STATE-FUNDED INDUCTION AND MENTORING PROGRAMS IN ILLINOIS FINAL REPORT-FOR DISTRIBUTION

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EXECUTIVE SUMMARY

The following is a summary of the report titled "State-Funded Induction and Mentoring Programs in Illinois Final Report: December 2008." The data were compiled in the months of October/November 2008, and the report was written in December 2008. During the 2008-2009 school year, forty ISBE funded programs were operating in 204 school districts and in 998 school buildings. These programs served 2,881 beginning teachers (1,759 first-year and 1,122 second-year) and 1,813 mentors. This report represents data from programs from all areas of the state including large urban districts, smaller urban districts, mid-sized districts and rural districts. Names and other information that might reveal individual program identities have been removed from this report in order to preserve confidentiality.

The Illinois General Assembly's decision to provide state funding for induction and mentoring programs has generated an impressive and unprecedented level of activity within regions and districts that includes, but is not limited to: innovative program development, formative evaluation of program development and impact; networking and sharing resources across groups and communities; and sustained, thoughtful attention to what is meant by program quality, given the variety of contexts in which programs operate. Across all programs there was considerable evidence that the funding received from the state grants has enabled the creation of support structures that are considerably more robust than those that have existed before. In addition, the sustained focus on program documentation and ongoing evaluation (internal and external) provided valuable information for the programs and for learning more about how to assist programs.

The report makes recommendations in six areas:

- Program variation
- Differentiated support
- Program administration
- Networking and communication
- Evaluation and research
- Technical assistance

Program variation – This report documents a range of programs located in widely varying contexts: large urban districts, smaller urban districts, mid-size districts and rural districts. Personnel in districts, regional offices, professional organizations, and universities all might serve as administrative bases for the programs. Programs administered by consortia faced a set of challenges related to working with many different buildings and districts, often with little or no authority to require program participation.

In addition, college- and university-based programs that provided support for alumni as they began teaching reported challenges that related to assisting the beginning teachers who were also participating in a district-based program. Consortia and higher education connections enabled districts to accomplish goals that they would be unable to complete alone, but it is important to understand how to support them in ways that are different from supporting district-based programs.

Some programs were mandatory for new teachers; others were voluntary. Reasons for optional participation by new teachers included uncertainty in the timing and amount of

program funding, reluctance by administrators to impose this requirement on all beginning teachers, and variation in the target population served by the grant. Optional participation may represent a weak treatment and, therefore, it may be difficult to build a critical mass of participants within a district or region or to study the impact of the program most effectively.

> Recommendation #1: Continue encouraging and selecting state funded programs across varied contexts and with different implementation styles and strategies, and continue the concerted efforts to understand and address the various challenges of these program types.

> Recommendation #2: Conduct regional meetings among consortia to identify common specific concerns and suggest strategies for improving training and the delivery of services.

Differentiated support – This report notes that general information (i.e., school policies and procedures, discipline, lesson planning) was necessary and desirable for first-year teachers. Content-specific issues were not frequently mentioned as part of induction and mentoring training. However, professional standards as well as governmental priorities dictated that teaching must focus on student achievement. This focus necessitates content-specific as well as grade-specific induction.

At this point, programs for second-year teachers were less well defined than those for first-year teachers in most programs. Many programs reported that they perceived that second-year teachers were ready to begin systematic reflections on their own practice and to focus more closely on curriculum, instruction, and pedagogy.

The programs served beginning teachers at all grade levels and in many different content areas. Many of the sites were elementary districts or unit districts that include elementary schools. It is possible that there is an over-representation of elementary beginning teacher induction programs, and it is also possible that the programs that work well for elementary schools do not work as well for secondary schools. In addition, programs serve teachers in a number of content areas, and program administrators are concerned that they may not be meeting their needs.

Most of the programs reported that their beginning teachers were graduates of more traditional, university-based teacher education programs, and several urban programs were working with teachers who went through alternative preparation programs. Finally, a number of program coordinators voiced challenges related to meeting the needs of student services staff such as counselors, psychologists, and librarians.

> Recommendation #3: Promote the use of the Continuum of Professional Growth beginning in all pre-service teacher education programs, including alternate route programs.

> Recommendation #4: Consider developing requests for proposals that give some preference to programs targeted for secondary teachers and teachers that are in areas such as special education, physical education, art and music education, and foreign language education.

Recommendation # 5: Program developers should begin working together to plan comprehensive and appropriate programs for second-year teachers and for teachers in areas that are typically staffed by few teachers such as special education, physical education, art and music education, and foreign language education.

Program administration – Administrative knowledge, support, and participation were important components throughout many of the funded-program sites narratives. Programs reported that administrators who received induction and mentoring training increased their awareness and understanding of the importance that the induction and mentoring program can have for first-year teachers. They also reported that administrative support assisted with pragmatic issues such as release time and obtaining substitute teachers for observations and conferences.

Current state requirements for an approved program indicate that beginning teachers must be observed three times within a two-year period. Recommendations about minimum expectations for numbers of observations or paired meetings beyond that provided within the state's guidelines cannot be made at this time. There was wide variation among programs regarding quantity of observations and interactions, but there was consistency across most programs regarding lack of methods for assessing the quality of these interactions. Differentiation based on individual need or context is important, but this should occur within a context of known quality. As funded program leaders assess their own programs, they are realizing what types of expectations do and do not work for their mentors and beginning teachers.

While time to meet and observe was included within all programs, many programs required participants to use their planning time to observe. Very few programs planned for regularly scheduled release time for beginning teacher/mentor interactions, and this was least likely to occur in consortium-based programs. The issue of sufficient time to meet and observe was a complicated one. The time out of the classroom would, ideally, be valued by the mentor or the beginning teacher and should not be burdensome. Yet having to plan for a substitute teacher on a regular basis was often an additional stressor as well as a costly endeavor. Arranging predetermined, regularly scheduled time within the school day required strong cooperation from building administrators.

Recommendation #6: Require programs that prepare administrators to include content on teacher development in general and on induction and mentoring specifically.

Recommendation #7: Develop guidelines, based on the program standards that make recommendations for programs in areas such as classroom observations by mentors, observations of other teachers by new teachers, administrator training, etc.

Recommendation #8: Develop guidelines for school boards and districts that enable them to create time for mentors and new teachers to work together and provide sufficient funding to allow for these guidelines to be implemented, regardless of district size.

Networking and communication – Programs reported that communication among program

coordinators and administrators were important in establishing liaisons with boards of education and the general public.

Exemplary practices noted in this report include collaboration among various stakeholders. Collaboration was especially important for consortia that serve a number of schools/districts and create induction and mentoring training relevant to all. Considerations include time schedules, travel distances, and differing levels of administrative involvement.

Consortium-based programs needed the opportunity to network with other consortium-based programs on a regular basis to learn from and problem solve with one another. Single-district programs had similar needs when it comes to coordination across multiple buildings and varied central office departments.

> Recommendation #9: Develop structures and templates that programs can adapt to meet their own communication needs such as chats and discussion boards, visits by boards of education, the public, and members of the local media, and websites and newsletters.

> Recommendation #10: Encourage all programs, regardless of size, to create and utilize a leadership team representative of all stakeholder groups impacted by the induction program.

Evaluation and research – The programs reported that predictable data collection cycles would be advantageous because specific dates and data requirements could be established and programs would be able to plan ahead. Some programs noted that it was difficult to procure some of the requested information once the school year had begun.

Data collection to this point has consisted largely of information self-reports by program participants. Rarely do these data collection cycles include administrators' perspectives unless the program coordinator is also a district or building administrator.

> Recommendation #11: Collect data from administrators regarding their roles in induction and mentoring and how best to increase further participation and effectiveness in working with beginning teachers and mentors.

> Recommendation #12: Coordinate internal (i.e., CDEs) and external (i.e., SRI surveys) data collection and analysis. Set and publicize regular data collection cycles so that all participants understand the information required and the deadlines established. This cycle can be repeated from year to year.

> Recommendation #13: Create case studies that provide an external investigation and evaluation of promising practices within and across the funded programs.

Technical assistance – Program leadership needed greater access to the tools and knowledge of how to enable continuous growth for programs and individuals, particularly those activities that lead to exemplary practices addressing all the Illinois Standards for Quality and Effectiveness for Beginning Teacher Induction Programs. This included instruments that better assess the quality and the impact of mentor/beginning teacher observations and other

interactions, program impact on retention, beginning teacher impact on student learning and well-being, and the cost-effectiveness of induction and mentoring efforts.

> Recommendation #14: Develop a system of statewide technical assistance to provide multiple opportunities for both face-to-face and electronic networking and provide a centralized location of easily accessible, non-proprietary resources and tools for program implementation and assessment that are available to all programs.

Final recommendation – The final recommendation is one that that impacts all of the recommendations listed above and the quality of teaching across the state.

> Recommendation #15: Establish a stable and dependable funding cycle for programs that enables all programs to continue the progress over the past three years and to monitor that progress.

STATE-FUNDED INDUCTION AND MENTORING PROGRAMS IN ILLINOIS FINAL REPORT: DECEMBER 2008

INTRODUCTION

In 2007, the Illinois General Assembly allocated increased funding for induction and mentoring programs across the state. This made it possible to continue funding for the ten original state-funded programs, first funded in 2006, and to fund new programs. In February 2008, thirty-one additional programs received funding and were fully implemented in Fall 2008. At the same time, one of the ten original programs was discontinued. This is the fourth in a series of reports prepared for the Illinois State Board of Education (ISBE) by the Illinois New Teacher Collaborative (INTC) Central staff members or by external evaluators that have been funded by INTC.

The first report, submitted in October 2007, provided descriptive information on ten state-funded programs, comprising the first set of induction and mentoring programs funded by The Illinois General Assembly. The second, submitted in October 2008, provided descriptive information from February 2008 through May 2008 on the original programs and 31 additional programs that were funded beginning February 2008. The third, prepared by Dr. Jennifer Greene and colleagues, was submitted in December 2008 and provided evaluation information concerning program implementation at the ten original sites. A summary of recommendations from the first and third reports can be found in Appendix A.

The current report, which builds on prior reports, provides extensive information about program development and implementation from June, 2008 through October, 2008. Names and other information that might reveal individual program identities have been removed from this report in order to preserve confidentiality. During the 2008-2009 school year, the forty ISBE funded programs were operating in 204 school districts and in 998 school buildings. These programs served 2,881 beginning teachers (1,759 first-year and 1,122 second-year) and 1,813 mentors.

PURPOSE OF THE CURRENT REPORT

The mid-term report described start-up activities for the 31 of the 40 programs. Analysis leading to the mid-term report suggested that distinctions should be made between single-district programs and those that crossed districts comprising a consortium because of the different program implementation challenges consortia faced. The purpose of this report is to provide information on program implementation across all 40 state-funded programs currently in operation and to investigate whether there are discernable differences in implementation based on where program administration is housed.

The report begins with a description of how data were collected and analyzed, followed by a description of the demographic attributes of new teachers and mentors. This is followed by information on program components and a discussion of professional development of novice teachers and administrators. The report concludes with a discussion of trends and common program challenges.

DATA COLLECTION AND ANALYSIS

The October 2008 INTC mid-term report noted that the Common Data Elements (CDE) form, the data source for that report, would be revised to allow for responses in checklists as opposed to open-ended questions. The new version of the CDE was developed during the summer of 2008 (Appendix B). The revised CDE was designed to capture the variation between single-district programs and consortium-based programs while maintaining its focus on capturing important elements of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (Illinois State Board of Education, 2008). The form completed by consortia included questions concerning the number of districts implementing program components in particular ways.

Program directors received the new CDE forms in late September and early October. They completed all short-answer and checkbox portions and submitted them to INTC electronically. The open-ended questions, included at the end of each section of the CDE, inquired about strengths, weaknesses, and intended program modifications. These open-ended questions served as the basis for face-to-face interviews with program managers or their designees from all 40 programs. As of December 2008, CDEs were submitted by all programs except one, however interview data were collected from this program.

A majority of the programs reported that the new CDE form was much improved. A few directors asked that the requests for specific data be provided earlier in the process. This was particularly true for consortia. For example, many of the questions asked for information about multiple districts, and that information was difficult to access once the year began. Also, university program sites working with their own alumni in private schools, parochial schools, and public schools were not able to complete all of the questions. There is now a workable standard format for the programs to use that will allow INTC Central staff to communicate data collection needs earlier in the process.

The data collection cycle will be twofold. In the fall, programs will provide information about summer and beginning of the year activities, actual participant numbers, and participant demographics for the new academic year. In late spring, programs will provide information about program implementation and formation during the academic year.

DATA ANALYSIS

To analyze the data, the responses to each quantifiable question were entered into spreadsheets, and data from single districts and consortia were tabulated separately. The use of spreadsheets allowed staff to identify portions of each individual program's CDE where information was either incomplete or questions were misinterpreted. Follow-up queries were sent to program coordinators for clarification. Most programs responded to these

queries within a week. Staff members tabulated data totals and averages and noted overall data trends as well as comparison data between single-district and consortium-based programs or differences between program experiences for first-year teachers and second-year teachers.

The open-ended responses were summarized in narrative form after interviews with the program coordinator or designated representatives. Information from the narrative reports was analyzed by placing key comments into a one-page document for each site. The resulting documents articulated a number of common categories determined by the CDEs including:

(1) Demographics for teachers hired during 2008-2009 (first-year teachers)
(2) Professional development for first-year teachers
(3) Demographics for teachers hired during 2007-2008 (second-year teachers)
(4) Professional development for second-year teachers
(5) General mentor demographics
(6) Mentor selection and assignment
(7) Professional development for beginning mentors
(8) Information on continuing mentors
(9) Administrator involvement
(10) Communication with administrators
(11) Administrator professional development
(12) Mentor-beginning teacher observations
(13) Mentor-beginning teacher paired interactions
(14) Recordkeeping and assessment
(15) Other relevant information

The narratives were used to identify commonalities as well as unique elements of each program. Further examination of the summaries was conducted to assure consistency with the quantitative data in the report.

It is important to note that all of the information contained in this report is self-report data and, therefore, must be read as such. While in every case program managers worked hard to obtain and convey accurate descriptions of their programs, there is no independent corroboration of that information.

In addition, some of the questions proved difficult to answer. In many programs state, funds were co-mingled with other funding sources. As a result, program directors were unsure about whether to report on professional development when the funding came from a funding source other than the ISBE grant. Programs were encouraged to report as completely as possible, even on activities not directly covered by ISBE funds.

Understandably, programs varied in how they dealt with reporting on activities funded by ISBE. Some specified all components of the program and clearly described which components were implemented using ISBE funds and which components used funds from other sources. Other programs reported only on ISBE funded components of the program, and still others reported on their programs in entirety without discussion of other funding sources.

DEMOGRAPHIC TRENDS: NEW TEACHERS AND MENTORS

During the 2008-2009 school year, the forty ISBE funded programs were operating in 204 school districts and in 998 school buildings. These programs served 2,881 beginning teachers (1,759 first-years and 1,122 second-years) and 1,813 mentors.   This means that an estimated 82,140[1] students were impacted during this school year alone. This estimate would be considerably higher if the number of students impacted last year by the current second-year teachers as well as the students in mentors' classrooms were also included within this total.

The funded programs represented widely varying geographic and demographic populations throughout the state. Urban, urban fringe, suburban, and rural schools were all represented as participants in funded-program sites and included consortium-based programs in which more than one district was served by the program. Single-district programs were further categorized by district type (unit, elementary, and high school). Three of consortia were based at higher education institutions, 1 was based at a professional organization, and 12 were based in regional offices of education (ROE). One of the ROE-based programs served only one district, but this program was kept within the consortium category because program administration did not occur within that school district's structure. Throughout most of this report, data were disaggregated by single-district or consortium-based programs.

FIRST-YEAR TEACHERS

The 23 district-based programs served, on average, 38.6 first-year teachers, ranging from 8 to 90. The 15 consortium-based programs reported serving, on average, 58.1 first-year teachers, ranging from 14 to 166.

Of the 34 programs that provided background information on their first-year teachers' preservice education, 91% of the first-year teachers were graduates of traditional, university-based teacher education programs. Twelve funded programs reported that more than 5% of their first-year teachers were alternatively certified teachers. Five programs reported that more than 10% of their first-year teachers were alternatively certified. Eighty-nine percent of all first-year teachers were hired prior to the first day of class, and most met their mentors before school began.

The majority (84%) of first-year teachers attended college immediately after high school and then began teaching following college graduation. Twenty-seven programs had older (second-career) new teachers, and these older teachers were equally likely to be teaching in both affluent and less affluent districts.

