

Introduction to the Startup Guide

New teacher induction is structured support across a new teacher’s formative first years in the classroom and is designed to increase retention, help teachers be more effective more quickly, and improve student outcomes.

Induction includes mentoring, professional development, and whole-school supports for new teachers and is tied to best practices and district improvement plans.

This guide is intended to help new induction and mentoring programs get started—whether the program is being run by a school district, a Regional Office of Education, a university, or another service provider.

This guide will provide advice on:

- setting up program leadership
- setting goals and designing the program
- tasks to accomplish before, during, and at the end of the school year
- establishing a timeline for induction activities
- setting a program budget

This guide is intended as a brief overview. More comprehensive advice is contained in the larger Illinois Induction Guide, available at inductionillinois.com.

Although the steps in this guide may seem overwhelming, beginning induction programs do not necessarily need to do everything during their first year. It is more important to start supporting new teachers right away than to delay until the “perfect” program can be funded and planned.

For more information or personal assistance, contact the [Illinois New Teacher Collaborative](#).

QuickStart Guide and Timeline

This Quick Start Guide is an overview of the steps needed to begin a mentoring and induction program. It can provide program leaders with the essentials and can serve as a “check list” for implementation steps. The accompanying Startup Guide provides details on carrying out each of the tasks mentioned below and provides much more information on creating and sustaining an excellent program.

The chart below shows an approximate timeline of when each of these steps might be enacted. Some programs start planning a full 12 months before they expect to start supporting new teachers, while others only have a few months before the start of a new academic year. More time is ideal, but it is more important to start supporting new teachers right away than to delay until the “perfect” program can be planned and funded. This chart is intended to be a guide, as each program’s situation and context is unique.



The need to repeat various activities will depend on the status and developmental levels of the program. For example, if all administrators have been trained in a given year, they do not need to experience the same training again. However, they do need some review and clarification to reinforce the importance of supporting beginning teachers and mentors. Likewise, there does not need to be a transition for new leadership if the program leaders remain in place.

[Tasks Legend]

Each task can be either Essential or Comprehensive and can be either One-Time or Annual as describe below.

- [Essential] Essential activities are necessary for all programs—even bare-bones, very new, or very small programs
- [Comprehensive] Comprehensive activities are important for a program to become fully developed, whether it is brand new or is experiencing ongoing development, but new programs may decide to defer them until later
- [One-time] One-time activities should be reviewed regularly but only have to be done once as the program is being set up, unless changes are made (e.g. new staff; new program goals)
- [Annual] Annual activities

First steps: Program Leadership and Collaborative Teams

Quality induction and mentoring programs start with strong, passionate leadership, grounded in high quality teacher development, to promote student achievement and school-wide progress. A program can be started and led by a team or a single person, depending on the context. However, the formation of collaborative teams can help ensure that all voices are represented, continuity is achieved, and a shared vision is enacted.

[Tasks]

1. [Essential] [One-time] Create a Collaborative Leadership Team consisting of representatives from different stakeholder groups
2. [Essential] [One-time] Determine the Collaborative Leadership Team’s responsibilities
3. [Essential] [One-time] Designate an Induction Program Coordinator who is enthusiastic and knowledgeable about induction, or who is willing to learn

Second steps: Program Goals, Design, Evaluation, and Resources

Local program design is based on beginning teacher development, support, retention, and improved student learning. The goals are guided by current research on induction, effective practices, Illinois Induction Program Standards, district/school improvement plans (if relevant), and local concerns/context/initiatives.

Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants. Funding is critical to the induction and mentoring program. However, it can be one of the greatest challenges as budget constraints impact most educational programs. To create and sustain a program, local leadership may consider various activities depending on funding available. For example, the number of workshops or training sessions may need to be limited based on budgets. Compensation for beginning teachers and mentors can go beyond traditional stipends to include advancement on the salary schedule, release from special duties, and other means outside dollar amounts.

These steps should be enacted as soon as the first steps are complete.

