



The 5th Annual Illinois New Teacher Collaborative
Induction and Mentoring Conference

**Digging Deeper: Using the Induction and
Mentoring Continuum for Program Advancement**

February 23-24, 2010
Hilton Springfield

Sponsored by
College of Education at the University of Illinois at Urbana-Champaign
State Farm Companies Foundation
Illinois State Board of Education

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Illinois New Teacher Collaborative Conference 2010
***Digging Deeper: Using the Induction and Mentoring Continuum
for Program Advancement***

Monday, February 22, 2010

3:00 – 5:00	Conference Registration	Mezzanine
4:00 – 4:30	Pre-Conference Check-in for ISBE Beginning Teacher Induction Programs Only	Mezzanine
4:30 – 7:00	Pre-Conference Program for ISBE Beginning Teacher Induction Programs Only	Capitol/Illinois
7:00 – 8:00	Pre-Conference Dinner for ISBE Beginning Teacher Induction Programs Only	Prairie

Tuesday, February 23, 2010

7:30 – 9:00	Conference Registration	Mezzanine
7:30 – 9:00	Breakfast	Capitol/Illinois/Prairie
9:00 – 9:15	Welcome Dr. Chris Roegge, Director, INTC Dr. Christopher Koch, State Superintendent, Illinois State Board of Education General Conference Information	Capitol/Illinois/Prairie
9:15 – 9:45	Overview <i>Illinois Induction Program Continuum</i> Dr. Mary Elin Barnish, Statewide Co-coordinator ISBE Beginning Teacher Induction Programs, INTC	Capitol/Illinois/Prairie
9:45 – 10:15	Team Work Session #1	Capitol/Illinois/Prairie

10:25 – 11:10	Critical Issues Breakouts #1	See Booklet for Locations and Session Descriptions
11:20 – 12:05	Critical Issues Breakouts #2	See Booklet
12:10 – 1:00	Lunch	Capitol/Illinois/Prairie
1:10 – 1:55	Critical Issues Breakouts #3	See Booklet
2:05 – 2:50	Keynote #1 Barry Sweeny, President, Best Practice Resources Speaker underwritten by Illinois Principals Association	Capitol/Illinois/Prairie
2:50 – 3:10	Dessert Break	Mezzanine
3:10 – 4:10	Stage-Alike Breakouts Rural Suburban Urban	Plaza III Capitol/Illinois/Prairie Ambassador
	INTC Online Tour	Conference Center 2
4:20 – 5:00	Team Work Session #2	Capitol/Illinois/Prairie
5:00 – 6:00	Complimentary Reception and Exhibit Session Hors d'oeuvres sponsored by the Illinois Education Association and the Illinois Federation of Teachers Exhibits will be available during this reception Opportunity to win \$50 gift card Dinner on your own	Rendezvous/Mezzanine

Wednesday, February 24, 2010

7:00 – 8:00	Conference Registration	Mezzanine
7:00 – 8:00	Breakfast	Prairie
8:00 – 8:55	Welcome	Capitol/Illinois
	Keynote #2 <i>Building Quality Programs for Teacher Hiring and Induction</i> Dr. Mary Clement, Associate Professor, Berry College Speaker underwritten by Illinois Principals Association	

9:05 – 9:40	<p>Role-Alike Breakouts New Teachers Mentors Support Providers Administrators Higher Education</p> <p>INTC Online Tour</p>	<p>Plaza III Capitol/Illinois Ambassador Embassy Vista 6</p> <p>Conference Center 2</p>
9:50 – 10:00	Report Out Role-Alike Groups	Capitol/Illinois
10:00 – 10:10	World Café Instructions	Capitol/Illinois
10:15 – 11:10	World Café Discussions	Plaza III Embassy Ambassador
11:20 – 11:50	Team Work Session #3 Turn in plan to be eligible for door prizes awarded during end of lunch drawing.	Capitol/Illinois
11:50 – 12:30	Lunch and INTC Summary Conference Evaluation (Please deposit evaluation in box by door.) Report on \$1000 prize from 2009 Door Prizes – Must be present to win \$1000 award to one school for 2010 conference registration, and other prizes Conclusion and Send-off	Prairie

Message from the Director

Dear Colleagues

Welcome to the fifth annual Illinois New Teacher Collaborative Induction and Mentoring Conference! It is always invigorating to witness the energy and competence of the conference participants. This year we are delighted to introduce the new *Illinois Induction Program Continuum*, a new and vital tool to aid the development and continuous improvement of induction and mentoring programs. The Continuum writing team, made up of various stakeholders across the state, worked very hard in developing this draft. They deserve our congratulations!

The past five years have seen steady growth in the development of and support for induction and mentoring initiatives across the state. Now, as we approach the tipping point toward fully institutionalizing these programs, our state faces a dire financial crisis. So, like a mountain climber on a sheer face, we must focus mightily to “hold on” and “inch upward.”

It is my sincere hope that this conference helps sharpen your focus and strengthen your resolve as we work together to retain and develop new professionals.

All the best!

Dr. Chris Roegge
Director, Illinois New Teacher Collaborative

Special Thanks to Conference Sponsors

The Illinois New Teacher Collaborative would like to thank the College of Education at the University of Illinois at Urbana-Champaign, the State Farm Companies Foundation, and the Illinois State Board of Education. Their support was key in making this conference a reality.



COLLEGE OF EDUCATION

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



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FOUNDATION



Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Additional support for conference events has been generously provided by the Illinois Principals Association; the Illinois Education Association; the Illinois Federation of Teachers; Apple, Inc.; Corwin Press; Area IV Learning Technology Center (Rantoul); Fannie May, Mrs. B's School Tools, and Staples (Champaign).

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Mentoring Continuum for Program Advancement**

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Information for Attendees:

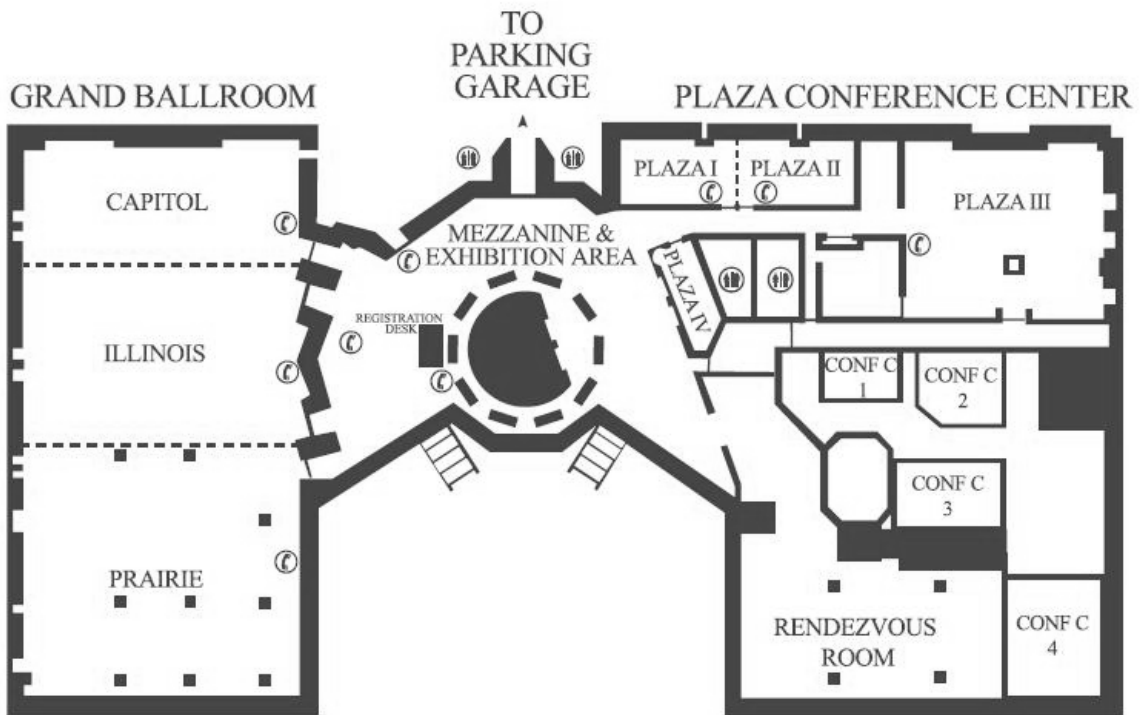
Photos and Audio/Video Recordings

During this conference, the INTC staff may be taking photographs and making audio/video recordings with the speakers/facilitators as principal subjects. INTC is asking speakers and facilitators to sign consent forms. If INTC should decide to use any photos and/or audio/video recordings of any other attendees, for printed and/or website publication, we will inform them and seek their permission. No names other than those of speakers/facilitators will be attached in any dissemination of the photos and/or audio/video recordings. Feel free to ask not to be included in photos. You may also tell Nancy Johnson that you do not want to be included. Also you may position yourself out of range of the camera/recorders. If you have any questions or concerns, please contact Nancy Johnson. Thank you for your cooperation.

