. Kay Giles, Interim Superintendent
Dr. Jamie Crosen, Assistant Superintendent
Mrs. Akta Naik, Director of
Curriculum, Instruction and Equity
Ms. Michelle Hardmon, District Human Resources
Mr. Leonard Hill, Director of Technology
Ms. Michelle Karnia, Director of Student Services
Ms. Heather Gregus, Coordinator of Student Services
Mr. Foy Bryant, Supervisor of Building and Grounds
Mr. Glenn Greene, District Math Coordinator
Mr. Paul Huffaker, District Math Coordinator

Administrative Staff

Ms. Sandra Brown, Principal of Chateaux

Ms. Erin Beversdorf, Assistant Principal of Chateaux

Mrs. Aretha Williams, Principal of Fieldcrest

Dr. Sharon Alexander, Principal of Highlands

Mrs. Lolita Jennings, Principal of Mae Jemison

Ms. Allison Cieplucha, Assistant Principal of Mae Jemison

Ms. Latasha Robins, Principal of Markham Park

Mr. Claude Archie, Principal of Nob Hill

Dr. David Etheridge, Principal of S.T.E.A.M. Academy

Dr. Michael Kelly, Principal of Prairie-Hills Junior High School

Ms. Lisa Green, Assistant Principal of Prairie-Hills Junior High School

Ms. Yvonne Sparks, Assistant Principal of Prairie-Hills Jr. High School

Ms. Jennifer Huffaker, Asst. Director of Early Childhood,
Primary Learning Center

Instructional Support

Ms. Amy Hardwidge-Butcher, Instructional Technology Coach

Ms. Susan O'Day, Instructional Technology Coach

Ms. Carrie Friedstat, Math Interventionist

Mr. Randall Goodwin, Math Interventionist

Induction / Mentoring Program Purpose

For many decades, teaching has not been viewed as an honored profession. It has not been thought of as prestigious, nor compensated like other professions such as law, finance, or medicine. Yet, teaching carries many responsibilities, including deep content knowledge, planning and developing lessons for engaged learning, classroom management skills, effective communication, and continuous personal and professional growth.

To help mentors and mentees meet the Illinois Professional Teaching Standards, Prairie-Hills Elementary School District 144 will utilize Charlotte Danielson's framework from *Enhancing Professional Practice*, alongside district initiatives, to enhance the quality of teaching. The district recognizes that mentoring represents just one part of the whole learning community for these new professionals. It is the goal of Prairie-Hills Elementary School District 144 to foster collaboration, reflective practice, and a shared vision among all stakeholders. Furthermore, the district will support ongoing, job-embedded professional development for mentees with a constant focus on student learning.

Prairie-Hills Elementary School District 144 Tiers I and Tier 1B Mentoring Plan Mission

The mission of the Prairie-Hills Elementary School District 144 Mentoring Program is to promote individual, paired, and small-group learning in order to create a collaborative and professional learning community. The Prairie-Hills Elementary School District 144 Tier I and Tier 1B Induction/Mentoring Program provides a framework for collecting and interpreting data through classroom observations to strengthen educational delivery. It encourages the exchange of ideas and knowledge between mentor and mentee while enabling participants to reflect upon their teaching and learning.

The district will implement a two-tiered system based on this program model:

- **Tier I:** Designed for newly hired teachers with no prior experience who hold an initial certificate. They will participate in a three-year mentoring program based on the Charlotte Danielson Framework for Teaching.
- **Tier 1B:** Designed for newly hired experienced teachers, ancillary staff members, and teachers transitioning from general education to special education. These educators will participate in a one-year support program to facilitate their transition.

Characteristics of an Effective Mentor

Trustworthy:

A mentor should serve as a confidant, anchor, and source of support for the mentee. Together, the mentor and mentee should work in an environment that empowers the mentee to ask for help, take risks, and celebrate successes. This atmosphere should allow both individuals to discuss, accept, and work through teaching dilemmas, all with the ultimate goal of improving learning experiences for students.

Effective Communicator:

The mentor should create an open, honest relationship and environment with their mentee by using effective communication skills, such as listening actively, asking insightful questions, and being open to feedback.

Competent and Responsible:

The mentor should model the traits of effective teaching. These traits include knowledge of and commitment to the teaching profession, integrity, professionalism, and instructional competence grounded in research-based best practices.

Good Interpersonal Skills:

Mentors should be approachable, positive, caring, and understanding as they nurture and guide their mentees along the path to becoming effective teachers.