[Tasks]

1. [Comprehensive] [Annual] Review research
2. [Essential] [Annual] Establish program goals
3. [Comprehensive] [Annual] Design program evaluation
4. [Essential] [Annual] Create a budget
5. [Comprehensive] [One-time] Define the roles of every stakeholder
6. [Essential] [One-time] Determine a timeline for setting up a program

Activities Prior to Academic Year

Successful induction programs do much of their planning before beginning teachers are even hired. There are a number of protocols and trainings that must be arranged before a program can take place. This preparation ensures that expectations are in writing for all individuals involved in a mentoring and induction program, and that administrators, mentors, and beginning teachers receive consistent information about their roles.

There is significant research that describes the types of training, mentor selection processes, and orientation topics for a high quality mentoring and induction program. Some of this information can be found in the Appendix to this guide, but it is also the responsibility of the Collaborative Leadership Team to make time for their own professional development in order to inform their own practices and improve the induction program.

[Tasks]

1. [Essential] [Annual] Plan and enact administrator training
2. [Essential] [One-time] Develop selection criteria for mentors and a matching process
3. [Essential] [Annual] Plan professional development for mentors and beginning teachers
4. [Essential] [Annual] Establish expectations and processes for the program year
5. [Essential] [Annual] Conduct initial mentor training
6. [Essential] [Annual] Plan and implement initial orientation for beginning teachers
7. [Essential] [Annual] Share program information with the school community and other stakeholders

Activities During the Academic Year

During the school year, mentors, beginning teachers, and administrators all need regular and ongoing professional development. This will ensure that the induction and mentoring program goals/outcomes/expectations are met, that the program maintains momentum, and that program leadership provides responsive support on a consistent basis with a focus on student learning.

[Tasks]

1. [Essential] [Annual] Provide ongoing professional development for beginning teachers
2. [Comprehensive] [Annual] Provide ongoing professional development for mentors
3. [Comprehensive] [Annual] Advocate for the program / share program information with the school community and other stakeholders
4. [Comprehensive] [Annual] Conduct mid-year or ongoing program evaluation

Activities at the End of the Academic Year

It is critical that the end of the academic year be a time for reflection, self-assessment, and continuing the process of ongoing program improvement. While celebrations can reinforce a sense of community and accomplishment, other end-of-year activities can go far to assist program leaders in examining progress and identifying future goals and tasks.

[Tasks]

1. [Comprehensive] [Annual] Implement program evaluation
2. [Essential] [Annual] Design and implement recognition activities
3. [Comprehensive] [Annual] Plan for sustainability: looking to the future
4. [Comprehensive] [One-time] Provide transition for new program leaders

Program Leadership and Collaborative Team

Introduction

Quality induction and mentoring programs start with strong, passionate leadership, grounded in high quality teacher development, to promote student achievement and school-wide progress. A program can be started and led by a team or a single person, depending on the context. However, the formation of collaborative teams can help ensure that all voices are represented, continuity is achieved, and a shared vision is enacted. (See Standard 1, Illinois Induction Program Continuum)

Tasks

1. Create a Collaborative Leadership Team consisting of representatives from different stakeholder groups, depending on the nature of the program (e.g. whether it is run by a school district, an ROE, or a university). In a school district program, for example, these might include:
 - a. Central office staff
 - b. Building/school administration
 - c. Union leadership
 - d. Mentor(s)
 - e. Teacher(s) and beginning teacher(s)
 - f. Community member/liaison or parent representative
2. Determine the Collaborative Leadership Team's responsibilities in:
 - a. Defining program goals
 - b. Establishing a budget and determining the use of other resources for stipends, release time, substitutes, workshops/trainings, meetings, and professional development
 - c. Identifying and utilizing school strengths
 - d. Conducting a needs assessment when appropriate
 - e. Examining research to substantiate program goals, needs, cost, and effectiveness
 - f. Creating program timelines
 - g. Determining stakeholder roles
 - h. Proposing program decisions to program leadership
 - i. Communicating program information to the superintendent and Board of Education and other stakeholders
 - j. Conducting an annual self-assessment. Resources such as the Illinois Induction Program Continuum may be helpful.
 - k. Creating recommendations for program improvement based on the annual self-assessment and other data
 - l. Assisting with the transition of new induction and mentoring leadership when needed
3. Designate an Induction Program Coordinator who is enthusiastic and knowledgeable about induction, or who is willing to learn. The Illinois State Board of Education requires that approved programs must designate a Program Coordinator.
 - a. The Program Coordinator has the following responsibilities:
 1. Developing and approving written expectations and outcomes for the program coordinator, mentors, beginning teachers, and building administrators
 2. Communicating with all relevant stakeholders (administrators, mentors, teachers, Board of Education members, community members)
 3. Coordinating mentor, beginning teacher, and administrator trainings
 4. Coordinating induction program activities
 5. Supervising the work of the mentors and beginning teachers
 6. Coordinating mentor recruitment, selection, professional development, and support
 7. Coordinating a beginning teacher professional learning community
 8. Coordinating administrator support
 9. Establishing and chairing regular meetings of the Collaborative Leadership Team
 10. Collecting and analyzing data for the purpose of program improvement
 11. Attending regional, state, and national conferences to network and continue to bring best