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[1] This estimate was calculated assuming a class-size of 20 for all Pre-K through elementary school teachers and assuming 80 different students are enrolled in beginning teachers' middle, junior high, and high school classes. These assumptions are likely to be high for some and low for others.

Beginning Teacher Grade Level Assignments

- Pre-K
- Elementary
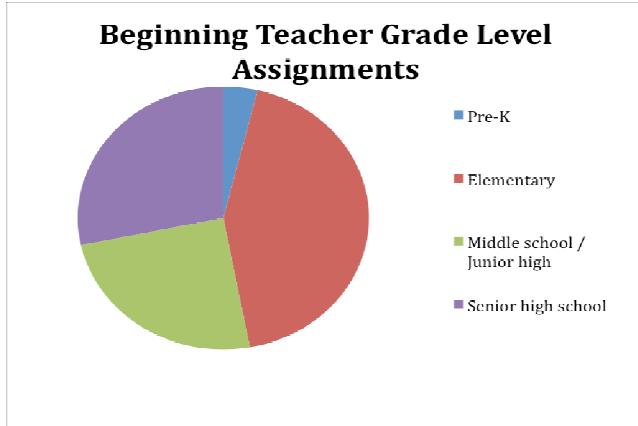- Middle school / Junior high
- Senior high school

Figure 1: Beginning Teacher Grade Level Assignments (Appendix C, Table 1)

The funded programs served more first-year elementary teachers than any other group (see Figure 1). Fifteen percent of the first-year teachers in district-based programs taught special education, compared with 10% of first-year teachers in consortium-based programs. Very few early childhood teachers were involved in an induction program.

Across all programs, single district or consortium, 88% of first-year teachers were White. Most of the programs with the highest percentages of teachers of color also had significantly diverse student populations (See Appendix C, Table 2).

SECOND-YEAR TEACHERS

Five districts did not serve any second-year teachers. The other 18 served, on average, 37.3 second-year teachers, ranging from 8 to 153. Twelve consortia reported that they served, on average, 37.5 second-year teachers, ranging from 4 to 166. Both of these outliers were university-based consortia. Most second-year teachers kept the same mentor they had the previous year. Out of 87 districts that answered this question, 62 reported that mentors continued working with their protégés into their second year of teaching.

In total, the funded program sites served 1,122 second-year teachers. They reported that 216 first-year teachers from 2007-08 were no longer employed in their original districts. While there was insufficient data to report on specific programs, the most common reasons cited for teachers leaving their positions were moving from the area because of spousal employment or desiring closer proximity to family. Some districts stated specific retention problems in selected content areas including math and science and special education and social science.

Program personnel often reported their belief that mentoring and induction were directly related to more teachers remaining at the school and in the profession. One program reported that they provided monthly reports to the school board and reinforced, with them, the grant's role in helping the district with retention. Another reported that 50% more African-American teachers remained in their positions than in previous years.

MENTORS

The 23 district-based programs reported an average of 38 mentors each, ranging from 3 to 110. The 15 consortia reported an average of 56 mentors each, ranging from 3 to 255. One hundred forty-seven first-year teachers were hired in one university-based program during 2007-08; 15 more were hired in 2008-09. One university-based program reported that 200 beginning mentors had been trained, and there were 100 more that needed training. Eighty-three percent of the mentors in single districts and 89% of mentors in consortia were hired prior to the first day of student attendance.

> *The mentors are driving the program and are the success or failure of it. Choose mentors very thoughtfully and empower them. They are the ones in the field doing (the work).*

Programs cited the uncertainty about funding mentor stipends and the challenges in determining how many beginning teachers would need mentors as reasons why mentors were not hired prior to the first day of student attendance. Programs reported unresponsive administrative staff and last minute turnover in classroom positions as additional reason for mentors not being placed.

The mentor demographics were quite similar to those of the first-year teachers (See Appendix C, Tables 3, 4, 5). Most mentors were White, general education teachers who taught multiple subjects at the elementary level.

Typically, mentors were selected based on administrators' recommendations, their availability and willingness to serve, and whether they held a current standard teaching certificate. Other factors included: tenure in the district, five or more years of teaching experience, outstanding teaching recommendations, personality characteristics, and completion of mentor training. While mentor training was not often indicated as a criterion for mentor selection, only one of 36 responding programs indicated less than 80% attendance by mentors at mentor training sessions during the summer. While some programs required training prior to being selected as a mentor, most appeared to select their mentors and then provide them with training. Whether the mentors held a master's degree and the evaluation of mentoring practice from previous years were not mentioned very often.

Figure 2: Mentor Selection Criteria (Appendix C, Table 6)
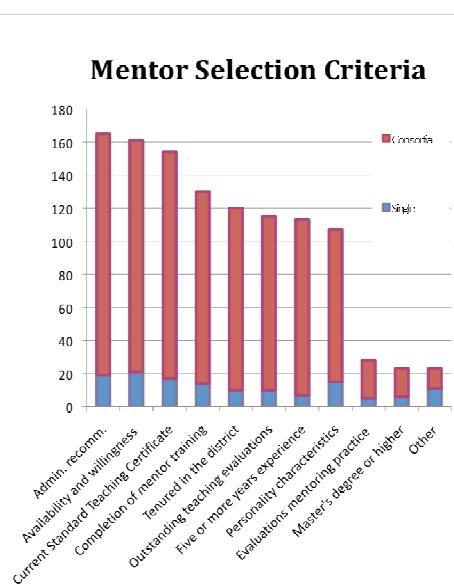
Mentor selection was typically conducted by building administrators, district administrators, or mentor program coordinators. In all but five of the district-based programs and all but three of the consortium-based programs, building-level administrators chose mentors. For a

number of the programs, this approach to mentor selection was seen as a challenge because administrators had not received induction related professional development. Union leaders were more likely to be involved in mentor selection when programs were based in a district, as opposed to a consortium. It should also be noted that this CDE question allowed for multiple selections. If a program indicated the use of a committee for the selection process, then it was likely that the program also listed the roles of representatives on the committee and described a formal application or recommendation process prior to being considered by the committee.
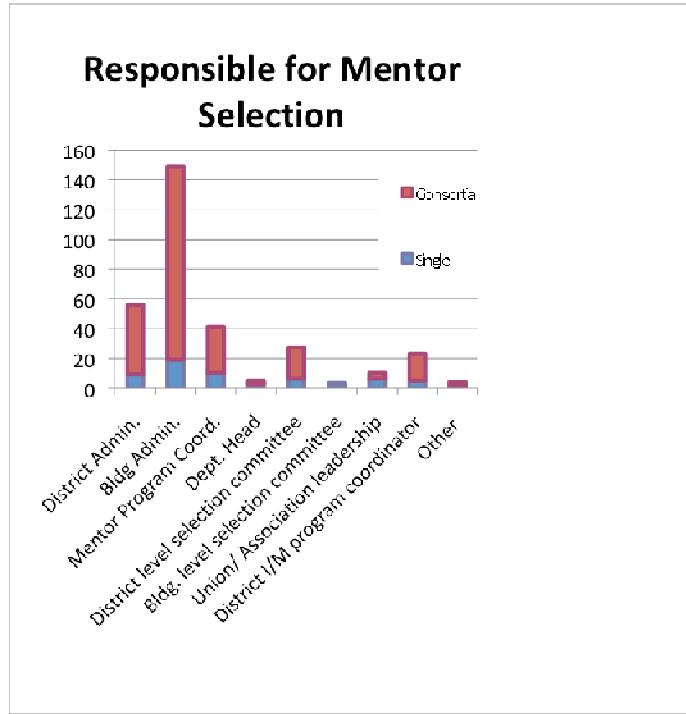

Figure 3: Responsible for Mentor Selection (Appendix C, Table 7)

In both single-district and consortium-based programs, the greatest considerations when assigning mentors to beginning teachers were the proximity to beginning teachers and a grade level and/or subject matter match. Personality type was a tertiary consideration (see Appendix C, Table 8).

DEMOGRAPHICS SUMMARY

The demographic trends of first-year and second-year teachers and those of their mentors were similar: Most were White, general education teachers who taught multiple subjects at the elementary level. Most second-year teachers who had a mentor their second year worked with the same mentor both years. The vast majority of mentors in both single districts and consortia were hired before the first day of student attendance, and most first-year teachers met their mentors prior to the first day of class.
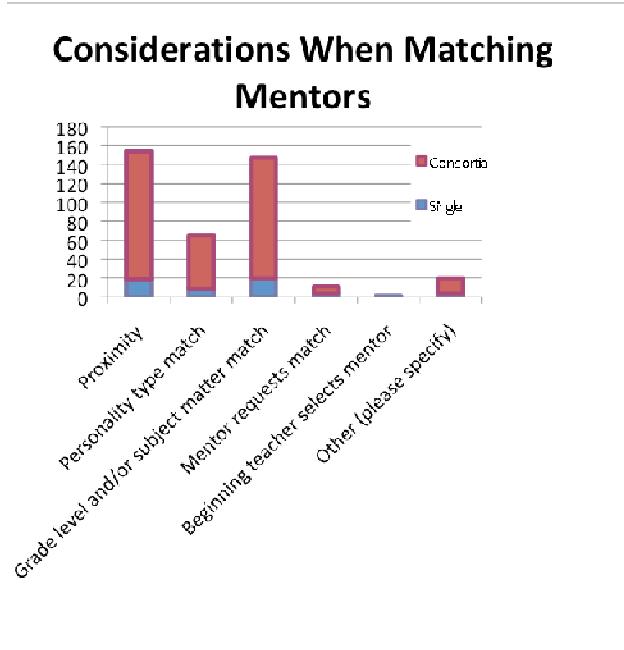
Considerations When Matching Mentors

Figure 4: Considerations when matching protégés to mentors (Appendix C, Table 8)

Building-level administrators typically chose the mentors both in the single districts and the consortia. Additionally, district administrators and mentor program coordinators were often involved in mentor selection. In both the single districts and consortia, mentors were chosen by administrator recommendations and availability or willingness to serve. A current standard teaching certificate was another commonly used criterion for mentor status. In single districts, mentors were first assigned based on grade level and/or subject matter match with the first-year teacher. Consortia first considered proximity to the first-year teacher (e.g., building, neighboring classrooms). In single districts, proximity was the second criterion priority; for consortia, grade level/subject matter match was the second most important consideration.

PROGRAM DESIGN AND IMPLEMENTATION

Induction and mentoring was required for beginning teachers at some program sites and optional at others. This was an important variation in program design and implementation. Understandably, participation of new teachers was lower when induction is not required. At the single-district level, participation was more likely to be required for first-year teachers but offered as optional for second-year teachers. Consortium-based programs had much greater challenges related to requiring participation.

Each site determined the individual content of the induction and mentor training, the length of the induction sessions and training, the skills taught, and the topics covered. Within the district-based programs, implementation occasionally varied by building. Within the consortia there was variation by district and by buildings within districts.

Some program sites compensated mentors with a stipend or salary. Others provided release time for mentors to work with new teachers. Some sites employed substitute teachers to periodically allow mentors to attend training and workshops as well as to observe and work with their protégés.

MENTORING MODELS AND MENTOR/MENTEE INTERACTION

The majority of mentoring models were single-tiered (one beginning teacher assigned to a single mentor) (See Tables 9, 10, 11). Four of the single-tiered programs implemented a full-release mentoring model in which a teacher was employed full-time to work with first-year teachers, and five programs used this model with their second-year teachers.

Five programs reported implementing a multi-tiered model (instances in which a beginning teacher receives multiple levels of support and was assigned to more than one mentor) with their first-year teachers and two reported using a multi-tiered model with their second-year teachers.

One program employed mentor coordinators who worked with both first- and second-year teachers. Each first-year teacher had a mentor (1:1), and the mentor coordinator set up videotaping sessions, procured substitutes and supplies, and collected building specific data related to participants and their interactions on a quarterly basis.

Another program reported a single-tiered mentoring program for first-year teachers and a multi-tiered program for second-year teachers. In the second year, teachers were assigned to a National Board Certified teacher who worked with them on lesson study.

Six consortia used multi-tiered programs for their first-year teachers. Of those, two programs also served second-year teachers in multi-tiered models. One program trained retired teachers to provide specific and focused mentoring through 12 hour "Instructional Enhancement Contracts" to address particlular skills. "Instructional Enhancement Mentors" provided an additional layer of support for beginning teachers who have also been assigned a 1:1 building mentor. At another program, faculty members were at the school and provided an extra layer of support for the mentors and to the first-year teachers.

MENTOR TRAINING

There were variations in mentor training across all programs, but most program sites trained only the mentors of first-year teachers. Some programs reported that veteran mentors need refresher training and support, particularly if they had gone a year or longer without working with a beginning teacher. However, some programs had not yet implemented follow-up training.

"When new teachers are faced with the tremendous challenges of limited time, both personally and professionally, they will participate in out-of-work time professional development when they feel the connection of a relationship, and the personal invitation that comes with the relationship."

Typical training for mentors included information on how to be a professional mentor as opposed to a "buddy teacher," how to observe, how to question, how to address concerns of the first-year teacher, and how to confer with and support the first-year teacher. Overall, qualities of excellent mentors and ways to establish trust in a mentoring relationship were the two topics covered most frequently. Analyzing student work was covered least frequently (see Figure 5); however, it should be noted that the information gathered through this CDE round focused on professional development occurring over the summer and into the early months of the school year. It is possible that training sessions occurring throughout the school year will focus on the analysis of student work and will become evident through the spring CDE collection of data.

Resources provided by Induction for Twenty-First Century Educators (ICE21), the Consortium for Educational Change, the New Teacher Center (NTC), Harry and Rosemary Wong, and Charlotte Danielson were mentioned as sources of information for trainings. The training agendas and curricula associated with these resources were used as a complete package by some programs, while others only used parts. The program sites may have purchased an entire curriculum of materials and training, including trainer services, or they may have adapted sections to best meet local needs (see Figure 6). Of those programs indicating the use of purchased materials and trainers, ICE21 was more likely to be used by consortium-based programs, while NTC and Charlotte Danielson materials were more likely to be used by single-district programs.
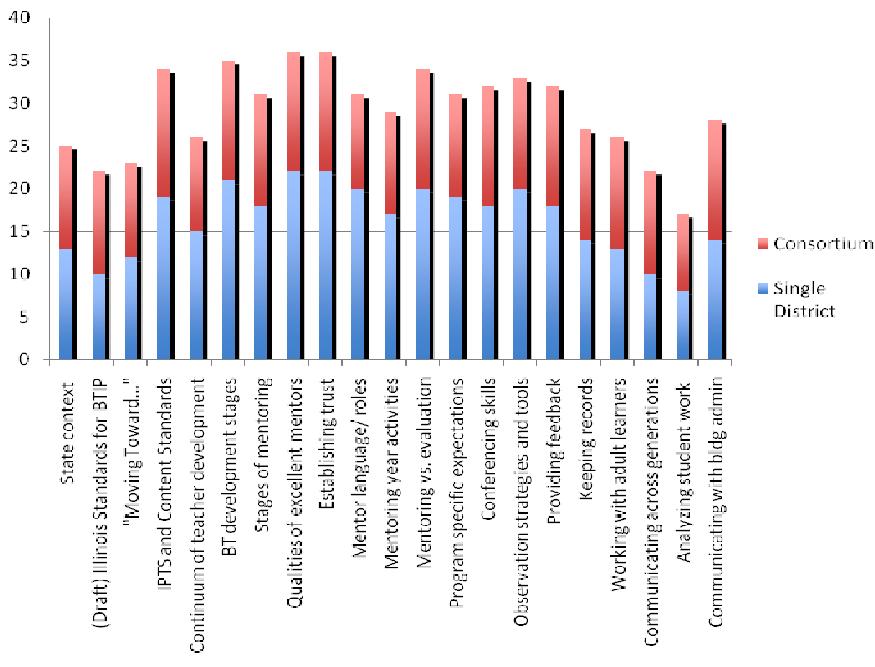