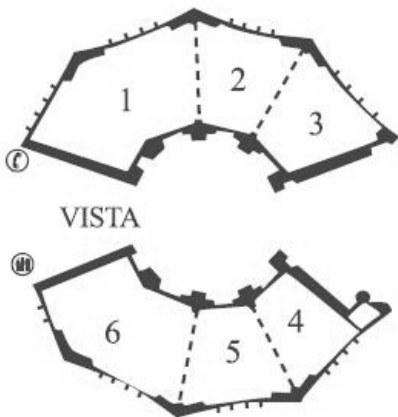
Map of the Facilities

FACILITIES

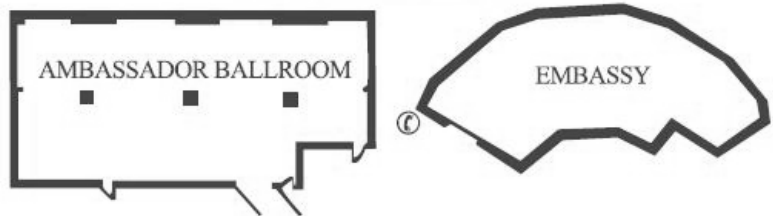
MEZZANINE



29TH FLOOR



CONCOURSE LEVEL



- ☎ TELEPHONES
- ⚓ RESTROOMS

Where Do I Go?

The Conference Meeting Rooms

<u>Level</u>	<u>Rooms</u>
Mezzanine	Capitol/Illinois, Prairie, Plaza I, II, III, IV Conference Center 1, 2, 3, 4, and Rendezvous
Lobby/ Front Desk	One level <u>below</u> Mezzanine
Concourse	Ambassador, Embassy One level <u>below</u> Lobby Use elevators
On 29 th floor	Vista Rooms



What is My Role? Colored Circles Key

Use the following colored circle choices on your nametags to help conference participants identify your role in induction and mentoring and your World Café (Wednesday AM session) room assignment.

COLORED CIRCLES

Red Glow
Red
Orange Glow
Yellow
Green Glow
Dark Blue

ROLE

New Teacher
Teacher
Support Provider
Mentor
Administrator
Higher Education

COLORED CIRCLES

Green
Yellow Glow
Light Blue

WORLD CAFÉ

Ambassador Room (Concourse Level)
Plaza III Room (Mezzanine Level)
Embassy Room (Concourse Level)

Team Work Session #1

Illinois New Teacher Collaborative Conference 2010

Session Purpose: **Choose 2-3 standards on which to focus during the conference**
 Select Critical Issues Breakout sessions based on those standards

Guiding Questions:

1. Based on our program goals, strengths, and challenges, what 2-3 standards will our team focus on during the conference?
2. Based on the standards we chose, what “Critical Issues” (breakout) sessions will each of us attend? How do these sessions relate to the standards?

Standard Name & Number	Critical Issues Sessions Selected (choose 3 per person)	Rationale (Why attend?)	Who will attend?

A Word version of this document may be obtained on the INTC conference website:
<http://intc.education.illinois.edu/conference>

Team Work Session #2

Illinois New Teacher Collaborative Conference 2010

Session Purpose: Debrief the Critical Issues Breakout sessions, the information from the keynote speaker, and the Stage-Alike conversations
Apply the Continuum document to your program

Guiding Questions:

1. How will the information from the Critical Issues sessions help our program move forward on the Continuum?
2. How can the information from the keynote speaker help our program move forward?
3. How can the conversation from the stage-alike session help our program move forward?
4. Based on the 2-3 standards we chose, how do we place our program on the Continuum?

Critical Issues Session Keynote Speaker Stage-Alike Session	What did we learn?	How will this information help move our program forward on the continuum?

Standard	Criteria	Evidence	Levels of Program Implementation			
			Establishing	Applying	Integrating	Systematizing

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Team Work Session #3

Team/Program Name _____

Illinois New Teacher Collaborative Conference 2010

Program Development Plan

(Turn in to INTC staff to be eligible for door prize drawing. INTC will copy and you may pick up the original at the mezzanine reception desk after lunch.)

Session Purpose: Create a standards-based program development plan

Guiding Questions:

1. Based on our teamwork during this conference, what realistic goals do we have for our program?
2. What specific action steps will we take to accomplish these goals? What assistance and support will we need to carry these out?
3. What evidence of progress will we use for each step? How will we measure this?

Standards-Based Program Goals:	
Plan/Action Steps Based on Standards Criteria:	Assistance/Support/Resources:
Evidence of Progress:	
Measurement:	

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<http://intc.education.illinois.edu/conference>

Critical Issues Sessions Quick Guide Matrix with Standards Addressed

Hotel Level	Room	Session One 10:25-11:10	Session Two 11:20-12:05	Session Three 1:10-1:55
Concourse	Ambassador	<i>Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs: A Primer for the Continuum Document</i>	<i>Common Data Elements: Funded Program Progress</i>	<i>Years One to Five: Comparative Results from the Illinois Teacher Graduate Assessment, 2005-2009</i>
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	9
Concourse	Embassy	<i>ICE 21 Tools for Digging Deeper into Induction</i>	<i>No Teacher Left Behind: Induction and Mentoring Programs in Rural Schools</i>	<i>The Importance of Local Context in Evaluating Induction & Mentoring Programs</i>
		5 6 7 8	1 2 3 4 5 6 7 8 9	1 2 4 5 6 7 8 9
Mezzanine	Plaza I-II	<i>Preparing Urban Teachers to Close the Achievement Gap in the New Teacher Summer Academy</i>	<i>Teaching Teachers about Disability and Reading Instruction</i>	<i>Induction Hybrid - 21st Century Technologies Meeting New Teacher Needs</i>
		7	5 6	2 3
Mezzanine	Plaza III	<i>Champaign Unit 4 Community Schools' Evolving Induction Program</i>	<i>TIMSwEB: Online Documentation System</i>	<i>What did you say? Communication To All Stakeholders</i>
		1 2 4 5 6 7 8 9	1 3 9	1 4
Mezzanine	Conference Center 2	<i>Podcasting in Education (10:25 – 12:05)</i>		<i>Interact and Engage On-Line</i>
		1 6 7	6 7	
Mezzanine	Conference Center 4	<i>Oodles of Moodle: Providing Online Induction Support and Professional Growth</i>	<i>Building an Induction Program Website</i>	<i>Good, Google! How using Google Docs can improve your program's collaboration, documentation and organization</i>
		1 6 7	1	1 4 9

Additional Sessions in Each Column and Their Rooms Continue on the Next Page

Hotel Level	Room	Session One 10:25-11:10	Session Two 11:20-12:05	Session Three 1:10-1:55
29 th Floor	Vista 1	<i>Using Induction as a Gateway to the Systemic Management and Development of Educator Talent</i>	<i>Creating a Team of District Leaders</i>	<i>Evolution- The making of a Mentor Story</i>
		2 3	1 4 9	1 2 3 4
29 th Floor	Vista 2	<i>Using NBCTS to Support Second-Year Teachers</i>	<i>Differentiating Support for Beginning Teachers in the Specials Content Areas</i>	<i>Conducting Classroom Observation for Sustained Beginning Teacher Growth</i>
		3 7 8	7 8	8
29 th Floor	Vista 3	<i>Mentor Accountability: Beyond Compliance</i>	<i>Advocacy: Making the Case for High Quality Induction and Mentoring</i>	<i>Using Research and Evaluation Data to Drive Program Development and Improvement</i>
		6	1 2	9
29 th Floor	Vista 4	<i>Building a Teacher Mentor Stakeholder Team</i>	<i>Crossing Generational Divides in Mentorship</i>	<i>Champaign Unit 4 Minority Teacher Retention</i>
		1 4	3	1
29 th Floor	Vista 5	<i>Exemplary Practices of an Urban Network Mentor Program</i>	<i>Supporting New Teachers in Illinois Charter Schools</i>	<i>Mentor Selection</i>
		7 8	1 2 4 5	5
29 th Floor	Vista 6	<i>If you're like me, and I know I am, we must have strategies to manage our classrooms that really work!</i>	<i>The Danielson Dialogue: A focused lens for the classroom practice of new teachers</i>	<i>From Pre-service Preparation to the First Years of Teaching in High-Need Schools: an On-going Conversation</i>
		7 8	7 8	7 8

Detailed Critical Issue Session Descriptions Start on the Next Page

Critical Issues Session One

10:25 – 11:10

Ambassador: *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs: A Primer for the Continuum Document*, (Standards 1-9). MaryElin Barnish, Coordinator ISBE Beginning Teacher Induction Programs, INTC.

This session is for non-funded programs and for anyone unfamiliar with the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. The purpose is to gain information about the standards and to learn about the corresponding continuum document and its use. Background information on the development of the standards and continuum will be presented. Opportunities for Q&A will be included.

Embassy: *ICE 21 Tools for Digging Deeper into Induction*, (Standards 5-8). Vicki Hensley, Asst. Regional Superintendent, Iroquois-Kankakee Regional Office of Education; Nicki Rosenbaum, Asst. Regional Superintendent, Retired ICE 21 Co-Chair, Iroquois-Kankakee Regional Office of Education.

This session will introduce participants to the tools in place for the Induction for the 21st Century Educator (ICE 21) statewide program and how our Induction toolkit has expanded over the years. Participants will leave with some of the tools being used by ICE 21 mentors.

A powerpoint will be used to create a visual map of the Induction for the 21st Century Educator (ICE 21) initiative. Hands-on activities will be utilized to introduce and demonstrate the tools (ie. Illinois Induction Standards, Induction Standards Continuum (Draft), Illinois Continuum of Teacher Development, Illinois Snapshots, Illinois Template for Analyzing Student Work and the newest tool ICE 21 Hot Topic. (A short video will also be used to demonstrate the 4-step ICE 21 Coaching and corresponding tools.) ICE 21 is all about quality and consistency for our beginning teachers, mentoring and educational leaders. Building ICE 21 has been a continuing process. Wherever the participants are in their own Induction building process, they will walk away with some additional "tools of the trade".