practices back to the Collaborative Leadership Team

12. Completes all ISBE and local required records and data

Notes on Highly Effective Practices

1. The Program Coordinator should receive release time from other roles so that the Induction and Mentoring Program is a priority
2. A “firewall” must exist between mentoring and induction services and teacher evaluation for the purpose of hiring/firing, promotion, and tenure. Trainings for mentors, beginning teachers, and administrators must emphasize the importance of confidentiality, especially new teacher/mentor and new teacher/administrator confidentiality.
3. Provisions should be made for smooth transition of program leadership to ensure that when program leadership changes there are continuity and sustainability.
4. To sustain continuous program improvement, it is important to maintain the Collaborative Leadership Team even after the program has been developed.
5. In small districts or other programs where there is not sufficient personnel to create the type of collaborative team described, open communication among stakeholder groups (e.g. induction and mentoring program leadership, the Board of Education, the teachers’ union, the superintendent, and district personnel) must still be established and maintained. Program stakeholders should have a voice in the program development, implementation, and evaluation.
6. Ideally orientation should be a shared responsibility among district and building administrators, mentors, and other key personnel.

Program Goals, Design, Evaluation, and Resources

Introduction

Local program design is based on beginning teacher development, support, retention, and improved student learning. The goals are guided by current research on induction, effective practices, Illinois Induction Program Standards, district/school improvement plans (if relevant), and local concerns/context/initiatives. (See Standard 2, Illinois Induction Program Continuum)

Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants. (See Standard 3, Illinois Induction Program Continuum)

Tasks

1. Review research
 - a. Review research on best practices for a high quality standards-driven induction program and research that addresses reasons for an induction program, how the program can be justified, and how to advocate for induction and mentoring. Start on the INTC website, in the [“Resources and Research”](#) section. Review these research findings to get started:
 1. Teacher quality is a critical factor in student achievement. (Rivkin, Hanushek, & Kain, 2005).
 2. Beginning teacher induction is critically important for teacher development and retention (Ingersoll & Strong, 2011).
 3. Although induction programs vary from district to district they usually contain common activities such as orientation, classroom support, professional development, collaboration with colleagues and mentoring (Ingersoll & Strong, 2011).
 4. Comprehensive induction programs are defined as opportunities for beginning teachers to collaborate in small learning communities, observe experienced colleagues' classrooms, be observed by expert mentors, analyze their own practice, and network with other novice teachers (Smith & Ingersoll, 2004).
 5. When teachers are paired with highly trained mentors, the pace of beginning teacher learning increases. (Moir, Barlin, Gless and Miles, 2009).
 6. High impact induction must sanction time for teachers to be observed and reflect on their own teaching, as well as on their students' learning (Darling-Hammond et al., 2009).
 7. Instructional mentoring is effective when it is consistent and based on an explicit vision of good teaching as well as an understanding of adult learning (Feiman-Nemser, 2001).
 8. Ideally beginnings teachers should be matched with trained mentors who are knowledgeable about their subject matter (Rockoff, 2008).
 9. The best form of professional development includes providing opportunities for reflection on practice to develop teachers' understanding of content, pedagogy, and learners (Hord and Sommers, 2008).
 - b. Network with other induction programs and attend [the INTC annual induction conference](#) in order to learn about other effective induction program
 - c. Share findings with key stakeholders
2. Establish program goals
 - a. Determine program goals based on desired outcomes for beginning teachers (regarding their practice or retention), students, and schools as a whole
 - b. Include input from various stakeholders such as administrators, mentors, and teachers
 - c. Connect to other district/school/university partnership initiatives (e.g., teacher evaluation and development, school improvement plans, professional learning teams, university teacher education, and professional development schools)
3. Design program evaluation (See Standard 9, Illinois Induction Program Continuum)
 - a. Create evaluation instruments for use by administrators, beginning teachers, and mentors
 - b. Determine how evaluation results will be articulated and publicized
 - c. Create a plan for program revisions based on evaluation results
 - d. Collect baseline data which can be used to compare with end-of-the-year and other data