Figure 5: Mentor Training Content (Appendix C, Table 12)
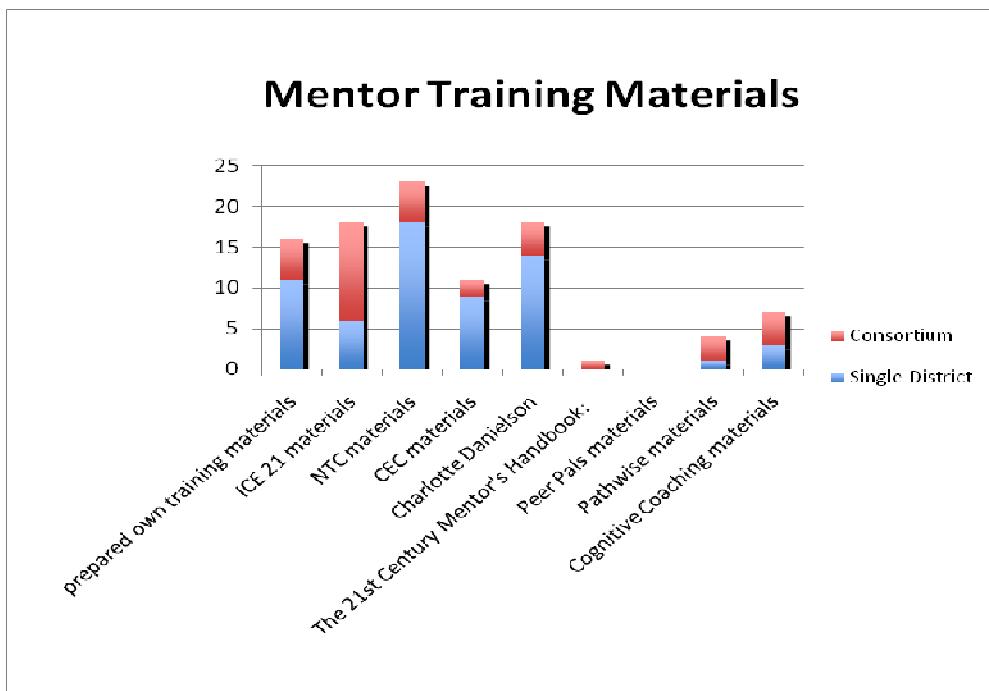
Mentor Training Materials

Figure 6: Mentor Training Materials (Appendix C, Table 13)

Six of the district-based programs and three of the consortium-based programs reported that they held mentor training prior to June 2008. Of the remaining programs, August and September were the most popular months for single districts' mentor training (see Figure 7). Consortia reported the majority of their training occurred in August with June as the next favored month. All but one program reported that attendance by the beginning mentors ranged between 80% and 100%. One program reported attendance within the 50%-70% range.
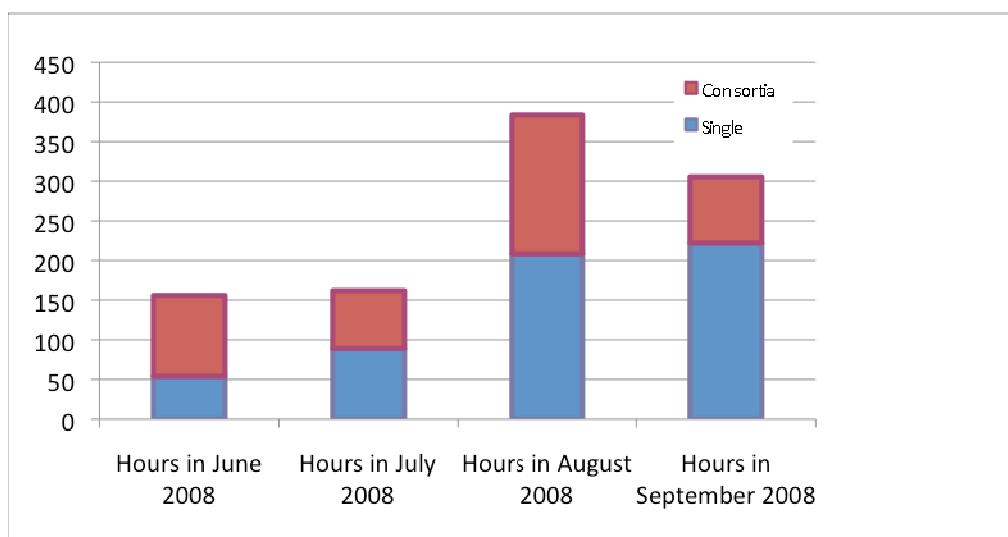
Figure 7: Hours of Mentor Training (Appendix C, Table 14)

Three of 11 consortium-based programs and 9 of 21 single-district programs reported that they provided separate training for experienced mentors during the summer months (See Table 15). One program indicated that this differentiation occurred during the school year, and another program indicated that they have no new mentors this year. Four of 12 consortium-based programs and 6 of 19 single-district programs indicated that they provide differentiated training on the ways in which work with second-year teachers differs from that of working with first-year teachers (See Table 16).

MENTORING IN SINGLE-DISTRICT PROGRAMS (FIRST-YEAR TEACHERS)

Three districts required a set number of meetings between new teachers and mentors, ranging from 4 to 67.5 per year. Fifteen programs reported requiring an average of 40 hours of meetings per year (See Table 17). Three programs required the highest number of hours (72). One program required the fewest (9). Two programs did not report their meeting requirements. Three programs allowed the mentor and beginning teacher pairs to determine how often to meet. In one program, while the mentoring pairs determined how often to meet, requirements specified by the program were based on content that needed to be covered during these interactions instead.

> *"We went to topics instead of numbers. We found that if we specified topics for discussion, they met longer. If just the number of minutes were recorded and asked for, then the pairs didn't meet as long."*

Requirements for mentors to observe first-year teachers varied widely from 32 to two . The average number of required observations per year was 7. Six programs indicated that expectations for observation varied by building, and five programs did not respond to this question.
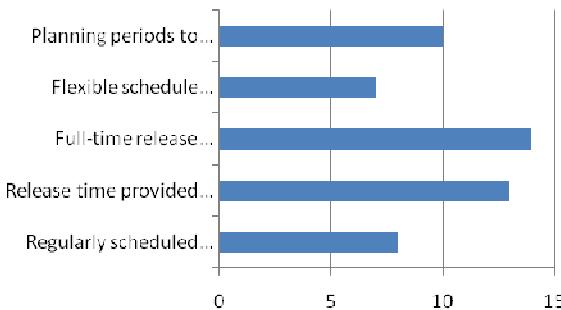
Figure 8: Providing Time for Mentors to Observe—Single District, First-year teachers (Appendix C, Table 18)

Twelve programs specified requirements for beginning teachers to observe mentors or other experienced teachers in practice, and an additional six programs indicated that expectations varied by building. All but two of the programs reporting specified expectations required either one or two of these observations. One program required 3, and another program required 20 observations of experienced teachers by first-year teachers.

Figure 8 illustrates the ways in which programs provided mentors with time to observe beginning teachers' classroom practice. Full-time release mentors and the use of requested release time were reported most often. The vast majority (15 districts) required conferences before and after these observations, while 3 districts did not require pre or post conferences.

Time for mentors and new teachers to meet occurred in a variety of ways, including scheduling meeting time before or after school, during the teachers' lunch periods, or during their planning periods. The least likely method programs reported was the use of regularly scheduled meeting times during working hours, such as early dismissal days (See Table 19).

Content covered during the time first-year teachers met with their mentors was spread across areas with slightly more of a focus on general help and slightly less of a focus on analysis of student work.

Content of Interactions
SD 1st Yr Teachers
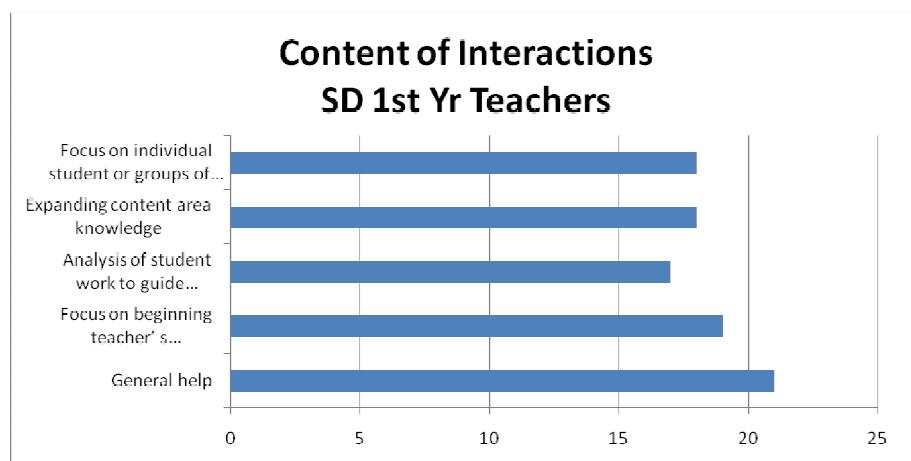
Figure 9: Content of Mentor-Protégé Interactions—Single District, First-year teachers (Appendix C, Table 20)

MENTORING IN SINGLE-DISTRICT PROGRAMS (SECOND-YEAR TEACHERS)

Thirteen programs reported requiring mentors to meet with second-year teachers. Of the three programs that required a specific number of meetings, the requirements ranged between 2 and 36 times per year. Of the six programs specifying a minimum number of hours, the range was from 60 to 18 with an average of 38.5 hours per year. Five programs allowed the mentor/beginning teacher pairs to determine how often to meet (See Table 17).

Nine programs reported not having observation requirements for second-year teachers, and nine programs reported specific observation requirements. Program-wide expectations ranged from 16 to 1 per year with an average of 5 observations per year. Four programs indicated that expectations for these observations varied by building. Eight programs expected second-year teachers to observe mentors with all of these programs requiring either one or two such observations. Five programs indicated that expectations varied by building. In all, six districts allowed their mentors and second-year teachers to determine how often they would meet. Figure 10 illustrates the ways in which programs provided mentors with time to observe second-year teachers' classroom practice.

How Mentors are Provided Time
SD 2nd Yr Teachers

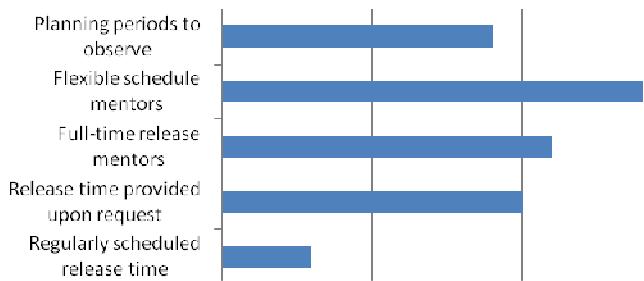Figure 10: Providing Time for Mentors to Observe—Single District, 2nd yr teachers (Appendix C, Table 18)

The content of mentors and second-year teachers' meetings generally focused on expanding content area knowledge or focusing on individual student or groups of students' learning needs and progress (See Figure 11).

Meeting Content
SD 2nd Yr Teachers

Figure 11: Content of Mentor-Protégé Interactions—Single District, 2nd yr teachers (Appendix C, Table 20)

MENTORING IN CONSORTIUM-BASED PROGRAMS (FIRST-YEAR TEACHERS)

Twelve consortium-based programs reported requirements for mentor interactions with first-year teachers that were expected to occur in addition to observations (See Table 17). Seven programs required a set number of meetings per year, six requiring weekly interactions, and one program required twice a month interactions, averaging 33 meetings per year across these programs.

Eight programs reported on required contact hours. The hours per year commitment ranged from 9 to 63. The average number of hours required per year across these eight programs was 46.9 hours.

Two programs did not report established requirements for first-year teacher and mentor interactions. Two programs reported that expectations varied by district.

Eleven programs specified an expected number of mentor observations of first-year teachers ranging from one to eight per year. Three programs indicated that expectations for observation varied by district. Two programs did not respond to this question. One program reported challenges obtaining sufficient information from the individual districts, and another reported that their program for first-year teachers would not begin until second semester.

Eight programs expected first-year teachers to observe mentors or other experienced teachers during the year, ranging from eight to one with an average of 3.1 observations per year. Five programs indicated that expectations varied by district.

How Mentors are Provided Time
Consortia 1st Yr Teachers

	0	20	40	60	80	100	120
Planning periods to observe							
Flexible schedule mentors							
Full-time release mentors							
Release time provided upon request							
Regularly scheduled release time							

Figure 12: Providing Time for Mentors to Observe—Consortia,
First-year teachers (Appendix C, Table 18)

Figure 12 illustrates the ways in which mentors were provided time to observe first-year teachers' classroom practice across all the districts served by the 14 consortia. Very few districts in the consortia provided regularly scheduled release time or full-time release mentors.

The majority of districts participating in consortium-based programs required that meetings not connected with observations take place during lunch, during planning periods, and/or before or after school. Building-level scheduling of common planning periods for these pairs occurred least often (See Table 19). Thirteen consortia reported on the content of the meetings. General assistance and a focus on professional goal setting were reported by all programs. Expanding content area knowledge was reported least often (9).
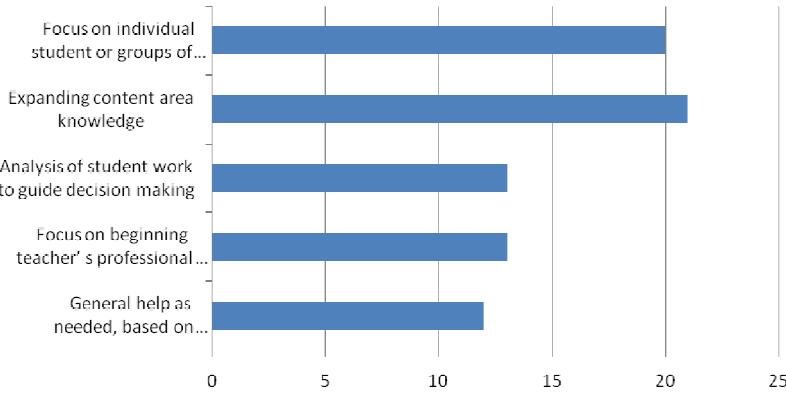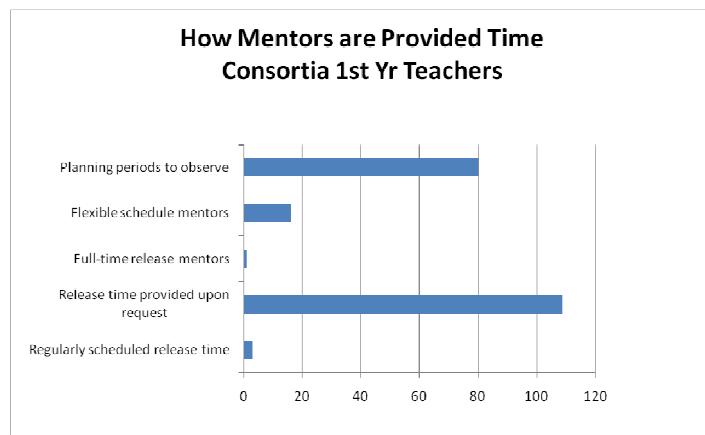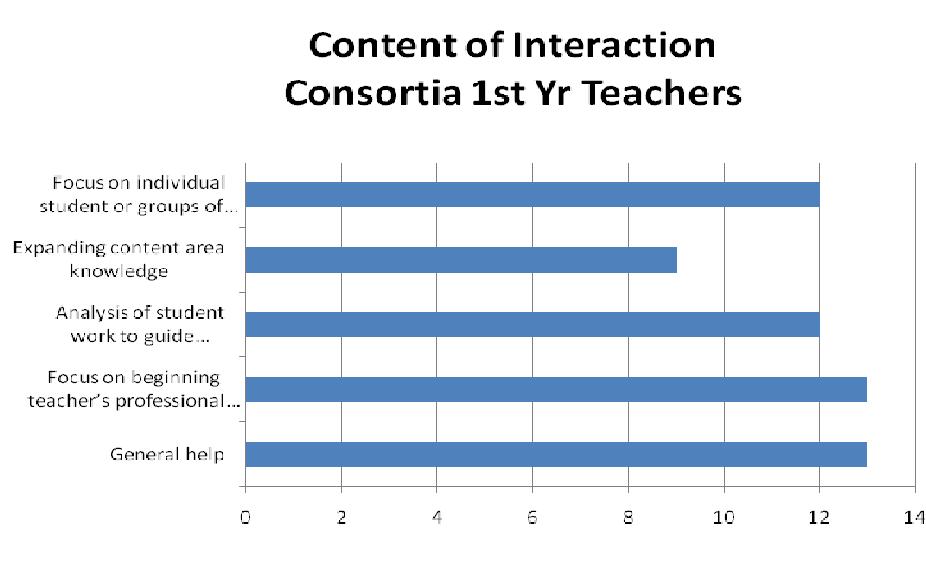
Content of Interaction
Consortia 1st Yr Teachers

Figure 13: Content of Mentor-Protégé Interactions—Consortia, First-year teachers (Appendix C, Table 20)

MENTORING IN CONSORTIUM-BASED PROGRAMS (SECOND-YEAR TEACHERS)

Eleven consortium-based programs reported requiring mentors to meet with second-year teachers in addition to observations. Six required a set number of meetings, ranging from 36 to 9 and averaging 26 times per year overall. Four required a set number of hours, ranging from 36 to 63. Requirements averaged 52 hours per year (See Table 17). Three programs are not currently serving second-year teachers; one program indicated that expectations vary by district. Two programs allow the mentoring pairs to determine how often they will meet.