Collaborator:

Mentors should be open to sharing ideas and expertise, solving problems collaboratively, and working as active team members in the spirit of collegiality to foster a true learning community.

Framework Induction / Mentoring Program Overview

The Prairie-Hills Elementary School District 144 Induction / Mentoring Program is based on the following:

- Illinois Professional Teaching Standards
- INTASC Standards
- District Standards
- Charlotte Danielson Framework
- Analysis of Illinois State Teaching Certification Bill

Training for Mentors

Preparation for mentoring will begin with a one-day seminar focusing on Charlotte Danielson's *Framework for Teaching* and *Enhancing Professional Practice*. Mentors will be trained to support and guide new teachers while engaging in interactive, in-depth opportunities to reflect on their own practice.

Mentors will also participate in two days of intensive training emphasizing the roles and strategies needed to foster effective decision-making in their mentees' lesson planning and preparation. Through this training, mentors will learn to assess teaching using observation techniques, artifact examinations, and student work analysis. Additionally, they will learn to apply strategies aligned with teaching standards and master coaching and feedback techniques designed to improve instructional quality and lesson delivery.

Illinois Professional Teaching Standards

1. **Content knowledge**

   The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

2. **Human Developments and learning**

   The teacher understands how individuals grow, develop, and learn and provide learning opportunities that support the intellectual, social, and personal development of all students.

3. **Diversity**

   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Planning for Instruction

The teacher uses and understands instructional planning and designs instruction based upon knowledge of discipline, students, communities and curriculum goals.

5. Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students, development of critical thinking, problem solving and performance skills.

7. Communications

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

8. Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

9. Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/ guardians, and the community to support student learning and well-being.

10. Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

11. Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Prairie-Hills Elementary School District 144
Teaching Standards

District standards define expectations for all staff members while performance indicators provide greater definition and clarity.

1. **Content Knowledge:** The teacher understands the central concepts, method of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

   Performance Indicators

   - Using teaching resources and curriculum materials that are appropriated for the subject matter and students' need.
   - Using a variety of explanations and multiple representations of concepts to assist with understanding concepts.
   - Adjusting for common misunderstandings of concepts and idea for re-teaching when necessary.
   - Facilitating learning experiences that make connections to other content areas and real- life experiences.

2. **Human Development and Learning:** The teacher understands how individuals grow, develop, and learn; and provide learning opportunities that support the intellectual, social and personal development of all students.

   Performance Indicators

   - Accommodates individual students needs and learning styles
   - Develops lessons that are developmentally appropriate.
   - Develops lessons that are based on the data driven information

3. **Diversity:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. **Planning for Instruction:** The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, and the community and curriculum goals.

   Performance Indicators

   - Developing short-term and long-term lesson plans to meet the expectations of student learning.

- Linking lessons to the District's Curriculum, Illinois State Learning Standards and students' IEP.
- Developing and designing instructions that are developmentally appropriate based on learning styles, strength and areas of concerned based on District Assessments.

5. **Learning Environment:** Teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

   Performance Indicators

   - Promoting an environment in which students feel valued and one where individual differences are respected.
   - Using a variety of strategies and methods that creates a classroom environment that motivates students and is conducive to learning.
   - Using a variety of methods, this will assist in organizing, managing time, materials, and physical space to provide active and engaging learning activities for all students.

6. **Instructional Delivery:** The teacher uses knowledge of effective written, verbal, nonverbal and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

   Performance Indicators

   - Possesses broad knowledge of subject concepts and skills.
   - Designs lessons based on specific learning standards, outcomes and performance indicators.
   - Assesses student academic background through varied methods prior to new learning.
   - Incorporates computer technology to enhance instruction.
   - Uses a variety of appropriate methods and techniques to address individual student needs and learning styles.

7. **Assessment:** The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

   Performance Indicators

   - Understands the District Assessment Program

- Uses the District Assessment Data, and PARCC Data to diagnose student learning needs, to align, modify and drive instruction.
- Maintains useful and accurate records of student work and performance and communicating student progress to students, parents and colleagues.

8. **Collaborative Relationships:** The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

   Performance Indicators

   - Strives to establish and maintain positive interaction with parents and guardians.
   - Seeks professional expertise of administrators, mentors, and other colleagues.
   - Works cooperatively with school staff and other building personnel.
   - Demonstrates a positive approach to problem solving.

9. **Reflection and Professional Growth:** The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professional in the learning community and actively seeks opportunities to grow professionally.