- e. Use the Illinois Induction Program Continuum as the basis for self-assessment and program improvement
4. Create a budget (see the separate section on [Finances and Budget](#) in this document)
5. Define the roles and responsibilities of every stakeholder, for example:
 - a. Administrator in charge of the program
 - b. Program Coordinator
 - c. Building administrator(s)
 - d. Instructional (formal) mentors
 - e. Cultural (informal) mentors
 - f. Beginning teachers
 - g. Veteran teachers
 - h. Board of Education members
 - i. Parent/Community members
 - j. Union leadership
 - k. University partners
 - l. Regional Office of Education/Intermediate Service Center
6. Determine a timeline for setting up a program (see the [Timeline](#))
 - a. Create a timeline which articulates activities, tasks, evaluations, and outcomes on a monthly basis
 - b. Include information about who is responsible for each item in the timeline
 - c. Include information about when and how each goal/outcome will be evaluated

Notes on Highly Effective Practices

1. Include union leadership on the Collaborative Leadership Team to ensure that the collective bargaining agreement will be followed. For example, the local agreement may require that beginning teachers be compensated for after-school meetings.
2. Ensure that induction and mentoring practices are consistent with building/district/state policies and procedures such as teacher evaluation, individual growth plans, and professional development expectations.
3. Share program information with others: e.g. the school, the district, and Board of Education, and the community.
4. Include all stakeholders in the planning and communication processes.

Activities: Prior to Academic Year

Introduction

Successful induction programs do much of their planning before beginning teachers are even hired. There are a number of protocols and trainings that must be arranged before a program can take place. This preparation ensures that expectations are in writing for all individuals involved in a mentoring and induction program and that administrators, mentors, and beginning teachers receive consistent information about their roles.

There is significant research that describes the types of training, mentor selection processes, and orientation topics for a high quality mentoring and induction program. Some of this information can be found on the INTC website , but it is also the responsibility of the Collaborative Leadership Team to make time for their own professional development in order to inform their own practices and continuously improve the induction program.

Tasks

1. Plan and enact administrator training and/or host Administrator's Academy #1028 Using the Illinois Induction Continuum for central office and building administrators (See Standard 4, Illinois Induction Program Continuum)
 - a. Prepare to review
 - b. Confidentiality
 - c. Administrator's role in a mentoring and induction program
 - d. Rules and regulations
 - e. Selecting qualified mentors
 - f. Schedule training when administration can attend and be fully present
 - g. Provide administrators with resources during and after the training that they can use to regularly review program progress
 - h. Conduct training evaluation
 - i. For assistance, contact a Regional Office of Education (ROE) or an Intermediate Service Center (ISC) to see if they have AA#941 or AA#1028 scheduled or if they are planning to schedule one. (ROEs and ISCs, along with the State Board of Education, are responsible for the integrity of the Administrators' Academy and are legally required to fulfill all of the legislative requirements for Administrators' Academy trainings.)
2. Develop selection criteria for mentors and a matching process (See Standard 5, Illinois Induction Program Continuum)
 - a. Create/modify an application process for mentors. This may include a written application, letters of recommendation, and an interview.
 - b. Decide who will choose the mentors to be trained
 - c. Host a mentoring information and recruitment meeting
 - d. Conduct mentor application process
 - e. Select mentors to be trained
 - f. Review pool of beginning teachers to make the most effective mentor matches
 1. Consider the following relevant factors: certification, experience, current assignment, and proximity. It is ideal for each beginning teacher to have a qualified mentor with experience in the same grade/content area. Mentors who are full-time teachers should be matched to new teachers in the same building, but this is not always achievable.
 2. May consider additional factors such as personality traits, learning styles, relevant experiences and/or generational issues
 - g. Assign mentors to beginning teachers
 - h. Notify mentors and beginning teachers of the pairings
 - i. Define a process to make necessary adjustments in mentor/beginning teacher mismatches
3. Plan professional development for mentors and beginning teachers (See Standards 6 and 7, Illinois Induction Program Continuum)
 - a. Plan initial mentor training