Nine consortia reported expectations for mentor observations of second-year teachers, ranging from one to four per year and averaging two per year. Three programs indicated that expectations for observation varied by building and one program indicated that observations are not a required component for second-year teachers.

Five consortium-based programs specified program-wide expectations for second-year teachers to observe their mentors or other experienced staff. The majority of these required two observations per year. One program required six observations per year, while another program required one. Five programs indicated that expectations varied by building.

Release time for observations was most typically provided upon request, followed by teachers using their planning periods to observe. Only one district working with a consortium used regularly scheduled release time and full-time release mentors. As with the single-district programs, most consortium-based programs required second-year teachers and their mentors to meet before or after school, during planning periods, or during lunch breaks (See Table 19).
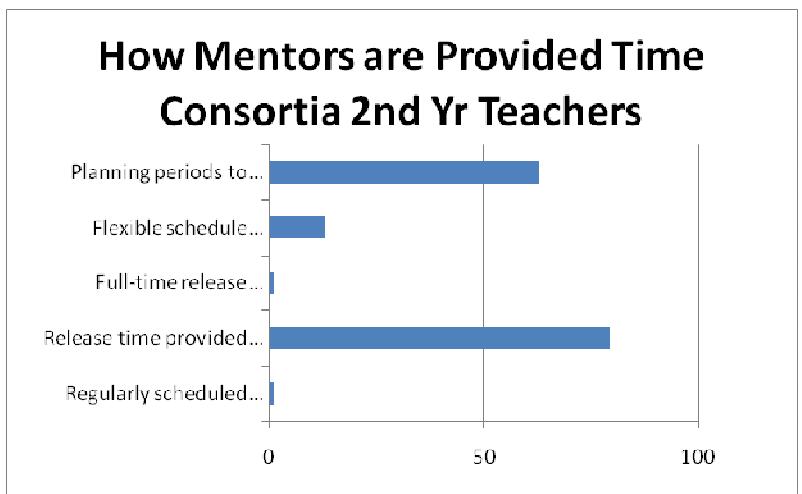
How Mentors are Provided Time
Consortia 2nd Yr Teachers

Figure 14: Providing Time for Mentors to Observe—Consortia, 2nd yr teachers (Appendix C, Table 18)

Figure 15 describes the topics typically covered during mentor-pair interactions. The most frequently occurring topic was general help (11). The least common topic was expanding content area knowledge (8). This indicates a notable difference between consortium-based programs and single-district programs where single-district programs indicated a larger decrease in the amount of "general help" provided to beginning teachers as they move from first-year to second-year.

Meeting Content
Consortia 2nd Yr Teachers
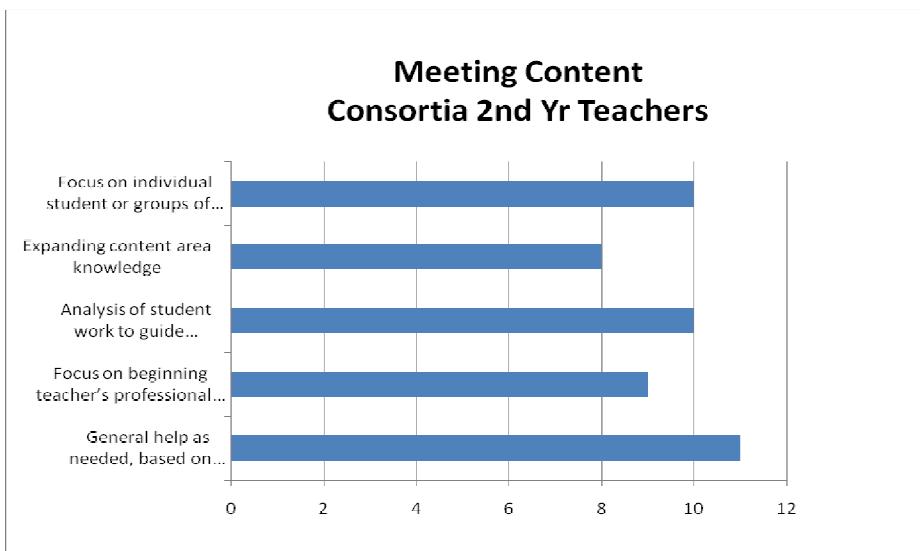
Figure 15: Content of Mentor-Protégé Interactions—Consortia, 2nd yr teachers (Appendix C, Table 20)

ASSESSING MENTOR-BEGINNING TEACHER INTERACTIONS

The person or group responsible for monitoring interactions between mentors and beginning teachers varied both within and between program types. For single-district programs, program staff or district administrators were slightly more likely to monitor the interactions. Building-level mentor coordinators were least likely to monitor those interactions. Consortia also depended heavily on program staff for this task, but they were

much less likely than districts to utilize district level administrators (Appendix C, Table 21). Single-district programs also indicated greater dependence on the honor system than consortia.

Twenty-six programs reported that the individual or group responsible for monitoring interactions was the same for both first- and second-year teachers, while five programs reported that monitoring was different for the two groups.

The majority of programs (33) reported keeping records related to the nature, quality, and impact of mentors' assistance to beginning teachers; only 3 programs reported that no records of this nature were currently being kept. Since confidentiality is considered a critical element of a mentoring program, many of the records were considered to be private. Consequently, program coordinators and evaluators did not have access to information from mentors and teachers other than the frequency of the meetings and the reported general content of the interactions.

SUMMARY OF MENTORING ACROSS PROGRAMS

In most programs, one beginning teacher was assigned to a single mentor. Within this single-tiered model, most programs employed part-time mentors in which full-time teachers had additional responsibilities as mentors. Fewer programs employed full-time mentors, and this was less likely to occur in consortia than in single districts.

The majority of programs provided training only for the mentors of first-year teachers. Approximately half of the programs provided differentiated professional development for experienced mentors that were separate from initial mentor training. The most common topics in mentor training during the summer months and early in the school year were: beginning teacher developmental stages; qualities of excellent mentors; trust in mentor and beginning teacher relationships; differences between mentoring and evaluating; and observation strategies.

Programs reported a wide range in the time mentors were required to meet with their first- and second-year teachers. Further, funded program sites varied widely in their expectations for mentor observations of and interactions with beginning teachers.

Single districts and consortia were roughly equal in their expectations of observations and meetings between teachers and their mentors. Seventeen of 22 single districts required observations of mentors by first-year teachers, and 11 of those 20 had the same requirement for second-year teachers. Ten out of 12 consortia required first-year teacher observations of mentors, and 7 out of 10 consortia had the requirement for second-year teachers.

Overall, mentors needed to use their planning time or request release time to conduct observations, regardless of the type of program. Single districts were more likely to employ full-time release mentors or were more likely to use mentors with flexible schedules than were consortia, thus requiring much less dependence on the use of mentors' planning time or the use of release time. The majority of programs required mentors and novice teachers to meet before and after observations.

Other than observations, mentors and beginning teachers met for a number of reasons. Single-district and consortium-based mentors met with their first-year teachers regarding general help requested by the teacher, professional goal setting, and professional growth plans. Second-year teachers in single districts were most likely to meet with mentors concerning student learning needs and progress, and expanding content area knowledge. Consortium-based second-year teachers and mentors most frequently met about general help, professional goal setting, and professional growth plans.

Most of these meetings occurred before or after school, during planning periods, or during lunchtime. Program staff and district administrators were commonly responsible for monitoring interactions in single districts; program staff, building administrators, and lead mentors performed this function in consortia. With only a few exceptions, most monitoring of interactions that occurred within the programs involved measures of how often the pairs met and general, self-report descriptions of the content of the discussions.

NOVICE TEACHER PROFESSIONAL DEVELOPMENT

Twenty-six programs reported between 80% and 100% attendance at all first-year teachers' professional development sessions. Six reported between 50% and 80% attendance, and one had less than 50% attendance.

Eleven programs reported between 80% and 100% attendance at all sessions for second-year teachers. Six reported attendance at between 50% and 80%.

SINGLE DISTRICTS

Professional development offered to first-year teachers between June and September of 2008, ranged between 12 hours and 82 hours with an average of 28 hours. However, these numbers may be misleading because several programs offered the same session several times (for different new teachers each time). Any individual new teacher would not have necessarily attended all sessions.

Fifteen district-based programs reported some type of professional development specifically geared to their second-year teachers. This ranged from 1 hour to 50 hours with an average of 16.6 hours. If a program offered the same session several times, this would inflate the total number of hours. Nine district-based programs did not report any professional development for second-year teachers.

CONSORTIA

Five consortium-based programs did not offer any professional development to their first-year teachers between the months of June and September 2008, noting that this was a district-level responsibility. For those that did offer professional development, contact ranged between 6 hours and 36 hours, for an average of 16 hours. Eleven programs did not offer professional development to their second-year teachers. Of those that did, contact ranged between 3 hours and 41 hours, with an average of 14 hours. Again, these numbers may be misleading if the same sessions were offered multiple times.

> *"The greatest strength commented on was that the (first-year teachers) attended the workshops with their mentors and the two were given periodic opportunities throughout the workshop to process information and materials."*

PROFESSIONAL DEVELOPMENT CONTENT AND MATERIALS (FIRST-YEAR TEACHERS)

Of the 33 programs that provided professional development for their first-year teachers during the summer, content covered most consistently (see Figure 16) included preparation for the first day of school (33), classroom management and classroom environment (33), instructional strategies (29), and the Illinois Professional Teaching Standards (27). The greatest variance between programs occurred in the area of school and district policies and procedures, as well as in the area of special education and inclusion. Single districts were much more likely to address these than consortia. On the other hand, a greater proportion of consortium-based programs covered assessment strategies during the summer months than did the single-district programs.
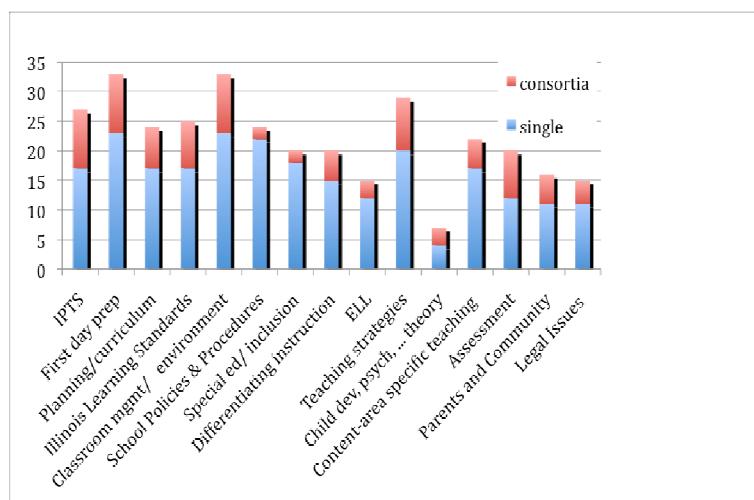

Figure 16: First-year Teacher Professional Development Content
(Appendix C, Table 22)

Materials used for these professional development sessions included presenter prepared materials (25), followed by Harry and Rosemary Wong's *First Days of School* (22), New Teacher Center materials (18), Charlotte Danielson's materials or framework (16), Induction for the 21st century materials (12), and Consortium for Educational Change materials (10). Consortium-based programs were more likely to draw from the Wong's material and from

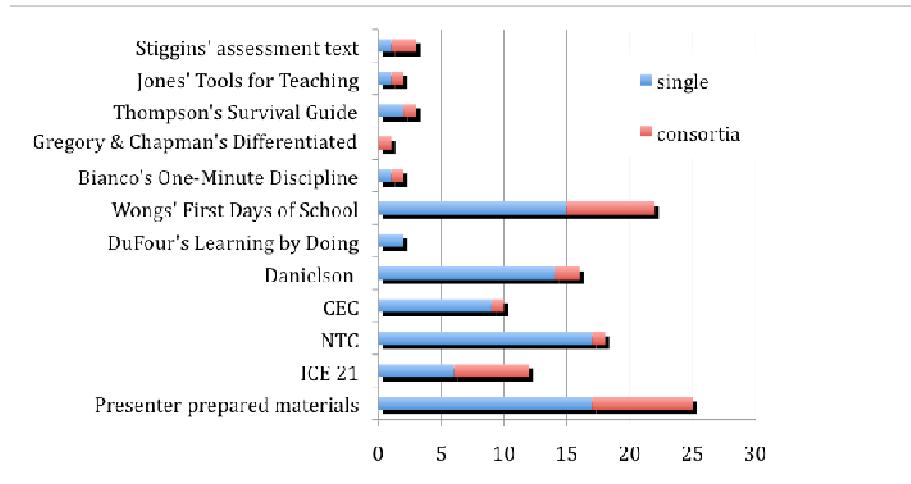ICE21 while single-district programs were more likely to utilize NTC and CEC materials (see Figure 17).

Figure 17: First-year Teacher Professional Development Materials (Appendix C, Table 23)

PROFESSIONAL DEVELOPMENT CONTENT AND MATERIALS (SECOND-YEAR TEACHERS)

Of the 20 programs that provided summer professional development for second-year teachers, the Illinois Professional Teaching Standards were featured most prominantly. Preparation for the first day of school was less prominent than it was for first-year teachers. Classroom management/environment and teaching strategies continued to be emphasized during year-two. District programs continued to emphasize school or district policies and procedures, while consortia did not indicate addressing this area at all. Working with English Language Learners was another area in which single-district programs focused more attention than the consortia.
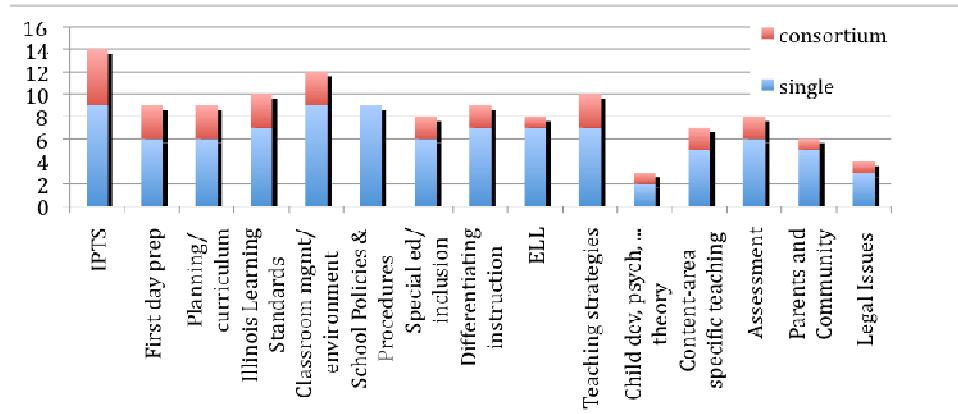

Figure 18: Second-year Teacher Professional Development Content (Appendix C, Table 22)
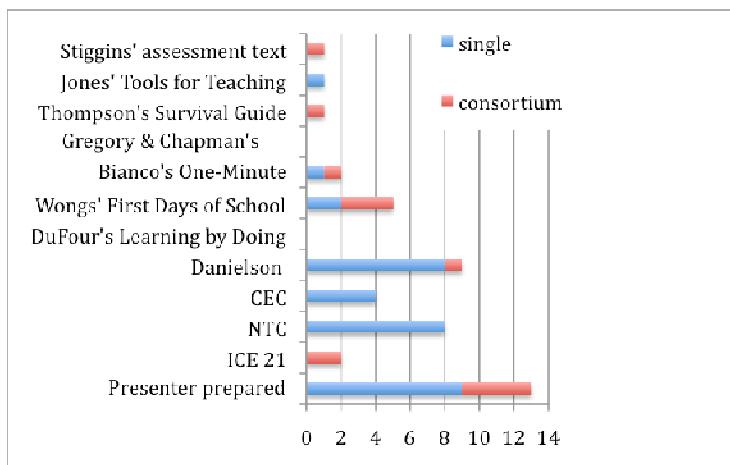
Figure 19: Second-year Teacher Professional Development
Materials (Appendix C, Table 23)

For second-year teacher professional development, the use of presenter prepared materials
took on greater prominence, particularly for consortium-based programs (see figure 19).
Also, *The First Days of School* continued to be a prominent resource for consortia. District
programs continued to draw primarily from Danielson, NTC, and CEC. Though only used
by two programs, ICE21 continued to be a resource used by consortia but not by districts.

