**INDUCTION ROLES AND RESPONSIBILITIES**

Special Note—This chart was created for an ROE coordinating programs for several districts. Modifications would include moving all necessary tasks to entities to the right. ⇓

**IDEAL SCHOOL DISTRICT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ROE** | **DISTRICT** | **PRINCIPAL** | **DISTRICT**  **LEADERS** | **MENTOR** | **NEW TEACHER** |
| **Mentor Training** | Provides 4 days of mentor training on a yearly basis | Requires all mentors to receive 4 days of training and provides resources to support that training | Makes sure that new mentors receive adequate notice of training opportunities | Works with district principals to notify new mentors of training opportunities | Completes 4 days of training during the first year of a two-year program |  |
| **Mentor Assignments** |  | Monitors mentor matches, paperwork and requirements to assure compliance with district policies and collective bargaining agreement | Matches Mentors and New Teachers as soon as possible using sound mentoring principals | Troubleshoots problems with matches and works with principal if changes are necessary |  | Cooperates with district mentoring requirements |
| **Administrative Training** | Provide administrator training on a yearly basis | Requires “Mentoring Overview” training of all new principals who have new teachers in their buildings |  | Works with all building principals to fulfill the requirements of the district’s approved mentoring plan. |  |  |
| **Program**  **Coordination** | Acts as a liaison between ISBE and the districts | Assigns this responsibility to a district administrator or teacher |  | Oversees the program and acts as a liaison with the ROE |  |  |
| **Orientation of New Teachers** | When funding and interest permits, provides new teacher training/networking events | Supports and assists with orientation to district policies and procedures | Takes the lead in orienting new teachers to the building, the curriculum, and expectations | Coordinates the orientation of the new teachers with building principals | Participates in the orientation of the new teacher when appropriate | Attends and cooperates with all orientation events and activities |
| **Record Keeping** |  | Stores required new teacher data and maintains those records for at least 5 years |  | Compiles approved plan required new teacher data at the end of each school year and copies appropriate district-level personnel | Follows all district requirements as stated in the district’s approved plan and/or handbook |  |
| **Evaluation** | Provides resources for evaluation through administrative “Overview” trainings |  |  | Conducts yearly evaluation of district mentoring procedures and practices |  |  |
| **Certificates of Completion** |  | Issues or delegates the issuing of certificates for successful completion at the end of a two year program. |  | Advises Mentors and New Teachers on the collection of appropriate documentation of required activities. | Assists the New Teacher with collection documentation of required activities. | Maintains a portfolio with documentation of required activities for 5 years after the new teacher’s Standard Certificate has been issued. |
| **Approved Plan submission or revisions** | Technical assistance with writing and submitting plans | Creates the plan, secures Board of Ed. Approval and submits the final version through the ISBE web site. |  | Leads district efforts to revise existing plans based on needs, best practices, and input from evaluations. |  |  |