- b. Determine and plan ongoing mentor support and follow-up sessions to take place throughout the school year
- c. Plan beginning teacher orientation
- d. Plan beginning teacher workshops to be held throughout the school year with building administrators
- e. Decide if mentors and new teachers are going to be compensated for their time during training
- f. Schedule trainings during times that mentors and/or new teachers can be fully present
4. Establish expectations and processes for the program year
 - a. Establish monthly or quarterly expectations for mentor-beginning teacher contact
 - b. Set reflections each quarter or semester by the Collaborative Leadership Team on mentor and beginning teacher needs and progress toward expectations
 - c. Create and communicate the expectation that mentors and beginning teachers will complete reflections each quarter or semester on their progress and needs
 - d. Plan a celebration at the end of the school year for mentors, beginning teachers, and administrators
 - e. Determine a program evaluation process
5. Conduct initial mentor training as an individual induction program or with other programs, e.g. through a consortium such as a Regional Office of Education (See Standard 6, Illinois Induction Program Continuum)
 - a. Invite mentors to training. Include in this invitation the expectations for participation in the training and also for the mentoring program.
 - b. Decide whether to plan and conduct the mentor training in-house, or to hire an outside mentor trainer. The trainer could use [Induction for the 21st Century Educator](#) training (ICE 21), [New Teacher Center \(NTC\)](#) training, or other mentor training
 - c. For in-house mentor training, prepare to review topics including:
 1. Adult learning theory
 2. Stages of first year teacher development
 3. Generational issues
 4. Rules and regulations
 5. Roles and responsibilities of participants in the mentoring program
 6. Confidentiality
 7. Coaching cycle for mentors/beginning teachers
 8. Coaching observation approaches and data gathering strategies
 9. Effective listening and questioning techniques
 10. Formative assessment
 11. Research on effective mentoring
 12. Research on the needs of beginning teachers and implications for a mentor's role
 13. Professional teaching standards
 14. Frameworks for examining teaching, learning, and assessing
 15. Factors for low commitment
 16. Technological resources
 - d. Conduct training evaluation
6. Plan and implement initial orientation for beginning teachers (See Standard 7, Illinois Induction Program Continuum)
 - a. Prepare to review the following (for a district-based program):
 1. District personnel, including Superintendent, Human Resources, Curriculum and Staff Development, and Business Office
 2. Community resources (if applicable)
 1. Business partnerships or grants
 2. Employee Assistance Programs
 3. Park District/Field Trip Programs
 4. A tour of local community and neighborhoods
 3. District expectations and building logistics
 4. District resources
 1. Curriculum guides
 2. Website resources

3. Personnel who can help
5. Substantial amount of time allotted for new teachers and mentors to meet, discuss essential topics, and plan according to individual needs such as: beginning of school procedures, lesson planning, and initial contact with parents, etc.
 - b. Invite district personnel and make sure that all participants understand their role at orientation
 - c. Reserve location
 - d. Notify beginning teachers – provide directions and an agenda
 - e. Create orientation materials for beginning teachers
 - f. Host the orientation for beginning teachers
 - g. Conduct orientation evaluation
7. Share program information with the school community and other stakeholders
 - a. Define communication goals
 - b. Identify tools to meet the communication goals
 - c. Craft the information and messages to be shared
 - d. Establish a communications timeline
 - e. Evaluate if the communication was effective

Notes on Highly Effective Practices

1. Mentors and administrators should understand that mentors are not in an evaluative role, and any questions on beginning teachers' progress could violate their confidentiality. Additionally, new teachers must be reassured by all stakeholders that they intend to abide by the legal and ethical requirements of confidentiality throughout the mentoring process.
2. ISBE-approved programs include the following topics in mentor training:
 - a. Adult learning theory
 - b. Standards for Professional Learning (as articulated by Learning Forward, formerly National Staff Development Council)
 - c. Foundations of mentoring
 - d. Formative assessment
 - e. Coaching strategies
 - f. Observation strategies
 - g. Analysis of student work
 - h. Analysis of student data