PROFESSIONAL DEVELOPMENT SUMMARY

Single districts offered more professional development hours for both first- and second-year
teachers than did consortia. Professional development sessions were well attended by first-
and second-year teachers. The most commonly discussed topics across all programs for
first-year teachers were: preparing for the first day of school, classroom management and
environment, and instructional strategies. For
second-year teachers, Illinois Professional Teacher
Standards/Content Area Standards, Illinois Learning
Standards, and assessment increased in prominence.

Usually presenters in single districts and consortia
prepared their own materials for professional
development sessions with both first- and second-
year teachers. The New Teacher Center provided
materials that were more frequently used in single-
district programs, and several programs reported
using Harry and Rosemary Wong's *First Days of School*,
particularly for first-year teachers. Consortium-based
programs were more likely to use ICE21 materials
than single-district programs.

> *"We assume that teachers are
> so overwhelmed with
> classroom management and
> routines, that they aren't able
> to think about curriculum and
> actual teaching at the
> beginning of the year. We
> have found that having their
> curriculum maps in hand has
> built their confidence."*

ADMINISTRATOR INVOLVEMENT AND PROFESSIONAL DEVELOPMENT

The 2007 INTC report highlighted the research team's findings that administrator involvement in the funded programs was a major issue requiring attention (Kolbusz-Kosan, L., Clift, R. T., Clementz, A. R., Hebert, L., 2007). Based on narrative reports collected during the Fall 2008 CDE process, administrative involvement and support continued to be an issue for many; however, a number of funded programs indicated successes in a variety of administrative involvement areas. Of the nine original programs still receiving ISBE funding, eight of them indicated increased administrator communication, improved administrative understanding of the program and its components, and/or improved responsiveness by administrators to requests for information about beginning teachers and mentors.

ADMINISTRATOR INVOLVEMENT IN SINGLE DISTRICTS

Fourteen district-based programs reported that a district administrator provided overall program management coordination for the programs; classroom teachers also provided overall program management in six (25%) of the programs—five reported managers having no additional duties. Five of the programs reported more than one manager.

Twenty programs responded that their program coordinator had additional duties other than those directly related to the funded induction program. The percentage of time spent on induction and mentoring ranged from 90% to 5%. The average amount of time a coordinator with other duties spent directly on induction and mentoring duties was 35%. Seven programs reported that the coordinator received additional compensation to carry out their program-related responsibilities

Of the 23 single-district programs responding, the district-level central office administrators most directly involved in program implementation were Curriculum and Instruction Administrators (17) and Human Resources Administrators (10). It should be noted, however, that these numbers do not represent 27 different programs because 6 of these programs selected both of these options.

Eighteen programs reported that building-level administrators were directly involved in implementing the program. This included matching mentors and new teachers, nominating mentors, providing substitutes to release mentors/new teachers for meetings/classroom observations, and serving on advisory boards. The number of implementation activities a building-level administrator was directly involved in ranged from 2 to 11.

ADMINISTRATOR INVOLVEMENT IN CONSORTIA

Of the 15 programs responding to this question, 9 of them indicated overall oversight occurring through ROE personnel. The three higher education institutions indicated oversight from university personnel. Three programs reported more than one program coordinator. For example, one program reported involving a building administrator, a district administrator, and a classroom teacher as overall program managers.

Fourteen programs responded that their program coordinator had additional duties in addition to those directly related to the funded induction program. The percentage of time spent directly on induction and mentoring duties ranged from 100% to 10% with an overall average of 47% of coordinators' jobs being spent on induction and mentoring related activities. Six of the programs reported additional compensation for managers because of additional responsibilities.

Of note, one program indicated that of its 37 district-level central office administrators directly involved in program implementation, 17 were Superintendents, 15 were Business/Finance, 3 were Curriculum and Instruction, and 2 were Other Central/District administrators. On the other hand, another program, which indicated the second highest number of administrators in this category (26), indicated that all were Superintendents. The first program's numbers indicated that multiple district-level administrators were involved from its 17 districts served by the program. The second program's numbers indicated that only Superintendents are directly involved in program implementation from each of the 26 districts served by this program.

Thirteen of the 14 programs reported multiple ways in which their building-level administrators were directly involved in implementing the program. Involvement included matching mentors and new teachers, nominating or selecting mentors, providing substitutes to release mentors/new teachers for meetings/classroom observations, managing building-level induction sessions, and meeting with beginning teachers outside of the evaluation process.

PROFESSIONAL DEVELOPMENT IN SINGLE DISTRICTS

Initial and continuing professional development for administrators varied, but single-district programs were more likely to work directly with administrators than were consortia.

Eight single-district programs reported that no training for administrators had occurred as of October 2008. Nine additional programs reported that training occurred prior to or during Spring 2008, three of which also provided administrator professional development during the summer and into the beginning of the 2008-2009 school year. Of the 13 programs providing professional development during these months, the total hours ranged from 1 hour to 30 hours with an average of 9.2 hours of professional development hours provided to administrators during this time period.

As with the mentor and beginning teacher professional development, it is possible that some of the hours reported here represent repeated sessions of the same content to accommodate varied schedules and locations. Of the 13 programs responding, 10 indicated that 90% or more of their building administrators had received induction and mentoring training and 7 programs indicated the same with regard to key district level administrators. Only two programs indicated this level of professional development prior to receipt of state funding. None of the single-district programs indicated that school board members had participated in this training.

The training content included how to support beginning teachers, the administrator's role in induction and mentoring, beginning teacher development, mentoring, the Illinois

Professional Teaching Standards, and creating a welcoming and collaborative school environment.
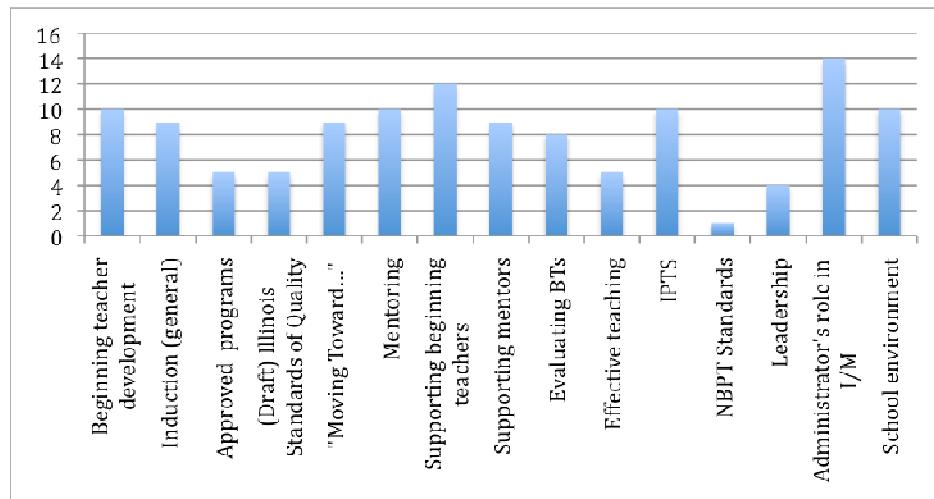

Figure 20: Content of Administrator Professional Development Sessions in Single District Programs (Appendix C, Table 24)

PROFESSIONAL DEVELOPMENT IN CONSORTIA

Of the 15 consortium-based programs that provided information about administrator professional development, two programs indicated that formal training of administrators had not occurred prior to October 2008 and one program indicated that all administrator professional development about induction and mentoring occurs at the district level. In addition, two reported that all training occurred prior to Spring 2008. In nine programs, the amount of training ranged from 2 hours to 30 hours. Care should be taken in interpreting this information as some programs may have included duplicated sessions for accommodating participant schedules within their totals.

Only two of the consortium-based programs indicated that more than 70% of key district administrators had received training. Only four programs had trained more than 70% of the building administrators. Prior to receipt of funding only two programs indicated that they had trained some of their administrators. After receipt of funding, however, seven programs were able to show participation in administrator professional development, and three of these programs have 95% to 100% of their building administrators trained.

As illustrated in Figure 21, content included mentoring, supporting beginning teachers, and the administrator's role in induction/mentoring. As with the single-district programs, building administrators received more training than key district level administrators, and no school board members attended any training sessions. Consortia placed greater emphasis on the state context during training, such as requirements to be a State Approved program, the content of the "Moving Toward Quality Induction" document, and the "Draft Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs."
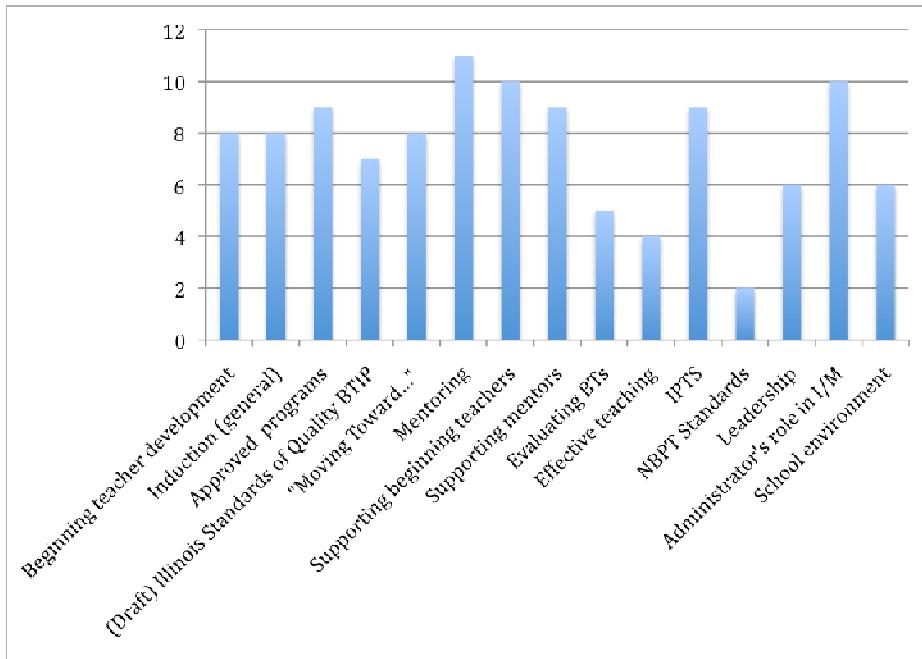
Figure 21: Content of Administrator Professional Development Sessions in Consortium-based Programs (Appendix C, Table 24)

ADMINISTRATOR INVOLVEMENT AND PROFESSIONAL DEVELOPMENT SUMMARY

Many programs expressed the desire for more administrator involvement at their sites. The majority of single-district programs cited that a district administrator provided overall program management and coordination. Building-level administrators were directly involved in implementing the components in most programs.

Consortia also noted some involvement of both district and building-level administration. It is clear that the individual building administrator plays an important part in providing support for the program, yet consortium-based programs appear to have greater challenges when it comes to training administrators. Individual programs mentioned challenges such as an inability to require attendance across multiple districts and challenges with scheduling these sessions at times convenient for administrators. A particular struggle with scheduling mentioned more than once related to the rural administrator who has many responsibilities without additional administrators to help share the load.

Professional development for administrators ranged from 2 to 30 hours in both single-district and consortia programs. The timing of the training was largely dictated by funding. In all programs, building administrators received more training than key district-level administrators.

PROMISING PRACTICES ACROSS PROGRAMS

Both the interviews with program administrators and the CDEs indicated that there are promising practices within consortium-based programs and programs within a single district. What follows is a preliminary report on some of those practices. INTC Central staff members, working with researchers from the Illinois Education Research Council, will be studying these practices in more detail in Spring and Summer 2009.

Across all programs there was considerable evidence that the funding received from the state grants has enabled the creation of support structures that are considerably more robust than those that have existed before. Program administrators reported that mentoring structures have evolved from loose, ill-defined pairings of mentors with new teachers toward more comprehensive models that incorporate better training for mentors, specified expectations for conferencing and observations, and increased awareness of the need to educate administrators about their role in retaining new teachers. Consortium-based programs have been able to increase the number of districts that have implemented state approved programs. Mentoring programs that have existed for many years are now able to pay their mentors a stipend and increase expectations. This has resulted in improved attitudes about the mentoring work than program administrators perceived in the past.

Administrators from the nine original funded programs praised the state's efforts to move the funding cycle in a direction that is more conducive to providing professional development and orientation for mentors and beginning teachers during the summer. State funding has supported program leaders to participate in networking and training sessions and to receive technical assistance. Program leaders, particularly in the consortium-based programs, have shared what they are learning from their grant programs with other districts and regional offices in their areas.

In addition to these cross-program trends, individual programs have reported on practices that seem especially effective. Four areas are described below: improved collaboration, increased communication and collaboration with administrators, closer attention to the needs of second-year teachers, and increased attention to continuous program evaluation.

> *"We have a Probationary Teacher Committee consisting of district and building administration, union members, and teachers. This group is very close relationally, and we work together exceedingly well. Without this partnership, we would not have accomplished as much as we have."*

Collaboration – Collaboration among program site coordinators, administrators, and union representatives was mentioned as extraordinarily valuable for program implementation and improvement. Nine programs have created collaborative leadership teams, and as a result, they perceived improved coordination across districts and buildings and higher levels of administrator involvement.

It is important to note here that despite the challenges of working with multiple districts, several consortium-based programs, as well as single-district programs, have successfully implemented a collaborative leadership structure. They reported that when administrators

are very involved with the induction and mentoring program, school boards and others come to understand the importance of such programs for teachers and their students.

Administrative Communication and Involvement – Six programs reported on ways in which they have been successful in working more closely with administrators. One consortium-based program reported that the administrators attending their summer training sessions were most appreciative of the time spent interacting with other administrators and requested more opportunities for interaction. Therefore, they offered regularly scheduled administrator forums to discuss induction related issues throughout the year.

Another program reported that building administrators changed their evaluations of beginning teachers after attending the program's professional development sessions. Now the administrators focus their initial observations on only three areas of practice rather than on all the areas covered in the summative evaluation.

A third program had administrators create induction related action plans as a part of their administrator training sessions, and the program has added an "administrative liaison" position to the program with the specific purpose of increasing administrator involvement.

Three programs have created documents that clearly define administrator roles and responsibilities. These documents are aligned with mentor and beginning teacher roles and responsibilities, thus sending consistent messages throughout the programs.

Second-Year Teachers – Five programs highlighted their work with second-year teachers and indicated that second-year teachers were better able to focus and reflect on curriculum implementation and classroom instruction. One program placed second-year teachers in networks with other educators in lesson study groups. A second program integrated second-year teachers into ongoing professional learning communities within the district. In a third program, the mentor/beginning teacher pairs focused their work on joint professional development plans.

Three programs provided opportunities for second-year teachers to contribute to the profession by being an additional layer of support for first-year teachers, by mentoring pre-service teachers, or by providing their voices of experience during first-year teacher meetings.

Program Evaluation – Fourteen programs reported on moving beyond collecting session feedback sheets and self-reports on levels of satisfaction. Eleven programs noted that hiring an external evaluator provided important and useful input for understanding program impact and identifying avenues for program improvement.

Two programs are surveying mentors and beginning teachers regarding the quantity, content, and quality of interactions and observations so that mentor's perceptions can be compared to the perceptions of the partnered beginning teacher. In another program, the Minority Retention Advisory Committee reported a record number of African-American teachers remaining in the district with a 50% increased retention rate for the 2008-2009 school year. One program is investigating ways to study their program's impact on student achievement and plans to begin doing so within the next year. Finally, members of the original nine

programs indicated that the collection of retention and demographic information has become easier as the program becomes more established and as administrator communication improves.

COMMON PROGRAM CHALLENGES

All of the programs reported on ways they might improve and the challenges they faced. The following is a discussion of the common challenges funded programs faced in administering their programs: creating time for beginning teachers and mentors to meet without disrupting instruction, finding better ways to evaluate program quality and impact, working with teachers hired after the school year had begun or teachers who were not rehired, differentiating training for teachers, reaching out to administrators, and concerns unique to consortia.

Time – Regardless of program type, approximately one-half of the sites voiced concerns about time. They reported that it was difficult to schedule workshops, trainings, or meetings that fit the schedules of the beginning teachers and their mentors. Some teachers had professional and family responsibilities that precluded after-school or evening professional development sessions.

Programs reported that both beginning teachers and mentors perceived a loss of continuity in their instruction if they were pulled out of the classroom, and they feared a negative impact on students' learning. In addition, qualified substitute teachers were difficult to find, and programs could not rely on readily available instructors when teachers needed to leave their classes. Consortia reported an even greater challenge with bringing people together due to the varied schedules of different districts.