   Performance Indicators

   - Seeks to improve professional competencies through course work, workshops, committee work, professional organizations or other similar programs.
   - Adhere to state and federal guidelines as it pertains to certification or certificate renewal.

10. **Professional Conduct:** The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

    Performance Indicators

    - Seeks to improve professional competencies through course work, workshops, committee work, professional organizations, or other similar programs.
    - Demonstrates effective oral and written communications skills.
    - Promotes professional decorum and interaction as a representative of the district.
    - Efficiently carries out assigned building duties.

Prairie Hills Elementary School District 144
Induction/Mentoring Expectations

Administration

The role of administration is one of support. Administrators are to respect the confidential nature of the mentoring program, and are not to ask mentors questions about their mentee. The Induction/Mentoring Program cannot be used for evaluation purposes.

Program Coordinator

- The Program Coordinator is responsible for:
    - Review of mentor/mentee compatibility
    - Review mentor/mentee activities by reviewing log sheets and other required documents
    - Meet with mentors/mentee as needed.
    - Serve as liaison with district administration
    - Assist with future pairing of mentee
    - Coordinate required training with mentor/mentee
    - Assist with gathering data for various reports

Mentor

Roles and Responsibilities

Mentors will work with new teachers to assist and support them in understanding and meeting the professional and faculty expectations of District 144. All mentors will complete mentor training based on Charlotte Danielson's *Framework for Teaching*.

Key Duties

- **Be available:** Maintain consistent, meaningful contact throughout the school year.
- **Listen with empathy:** Provide continuous encouragement as well as professional and emotional support.
- **Communicate effectively:** Connect frequently with mentees and follow through with practical suggestions and constructive feedback.
- **Maintain logs:** Keep a detailed log of meeting dates, times, and topics discussed with the mentee.

Meeting Requirements & Support Structure

- **Meeting Frequencies:** Mentors must meet with their mentees according to their assigned tier level:
    - **Tier I:** Weekly, 1 observation per quarter
    - **Tier II:** Bi-monthly (twice per month), 1 observation per quarter
    - **Tier 1B & Tier III:** Monthly, 1 observation per semester
- **Release Time:** Mentors will receive two (2) days of release time per quarter for pre-conferences, classroom observations, post-conferences, and additional collaboration as needed.

Observational Requirements

- **Observations:** Requires a minimum of two (2) 30 minute planned observations depending on tier level.
- **Non-Evaluation Role:** Mentors shall **not** participate in the district's formal or informal evaluation processes.

Documentation & Submission:

- **Monthly:** Contact logs must be turned in at the end of each month or shared via Google with Mrs. Naik
- **Closure Conference:** Forms are filled out with Mentees and submitted twice per year (December and May)
- **Observation Forms**: Submited in December and May

Guiding Frameworks

Mentors will utilize the Illinois Professional Teaching Standards, Charlotte Danielson's *Framework for Teaching*, and the foundational practices of Harry Wong as the primary bases for helping new teachers meet district expectations.

Mentee

Being a mentee means making an investment in oneself, seeking personal growth, and becoming excited by the world around us, it is Mandatory that the Mentee will Participate in ALL Induction / Mentoring activities.

- Attend all scheduled meetings.
- Mentees are required to meet with their mentors; frequency is dependent upon the level of the mentee.
- Mentees will keep a brief log of meeting dates, times, and topics that are discussed with their mentor.
- The Mentee's will become familiar with the Illinois Professional Teaching Standards and Charlotte

Danielson's Framework for Teaching and Harry Wong's, First Days of School.

- Allow the mentor to observe and offer feedback.
- Be open to feedback --- not evaluative.
- Set realistic expectations with the mentor.
- Discuss failures as well as successes.
- Learn and practice self-empowering behaviors.
- Communicate problems clearly.
- Play an active role in their own professional development
- Solicit mentor, colleagues and administrator's assistance.

Three-Year Induction/Mentor Plan

The Initial certificated teacher will participate in a 3 year program. All interactions between mentors and mentees will be confidential and will not be shared with administrators for the purpose of evaluation.
The goal of the Three-Year Induction/Mentor Plan is to provide a structured training of mentors to address the needs of mentees.

A. Describe the Role of a Mentor

- ✔ To assist mentees by modeling effective teaching behaviors.
- ✔ To motivate mentees through collaboration.
- ✔ To assist the mentees in the development of an individual growth plan.
- ✔ To assist the mentees in developing strategies for analyzing student work.
- ✔ To provide mentees with emotional and professional support.
- ✔ To foster an open and honest relationship with mentee.