This training requires a minimum of 18 hours. The primary training emphases are on classroom practice, teacher development, and student achievement.
3. The beginning teacher orientation should provide just the right balance between sufficient information and too much information. Additional information can be added during beginning teacher workshops later in the year. Also, the orientation should find a balance between providing information and providing time for new teachers to bond with their colleagues.
4. It is difficult to find the time to conduct so many trainings. Administrators especially are reticent to leave their school buildings for all or even part of a day. If the training for administrators will last for six or more hours, the Collaborative Leadership Team should brainstorm ways to facilitate this for building administration. Trainings can be split up into smaller chunks, conducted after students are dismissed for the summer or even held in the evenings.
5. Mentor teachers may also find it difficult to create sub plans for a multi-day training. Some districts have a relatively small pool of subs, creating hardships within buildings when more than one teacher must be absent for professional leave.
6. Programs sometimes have difficulty with the following, so the leadership team may wish to brainstorm options.
 - a. Finding funding to pay mentors/admin/beginning teachers to attend trainings
 - b. Training administrators before mentors, so that administrators are able to select the right people for mentor training.
 - c. Finding beginning teachers who match the trained mentors
 - d. Determining what happens if a mentor drops out.

Activities During the Academic Year

Introduction

During the school year, mentors, beginning teachers, and administrators all need regular and ongoing professional development. This will ensure that the induction and mentoring program goals/outcomes/expectations are met, that the program maintains momentum, and that program leadership provides responsive support on a consistent basis with a focus on student learning.

Tasks

1. Provide time and structure for mentor/beginning teacher meetings
 - a. Provide mentors and mentees with release time or schedule them for the same planning periods; otherwise, pairs can meet during lunch or before/after school.
 - b. Communicate a list of requirements, including:
 1. How often pairs should meet (e.g. once a week for an hour; or a set number of hours per month)
 2. How mentors and mentees should keep track of their interactions, including when they met, what topics were discussed, and what progress has been made
 - c. Provide suggestions for the content of those meetings, including:
 1. Personal/emotional support
 2. Information on school logistics and culture
 3. Feedback on beginning teacher successes
 4. Specific suggestions for beginning teacher improvement
 5. General advice on teaching (e.g. classroom management, running parent/teacher conferences, etc.)
 - d. Ensure that mentors do regular (e.g. once per semester) observations of beginning teachers, to include:
 1. A pre-observation conference
 2. A formal observation with written feedback and suggestions for improvement
 3. A post-observation conference
 - e. Encourage or require beginning teachers to spend time observing mentors or other experienced teachers.
2. Provide ongoing professional development for beginning teachers (See Standard 7, Illinois Induction Program Continuum)
 - a. Examine research on the professional development needs of beginning teachers
 - b. Conduct a local needs assessment to determine topics for ongoing professional development and identify available resources within and outside the district. Examples of topics include:
 1. Classroom management
 2. Parent-teacher conferences
 3. School/district improvement plan or professional development plan
 4. Teacher evaluation instrument
 5. District and building initiatives (e.g., literacy)
 6. Instructional strategies
 7. Common Core Standards (as applied to Illinois)
 8. Meeting the needs of diverse student populations
 9. Danielson Framework
 10. Individual learning and growth plans
 11. Parents and the community
 12. Opportunities for beginning teachers to observe master teachers
 13. Pedagogy based on observations of veteran teachers
 14. Conferences, observations, and collaborative conversations with mentors
3. Provide ongoing professional development for mentors (See Standard 6, Illinois Induction Program Continuum)
 - a. Plan and schedule meetings/forums for mentors to reflect on, improve, and refine their practice
 - b. Provide ongoing professional development for mentors to advance induction. Topics might include:

1. Supports for district instructional initiatives
2. Response to mentor and beginning teacher needs
3. Follow-up training (after basic mentor training) to deepen mentor skills and promote beginning teacher development
4. Enhanced communication skills
4. Advocate for the program / share program information with the school community and other stakeholders
 - a. Prepare messages to communicate program successes and share program challenges
 - b. Maintain contact with the local press
 - c. Provide regular information to the Board of Education
 - d. Publicize program information in the district newsletter
 - e. Inform staff regarding the program progress, purposes, and goals
 - f. Provide stakeholders with information on program activities, relevant program demographics, and data collected about the program
5. Conduct mid-year or ongoing program evaluation, such as: (See Standard 9, Illinois Induction Program Continuum)
 - a. Exit slips after profession development sessions
 - b. Focus-group interviews with beginning teachers
 - c. Anonymous surveys for mentors