Assessment – Current structures for program monitoring included logs for mentor/beginning teacher meetings and classroom observations, sign-in sheets, and responses to induction and mentor training and professional development sessions. At this point there was concern about the quality of those structures and a perceived need for reliable, valid instruments related to program standards, personal and professional growth over time, and program impact. Additionally, there was a perceived need to conduct assessments while maintaining confidentiality and a safe environment for mentors' interactions with beginning teachers.

Hiring – Because of enrollment changes, late resignations, and other incidents outside of a program's control, some beginning teachers and some mentors did not receive training prior to beginning the school year. Programs reported that working through this was difficult and that they needed better ways to help the late hires. At the same time, they perceived that first-year teachers disengaged and began looking for other jobs when they were subjected to notifications of reduction in force – even though there was a good possibility that they would eventually be rehired.

Differentiation – Differentiation was, perhaps, the most complex area identified by the sites. Sites that included a wide range of grade levels (P-12) described the necessity of differentiated training by grade level and subject area. They reported that:

- Knowledge of human development and learning theory are different depending on the ages of students taught.
- Content specific knowledge has a greater focus for high school (and perhaps middle school) teachers than for elementary teachers.
- Classroom management issues may be different for different ages and populations of students.
- Staff with specialized assignments requires different support and training than classroom teachers.
- Psychologists, social workers, counselors, as well as teachers of elective, exploratory, or supplementary subjects (music, art) have unique professional responsibilities and training needs.
- It is also desirable that the mentors for these professionals have experience and/or knowledge of their unique challenges and assignments.
- First- and second-year teachers have different training needs as reported by program sites.
- New teachers are often concerned with "survival" knowledge and skills such as lesson planning and classroom management.
- Second-year teachers are often ready for in-depth consideration of curriculum and instruction. They can reflect on their own practice and move toward a greater understanding of the complexity of the educational process and the teaching profession.
- The mentors of first- and second-year teachers have different training needs as they assist their protégés in developing greater professionalism and knowledge of student learning.
- Full-time and part-time mentors also need job-specific training as they work with one or multiple protégés.
- Mentors who have not recently worked with protégés may need refresher training. Mentors may benefit from their own discussion and support groups outside the formalized training process.

Specific program sites also reported differing needs. For example, urban site dealt with issues such as poverty, crime, and gang involvement. Rural sites dealt with scarce resources.

Administrator Involvement – Throughout this report the importance of administrator training, communication, and other involvement continues to be noted across programs. In spite of the acknowledgement of administrative support, many sites expressed the desirability for greater administrator participation beyond the selection of mentors.

Concerns Unique to Consortium-based Programs –This section concludes by noting that consortia and, perhaps, very large school districts, face some challenges that are very different from smaller, single-district programs. For program that serve schools and districts that are miles apart, travel distance and time caused concerns. Teachers found it difficult to drive as far as 45 miles for training and workshops. It was also a challenge to create a time schedule that met the needs of all attendees.

Program coordinators in consortia also reported the need to "sell themselves" as providing useful and highly respected training programs for new teachers and mentors. They faced varying political issues within individual districts and noted a tension between program recommendations that intersected the responsibilities of the local school district (e.g. curricula, assessments, teacher evaluations).

Finally, consortia based at a college or university working with their graduates reported serving only some beginning teachers within a school or a district. In these cases, their program participants were often participating in two induction programs. They were challenged to avoid overburdening the beginning teacher and to avoid a sense of competition between the programs.

CONCLUSIONS AND RECOMMENDATIONS

It is abundantly clear that the Illinois General Assembly's decision to provide state funding for induction and mentoring programs has generated an impressive and unprecedented level of activity within regions and districts that includes, but is not limited to: innovative program development, formative evaluation of program development and impact; networking and sharing resources across groups and communities; and sustained, thoughtful attention to what is meant by program quality, given the variety of contexts in which programs operate.

It is also clear that the sustained focus on program documentation and ongoing evaluation (internal and external) provided valuable information for the programs and for learning more about how to assist programs. This final section of the report makes recommendations in six areas: program variation, differentiated support, program administration, networking and communication, evaluation and research, and technical assistance.

Program variation – This report documents a range of programs located in widely varying contexts: large urban districts, smaller urban districts, mid-size districts and rural districts. Personnel in districts, regional offices, professional organizations, and universities all might serve as administrative bases for the programs. Programs administered by consortia faced a set of challenges related to working with many different buildings and districts, often with little or no authority to require program participation.

In addition, college- and university-based programs that provided support for alumni as they began teaching reported challenges that related to assisting the beginning teachers who were also participating in a district-based program. Consortia and higher education connections enabled districts to accomplish goals that they would be unable to complete alone, but it is important to understand how to support them in ways that are different from supporting district-based programs.

Some programs were mandatory for new teachers; others were voluntary. Reasons for optional participation by new teachers included uncertainty in the timing and amount of program funding, reluctance by administrators to impose this requirement on all beginning teachers, and variation in the target population served by the grant. Optional participation may represent a weak treatment and, therefore, it may be difficult to build a critical mass of

participants within a district or region or to study the impact of the program most effectively.

Recommendation #1: Continue encouraging and selecting state funded programs across varied contexts and with different implementation styles and strategies, and continue the concerted efforts to understand and address the various challenges of these program types.

Recommendation #2: Conduct regional meetings among consortia to identify common specific concerns and suggest strategies for improving training and the delivery of services.

Differentiated support – This report notes that general information (i.e., school policies and procedures, discipline, lesson planning) was necessary and desirable for first-year teachers. Content-specific issues were not frequently mentioned as part of induction and mentoring training. However, professional standards as well as governmental priorities dictated that teaching must focus on student achievement. This focus necessitates content-specific as well as grade-specific induction.

At this point, programs for second-year teachers were less well defined than those for first-year teachers in most programs. Many programs reported that they perceived that second-year teachers were ready to begin systematic reflections on their own practice and to focus more closely on curriculum, instruction, and pedagogy.

The programs served beginning teachers at all grade levels and in many different content areas. Many of the sites were elementary districts or unit districts that include elementary schools. It is possible that there is an over-representation of elementary beginning teacher induction programs, and it is also possible that the programs that work well for elementary schools do not work as well for secondary schools. In addition, programs serve teachers in a number of content areas, and program administrators are concerned that they may not be meeting their needs.

Most of the programs reported that their beginning teachers were graduates of more traditional, university-based teacher education programs, and several urban programs were working with teachers who went through alternative preparation programs. Finally, a number of program coordinators voiced challenges related to meeting the needs of student services staff such as counselors, psychologists, and librarians.

Recommendation #3: Promote the use of the Continuum of Professional Growth beginning in all pre-service teacher education programs, including alternate route programs.

Recommendation #4: Consider developing requests for proposals that give some preference to programs targeted for secondary teachers and teachers that are in areas such as special education, physical education, art and music education, and foreign language education.

Recommendation # 5: Program developers should begin working together to plan comprehensive and appropriate programs for second-year teachers and for teachers in areas that are typically staffed by few teachers such as special education, physical education, art and music education, and foreign language education.

Program administration – Administrative knowledge, support, and participation were important components throughout many of the funded-program sites narratives. Programs reported that administrators who received induction and mentoring training increased their awareness and understanding of the importance that the induction and mentoring program can have for first-year teachers. They also reported that administrative support assisted with pragmatic issues such as release time and obtaining substitute teachers for observations and conferences.

Current state requirements for an approved program indicate that beginning teachers must be observed three times within a two-year period. Recommendations about minimum expectations for numbers of observations or paired meetings beyond that provided within the state's guidelines cannot be made at this time. There was wide variation among programs regarding quantity of observations and interactions, but there was consistency across most programs regarding lack of methods for assessing the quality of these interactions. Differentiation based on individual need or context is important, but this should occur within a context of known quality. As funded program leaders assess their own programs, they are realizing what types of expectations do and do not work for their mentors and beginning teachers.

While time to meet and observe was included within all programs, many programs required participants to use their planning time to observe. Very few programs planned for regularly scheduled release time for beginning teacher/mentor interactions, and this was least likely to occur in consortium-based programs. The issue of sufficient time to meet and observe was a complicated one. The time out of the classroom would, ideally, be valued by the mentor or the beginning teacher and should not be burdensome. Yet having to plan for a substitute teacher on a regular basis was often an additional stressor as well as a costly endeavor. Arranging predetermined, regularly scheduled time within the school day required strong cooperation from building administrators.

Recommendation #6: Require programs that prepare administrators to include content on teacher development in general and on induction and mentoring specifically.

Recommendation #7: Develop guidelines, based on the program standards that make recommendations for programs in areas such as classroom observations by mentors, observations of other teachers by new teachers, administrator training, etc.

Recommendation #8: Develop guidelines for school boards and districts that enable them to create time for mentors and new teachers to work together and provide sufficient funding to allow for these guidelines to be implemented, regardless of district size.

Networking and communication – Programs reported that communication among program coordinators and administrators were important in establishing liaisons with boards of education and the general public.

Exemplary practices noted in this report include collaboration among various stakeholders. Collaboration was especially important for consortia that serve a number of schools/districts and create induction and mentoring training relevant to all. Considerations include time schedules, travel distances, and differing levels of administrative involvement.

Consortium-based programs needed the opportunity to network with other consortium-based programs on a regular basis to learn from and problem solve with one another. Single-district programs had similar needs when it comes to coordination across multiple buildings and varied central office departments.

Recommendation #9: Develop structures and templates that programs can adapt to meet their own communication needs such as chats and discussion boards, visits by boards of education, the public, and members of the local media, and websites and newsletters.

Recommendation #10: Encourage all programs, regardless of size, to create and utilize a leadership team representative of all stakeholder groups impacted by the induction program.

Evaluation and research – The programs reported that predictable data collection cycles would be advantageous because specific dates and data requirements could be established and programs would be able to plan ahead. Some programs noted that it was difficult to procure some of the requested information once the school year had begun.

Data collection to this point has consisted largely of information self-reports by program participants. Rarely do these data collection cycles include administrators' perspectives unless the program coordinator is also a district or building administrator.

Recommendation #11: Collect data from administrators regarding their roles in induction and mentoring and how best to increase further participation and effectiveness in working with beginning teachers and mentors.

Recommendation #12: Coordinate internal (i.e., CDEs) and external (i.e., SRI surveys) data collection and analysis. Set and publicize regular data collection cycles so that all participants understand the information required and the deadlines established. This cycle can be repeated from year to year.

Recommendation #13: Create case studies that provide an external investigation and evaluation of promising practices within and across the funded programs.

Technical assistance – Program leadership needed greater access to the tools and knowledge of how to enable continuous growth for programs and individuals, particularly those activities that lead to exemplary practices addressing all the Illinois Standards for Quality and Effectiveness for Beginning Teacher Induction Programs. This included instruments that better assess the quality and the impact of mentor/beginning teacher observations and other interactions, program impact on retention, beginning teacher impact on student learning and well-being, and the cost-effectiveness of induction and mentoring efforts.

Recommendation #14: Develop a system of statewide technical assistance to provide multiple opportunities for both face-to-face and electronic networking and provide a centralized location of easily accessible, non-proprietary resources and tools for program implementation and assessment that are available to all programs.

Final recommendation – The final recommendation is one that that impacts all of the recommendations listed above and the quality of teaching across the state.

Recommendation #15: Establish a stable and dependable funding cycle for programs that enables all programs to continue the progress over the past three years and to monitor that progress.

REFERENCES

Green, J., Ahn, J., & Clementz, R. (2008, November). The Illinois New Teacher Induction and Mentoring Program, 2007-2008: Evaluation Report for the Ten Original Sites.

Humphrey, D. C., Wechsler, M. E., & Bosetti, K. R. (2007, February). Teacher Induction in Illinois and Ohio: A Preliminary Analysis. Retrieved December, 16, 2008, from http://policyweb.sri.com/cep/publications/TeacherInductioninIllinoisandOhio-Feb2007.pdf.

Illinois State Board of Education. (2008). Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. From http://intc.ed.uiuc.edu/documents/pilots/Stdscert_%20bd_12_5_08.pdf

Kolbusz-Kosan, L., Clift, R. T., Clementz, A. R., Hebert, L. (2007, October). Beginning Teacher Induction Pilot Programs: A Description of the First Year of Pilot Program Implementation. From http://intc.ed.uiuc.edu/documents/pilots/finalreport_12_07.pdf.

APPENDIX A

SUMMARY OF RECOMMENDATIONS ACROSS THREE REPORTS

Beginning Teacher Induction Pilot Programs: A Description of the First Year of Pilot Program Implementation
Kolbusz-Kosan, L., Clift, R. T., Clementz, A. R., Hebert, L. (2007, October)

The following are the recommendations paraphrased from the INTC 2007 Report.

Funding
The Illinois General Assembly and the Illinois State Board of Education should:
- Provide resources to continue to refine and expand the current (ten) programs
- Develop timely multiyear funding procedures so programs can continue year-to-year without funding gaps
- Fund and support a scale up that adds additional programs and sites

Program Implementation
- Programs should provide initial orientation, networking, and professional development for new teachers, mentors, and administrators prior to school starting and during the year
- ISBE and INTC should continue outreach to stakeholders on the importance and impact of induction and mentoring
- Communication protocols and procedures should be developed
- ISBE should hold programs accountable with specific criteria for recruiting, selecting, training, assigning, and evaluating mentors
- INTC and programs should increase collaboration across pilots

Program Evaluation
- ISBE should continue to hold all programs that receive state funds targeted for mentoring and induction accountable for a yearly evaluation report
- ISBE, INTC and the Illinois Induction Policy Team should create and fund a research and evaluation design to promote program improvement

The Illinois New Teacher Induction and Mentoring Program, 2007-2008: Evaluation Report for the Ten Original Sites
Green, J., Ahn, J., & Clementz, R. (2008, November)

The following are the recommendations or conclusions taken from the "Evaluation Report for the Ten Original Sites."

Commentary
- Funding delays seriously compromised educators' abilities to implement their new teacher programs
- The Illinois Moving Toward guidelines should be maintained through continued research and experiences of educational practitioners
- Further program development in larger districts or collaborative could be encouraged

- There were differences in teacher reports of their program versus the reports of the site coordinators
- Mentors had a strong voluntary commitment to being a mentor and reported benefits to their own professional development
- The role of administrator is under-researched and under-studied
- Mentor-teacher relationships are professional *and* personal, and meaningful matches between the two are important

Common Data Elements (CDE) Guide
Use of ISBE Funding for Beginning Teacher Induction Pilot Programs
from June 1, 2008 – September 30, 2008

Single-District Programs

Program name:
Location (city/town):
Name of person completing form:
Email address:
Phone number:

Information about Beginning Teacher Experiences

This form is for any program that is a *single district-based program.* This report supplements the mid-term report of May 31, 2008 and ONLY covers the time period from June 1, 2008 through September 30, 2008.

Section One: Beginning Teachers Hired During Academic Year (AY) 2008-09
(i.e. new teachers beginning their first year in the program aka first-year teachers). Leave this section blank if no first-year teachers were served during this period with funding from this grant.