Plaza I-II: *Preparing Urban Teachers to Close the Achievement Gap in the New Teacher Summer Academy*, (Standard 7). Sharon Grady, Lead Induction Coach, Chicago New Teacher Center; Amy Treadwell, Lead Induction Coach, Chicago New Teacher Center; Dan Ward, Induction Coach, Chicago New Teacher Center.

The New Teacher Summer Academy is a two-day professional development opportunity that prepares new teachers to close the achievement gap in a large urban school district; Chicago Public Schools. The Academy focuses on the need to build classroom community by investigating demographics, developmental stages of students, and authentic student work while examining the professional teaching standards in order to ensure success for all students.

Plaza III: *Champaign Unit 4 Community Schools' Evolving Induction Program*, (Standards 1, 2, 4-9). Polly Hill, Mentor Coordinator; Leslie Kniel, Mentor Coordinator; Greg Kneller, Mentor Coordinator.

Champaign Unit 4 Community Schools has steadily increased the sophistication of its' induction program over the four years of participation in the induction grant. Come learn how the Illinois Program Continuum has been a positive new tool in our program's continual growth. We will share how we have incorporated a district website, on-line surveys, stakeholders meetings, and much more!

Conf. Center 2: *Podcasting in Education* (Standards 1, 6, 7). Tim Grimes, Apple Account Executive, K-12 Education, Apple, Inc. **(This session goes from 10:25 to 12:05)**

Podcasting offers the ideal tool for creative expression of knowledge preferred by today's students, and provides an exciting way for students to explore and discover educational content. When students create podcasts for class, they not only learn your content in a creative way, they also learn 21st-century communications skills. Podcasting is also a great way for educators to deliver content to their students, like homework assignments, book narration for beginning readers, or foreign language lessons. Apple technology makes it incredibly easy to create podcasts complete with photos, presentation slides, sound effects, music, etc. Students and teachers use iTunes on a Mac or PC to search, subscribe, and listen to podcasts, and even sync them to an iPod for studying and learning on the go. Come and see how to use podcasts and iPods in your curriculum and how easy it is for teachers and students to create their own podcasts.

Conf. Center 4: *Oodles of Moodle: Providing Online Induction Support and Professional Growth*, (Standards 1, 6, 7). Jacinda Crawmer, Lead Mentor, Urbana School District #116-District; Fran Etter, Ph.D., Mentoring Program Coordinator/Spanish Teacher, Belleville West High School; Monica Evans, Mentoring Program Co-Coordinator/Math Teacher, Belleville East High School; Marci Reeves, Mentoring Program Co-Coordinator/English Teacher, Belleville East High School; Kristin Paulsgrove, New Teacher Induction & Mentoring Coordinator, Kishwaukee Intermediate Delivery System (KIDS), Boone/Winnebago ROE; Bernadette Laumann, Lecturer, UIUC Department of Special Education. Lara Hebert, ISBE Funded Induction Programs Co-coordinator, INTC.

Moodle is an open source platform that can be accessed using an internet browser. Designed as a course management system for online courses, users can easily post documents for download, participate in online discussions, submit electronic assignments, and maintain course calendars.

Hear from induction program leaders who have adapted the use of Moodle to support beginning teachers and mentors in various ways. Presenters will share how they use Moodle tools for ongoing reflection, sharing, and wrestling with the complex nature of teaching and mentoring practice. The session will conclude with time for participants to access INTC's Moodle system, to view the tools and support materials available for developing their own Moodle communities, and to learn how INTC can help support their own use of Moodle within their induction programs.

Vista 1: *Using Induction as a Gateway to the Systemic Management and Development of Educator Talent*, (Standards 2 and 3). Dawn Dolby, Senior Program Associate, Learning Point Associates; Cassandra Meyer, Program Specialist, Learning Point Associates.

Teacher induction is a critical gateway point to developing effective teachers. In order to maximize effectiveness across the teacher's entire career, district leaders must understand how induction is connected to other components of the teacher career continuum, like working conditions, performance management, professional development, and recruitment, and how to align and integrate these components. During this session, participants will interact with a research-based framework describing eight components of talent management and will reflect on their organizations' practices as compared to the research base. In addition, participants will network in small groups through a hands-on activity demonstrating the connectivity between the components of managing educator talent, with an emphasis on how induction and mentoring are strongly connected to other components in the framework. Lastly, participants will determine appropriate next steps for their organizations' talent management to build a continuum of teacher development within their induction and mentoring program and their organization.

Vista 2: *Using NBCTS to Support Second-Year Teachers*, (Standards 3, 7 and 8). Carole Einhorn, New Teacher Induction Facilitator, CCSO 15.

As districts develop their two-year ISBE-approved programs, much attention and energy is placed on developing the first year of the program. This session focuses on developing a high-quality professional development experience for second-year teachers using NBCTS as facilitators of small cohorts of new teachers.

Participants will learn how to imbed the NBPTS Architecture of Accomplished Teaching, the Illinois Professional Teaching Standards, and structured self-reflection experiences into the second year program.

Vista 3: *Mentor Accountability: Beyond Compliance, (Standard 6).* Cecily Relucio Hensler, Outreach Coordinator, New Teacher Center; Tamiko Clark, Lead Induction Coach, Chicago New Teacher Center; Tonya Rivera, Induction Coach, Chicago New Teacher Center.

An effective system of mentor accountability is more about growth than compliance. The intent of this session is to provide a set of assumptions and sample formative assessment tools and processes that can support districts as they strive to create or refine systems that will foster mentor development and effectiveness. A set of mentor standards and continuum of mentor development will be shared as the cornerstone of a formative assessment system that includes multiple ways of assessing mentor practice and holding mentors accountable for expected outcomes.

Vista 4: *Building a Teacher Mentor Stakeholder Team, (Standards 1 and 4).* Marilyn Smith, Assistant Director of Adams/Pike Regional Office of Ed. Teacher Mentor, Quincy Public Schools / Adams-Pike Regional Office of Education; Jan Stanley, Director, Adams/Pike Regional office of ed. Teacher Mentor Program; Michelle Eberlin, QFT Union President, QPS Teacher Mentor Project.

Two grant pilots will lead this session. The Adams/Pike Regional Office of Education Teacher Mentor Program which is in its first year of implementation and The QPS Teacher Mentor Project which is in its fourth year of implementation. We will look at two sample stakeholder teams, one at the district-based level and also one that is a consortium. This session will include strategies for developing a stakeholder team consisting of all stakeholders such as teachers, mentors, administrators, local universities, regional office of education, and district union leaders. Information about the development process as well as monthly and quarterly meeting agendas will be shared. Topics for discussion and evaluation will be shared and the communication process that allows for continuous improvement will be addressed.

Vista 5: *Exemplary Practices of an Urban Network Mentor Program, (Standards 7 and 8).* Barbara Rieckhoff, Asst. Professor, DePaul University; Nancy Meskel Feely, Mentor; Maryrose Cicchetti, Mentor; Sara Duffy, Mentor; Sharon Damore, Asst. Professor.

This presentation will highlight the work of an urban, public and private, P-12 network of schools and DePaul University, engaged in a mentoring partnership which focuses on best practices of mentoring, new teacher development and formative assessment of beginning teachers. This work evolved from four years of the DePaul professional development school implementation with foundations and structures to support these new school-university initiatives with inquiry based mentoring, reflective teaching practices and use of classroom assessment data to guide instruction. Specific professional development areas targeted include curriculum mapping, guided reading, a reflective mentoring model (observational techniques and focus groups), use of data to inform instruction, and use of technology. The presentation includes demonstrations of reflective mentoring model, video clips and discussion and opportunities for audience interaction.

Vista 6: *If you're like me, and I know I am, we must have strategies to manage our classrooms that really work! (Standard 7 and 8).* R. A. Hinshaw, Principal, Center for Teacher Effectiveness.

Research is clear that new teachers come to the profession with ideals and hopes that can be quickly dashed when you are not equipped with effective classroom management strategies. As a 12-year teacher and principal, I've seen for myself many outstanding teachers who have left the field due to ineffective classroom management techniques; and many veteran teachers who struggle year-after-year. When teachers have not been taught effective, proven, strategies, you simply cannot deliver the instruction you've been hired to teach. You don't have to resort to management through fear and intimidation, or gimmicks like moving the popsicle stick over, or moving the teddy bear over the rainbow (I've done most of these.) Learn clear, effective, proven, research-based strategies that will give you the confidence you'll need to effectively manage your students. You didn't become a teacher, so you could enter the exciting world of insurance sales five years later!

Critical Issues Session Two

11:20 – 12:05

Ambassador: *Common Data Elements: Funded Program Progress, (Standards 1-9).* Chris Roegge, Director, INTC; Mary Elin Barnish, Statewide Co-Coordinator, INTC; Patricia Brady, Program Analyst, INTC.

The presenters will provide an overview of the Common Data Elements survey of Illinois' funded induction and mentoring program, focusing on results from the past year and trends over the past four years.

Embassy: *No Teacher Left Behind: Induction and Mentoring Programs in Rural Schools, (Standards 1-9).* Elizabeth Wilkins, Associate Professor, Northern Illinois University.

Rural schools have their own challenges in providing induction and mentoring programs (financial limitations, isolation, to name a few). Additionally, research about induction programs aimed at rural educators is sparse, and the few studies available are dated. Thus, this session will focus on the results from a statewide study including beginning teachers and administrators from 86 rural community unit school districts representing six Regional Offices of Education (surveys: n=444; interviews: n=30). This interactive session will focus on ten tips to help rural educators deliver high quality induction and mentoring support for beginning teachers. Areas to be discussed include the role of administrators, valued and less valued practices in program design, selection and use of mentors, as well as similarities and differences in beginning teacher and administrator perceptions about induction programming. Session participants will be asked to share their successful experiences in supporting beginning teachers in rural settings.