Notes on Highly Effective Practices

1. Beginning teachers need both a buddy (someone they can go to for support and information on school logistics) and an instructional coach (someone who can provide timely, specific, targeted advice and feedback to improve the beginning teacher's practice). Often a single mentor fills both roles, but in other programs a beginning teacher may have two mentors: a buddy who is located in their building, and an instructional coach who may only visit the building for meetings and observations.
2. Professional development should be a priority. However, new programs may start small and add more topics and opportunities as the program progresses.
3. Professional development topics should be relevant and impact student achievement.
4. Occasionally mentors and beginning teachers are mismatched. Encourage mentors and beginning teachers to address any problems they have with the Program Coordinator and reassign a mentor if necessary.
5. Some items in this section can be done during the initial program planning; others need to be done annually; others should be done a number of times during the school year.

Activities at the End of the Academic Year

Introduction

It is critical that the end of the academic year be a time for reflection, self-assessment, and continuing the process of ongoing program improvement. While celebrations can reinforce a sense of community and accomplishment, other end-of-year activities can go far to assist program leaders in examining progress and identifying future goals and tasks.

Tasks

1. Implement program evaluation (See Standard 9, Illinois Induction Program Continuum)
 - a. Administer end-of-year evaluation instruments. Compile and analyze the resulting data.
 - b. Determine how evaluation results will be articulated and publicized
 - c. Create a plan for program revisions based on evaluation results
 - d. Use previous baseline data to compare with end-of-year evaluation data
 - e. Use the Illinois Induction Program Continuum as the basis for self-assessment and program improvement
2. Design and implement recognition activities
 - a. Create end-of-year celebrations that focus on the accomplishments of the program, mentors, and beginning teachers
 - b. Establish a forum for beginning teachers and mentors to engage in end-of-year reflection
 - c. Focus on the following year and its mentoring activities
3. Plan for sustainability: looking to the future
 - a. Conduct a structured discussion on continuous program improvement. This can be done in a mentor/beginning teacher forum as well as in a Collaborative Leadership Team meeting.
 - b. Communicate with stakeholders regarding Collaborative Leadership Team findings and plans for the future
4. Provide for transition of new program leaders
 - a. Provide time for outgoing and incoming leaders to meet and share information
 - b. Provide history, background, goals, challenges, and other relevant information to new program leaders
 - c. Provide new leader(s) with ready access to relevant documents, data, files, and online information
 - d. Clearly articulate stakeholder and leadership roles for the new leader(s)

Highly Effective Practices

1. Evaluation tools should be part of a formative process that leads to practical program revisions.
2. Program progress and development should be thought of in terms of ongoing program improvement, not merely as an end-of-year celebration.

Finances and Budget

Introduction

Funding is critical to the induction and mentoring program. However, it can be one of the greatest challenges as budget constraints impact most educational programs. To create and sustain a program, local leadership may consider various activities depending on funding available. For example, the number of workshops or training sessions may need to be limited based on budgets.

Compensation for beginning teachers and mentors might involve stipends, or might include advancement on the salary schedule, release from special duties, and other rewards outside dollar amounts. (See Standard 3, Illinois Induction Program Continuum)

Tasks

1. Create an annual budget
 - a. Determine resources necessary to meet program goals. The first item on the list is typically the largest expense for induction programs; the other items are arranged in decreasing order such that the last items represent the smallest amounts in most programs' budgets.
 1. Mentor stipends or salary and benefits
 2. Program Coordinator stipend or salary and benefits
 3. Beginning teacher orientation and professional development
 4. Mentor training and professional development
 5. Release time / substitutes for observations and mentor/beginning teacher meetings
 6. Books, materials, online resources, and support
 7. CPDUs
 - b. Provide budget and expenditure information to stakeholders
2. Consult with appropriate administrators regarding the proposed budget

Highly Effective Practices

1. Programs should have a written budget with line items that is included in the district's/institution's comprehensive budget.
2. Administrative support is critical for financial commitment, so programs should provide regular information about program progress and success to encourage financial support from the administration and the Board of Education (where appropriate).
3. Induction and mentoring should be a component of the institutional culture to ensure continued financial support
4. Budget constraints may provide challenges in creating and maintaining a program, so contingency plans may be necessary each year as district budgets are determined.
5. Revisions may need to be made in the budget as the school year progresses.