B. Criteria and Selection Process

- ✔ A mentor must have at least three-years of teaching experience with a minimum of one year in Prairie-Hills Elementary School District 144 with a proficient or excellent rating.
- ✔ A mentor must be trained in the Danielson Framework for Teaching
- ✔ A mentor will not directly or indirectly participate in the evaluation process for the mentees.
- ✔ A mentor may be assigned to mentee for at least 3 years and may not directly or indirectly participate in mentee evaluations.

Activities for Mentor Program
Tier I

I. The Danielson Framework for Teaching Domains 1-4
II. The Teaching and Environment Profile
III. Data Analysis and Assessment
IV. Inquiry 1: Establishing A Learning Environment
V. Professional Development, Behavior Management, “Motivating Unmotivated Students”
VI. Conferences and Parent Involvement
VII. Observations/ Debriefings
VIII. Accommodations/Modifications for Students with Special Needs
IX. Instructional Growth/ Observations
X. Reflection/ Summary of Professional Growth
XI. Weekly Meetings with the Mentor
XII. Any Other Needed Support Service

Activities for Mentor Program
Tier IB and Tier II

I. The Teaching Environment Overview according to Danielson Model
II. Data Analysis/ Assessment
III. Professional Development
IV. Observation/ Debriefings
V. Accommodations/Modifications for Students with Special Needs
VI. Developing Instructional Experiences
VII. Reflection/ Summary of Professional Growth
VIII. Bi-monthly Meeting with the Mentor
IX. Any Other Needed Support Service

Activities for Mentor Program
Tier III

I. Overview of Expectations
II. Data Analysis/ Assessment
III. Professional Development
IV. Observation/ Debriefings
V. Accommodations/ Modifications for Students with Special Needs
VI. Sharing Instructional Experiences
VII. Reflection/ Graduation
VIII. Monthly Meetings with the Mentor
IX. Any Other Needed Support Service



One-Year Induction/Support Mentor Plan
Tier 1B

Tier 1B will include newly hired experienced teachers as well as ancillary staff members, and teachers moving from regular education to special education. These teachers will experience a one-year support program to facilitate their transition. The district can have the mentee in a second year of mentoring, if recommended.

Goal 1: To provide a structure for the training of support mentors to address the needs of the experienced teacher who is transitioning to Prairie-Hills Elementary School District 144.

1) Describe the role of a support mentor

- ✔ To acclimate the experienced teachers with the district policies and procedures
- ✔ To acclimate the experienced teachers with building polices procedures
- ✔ To provide support to experienced teachers with the implementation of district/building initiatives, curriculum, and assessments.

Activities for (Support Mentor Program)

Support mentors will meet and have discussions with the experienced teacher, bi-monthly (minimally once a month depending on teacher need), in the following areas:

1. Assessments
2. District Initiatives
3. Professional Development

Prairie-Hills Elementary School District 144
Induction/Mentee Confidentiality Agreement

I, _____ have accepted a position as a teacher in the Prairie-Hills Elementary School District 144. I understand I will receive support and assistance in a non-evaluative capacity through the Prairie-Hills Elementary Induction/Mentoring program. I agree to keep my interactions with my mentor confidential.

_____ _____

Signature Date

Prairie-Hills Elementary School District 144
Induction/Mentor Confidentiality Agreement

I, _____, have accepted the responsibility of being a Mentor in the Prairie-Hills Elementary School District 144 Induction/Mentoring program, and as such, I agree to keep my interactions with the Mentee confidential.

- Mentors will meet before or after school for 30 minutes with Tier I staff weekly, with Tier II and 1B bi-monthly and with the Tier III staff monthly.
- Release time provided for formal and informal observations.
- I understand that contact log paperwork must be turned in monthly and closure conference forms twice a year.

_____ _____

Signature Date

Induction/Mentoring Program
Teacher Commitment

I understand that attendance at the Induction/Mentoring Program meetings and Professional Developments and Workshops are mandatory.

- In case of emergency, I will contact the CIE Department via email (Mrs. Naik) prior to the meeting.
- It is my responsibility to adjust my schedule to accommodate participation in the Induction/Mentoring Program.

I understand being an active participant in the Induction/Mentoring Program is a requirement for continued employment.

I understand that I will receive support and assistance in a non-evaluative capacity through the Induction/Mentoring Program.

My signature below demonstrates that I understand and agree to follow outlined conditions for consideration of continued employment with Prairie-Hills Elementary School District 144.

_____ _____

Print Name Years of Teaching Experience

_____ _____

Signature Date