Plaza I-II: *Teaching Teachers about Disability and Reading Instruction, (Standards 5 and 6).* Nina Weisling, Elementary Turnaround Special Education Coach, Academy for Urban School Leadership; Tiffany Ko, High School Turnaround Special Education Coach, Academy for Urban School Leadership.

This workshop is divided into two segments and is designed for mentors, coaches, or teachers who work with students with special needs. First, the session will highlight the format, outcomes, and instructional strategies of a 4-hour professional development used by the Academy for Urban School Leadership (AUSL) to prepare new special and general education teachers to support students with special needs in their classrooms. Through a series of simulation activities and discussions, participants will experience what it is like to be a student with a disability. Then, participants will explore a website dedicated to supporting teachers who teach struggling readers of all ages. Grounded in the research from the National Reading Panel, this site is designed to enhance teacher knowledge of comprehension, phonics, phonemic awareness, vocabulary, word study, and motivation and provide research-based strategies to be used in classrooms immediately.

Plaza III: *TIMSwEB: Online Documentation System, (Standards 1, 3, and 9).* Rosalie Gardner, Curriculum Specialist, Monroe-Randolph ROE 45; Cindy Callahan.

TIMSwEB is the culmination of a year-long collaborative project between several of the INTC project sites to design and implement a documentation website for induction and mentoring programs. Reflecting the Induction and Mentoring Standards, the website allows each project to custom fit their requirements and provides data feedback for program evaluation and completion of program requirements without sacrificing a forest of trees.

The session will demonstrate set up for a program, communication with participants, and data collection capabilities. Participant input is welcome and the cost for adoption will be discussed.

Conf. Center 4: *Building an Induction Program Website*, (Standard 1). Andrea Dombrowski, Teacher Leader for the Teacher Mentor Program, School District U-46; Lindsey Helm, District Mentor, Springfield Public School District 186; Mike Hurst, Induction/Mentor Coordinator, School District 148; Lil Husbands, Mentor Leadership Team, School District 148; Lara Hebert, ISBE Funded Induction Programs Co-coordinator, INTC.

An induction and mentoring program website is a great way to both showcase your program to the public and to provide “one-stop-shopping” for your induction program participants. Thanks to the wonders of technology, you no longer need a programming background to do so effectively.

Hear from induction program leaders who have developed their own program-specific websites and view the fruits of their labor. Presenters will share their decision making process, their lessons learned, and will recommend “questions to consider” when beginning to think about developing your own site.

The session will conclude with time for participants to explore free website building and hosting products available via the internet, and perhaps begin developing a site that they can continue to build after leaving the conference.

Vista 1: *Creating a Team of District Leaders*, (Standards 1, 4, and 9). Mary Francis, Mentoring Program Director, Lee/Ogle ROE #47; Sheila Burns, Consultant & Mentoring Program Director, Rock Island ROE #49.

This session explores strategies and practices that multi-district, consortium-based program directors can use to strengthen district programs, while respecting differences in size, organizational structure, and leadership among individual districts. Topics include organizing and leading effective meetings, building a professional learning community of district mentoring leaders, incorporating standards, clarifying roles and responsibilities, modeling effective mentoring practices, and exploring issues such as autonomy versus accountability.

Vista 2: *Differentiating Support for Beginning Teachers in the Specials Content Areas*, (Standards 7 and 8). Jennifer Saylor, Lead Induction Coach, Chicago New Teacher Center; Joy Dickson, Induction Coach, Chicago New Teacher Center; Sharon Mason, Induction Coach, Chicago New Teacher Center.

Chicago New Teacher Center (CNTC) currently supports the development of practice for over 150 beginning teachers in the Chicago Public Schools’ Specials content areas, which include Fine Arts, Physical Education and World Languages. CNTC Specials induction coaches provide differentiated on-going, targeted professional development by combining face-to-face coaching visits with an online learning community specifically in the beginning teachers’ content areas. This coaching practice is unique to Chicago Public Schools, as it is the only PD community providing specialized content support within these areas.

The presentation will demonstrate how CNTC induction coaches grow practice of Specials teachers by combining specific content area support with the Danielson Framework for Teaching. There will be an emphasis on how coaches differentiate support to provide formative feedback for specialized content areas and how CNTC Formative Assessment System tools and protocols support growth of beginning teacher practice along the Danielson Continuum.

Vista 3: *Advocacy: Making the Case for High Quality Induction and Mentoring*, (Standards 1 and 2). David Osta, Director of Policy and Communications, Chicago New Teacher Center; Mimi Appel, Regional Director, Great Lakes New Teacher Center; Shalini Patel, Induction Coach, Chicago New Teacher Center.

Advocate. Join us at this session where we consider how to become more effective advocates for high quality induction in your district and in the state. Nationally, there is unprecedented attention on teacher effectiveness. Locally and in the state, this is a time of tight budgets. It is essential for all induction stakeholders to make sure that high quality mentoring and induction programs (and funding) are part of local and state plans to improve

teacher effectiveness. During this session participants will identify effective advocacy strategies, practice advocacy skills and plan next step. All interested induction stakeholders (beginning teachers, mentors, program leaders, principals, district administrators, school board members) are encouraged to attend.

Vista 4: *Crossing Generational Divides in Mentorship*, (Standard 3). Ellen Behrstock, Policy Associate, Learning Point Associates.

Sixty percent of workplaces experience inter-generational tensions. This presentation will help mentors to understand generational issues in their schools by providing an overview of the characteristics and workplace preferences of the four generations of teachers in schools today: the veteran generation, the Baby Boomers, Generation X, and Generation Y. Specific emphasis will be placed on Generation Y, which will represent nearly half of the teaching force in ten years. The presentation will highlight intergenerational differences that mentors should be aware of, including generational preferences related to communication, feedback, and non-teaching roles and responsibilities. Areas prone to intergenerational conflict will also be covered, with tips offered to help mentors ensure that generational differences do not create conflict but rather are celebrated as a means to enhance the skills, knowledge, and understanding of each generation of teachers, and to enhance effective classroom instruction as a result.

Vista 5: *Supporting New Teachers in Illinois Charter Schools*, (Standards 1, 2, 4, and 5). Lisa Vahey, Consultant.

Illinois charter schools, while public schools, rarely have access to a "central office" to help support induction and mentoring. This session will focus on how charters -- either a single campus or across multiple campuses -- can begin to think more strategically about how they support beginning educators, and in particular, how administrators and mentors can use the Illinois program standards to design and implement more impactful programs. This session will focus on program design and organization, as well as on the importance of clearly defining the roles and responsibilities of the leaders (both formal and informal) who will advocate for and lead the work of mentoring.

Vista 6: *The Danielson Dialogue: A focused lens for the classroom practice of new teachers*, (Standard 7 and 8). Davin Auble, Leader, Elementary Turnaround Coaching, AUSL: The Academy for Urban School Leadership; Melissa Monaco Phillips, Elementary Turnaround Coach; Bill Suttles, Elementary Turnaround Coach; Angel Turner, Co-Principal, Morton School of Excellence.

Participants will explore "Danielson Dialogues," a key element of the Academy for Urban School Leadership's Teacher Development Process. Grounded in Charlotte Danielson's Frameworks for Teaching, these periodic dialogues between administrators and coaches begin early in the year and are designed as formative assessment to accelerate improvements in teaching and learning in the classrooms of beginning teachers. During a Dialogue, multiple teacher observations are analyzed using an AUSL-designed protocol to create individual teacher growth plans; to allocate coaching and administrative support; and to provide targeted professional development across Danielson's four domains of teaching practice. Presented by a coach-administrator team, the session will delve into the philosophy and vision for the Dialogues, the work tools created, and lessons learned. Participants are invited to contribute as thought partners in an open discussion of the successes and challenges of the process as currently implemented in AUSL schools in Chicago.

Critical Issues Session Three

1:10 – 1:55

Ambassador: *Years One to Five: Comparative Results from the Illinois Teacher Graduate Assessment, 2005-2009*, (Standard 9). Stephen Lucas, Assistant Professor and Director, Eastern Illinois University/Illinois Association of Deans of Public Colleges of Education.

The Illinois Teacher Graduate Assessment is a state-wide survey of every first- and fifth-year Illinois public school teacher who is a graduate of an Illinois public university. This presentation will present key findings from the first cohort of teachers to complete both surveys (2005-2009) and will emphasize comparison of key indicators of professional preparation and growth. Also highlighted will be the mentoring, professional growth, and graduate education experiences reported by the fifth-year teachers, and how those are related to their own sense of professional competence.

Embassy: *The Importance of Local Context in Evaluating Induction & Mentoring Programs*, (Standards 1, 2, and 4 – 9). Kathleen Brown, Executive Director, Illinois Education Research Association; Brenda Klostermann and Brad White.

The Illinois Education Research Council (IERC) created a typology of the funded induction and mentoring sites in order to understand the diversity of programs. Evaluators visited selected sites to deepen understanding of how the local context influences the induction and mentoring programs for each district or partnership.

This presentation will report the findings, and participants will discuss the recommendations made.

Plaza I-II: *Induction Hybrid - 21st Century Technologies Meeting New Teacher Needs*, (Standards 2 and 3). Joe B Boehle, Lead Induction Coach, Chicago New Teacher Center; Stacy Sniegowski, Induction Coach, Chicago New Teacher Center; Ned Brooks, Induction Coach, Chicago New Teacher Center.