Definitions of Terms

Note: the definitions found are consistent with and often adapted from those in the Illinois Induction Program Continuum and usage by the Illinois State Board of Education. The goal is to create a common language and focus for all working with induction and mentoring programs.

Beginning Teacher - (new teacher, mentee, protégé, novice): a teacher newly entering the profession of teaching and in the first or second year of teaching. Some induction programs also involve new teachers in their third or fourth year of teaching or involve teachers who are new to the district but have teaching experience elsewhere.

Collaborative Leadership Team - the individuals who are jointly responsible and accountable for planning, development, progress, communication, assessment, evaluation, and the overall implementation of the induction and mentoring program(s). Program leaders can include, and are not limited to, district/building administrators, program coordinators, teacher leaders, lead mentors, union/professional organization leaders, Regional Offices of Education, Intermediate Service Centers, Institutions of Higher Education, support providers/trainers, community members, school board members, university faculty, and parents.

District Administrators - these include administrators at the district level including the superintendent, assistant or associate superintendents, curriculum leaders, and finance or operational officers. A district-based induction and mentoring program is often led by the person in charge of curriculum or the person in charge of human resources at the district level.

ICE 21 (Induction for the 21st Century Educator) - a comprehensive mentoring and induction program to help new teachers adapt to first-year challenges and build a solid foundation for long, fulfilling careers in education with the support of trained mentors. It includes mentor training and the training of trainers. It is one of the only initiatives of its kind to be supported by the Illinois State Board of Education.

Adapted from Source:

Hensley, V. & Rosenbaum, N. (2008, May 23). Retrieved September 10, 2010 from <http://222.21stcenturyinduction.org>

Illinois Induction Program Continuum - a companion document to the Standards that describes program development across multiple levels that will prompt both thinking and action around the professional needs of new teachers in the state. This document can be used for self-assessment and program development.

Illinois Induction Program Standards - a state-approved list which provides a clear framework, based on research, best practices, and effective structures to assist in the development of effective induction mentoring programs at the local level.

Illinois State Board of Education (ISBE) - The State Board consists of nine members who are appointed by the Governor with the consent of the Senate. Board members serve four-year terms, with State Board membership limited to two consecutive terms. The board sets educational policies and guidelines for public and private schools, preschool through grade 12, as well as vocational education. It analyzes the aims, needs and requirements of education and recommends legislation to the General Assembly and Governor for the benefit of the more than 2 million school children in Illinois.

Induction - a distinct phase of teacher development that occurs upon an individual's entry into the profession; a formal program for beginning teachers of guided entry and structured support into the profession of teaching.

Mentor - an experienced teacher, trained in mentoring practices, who provides one-to-one, individualized support of a beginning teacher through formal and informal structures

Instructional (formal) mentor – an experienced teacher, trained in mentoring practices, who provides the

primary and intensive support of a beginning teacher on professional practice and student learning through collaboration, reflection and inquiry during regular visits over the duration of the program.

Cultural (informal) mentor – an experienced teacher, trained in mentoring practices, who provides additional support of a beginning teacher or experienced teacher new to the district/building; i.e. mentor on building routines and procedures, items unrelated to content area and grade level, support as needed. This person assists with acculturation and helping the beginning teacher become part of the school community.

Program Coordinator - individual responsible for the overall operation of the induction/mentoring program at the local level, as well as serving as a liaison with all stakeholders and the Illinois State Board of Education.

Site Administrator(s) - administrators at the local, building level. These might include the principal, an assistant or associate principal, deans, and/or division heads/department chairs.

Stakeholders - individuals/groups/organizations with a vested interest in the success of the induction program, i.e. district/building administrators, program coordinators, teacher leaders, lead mentors, union/professional organization leaders, Regional Offices of Education, Intermediate Service Centers, Institutions of Higher Education, support providers/trainers, community members, school board members, university faculty, parents, funders, and policymakers.