1. Demographic information about first-year teachers participating in the program (do not include people who were hired, but who are not participating):

> Total number of first-year teachers teaching in the 2008-09 AY that are being served by the program:

How many of them were *(use numbers, not percentages):*

hired prior to first day of student attendance	White
hired on or after the first day of student attendance	Black
	Hispanic
graduates of traditional, university- based teacher education programs	Asian
	Native American
entered from alternative-certification programs	Multi Racial/Ethnicity
traditional age (attended college right after high school)	
	monolingual English speakers
second career or non-traditional age	bi- or multi-lingual speakers
preK teachers	general education teachers who teach multiple subjects (e.g. grade 2 teacher)
elementary teachers	
middle school or junior high school teachers	special education teachers
senior high school teachers	content area teachers (English, history, science, etc.)
	special subject area teachers (art, physical education, music, etc.)
	other

2. When were the first-year teachers introduced to their mentors? *(check all that apply)*

☐ During the summer (e.g. before induction week) or end of previous school year
☐ During end-of-summer induction activities, before student attendance begins
☐ Within first two weeks of student attendance
☐ Within the first month of student attendance
☐ Within the first quarter

Professional Development for Beginning Teachers Hired During AY 2008-09
*The following questions ask about professional development for first-year teachers. For these questions, please include **only** the training and induction sessions that first-year teachers completed from June 1, 2008 – September 30, 2008. Please report on training and induction sessions that were <u>specifically targeted for first-year teachers and implemented district-wide</u> ONLY.*

☐ There was NO district-wide professional development for first-year teachers during this period. *(skip this section)*

3. Indicate the amount of professional development first-year teachers received for each of the following months:

_____ hours in June 2008
_____ hours in July 2008
_____ hours in August 2008
_____ hours in September 2008

4. Indicate the content covered and materials used in such sessions *(check all that apply)*:

☐ Illinois Professional Teaching Standards / Content Area Standards
☐ Preparing for first day of school
☐ Lesson/unit planning/curriculum
☐ Illinois Learning Standards
☐ Classroom management / environment
☐ School/district policies and procedures (e.g. handbook; expectations; resources; etc)
☐ Special education / inclusion
☐ Differentiating instruction
☐ Working with diverse populations and/or English Language Learners
☐ Instruction / teaching strategies / pedagogy (e.g. cooperative learning)--general
☐ Child development, psychology, learning styles, and/or learning theory
☐ Content-area-specific teaching strategies/pedagogy/learning theory
☐ Assessment
☐ Working with parents and the community
☐ Legal issues for teachers

☐ Presenters prepared own induction materials
☐ Induction for the 21st century materials
☐ New Teacher Center materials
☐ Consortium for Educational Change materials
☐ Charlotte Danielson's materials, or framework
☐ Richard DuFour's *Learning by Doing*
☐ Harry and Rosemary Wong's *First Days of School*
☐ Arnie Bianco's *One-Minute Discipline*
☐ Kay Burke's *Starting the Journey*
☐ Gayle Gregory & Carolyn Chapman's *Differentiated Instructional Strategies*
☐ Julia Thompson's *First Year Teacher's Survival Guide*
☐ Carolyn Evertson's work on classroom management
☐ Fred Jones' *Tools for Teaching*
☐ Rick Stiggins' assessment text

☐ Other (please be as specific as possible)

5. Indicate first-year teacher attendance, on average, at the professional development session(s) as follows:

☐ 80% - 100% attendance at most sessions
☐ 70% - 50% attendance at most sessions
☐ 50% or lower attendance at most sessions

6. As specifically as possible, discuss the evaluation results related to first- year teachers' professional development. What was learned about the strengths and the limitations of your current professional development efforts for first-year teachers? What modifications are planned based on these evaluation results?

7. Based on what you have learned, what would you like to share with other programs that would enable them to modify or improve their professional development for first-year teachers?

Section Two: Beginning Teachers Hired During AY 2007-08 *(i.e. teachers who are now in their second year of the program aka second-year teachers). Leave this section blank if no second-year teachers were served during this period with funding from this grant.*

1. Demographic information about second-year teachers

Total number of second-year teachers continuing in the induction program during their second year.

Total number of same **NOT** continuing, i.e. have left the district

How many of those who **LEFT** the district were *(use numbers, not percentages):*

White
Black
Hispanic
Asian
Native American
Multi Racial/Ethnicity

monolingual English speakers
bi- or multi-lingual speakers

preK teachers
elementary teachers
middle school or junior
 high school teachers
senior high school
 teachers

general education teachers who
 teach multiple subjects (e.g.
 grade 2 teacher)
special education teachers
content area teachers (English,
 history, science, etc.)
special subject area teachers (art,
 physical education, music, etc.)
other

2. Describe any patterns you have noticed related to the district's attrition, particularly with regard to educational background, race or ethnicity, and area of certification.

3. When were the second-year teachers introduced to their mentors? *(check all that apply)*

☐ They remained with the same mentor from Year 1
☐ They selected their own mentor for Year 2

☐ They were assigned a new mentor for Year Two and first met with her / him:
  ☐ During the summer (e.g. before induction week) or end of previous school year
  ☐ During end-of-summer induction activities, before student attendance begins
  ☐ Within first two weeks of student attendance
  ☐ Within the first month of student attendance

Professional Development for Beginning Teachers Hired During AY 2007-08. *The following questions ask about professional development for second-year teachers. For these questions, please include **only** the training and induction sessions that second-year teachers completed from June 1, 2008 – September 30, 2008. Please report on training and induction sessions <u>specifically targeting second-year teachers and implemented district-wide</u> ONLY.*

☐ There was NO district-wide professional development for second-year teachers during this period. *(skip this section)*

4. Indicate the amount of professional development second-year teachers received as follows:

> hours in June 2008
> hours in July 2008
> hours in August 2008
> hours in September 2008

5. Indicate the content covered and materials used in such sessions *(check all that apply)*:

☐ Illinois Professional Teaching Standards / Content Area Standards

☐ Preparing for first day of school

☐ Lesson/unit planning/curriculum

☐ Illinois Learning Standards

☐ Classroom management / environment

☐ School/district policies and procedures (e.g. handbook; expectations; resources; etc)

☐ Special education / inclusion

☐ Differentiating instruction

☐ Working with diverse populations and/or English Language Learners

☐ Instruction / teaching strategies / pedagogy (e.g. cooperative learning)--general

☐ Child development, psychology, learning styles, and/or learning theory

☐ Content-area-specific teaching strategies/pedagogy/learning theory

☐ Assessment

☐ Working with parents and the community

☐ Legal issues for teachers

☐ Presenters prepared own induction materials

☐ Induction for the 21st century materials

☐ New Teacher Center materials

☐ Consortium for Educational Change materials

☐ Charlotte Danielson's materials, or framework

☐ Richard DuFour's *Learning by Doing*

☐ Harry and Rosemary Wong's *First Days of School*

☐ Arnie Bianco's *One-Minute Discipline*

☐ Kay Burke's *Starting the Journey*

☐ Gayle Gregory & Carolyn Chapman's *Differentiated Instructional Strategies*

☐ Julia Thompson's *First Year Teacher's Survival Guide*

☐ Carolyn Evertson's work on classroom management

☐ Fred Jones' *Tools for Teaching*

☐ Rick Stiggins' assessment text

☐ Other (please be as specific as possible)

6. Indicate second-year teachers' attendance, on average, at the professional development session(s) as follows:

> ☐ 80% - 100% attendance at most sessions
> ☐ 70% - 50% attendance at most sessions
> ☐ 50% or lower attendance at most sessions

7. As specifically as possible, discuss the evaluation results related to second-year teachers' professional development. What was learned about the strengths and the limitations of your current professional development efforts for second-year teachers? What modifications are planned based on these evaluation results?

8. Based on what you have learned, what would you like to share with other programs that would enable them to modify or improve their professional development for second-year teachers?

Single-District Programs
Information about Mentor Experiences

REMINDER: This report supplements the mid-term report of May 31, 2008 and ONLY covers the time period from June 1, 2008 through September 30, 2008.

Section One: General Mentor Information

1. Demographic information about mentors and coordinators who are also serving as mentors:

Total number of currently active mentors:

How many of them were/are *(use numbers, not percentages):*

hired prior to first day of
student attendance
hired on or after the first day
of student attendance

preK teachers
elementary teachers
middle school or junior high school teachers
senior high school teachers

White   Black
Hispanic   Asian
Native American
Multi Racial/Ethnicity
monolingual English
speakers
bi- or multi-lingual speakers

general education teachers who teach multiple subjects (e.g.
  grade 2 teacher)
special education teachers
content area teachers (English, history, science, etc.)
special subject area teachers (art, physical education, music,
  etc.)
other

2. What criteria were used to select mentors? *(check all that apply)*

☐ Current Standard Teaching Certificate
☐ Tenured in the district
☐ Master's degree or higher
☐ Five or more years of teaching experience
☐ Outstanding teaching evaluations
☐ Administrator recommendations

☐ Personality characteristics
☐ Availability and willingness to serve
☐ Completion of mentor training
☐ Evaluations of mentoring practice from previous
  years serving as a mentor
☐ Other (please specify)

3. Who selected the mentors? *(check all that apply)*

☐ District administrator
☐ Building administrator
☐ Mentor program coordinator
☐ Department head
☐ District level selection committee

☐ Building level selection committee
☐ Union/Association leadership
☐ District I/M program coordinator
☐ Other (please specify)

4. How were mentors assigned to beginning teachers? *(check all that apply)*

By:	Based on:
☐ District administrator	☐ Proximity to beginning teachers (e.g. same building, neighboring classrooms, etc)
☐ Building administrator	
☐ Mentor program coordinator	☐ Personality type match
☐ Department head	☐ Grade level and/or subject matter match
☐ District level selection committee	☐ Mentor requests match
☐ Building level selection committee	☐ Beginning teacher selects mentor
☐ Union/Association leadership	☐ Other (please specify)
☐ District I/M program coordinator	
☐ Other (please specify)	

5. What types of mentoring models are being used?

	1st yr tchrs	2nd yr tchrs
Single-tiered mentoring model (beginning teacher assigned to a single mentor)	☐	☐
Multi-tiered model (eg. lead mentors + building mentors so that a beginning teacher has more than one mentor)	☐	☐

6. For single-tiered models ONLY, what are the various types of mentors being used and what are the ratios of first- and second-year beginning teachers assigned to each mentor? *(check all that apply).*

	1st yr tchrs	# 1st yr tchrs per mentor	2nd yr tchrs	# 2nd yr tchrs per mentor
Full-time mentors, with no other responsibilities	☐		☐	
Part-time mentors with additional induction and mentoring program responsibilities	☐		☐	
Part-time mentors with additional teaching responsibilities	☐		☐	
Full-time teachers with additional mentor responsibilities.	☐		☐	
Retired teachers and/or administrators	☐		☐	
Other (please specify)	☐		☐	

7. For multi-tiered models, please describe how this works in your program.

Section Two: Beginning Mentor Professional Development *This section covers the professional development of mentors who are new to the program this year.*

1. Indicate the amount of professional development beginning mentors received as follows:

☐ all professional development occurred before June, 2008
　　hours in June 2008
　　hours in July 2008
　　hours in August 2008
　　hours in September 2008

2. Indicate the content covered and materials used in these sessions *(check all that apply)*:

☐ State context (approved induction programs)
☐ (Draft) Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs
☐ "Moving Toward Quality Induction…" document
☐ Illinois Professional Teaching Standards and/or Content Area Standards
☐ Continuum of teacher development
☐ Stages of beginning teacher development
☐ Stages of mentoring
☐ Qualities of excellent mentors
☐ Establishing trust / relationship building between mentor and mentee
☐ Mentor language / roles
☐ Mentoring year activities
☐ Mentoring vs. evaluation
☐ Program specific expectations for mentoring
☐ Conferencing skills
☐ Observation strategies and tools

☐ Providing feedback
☐ Keeping records
☐ Working with adult learners
☐ Communicating across generations
☐ Analyzing student work samples to improve instruction
☐ Communicating with building administration
☐ Presenters prepared own training materials
☐ Induction for the 21st century materials
☐ New Teacher Center materials
☐ Consortium for Educational Change materials
☐ Charlotte Danielson's materials, or framework
☐ *The 21st Century Mentor's Handbook: Creating a Culture for Learning*, Paula Rutherford
☐ *Peer Pals* materials
☐ *Pathwise* materials
☐ Cognitive Coaching materials

☐ Other (please be as specific as possible)

3. Indicate beginning mentor attendance, on average, at the professional development session(s):

☐ 80% - 100% attendance at most sessions
☐ 70% - 50% attendance at most sessions
☐ 50% or lower attendance at most sessions

4. As specifically as possible, discuss the evaluation results related to beginning mentor professional development. What was learned about the strengths and the limitations of your current professional development efforts for beginning mentors? What modifications are planned based on these evaluation results?

5. Based on what you have learned, what would you like to share with other programs that would enable them to modify or improve their professional development for beginning mentors?

6. Were professional development sessions provided for continuing mentors separate from the sessions provided for beginning mentors? ☐Yes or ☐No

7. Was there any specific training for mentors (beginning or continuing) on how to work with second-year teachers? ☐Yes or ☐No

Single-District Programs
Information about District/Building Administrator Involvement and Training

REMINDER: This report supplements the mid-term report of May 31, 2008 and ONLY covers the time period from June 1, 2008 through September 30, 2008.

Section One: Administrator Involvement

1. Who provides OVERALL program management/coordination? *(check one)*

☐ Building administrator / principal.   ☐ Retired personnel
☐ District administrator   ☐ Outside consulting organization personnel
☐ Classroom teacher   ☐ Other (specify)
☐ Union personnel

2. Does this program coordinator/manager have additional responsibilities besides those directly related to the funded induction program?   ☐ Yes or ☐ No

    If yes, complete the following:
         _____ % of time spent on IM program management
    If other responsibilities would be considered full-time responsibilities, does the program coordinator receive additional monetary compensation and/or release time to carryout program related responsibilities?   ☐ Yes or ☐ No

3. Which district-level central office administrators are directly involved in program implementation? *(check all that apply)*

☐ Superintendents   ☐ Business/finance administration
☐ Curriculum and instruction administration   ☐ Other central/district administrators
☐ Human resources administration   ☐ No involvement from central office administration

4. How are building-level administrators directly involved in implementing the program? Do NOT include information on training that administrators received. *(check all that occur fairly consistently across buildings)*

☐ Building administrators are not directly involved in induction program implementation (*skip to #5*)

☐ Nominate or select mentors   ☐ Serve on advisory board
☐ Match mentors and beginning teachers   ☐ Manage building-level induction sessions
☐ Provide substitutes to release mentors and/or beginning teachers for meetings and/or classroom observations   ☐ Present at beginning teacher orientation / induction workshops or sessions
    ☐ Meet with mentors
☐ Provide oversight; ensure that program requirements are met (e.g. keeping track of hours; reviewing logs)   ☐ Meet with beginning teachers (outside of evaluation process)
☐ Collect data related to impact of program implementation   ☐ Other (specify)

5. What are you pleased with about district or building level administrative involvement and what would you like to improve? What modifications are planned based on these assessments?

Section Two: Communication with Administrators

1. How are administrators and school board members made aware of the program and kept abreast of related progress and developments? *(check all that apply)*

	Bldg admin	Dist admin	Schl Brd
Email	☐	☐	☐
Newsletter	☐	☐	☐
Presentations during regularly scheduled meetings	☐	☐	☐
Meetings scheduled specifically for this purpose	☐	☐	☐
One-on-one meetings with program staff	☐	☐	☐
Informal communication	☐	☐	☐
No direct communication occurring	☐	☐	☐

2. What are you pleased with about communication with administration and the school board and what would you like to improve? What modifications are planned based on these assessments?

Section Three: Induction and Mentoring Professional Development for
Administrators *Questions in this section are specific to professional development on <u>beginning teacher induction and mentoring</u> provided to administrators from June 2008-September 2008.*

1. How much professional development did administrators receive early in the school year specifically related to induction and mentoring for beginning teachers? (Do NOT include information about sessions that simply describe program components and progress)

        hours in June
        hours in July
        hours in August
        hours in September

☐ No specific training for administrators was provided within this time period, but it was provided during Spring 2008.
☐ Training occurred prior to Spring 2008
☐ Formal training for administrators has NOT occurred yet

2. What content was covered and what materials were used for this training? *(check all that apply)*

☐ Beginning teacher development
☐ Induction (in general—research, theories, definitions)
☐ Induction in Illinois context (approved induction programs)
☐ (Draft) Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs
☐ "Moving Toward Quality Induction…"

☐ Effective teaching
☐ Illinois Professional Teaching Standards and/or Content Area Standards
☐ NBPT Standards
☐ Leadership
☐ Administrator's role in induction/mentoring
☐ Creating a welcoming/supportive/collaborative school environment
☐ Presenters prepared own training materials

document	☐ NTC materials
☐ Mentoring	☐ CEC materials
☐ Supporting beginning teachers	☐ ICE 21 materials
☐ Supporting mentors	☐ Charlotte Danielson book or materials
☐ Evaluating beginning teachers	☐ Other (please specify)

3. Across the district, what percentage of district level and building level administrators have received induction and mentoring training?

       % of key district level administrators who received this initial training after funding was received
       % of building administrators who received this training after funding was received
       % of key district level administrators who received this training prior to funding
       % of building administrators who received this training prior to funding

       Did any school board members attend some or all of these sessions? ☐ Yes ☐ No

4. As specifically as possible, discuss the evaluation results related to induction-related professional development for administrators. What was learned about the strengths and the limitations of your current professional development efforts for administrators? What modifications are planned based on these evaluation results?

5. Based on what you have learned, what would you like to share with other district programs that would enable them to modify or improve their training programs for administrators?

Single-District Programs
Information about the Program Implementation Process

REMINDER: This report supplements the mid-term report of May 31, 2008 and ONLY covers the time period from June 1, 2008 through September 30, 2008.