Since 2006, the Chicago New Teacher Center has provided innovative and effective solutions for new teacher induction in Chicago Public Schools. CNTC helps new teachers meet the learning needs of their students by rapidly improving their teaching practice. The CNTC program is anchored by the New Teacher Center's Formative Assessment System which includes a set of mentoring tools and protocols designed to support the development of new teacher practice.

CNTC has developed a program to serve over 500 first and second year teachers that utilizes the proven face-to-face mentoring along with a Collaborative Learning Environment (CLE). This presentation will discuss the successes and challenges faced when developing, rolling out, and maintaining a Facebook-like online setting for urban teachers. Hear how Chicago teachers are interacting using new teacher forums, hot topic posts, and 24/7 access to facilitated discussion boards designed to move new teachers to their highest potential.

Plaza III: *What did you say? Communication To All Stakeholders*, (Standards 1 and 4). Rene Garren, BEST (Beginning Educator Support Team) Program Administrator, Oswego CUSD #308; Kathleen Barnes, Instructional Coach (Full Release Mentor); Lisa Johnson, Instructional Coach (Full Release Mentor).

This session will focus on the component of how to get information to all stakeholders. Working collaboratively at all levels is a goal our program is working on, to support our mentoring program. Communication has been a huge enhancement that has made our program successful. We will show different strategies that our team uses to disseminate information at all levels. There will be examples for all learning types. Participants will be able to leave the session with a collection of communication tools.

Conf. Center 2: *Interact and Engage On-Line, (Standards 6 and 7).* Marilyn McManus Williams, Director of Professional Development, South Berwyn Schools.

Participants will learn how to set up a website to blog, share materials, videos, and other resources on an Apple computer. A website set up for a New Teacher Mentor Program will be shared as well as "how to" add photos, movies, You Tube videos, adding an RSS feed and more.

Conf. Center 4: *Good, Google! How using Google Docs can improve your program's collaboration, documentation and organization, (Standards 1, 4, and 9).* Jeff Kohmstedt, Outreach Coordinator, INTC; Lara Hebert, Statewide Co-coordinator ISBE Beginning Teacher Induction Programs, INTC.

This presentation will demonstrate how the Google suite of free web-based software (specifically Google Docs) can facilitate program evaluation, data collection, document sharing and collaboration. Learn how to create Google Forms to easily poll or survey program participants, and see how easy it is to view and share survey results. Put an end to the logistical frustrations of collaborating with others to create word processing documents, spreadsheets, and power point presentations. Google Docs removes many of the challenges associated with obtaining feedback from multiple sources on a single document. Multiple users can edit the same document simultaneously over the web. It allows users to make comments, edit and write while other users do the same.

Vista 1: *Evolution – The making of a Mentor Story, (Standards 1 – 4).* Jennie Crownson, Mentor Coordinator, J. Sterling Morton High School.

District 201 had for many years an informal mentoring program where union members would pair up with new teachers at our two high schools. In the fall of 2003, the union formed a committee to investigate formal mentoring programs at the west campus. This presented a very basic problem of collaboration; we were not even collaborating between schools. Now in 2009; we have tackled the issues of collaboration throughout the district's three campuses. Our presentation is on the evolution of a formal program over the last six years. We will concentrate on the steps we took to get funding, as well as collaboration in a three campus district of 7000 students.

Vista 2: *Conducting Classroom Observation for Sustained Beginning Teacher Growth, (Standard 8).* Gretchen Weber, Senior Associate, Learning Point Associates.

One of the many ways to effectively support beginning teacher development in classroom instruction is through sustained cycles of observation and discussion. Tools used for classroom observation must be research-based and provide a substantial foundation for how to use evidence of teaching and learning to improve the quality of instruction. This session will overview the critical aspects observation tools must have when used in an induction program and will introduce the Learning Point Associates' Classroom Observation Tool, already in use in several IL districts' induction programs. Used as part of the cycle of observation, this tool can support any program's formative assessment standard. Fitting together many pieces of formative assessment experiences, this session will give participants the opportunity to reflect on this aspect of their program and opportunities for change.

Vista 3: *Using Research and Evaluation Data to Drive Program Development and Improvement, (Standard 9).* Marjorie Wechsler, Senior Policy Analyst, SRI International; Daniel Humphrey, SRI International; David Osta, Chicago New Teacher Center.

Research and evaluation data can be an excellent source of evidence to inform induction program development, self-assessment, and improvement. However, using data to inform efforts to develop and improve programs can be challenging. It is important to understand the strengths and limitations of data, when it is appropriate to draw conclusions from data, and how to consider multiple data sources that may not cohere. This working session is a collaboration between SRI and the Chicago New Teacher Center, offering both the researcher and program perspectives. During the session, we will engage in a data inquiry process in which participants examine and interpret real program data collected by SRI. Using the Illinois Standards of Quality and Effectiveness for

Beginning Teacher Induction Programs and Continuum, we will guide participants in using data as evidence of program performance. Participants will leave with tools to make data part of program development, self-assessment, and improvement.

Vista 4: *Champaign Unit 4 Minority Teacher Retention, (Standard 1).* Doretha Simmons, Director of Human Resources, Champaign Unit 4 Schools; Izona Burgess, Minority Teacher Retention Advisory Committee Member, CUSD 4 Second Year Mentor Coordinator; Kendra Bonam, Minority Teacher Retention Advisory Committee Member, CUSD 4 Elementary Teacher.

Champaign Unit 4 Schools is committed to the hiring and retention of minority certified professionals, and is concerned with the issues minority teachers face in the Champaign School District and community. In 2006, CUSD 4 commissioned the creation of a Minority Teacher Retention Advisory Committee to address these focus areas. Come and learn the strategies we implemented and hear our success stories.

Vista 5: *Mentor Selection, (Standard 5).* Rochelle Bryant, Lead Induction Coach, Chicago New Teacher Center; Tamiko Clark, Lead Induction Coach, Chicago New Teacher Center; Chris Twomey, Induction Coach, Chicago New Teacher Center.

This presentation will highlight the major components of the Chicago New Teacher Center's mentor selection process. This session will identify specific steps taken in identifying and selecting quality candidates to support new teacher induction with a focus on mentor selection criteria and protocols. There will be a focus on the following protocols: resume and phone screening, panel interview with an emphasis on teaching practice and reference check. This session will also highlight the rationale and use of a mentor selection rubric to provide a common language and standard criteria when evaluating perspective candidates.

Vista 6: *From Pre-service Preparation to the First Years of Teaching in High-Need Schools: an On-going Conversation, (Standard 7 and 8).* Jan Fitzsimmons, Director, Center for Success in High-Need Schools, Associated Colleges of Illinois; Cindy Diehl Yang, Executive Vice President, Associated Colleges of Illinois; Anne Deeter, Center Evaluation Consultant, Associated Colleges of Illinois.

The Associated Colleges of Illinois' Alumni Support and Mentoring Program extends the experience of its new teacher candidates from the college classroom to the first five years of teaching, supporting alumni with professional development and coaching. Program components include teacher induction academies, one-on-one mentoring, online mentoring and on-going assessments.

In the ACI model, the mentors come from a special sector of higher education: clinical faculty. At smaller colleges, like the ACI colleges, clinical faculty often have the unique experience of working with candidates from their very early days in introductory courses (freshman year) - to methods classes (sophomore and junior years) where teaching is dissected in a host of ways - to student teaching (senior year) which integrates everything they have been taught.

This presentation will focus on the tools used to identify strengths and weakness in first and second year teachers, and the needs they imply for K-12 schools and teacher education. A comparison of pre-and post-needs assessment data will characterize the support needs of new teachers working in high-need schools and address the strategies for higher education and school district partnerships to provide the conduit between critical pre-service and in-service experiences.

Stage-Alike Questions

INTC 2010 Conference Theme: “Digging Deeper”

Tuesday, February 23rd

1. What does or could your organization do to “dig deeper” to assess your program’s progress?
2. What do you see as the crucial areas of an effective program?
3. What have you done or intend to do to meet the needs of all of your stakeholders?
 - a. New Teacher
 - b. Mentors
 - c. Administrators
 - d. Support Providers (ROE/ISC, ETC.)
 - e. Higher Education
4. How can you effectively utilize the qualities of different staff groups?
5. Who else should be included?

Exhibit Reception



February 23rd
5:00 – 6:00 PM*

Rendezvous and Mezzanine

This year's exhibits will feature program displays, vendors, and hors d'oeuvres, sponsored by the Illinois Education Association and the Illinois Federation of Teachers, and a scavenger hunt with a \$50 gift card prize (must be present to win).

Exhibits focus on the standards and where programs have made progress. Learn what your peers in induction and mentoring have faced, what they have learned, and where they have excelled.

Maps to the exhibits will be available as you enter the exhibit session.

*Exhibits will be displayed beginning at 5 PM on the 23rd. They continue until conference end on the 24th.

Role-Alike Questions

INTC 2010 Conference Theme: “Digging Deeper”

Wednesday, February 24th

1. How do you assess your program’s progress?
2. What role does assessment play in driving your program success?
3. How have you been involved in your program’s effectiveness?
4. What have been your barriers?
5. Where are you now on your continuum?
6. Where do you envision yourself in the coming year with this program?
7. What emerged from your discussion that was:
 - The most surprising
 - The most challenging
 - The most interesting
 - The most valuable
 - The most difficult/challenging
 - The most productive

Conference Survey Informed Consent

February 24, 2010

Dear INTC Conference Participant

Laura Barwegen, Wheaton College, as an Illinois New Teacher Collaborative (INTC) partner, is conducting a study of the effectiveness of this conference "Digging Deeper: Using the Induction and Mentoring Continuum for Program Advancement," February 23-24, 2010. The purpose of the study is to gather data on the effectiveness of the conference program in providing information to establish and improve induction and mentoring programs in the participants' districts. Findings will inform INTC in the planning of subsequent INTC induction and mentoring conferences and other meetings. A broader objective is to disseminate the findings, especially to other educational stakeholders, in reports and/or presentations. The Illinois State Board of Education has requested that a study be made of conference effectiveness. The findings can also be used in requests for future external funding for subsequent conferences. Findings will be disseminated in summary form only.

