# Program Coordinator Responsibilities

To ensure a quality induction and mentoring program, districts may choose to assign the following responsibilities to a program coordinator within the district:

1. Selecting mentors, who are excellent teachers, work well with adults, are open to listening and are willing to commit to the whole program.
2. Orienting the new teacher to district and school policies and procedures with special emphasis on the school improvement plan, expectations for professional development in order to meet the Illinois Professional Teaching Standards, and the content standards applicable to the new teacher’s area certification.
3. Providing the new teacher at least one opportunity per semester to participate in professional development that involves observing experienced teachers and discussing with them aspects of their teaching practices.
4. Encouraging the new teacher to frequently participate in appropriate ROE workshops, conferences, symposia, seminars or other similar training events designed to increase the new teachers’ knowledge and skills.
5. Providing systematic opportunities for contact between the mentor and new teacher to support the new teacher both professionally and socially in the school environment.
6. Planning for implementing the required sequence of three observations over the two year period including the planning conference, observation, and the feedback conference.
7. Assigning mentors to new teachers by similar grade level, content area assignment and certification, proximity, and personality to the extent possible.
8. Ensuring that mentors and new teachers know about all workshops in the series and any additional workshops that would strengthen their practice. In addition provide substitutes as needed so that mentors and new teachers can meet their requirements.
9. Gathering evaluative information on the program including retention of new teachers, performance ratings on new teachers, cost related savings of recruiting new teachers due to increased retention, decrease in the number of teachers teaching outside their respective fields, and any other data of interest and importance to program improvement
10. Ensuring that the new teacher and mentor can meet as needed, share reflective journal, analyze student work together, and participate in appropriate professional development. Collect and retrieve for audit as needed sufficient evidence of checklist completion; for example, meeting logs, communication documents, and other assurances of the time and effort the district has invested in the new teacher’s success.