Section One: Observations

	For 08-09 hires	For 07-08 hires
1. Are observations of second-year teachers by mentors a part of the ISBE grant funded program?		☐ Yes ☐ No *(skip to #5 for 07-08 hires)*
2. Program-wide expectations for mentors observing beginning teachers in practice	times/semester or times/year ☐ Expectations vary by building	times/semester or times/year ☐ Expectations vary by building
3. Are pre/post conferences a required element of these observations?	☐ Yes ☐ No	☐ Yes ☐ No
4. How are mentors provided time to observe beginning teachers' classroom practice?		
Using regularly scheduled release time	☐	☐
Using release time provided on request	☐	☐
Using full-time release mentors	☐	☐
Using "flexible schedule" mentors (retired, or university / administrative personnel)	☐	☐
Using planning periods to observe	☐	☐
5. Are beginning teachers expected to observe mentors or other experienced teachers as a part of the ISBE grant funded program?	☐ Yes ☐ No *(skip to #7)*	☐ Yes ☐ No *(skip to #7)*
6. Program-wide expectations for beginning teachers observing mentors or other experienced teachers in practice	times/semester or times/year ☐ Expectations vary by building	times/semester or times/year ☐ Expectations vary by building

7. If "Expectations vary by building" was selected for items 2 and/or 6, please describe the variances between the buildings if possible.

Section Two: Mentor/Beginning Teacher Paired Interactions

	For 08-09 hires	For 07-08 hires
1. Are meetings (in addition to observations and pre/post observation conferences) between second-year teachers and mentors an expectation of the grant funded program?		☐ Yes ☐ No *(complete 08-09 column only)*
2. Program-wide expectations for mentor / beginning teacher meetings		
Expectations vary by bldg	☐	☐
Mentors and beginning teachers determine how often to meet	☐	☐
Mentors and beginning teachers expected to meet	times per month hours per month times per semester hours per semester other	times per month hours per month times per semester hours per semester other
3. How does the district or participating buildings provide for regularly scheduled meeting times between mentors and beginning teachers? Answer this question related only to paired meetings (NOT observation scheduling). *(check all that apply)*		
Pairs meet before/after school, during planning periods, or during lunch only	☐	☐
Schools provide release time for these meetings	☐	☐
Pairs have common planning periods to facilitate these meetings	☐	☐
Schools have special meeting times each week (e.g. early dismissal days), which mentors and beginning teachers can use	☐	☐
4. What content does the program either require or recommend for these interactions? *(check all that apply)*		
General help as needed, based on beginning teacher's request, mentor's observations, dialogue journals, etc (emotional support, sharing of materials, time or classroom management suggestions, etc)	☐	☐
Focus on beginning teacher's professional goal setting and progress toward goal and/or development and implementation of a professional growth plan	☐	☐

	For 08-09 hires	For 07-08 hires
Analysis of student work to guide decision-making	☐	☐
Expanding content area knowledge	☐	☐
Focus on individual student or groups of students learning needs and progress	☐	☐

Section Three: Recordkeeping and Assessment

1. Who monitors the mentor/beginning teacher interactions (including observations and electronic communications)? *(check all that apply)*

☐Program staff   ☐Building administrator   ☐Lead mentor or other in-building personnel

☐District administrator   ☐Building level mentor coordinator   ☐Honor system / little monitoring

☐Other (specify)

Are the responsible parties for monitoring interactions the same for both first- and second- year teachers?   ☐Yes
                                                                                                              ☐ No (please specify)

2. Are records being kept related to the nature, quality, and impact of mentors' assistance to beginning teachers (including observations and electronic communications)? ☐Yes or ☐No   If yes, please specify the types of records being kept and how the record keeping differs for first-year teachers compared to second-year teachers.

3. As specifically as possible, discuss the evaluation results related to mentor/beginning teacher interactions and observations. What was learned about the strengths and the limitations of this process? What modifications are planned based on these evaluation results?

4. Based on what you have learned, what would you like to share with other programs that would enable them to modify or improve beginning teacher/mentor interactions and observations?

5. What specific differences between first-year and second-year teachers' program experiences should be highlighted that may not be obvious from the questions above?

Single-District Programs
Overall Questions

1. If your project budgeted for an external evaluator, please share successes and challenges related to this process. What recommendations do you have related to using or not using external evaluators?

2. What would you like to tell us about your program that is not covered above?

APPENDIX C

DEMOGRAPHIC CHARACTERISTICS

Note: Total numbers (e.g. of first-year teachers, or of mentors) may vary from table to table. This is because incomplete data was received from the programs—some programs provided some figures but not others. This table is based only on data that we received: Programs which did not provide any figures for a given question were omitted, not counted as zero.

Table 1

This table shows that funded programs served more elementary first-year teachers than any other group.

Type of program	Pre-K	Elementary	Middle school / Junior high	Senior high school	Total
District	33 (4%)	365 (43%)	196 (23%)	252 (30%)	846
Consortium	25 (4%)	301 (44%)	182 (26%)	183 (26%)	691
All programs	58 (4%)	666 (43%)	378 (25%)	435 (28%)	1537

Table 2

This table shows all programs for which less than 90% of first-year teachers were White.

Name of program	White	Black	Hispanic	Asian	% White first-year teachers	% White students in district(s) served
Program	17	20	3	4	27%	1.3%
Program	12	30	2	0	38%	1.3%
Program	10	6	1	0	59%	2.1%
Program	16	5	0	0	70%	48%
Program	53	22	0	0	71%	28%
Program	43	8	3	6	72%	48%
Program	11	0	2	1	79%	1.4%
Program	22	0	6	0	79%	69%
Program	16	2	1	1	80%	7%
Program	17	0	4	0	81%	20%
Program	13	0	2	1	81%	68%
Program	18	0	3	1	82%	50%
Program	50	2	6	2	83%	41%

Name of program	White	Black	Hispanic	Asian	% White first-year teachers	% White students in district(s) served
Program	38	1	4	0	88%	70%
Program	16	0	0	0	88%	38.9%
Program	56	7	0	0	89%	48%
Program	56	7	0	0	89%	55%

Table 3

This table shows the school level for both first-year teachers and mentors, across all programs.

	Pre-K	Elementary	Middle school / Junior high	Senior high school	Other	Total
First-year teachers	58 (4%)	666 (43%)	378 (25%)	435 (28%)	0	1537
Mentors	43 (3%)	739 (44%)	404 (24%)	478 (29%)	10 (1%)	1674

Table 4

This table shows the race for both first-year teachers and mentors, across all programs.

	White	Black	Hispanic	Asian	Native American	Multi-racial	Total
First-year teachers	1370 (83%)	148 (10%)	89 (5%)	19 (1%)	3 (0.1%)	13 (0.7%)	1642
Mentors	1520 (90%)	118 (10%)	33 (2%)	3 (0%)	0 (0%)	6 (0.3%)	1680

Table 5

This table shows the area taught for both first-year teachers and mentors, across all programs.

	General ed teachers who teach multiple subjects	Special ed teachers	Content area teachers	Special subject area teachers (e.g. art, music)	Other	Total
First-year teachers	600 (39%)	193 (13%)	507 (33%)	187 (12%)	48 (3%)	1535
Mentors	620 (38%)	186 (11%)	560 (34%)	177 (11%)	82 (5%)	1625

Table 6

This table shows the criteria districts considered when choosing mentors.

Type of program	Current Standard Teaching Certificate	Tenured in the district	Master's degree or higher	Five or more years experience	Outstanding teaching evaluations	Admin. recomm.	Personality characteristics	Availability and willingness	Completion of mentor training	Evaluations of mentoring practice	Other
Single District	17	10	6	7	10	19	15	21	14	5	11
Consortium Districts	137	110	17	106	105	146	92	140	116	23	12
All Districts	154	120	23	113	115	165	107	161	130	28	23

Table 7

This table shows who was responsible for selecting mentors, if an option was chosen by at least five districts.

Type of program	District Admin.	Bldg Admin.	Mentor Program Coord.	Dept. Head	District level selection committee	Union/ Association leadership	District I/M program coordinator
Single District	9	19	10	3	6	6	5
Consortium Districts	47	130	31	2	21	4	18
All Districts	56	149	41	5	27	10	23

Table 8

This table shows the factors used by districts when matching mentors and novice teachers. (Note: districts/programs may have taken multiple factors into consideration when matching mentors and mentees.)

	Proximity to beginning teachers (e.g. same bldg., neighboring classrooms, etc.)	Personality type match	Grade level and/or subject matter match	Mentor requests match	Beginning teacher selects mentor	Other
Single Districts	19	9	20	4	1	4
Consortium Districts	135	56	127	7	0	16

Table 9

This table shows the total number of districts that used a single-tiered mentoring model and a multi-tiered mentoring model.

Single-tiered mentoring model		Multi-tiered mentoring model	
1st year teachers	2nd year teachers	1st year teachers	2nd year teachers
135	140	43	8

Table 10

This table shows the mentoring models chosen by single-district and consortia programs. Consortium only counted as multi-tiered or single-tiered if all districts were practicing this model.

Type of Program	Single-tiered mentoring model		Multi-tiered mentoring model	
	1st year teachers	2nd year teachers	1st year teachers	2nd year teachers
Single district	18	15	5	2
Consortium	9	9	3	2

Table 11

The following table illustrates the types of mentors serving programs.

	Full-time mentors with no other responsibilities		Part-time mentors with addt'l I&M program responsibilities		Part-time mentors with addt'l teaching responsibilities		Full-time teachers with additional mentor responsibilities		Retired teachers and/or administrators	
	1st yr	2nd yr	1st yr	2nd yr	1st yr	2nd yr	1st yr	2nd yr	1st yr	2nd yr
single	4	5	4	5	0	0	15	10	2	1
consortium	0	0	0	0	11	1	120	72	14	4
total	4	5	4	5	11	1	135	82	16	5

Table 12

This table shows the mentor training content.

PILOT PROGRAM	State context	(Draft) Illinois Standards for BTIP	"Moving Toward…"	IPTS and Content Standards	Continuum of teacher development	BT development stages	Stages of mentoring	Qualities of excellent mentors	Establishing trust	Mentor language / roles	Mentoring year activities	Mentoring vs. evaluation	Program specific expectations	Conferencing skills	Observation strategies and tools	Providing feedback	Keeping records	Working with adult learners	Communicating across generations	Analyzing student work	Communicating with bldg admin
Single	13	10	12	19	15	21	18	22	22	20	17	20	19	18	20	18	14	13	10	8	14
Consortia	12	12	11	15	11	14	13	14	14	11	12	14	12	14	13	14	13	13	12	9	14
Total	25	22	23	34	26	35	31	36	36	31	29	34	31	32	33	32	27	26	22	17	28

Table 13

This table shows the materials used in mentor training.

PILOT PROGRAM	Prepared own training materials	ICE 21 materials	NTC materials	CEC materials	Charlotte Danielson	The 21st Century Mentor's Handbook:	Peer Pals materials	Pathwise materials	Cognitive Coaching materials
Single	11	6	18	9	14	0	0	1	3
Consortia	5	12	5	2	4	1	0	3	4
Total	16	18	23	11	18	1	0	4	7

Table 14

This table shows the hours of mentor training.

	All PD for mentors conducted by the districts	All PD occurred before June 2008	Hours in June 2008	Hours in July 2008	Hours in August 2008	Hours in September 2008
Single-district programs		3	54	89	208.5	222
Consortia programs	0	3	102	73	175	83.5
Total:	0	6	156	162	383.5	305.5

Table 15

This table shows if professional development for continuing mentors was different than the professional development provided to new mentors.

	Yes	No
Single-district programs	9	12
Consortia programs	4	7
Total	13	19

Table 16

This table shows if mentor training specific to needs of 2nd year teachers was provided. Those not serving second-year teachers would not be indicated here.

	Yes	No
Single-district programs	6	13
Consortia programs	4	8
Total	10	21

Table 17

This table shows average program expectations for mentors interacting with novice teachers. The interactions displayed do not include observation time.

	1st yr teachers		2nd yr teachers	
	# times per year	# hours per year	# times per year	# hours per year
Single district	32.9	40.0	16.3	38.5
Consortium	33.4	46.9	26.2	52.0

Table 18

This table shows how districts provided time for mentors to observe beginning teachers.

	1st year teachers					2nd year teachers				
	Using regularly scheduled release time	Using release time provided upon request	Using full-time release mentors	Using flexible schedule mentors	Using planning periods to observe	Using regularly scheduled release time	Using release time provided upon request	Using full-time release mentors	Using flexible schedule mentors	Using planning periods to observe
Single Districts	8	13	14	7	10	3	10	11	14	9
Consortium Districts	3	109	1	16	80	1	79	1	13	63

Table 19

This table shows how programs provided time for mentors to meet with beginning teachers to discuss relevant topics.

	1st year teachers				2nd year teachers			
	Pairs meet before/ after school, during planning periods, or during lunch only	Schools provide release time for these meetings	Pairs have common planning periods to facilitate these meetings	Schools have special meeting times each week (e.g. early dismissal days), which mentors and beginning teachers can use	Pairs meet before/ after school, during planning periods, or during lunch only	Schools provide release time for these meetings	Pairs have common planning periods to facilitate these meetings	Schools have special meeting times each week (e.g. early dismissal days), which mentors and beginning teachers can use
Single district	20	9	7	5	13	6	5	4
Consortium	202	45	20	27	58	37	20	27

Table 20

This table shows the content focus of mentors' and beginning teachers' interactions.

	1st year teachers					2nd year teachers				
	General help as needed, based on beg teachers request, mentor observations, dialogue journals, etc.	Focus on beg teachers professional goal setting & progress toward goal and/or development & implementation of a professional growth plan	Analysis of student work to guide decision-making	Expanding content area knowledge	Focus on individual student or groups of students learning needs and progress	General help as needed, based on beg teachers request, mentor observations, dialogue journals, etc.	Focus on beg teachers professional goal setting & progress toward goal and/or development & implementation of a professional growth plan	Analysis of student work to guide decision-making	Expanding content area knowledge	Focus on individual student or groups of students learning needs and progress
Single district	21	19	17	18	18	12	13	13	21	20
Consortium	14	14	13	10	13	12	10	11	9	11

Table 21

The person or group monitoring interactions between mentors and beginning teachers is described in the table below, if an option was chosen by at least 4 programs.

	Program staff	Building administrator	Lead mentor or other in-building personnel	District administrator	Honor system/little monitoring	Building-level mentor coordinator
Single district	8	6	5	8	6	3
Consortium	10	7	7	4	3	4

Table 22

This table displays the topics included in professional development sessions for novice teachers.

Topic	Included in district-based program professional development		Included in consortium-based program professional development	
	First-year teachers	Second-year teachers	First-year teachers	Second-year teachers
Preparing for first day of school	23	6	10	3
Classroom mgmt/environment	23	9	10	3
School/ district policies & procedures	22	9	2	0
Instruction/ teaching strategies/ pedagogy	20	7	9	3
Lesson/ unit planning/curriculum	17	6	7	3
Special education/ inclusion	18	6	2	2
Illinois Professional Teaching Standards/Content Area Standards	17	9	10	5
Illinois Learning Standards	17	7	8	3
Content-area specific teaching strategies/ pedagogy/ learning theory	17	5	5	2
Differentiating instruction	15	7	5	2
Assessment	12	6	8	2
Legal issues for teachers	11	3	4	1
Working with diverse populations and/or English language Learners	12	7	3	1
Working with parents and the community	11	5	5	1
Child development, psychology, learning styles and/or theory	4	2	3	1

Table 23

This table shows materials used in professional development sessions for first and second-year teachers.

		Presenter prepared materials	ICE 21	NTC	CEC	Danielson	DuFour's *Learning by Doing*	Wongs' *First Days of School*	Bianco's *One-Minute Discipline*	Gregory & Chapman's *Differentiated Instructional Strategies*	Thompson's *Survival Guide*	Jones' *Tools for Teaching*	Stiggins' assessment text
1st year	single	17	6	17	9	14	2	15	1	0	2	1	1
	consortia	8	6	1	1	2	0	7	1	1	1	1	2
2nd year	single	9	0	8	4	8	0	2	1	0	0	1	0
	consortia	4	2	0	0	1	0	3	1	0	1	0	1

Table 24

This table displays the content covered during summer administrator professional development sessions.

	Single District	Consortia
Beginning teacher development	10	8
Induction (general)	9	8
Approved programs	5	9
(Draft) Illinois Standards of Quality BTIP	5	7
"Moving Toward…"	9	8
Mentoring	10	11
Supporting beginning teachers	12	10
Supporting mentors	9	9
Evaluating BTs	8	5
Effective teaching	5	4
IPTS	10	9
NBPT Standards	1	2
Leadership	4	6
Administrator's role in I/M	14	10
School environment	10	6