As a participant, we ask that you complete a written survey. The time required to complete the survey is minimal. Your participation is completely voluntary and your answers are completely anonymous. You may refuse to answer any of the questions in the survey. Refusal to participate in this research project will in no way impact your current or future professional status or your relationship with Wheaton College, the Illinois New Teacher Collaborative, or the University of Illinois at Urbana-Champaign, site of the INTC. Any reasonably foreseeable risks or discomforts to you are no more than minimal.

If you have any questions about research participants' rights, please feel free to contact the University of Illinois at Urbana-Champaign Institutional Review Board by phone at 217-333-2670 (Outside the local area, you may call collect.) or by e-mail at irb@illinois.edu or Dr. William M. Struthers, Chair, Institutional Review Board, Wheaton College, 630-752-7046, William.M.Struthers@wheaton.edu.

If you have any questions about your participation in this research, please contact Dr. Laura Barwegen, Professor and Secondary Education Coordinator, Wheaton College, Laura.A.Barwegen@wheaton.edu 630-752-5476.

End of INTC Conference Survey of Participants

This survey is NOT for the pre-conference.

February 2010

Dear Colleague,

Your cooperation in completing and returning this short survey is sincerely appreciated. Your input is important and will assist the Illinois New Teacher Collaborative in improving the annual conferences. All results will remain anonymous and be reported only in the aggregate. Completion of the survey indicates your informed permission to include your responses in the reporting. If you have any questions or concerns, please do not hesitate to contact me directly.

Thank you!

Laura Barwegen, Ed.D.

630-752-5041

INTC Partnership Board

Laura.Barwegen@wheaton.edu

Demographic Information

For each of the following, please choose the descriptor which fits best, although it may not be perfect.

Position held (circle the one that best fits):

Administrator Mentee Mentor Support Personnel Higher Education Other/Special

Size of school (circle the one that best fits):

0-250 251-400 401-1000 1000-2500 2501-5000 5001+

District description (circle the one that best fits): *Urban Suburban Rural*

Stage of mentor program development (circle the one that best fits):

Initiating beginning program Developing existing program Evaluating defined program

Geographical Location of District (circle the one that best fits):

Chicago Suburban Chicago Northern Illinois Central Illinois Southern Illinois

Survey Items. For each of the questions below, circle the number which best represents your level of agreement regarding this conference. Additional comments are welcome at the end of each section and on paper provided at each table.

Goal 1. Inform participants of innovative ideas in induction/mentoring programs across the state and nation.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I learned new information about successful induction/mentoring programs.	4	3	2	1
2. I learned about the various induction/mentoring programs across the state of Illinois.	4	3	2	1
3. The ideas presented at the conference will help strengthen the induction/mentoring programs in my district.	4	3	2	1
4. I was able to discuss induction/mentoring programs with others throughout the state.	4	3	2	1
5. The presenters at this conference were engaging and informative.	4	3	2	1
6. This conference strengthened my knowledge about the defining features of successful induction/mentoring programs.	4	3	2	1
7. The keynote presentations were valuable.	4	3	2	1
8. The exhibits were valuable.	4	3	2	1
9. The hotel facilities and accommodations were good.	4	3	2	1
10. I learned new information about the Illinois Induction Program Continuum.	4	3	2	1

Additional Comments:

Goal 2. Assist districts developing plans for retaining quality educators within their school/district through the development of quality induction/mentoring programs sharing state and national perspectives and research	Strongly Agree	Agree	Disagree	Strongly Disagree
11. This conference will assist my district in developing plans for retaining quality educators.	4	3	2	1
12. This conference will assist my district in the development of a quality induction/mentoring program.	4	3	2	1
13. I left this conference with a plan for developing/enhancing our district induction/mentoring program.	4	3	2	1
14. This conference contributed to the inclusion of state and national perspectives and research in the plan we developed.	4	3	2	1

Additional Comments:

Goal 3. Provide assistance for districts to develop, enhance, and/or evaluate district induction/mentoring programs	Strongly Agree	Agree	Disagree	Strongly Disagree
15. I was provided with the opportunity to develop, enhance, and/or evaluate the district induction/mentoring program.	4	3	2	1
16. The conference provided sufficient time to network with others <i>within</i> my district.	4	3	2	1
17. The conference provided sufficient time to network with others <i>outside</i> my district.	4	3	2	1
18. The time allotted for districts to develop, enhance, and/or evaluate their induction/mentoring programs was valuable.	4	3	2	1
19. The presenters chosen enabled and/or assisted in the development, enhancement, and/or evaluation of induction/mentoring programs.	4	3	2	1
20. The conference provided opportunity to use the Illinois Induction Program Continuum in evaluating our district induction/mentoring program.	4	3	2	1

Additional Comments:

1. **The best feature of the conference was:**

2. **Suggestions for improvement:**

3. **Other comments and reactions I wish to offer:**

4. **Ideas for 2011 conference theme/title:**

Speaker Biographies

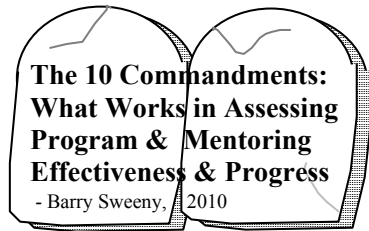
Barry W. Sweeny is the President of Best Practice Resources, Inc. an independent educational consulting firm in Wheaton, Illinois. He has been a consultant, facilitator, trainer, and author since 1987 and has been a presenter and keynoter at dozens of conferences. Mr. Sweeny has trained thousands of mentors and administrators, and helped develop or evaluate and improve hundreds of programs in school districts, professional associations and collaboratives, universities, regional agencies, not-for-profits, and businesses all over the world. He is probably best known for his extensive list of mentor training and induction program publications, his mentoring web site at www.teachermentors.com, and his role in founding the ASCD Mentoring Leadership and Resource Network in 1991 which is an international network at www.mentors.net. Mr. Sweeny is also a Director Emeritus of the International Mentoring Association and Chairman of the Board for Discoveries Unlimited, a youth mentoring program.

Besides mentoring, Mr. Sweeny has also worked in school improvement, peer coaching, staff development, and performance-based teaching, learning, and assessment. Previously, Mr. Sweeny was an award-winning classroom teacher for 22 years, school district staff developer and mentor program coordinator, and the Manager of School & Program Development at two different Regional Offices of Education in Illinois. He is also Past President of the Illinois Staff Development Council and has served on or led six national and state level commissions on teacher mentoring and induction.

Mr. Sweeny's specialty is development of teacher mentoring and induction programs and practices which result in high quality instruction and increased student learning. His "High Impact" model of induction and mentoring is known all over the world for accomplishing all the typical goals for supporting and guiding new teachers into the profession AND for creating programs that help districts accomplish their strategic initiatives. "High Impact Mentoring and Induction" is the only program of its kind in North America, and it is why Mr. Sweeny's services and materials are in such demand.

Mary C. Clement has presented her work on teacher hiring and induction at the national conferences of ASCD, NAESP, Kappa Delta Pi, Phi Delta Kappa and the Association of Teacher Educators. Her writing has been featured in the Kappan, the American School Board Journal, Principal, and Principal Leadership. She is the author of seven books for, and about, teachers. A professor of teacher education at Berry College, northwest of Atlanta, GA, she began her career as a high school teacher in Illinois and received her doctorate from the University of Illinois at Urbana-Champaign.

Speaker Handouts – Barry W. Sweeny



- I. Define mentoring as one-on-one “practice” at the adult level of the instructional model desired at the classroom level.
- II. Map your “Chain of Logic” for the program and assess the assumptions in each link.
- III. Define Induction as the program level orientation, training, observations, and support given novice educators. That makes mentoring an induction strategy.
- IV. Define mentoring as, and assess the extent to which it IS, follow up support of novice educator’s implementation in classroom practice of what is learned in the Induction Program.
- V. Define what best mentoring practices look like (see #s 1, 4 & 6). Then, ask mentors to observe each other for these practices and provide each other feed back on those observations. (peer review = internalization) (implements #4)
- VI. Use a research-based and proven developmental model (CBAM) as the conceptual basis for:
 - A. Your program model
 - B. Your model of mentoring practice
 - C. Your model for assessment of the impact of the program and the mentoring.
- VII. Combine needs assessment with program evaluation. (Hint - It’s a cycle.)
- VIII. Use the CBAM (implements #1 & 6) to assess:
 - A. participant needs for a topic **before** events, to design for participant learning.
 - B. change in participant needs **during** events and adjust plans to meet needs
 - C. change in participant development / needs as a result of (**after**) the event.
- IX. Use end-of-event data on novice teacher needs on the topic to design the next program steps. (implements #1 & 6)
- X. Provide mentors end-of-event data on novice teacher needs and prompt their follow up support for next steps and implementation. (implements #1, 4 & 6)

ADULT LEARNING

ADULTS PREFER LEARNING SITUATIONS WHICH:

1. ARE PRACTICAL AND PROBLEM-CENTERED, SO...

- Give overviews, summaries, examples, & use stories
- Plan for direct application of the new information
- Design in collaborative, problem-solving activities
- Anticipate problems applying the new ideas, offer suggested uses

CAUTION- Guard against becoming too theoretical.

2. PROMOTE THEIR POSITIVE SELF ESTEEM, SO...

- Provide low-risk activities in small group settings
- Plan for building success incrementally
- Help them become more effective and competent

CAUTION- Readiness to learn depends on self-esteem

3. INTEGRATE NEW IDEAS WITH EXISTING KNOWLEDGE, SO...

- Help them recall what they already know that relates to the new ideas
- Help them see how the new information is relevant to them.
- Plan ways they can share their experience with each other

CAUTION- find ways to assess participant knowledge before an event

4. SHOW RESPECT FOR THE INDIVIDUAL LEARNER, SO...

- Provide for their needs through breaks, snacks, coffee, comfort
- Provide a quality, well organized experience that uses time effectively
- Avoid jargon and don't "talk down" to participants
- Validate and affirm their knowledge, contributions and successes
- Ask for feedback on your work or ideas, provide input opportunities

CAUTION- Watch your choice of words to avoid negative perceptions

5. CAPITALIZE ON THEIR EXPERIENCE, SO...

- Don't ignore what they know, it's a resource for you
- Plan alternate activities so you can adjust to fit their experience level
- Create activities that use their experience and knowledge
- Listen before, during and after the event

CAUTION- Provide for the possibility of a need to unlearn old habits

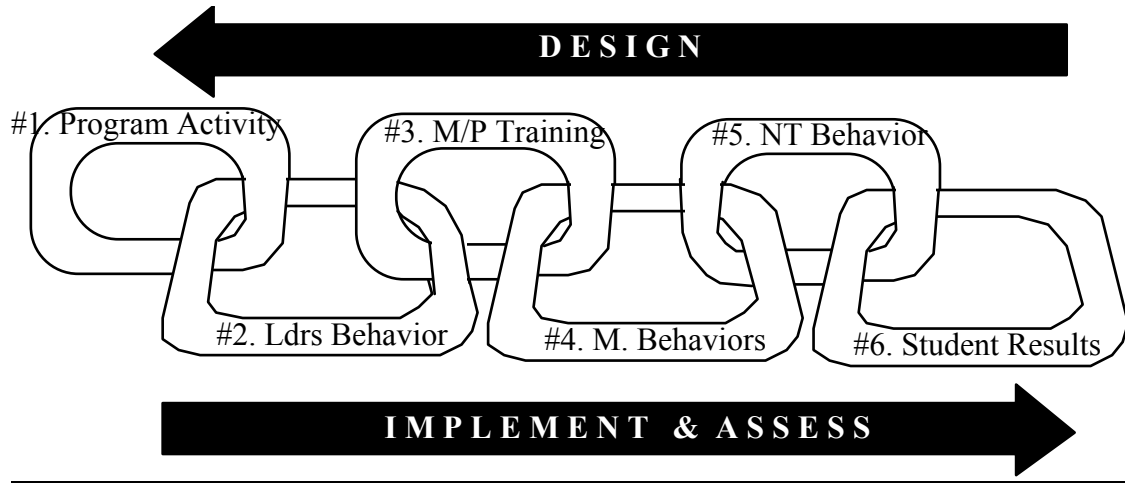
6. ALLOW CHOICE AND SELF-DIRECTION, SO...

- Build your plans around their needs, compare goals & actual
- Share your agenda and assumptions and ask for input on them
- Ask what they know about the topic
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift if needed
- Suggest follow up ideas and next steps for after the session

CAUTION- Match the degree of choice to their level of development

Backward Map Your “Chain of Logic” & Assess Its Assumptions

Barry Sweeny, 2007

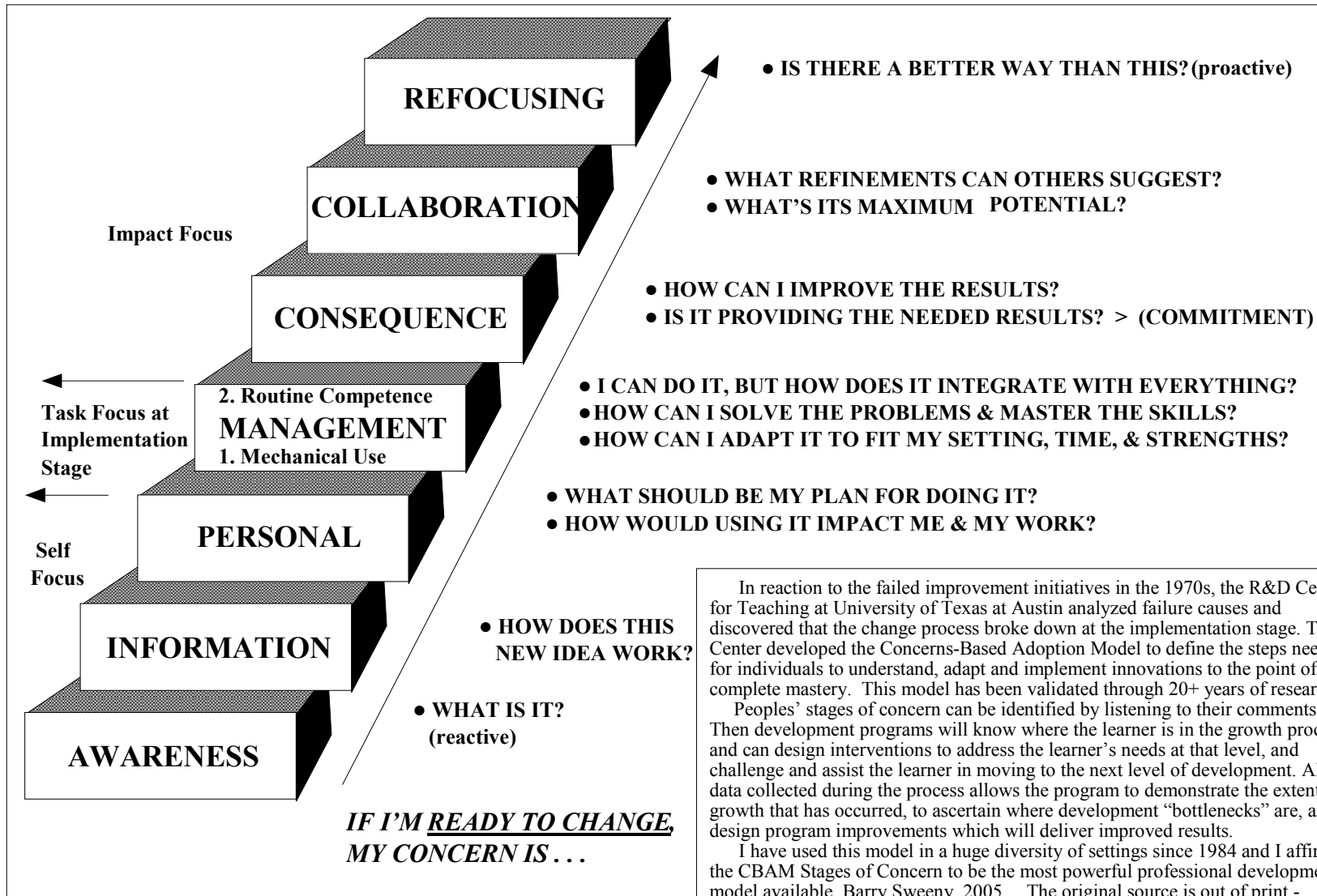


Chain of Causes and Effects

Assumptions About the Causes and Effects to Assess

6. What must the Mentoring & Induction Program Do?	<ul style="list-style-type: none"> • Through their processes & criteria, program components can communicate the Vision of Excellent Teaching & Learning.
5. What must the Program Leaders do so mentors & protégés learn to behave that way?	<ul style="list-style-type: none"> • By their modeling and direct teaching of the Program Vision, leaders can communicate and facilitate adoption of that Vision by program participants.
4. What must mentor training do for mentors to learn to behave that way?	<ul style="list-style-type: none"> • By providing great models of mentoring that demonstrate the program Vision, clear & direct teaching to mentors of how to model that Vision, practice and correction to mentors to improve their own modeling of the Vision and by teaching mentors how to teach protégés to be models of that Vision, mentors will be able to teach that vision to new teachers.
3. What must mentors do for novice teachers to learn to behave that way?	<ul style="list-style-type: none"> • By mentor modeling and direct teaching, the protégés can become models of that Vision in their instruction of students
2. What must novice teachers do for students to learn to behave that way?	<ul style="list-style-type: none"> • By using strategies defined in the Vision, teachers will meet individual student needs, engage students in active learning, improve students’ attitudes as learners and improve students’ success in learning
1. What do we want students to do as learners?	<ul style="list-style-type: none"> • When students’ individual needs are met and they are actively engaged in their learning, their attitudes about themselves as learners and their learning will improve. • When student learning improves, so will their performance (application) and their achievement.

THE CBAM “STAGES OF CONCERN”



In reaction to the failed improvement initiatives in the 1970s, the R&D Center for Teaching at University of Texas at Austin analyzed failure causes and discovered that the change process broke down at the implementation stage. The Center developed the Concerns-Based Adoption Model to define the steps needed for individuals to understand, adapt and implement innovations to the point of complete mastery. This model has been validated through 20+ years of research.

Peoples' stages of concern can be identified by listening to their comments. Then development programs will know where the learner is in the growth process, and can design interventions to address the learner's needs at that level, and challenge and assist the learner in moving to the next level of development. Also, data collected during the process allows the program to demonstrate the extent of growth that has occurred, to ascertain where development "bottlenecks" are, and design program improvements which will deliver improved results.

I have used this model in a huge diversity of settings since 1984 and I affirm the CBAM Stages of Concern to be the most powerful professional development model available. Barry Sweeny, 2005. The original source is out of print - "Taking Charge of Change", by Shirley Hord, Gene Hall, et.

When you think about your knowledge & skill in class management, which response below best indicates your most immediate concerns or needs? N = 31

PRE		POST
1	<input type="checkbox"/> I am not sure what effective class management really is.	
4	<input type="checkbox"/> I need to know more about the factors that lead to effective class management?	
5	<input type="checkbox"/> How can I plan for more effective class management in my work?	3
14	<input type="checkbox"/> I need help solving class management problems so I can become a more effective leader.	16
4	<input type="checkbox"/> I have good class management skills but I wonder if what I do can be improved so kids can accomplish & improve more.	4
3	<input type="checkbox"/> I'd like to share what I know & to learn from others who are good at class management.	8

The “High Impact” Program Evaluation Process

Barry Sweeny, 2007

Note, those items in **bold** are not usually in typical evaluations, but have proven invaluable.

1. Develop parameters for program evaluation.

Parameters define "What we will try to do." and "What we will not do." This sets boundaries around the work so the scale of the project is manageable and intentions are more likely to be implemented.

2. Define audiences for the evaluation data, conclusions and recommendations.

Defining your audience ensures that you collect no more than the data you need. You can focus your efforts and time on what is strategically critical to know and to say. There are usually multiple audiences.

3. Define the assumptions you have made that are inherent to your program model.

When we define each link in the Chain of Causes and Effects, we make assumptions about what would cause a specific, desired effect. *Using the Chain will produce* the effects we want, but to show that your *program has caused* this whole sequence of effects, we need evidence for each of the assumptions.

4. Determine the indicators that will measure the assumptions

Defining an indicator for each assumption tells us what to measure and how to collect the data.

5. Define evaluation questions to assess the truth of each indicator.

Translate each of the indicators into a specific, observable behavior that is stated as a question and which can feasibly be assessed. Some indicators definitely need more than one question to be thoroughly assessed.

6. Define the data needed to assess each indicator.

Program assessment must provide the data we need, not just about the last link in the chain (student learning), but about every assumption for every link in the chain. That means we need to know the *current* situation for each indicator we have defined and we need to monitor the progress in the data year-to-year as those data move toward a match with the truth stated in the indicators.

7. Identify target populations from which to collect data.

Who has a viewpoint on each topic that warrants collecting it for comparison? To maintain the best quality in your conclusions you need to have three data sources for comparison.

8. Identify or develop tools to collect data.

Check that the instrument you design is adhering to your parameters, designed to provide the data which you and the audience you serve will want, investigates your program assumptions about the Chain, and so on. Each tool or process has purpose behind its creation and so, has advantages to offer and built-in limitations.

9. Decide on the need to validate the quality of the assessment tools.

The point is to avoid mistakes that destroy credibility and usefulness of the data you collect.

10. Integrate needs assessment into program evaluation.

Conceptions of evaluation as only an “after event” process are simply untrue. “After” and “Before” *exist together* because growth, learning and improvement are a continual process. For example, an after-event evaluation can eventually evolve into needs assessment for the same participants at the next event. That is why to be able to measure, monitor, document and improve our progress we must collect and monitor a wide range of the same data, *before, during & after* events, and NOT just at the end of an event.

11. Define a time line for data collection, analysis and reporting .

12. Select person(s) responsible for implementation of the evaluation plan.

13. Collect, organize and analyze the data.

The process is essentially one of arranging the data to allow comparisons, searching for meaningful patterns in the data, and interpreting or assigning meaning to the patterns found.

14. Develop targets for each indicator that needs to improve.

Targets define the desired extent of improvement for a specific indicator within a specified time. Consensus on measurable goals also greatly increases the chances that you will actually attain the goals you set.

15. Write recommendations for program activities that are likely to improve the target data.

16. Analyze the adequacy, quality, and timeliness of the evaluation process.

17. Write recommendations for improvement of the evaluation process.

IEA Letter of Support



Illinois Education Association-NEA

*Ken Swanson, President
Robert Blade, Vice President
Cinda Klickna, Secretary-Treasurer
Audrey Soglin, Executive Director*

*100 East Edwards Street
Springfield, IL 62704-1999
(217) 544-0706 Fax 217.544.7383*

December 10, 2009

Chris Roegge, Executive Director
Illinois New Teacher Collaborative
196 Children's Research Center
51 Gerty Dr.
Champaign, Illinois 61820

RE: Illinois New Teacher Collaborative

Dear Mr. Roegge:

The Illinois Education Association-NEA fully supports the work of the Illinois New Teacher Collaborative (INTC), and we are pleased to be a partner in this organization. INTC continues to provide a valuable service to the teachers and students of Illinois by promoting the need to attract, support, and retain new teachers. IEA applauds the commitment INTC makes to new teachers and their mentors as it is one that we share and embrace. We will continue to work together to support our newest teachers and their students.

Cordially,

A handwritten signature in cursive script that reads 'Ken Swanson'.

Ken Swanson, President
Illinois Education Association-NEA

KS/jls

IFT Letter of Support



A Union of Professionals

Illinois Federation of Teachers

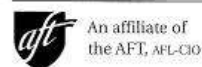
500 Oakmont Lane
P.O. Box 390
Westmont, IL 60559
T: 630/468-4080
F: 630/468-4089
www.ift-aft.org

Ed Geppert, Jr.
PRESIDENT

Marilyn Stewart
SECRETARY-TREASURER

February 23, 2010

Dear INTC Conference Participants,



An affiliate of
the AFT, AFL-CIO

As president of the Illinois Federation of Teachers, I am pleased to support "Digging Deeper: Using the Induction and Mentoring Continuum for Program Assessment," a conference planned by the Illinois New Teacher Collaborative (INTC) and its partner organizations.

The IFT has long advocated quality induction/mentoring programs for Illinois educators that are collaboratively developed by union leaders and district administrators. The work of induction and mentoring is essential to Illinois public schools. The Illinois Race to the Top (RTTT) application states that "nearly half of all new teachers leave the classroom within their first five years of service." It also indicates that induction and mentoring supports have "proven to be some of the most effective tools in retaining new teachers and improving their skills." Districts that signed the RTTT Memorandum of Understanding have committed to establishing two-year induction and mentoring programs for all new teachers.

In the last four years many Illinois districts have received funding from the Illinois State Board of Education (ISBE), which has allowed them to implement and/or improve induction and mentoring support for beginning teachers. If Illinois is successful in its bid for Race to the Top funding, more districts will need technical assistance and other resources to develop their induction and mentoring programs. This conference is an essential component of the work of ISBE and stakeholders throughout Illinois to provide opportunities for districts to learn from experts in the field, as well as network with each other.

I wish your conference every success, and I pledge the continued support of the IFT to work with the INTC and other statewide educational organizations to advocate for needed resources, including statewide funding, to support the development of high quality induction and mentoring programs.

Sincerely,

Ed Geppert Jr., President
Illinois Federation of Teachers

EG/vn

Thank You

Conference Planners

These individuals generously gave direction, input, and their own time and resources to make this conference happen. INTC Conference Managers, Nancy Johnson and Kevin Seymour, and all INTC staff thank them!

Laura Barwegen	Wheaton College	Alvena Ivy	DeKalb CUSD #428
Jodi Bouris	Two Rivers Professional Development Center, Peoria	Donna Keyes	Consortium for Educational Change
Nancy Brodbeck	Warrensburg-Latham CUSD #11	Dianna Kirk	Danville CCSD #118
Jacinda Crawmer	Urbana SD #116	Karla McAdam	Decatur PSD #61
Cindy Duffy	Area IV Learning Technology Center	Mary Jane Morris	Illinois Education Association
Michelle Eberlin	Quincy SD #172	Stan Otto	State Farm Education Leadership
Debra Erikson	University of Illinois, Urbana- Champaign	Maria Owens	DuPage ROE #17
Bob Fisher	Illinois State University	Pam Rosa	Consortium for Educational Change
Mary Francis	Lee-Ogle ROE #47	Christy Simon	National Council of Teachers of English
Jennifer Garrison	Sandoval CUSD #501	Jean Smith	Illinois Principals Association
Barbara Gillespie	Novice Teacher Support Project	Jim Tammen	Illinois Education Association
Jan Haake	DuPage ROE #17	Sue Walter	Illinois Federation of Teachers
Lindsey Helm	Springfield SD #186	Elizabeth Wilkins	Northern Illinois University
Cecily Hensler	Chicago New Teacher Center	Meghan Zefran	Chicago PSD #299

Continuum Writing Team

The following individuals helped write the *Illinois Induction Program Continuum*. Their input and time are much appreciated.

Mimi Appel - Facilitator	New Teacher Center	Brenda Klostermann	Illinois Educational Research Council
Mary Elin Barnish – Chair	INTC	Mary Jane Morris - Chair	Illinois Education Association
Joyce Crews	Anna-Jonesboro CHSD Unit 81	Megan Novotney	Bloomington Unit 5
Doug Cunningham	Illinois Principals Association	Sarah Oehlert	Springfield SD 186
Delores Davis	Chicago Public Schools	David Osta	Chicago New Teacher Center
Bill Dubois	Elgin School District U-46	Gail Owen	ROE - Tazewell
Carol Einhorn	ROE - DuPage County	Amanda Rivera	Chicago Public Schools
Connee Fitch-Blanks	Chicago Teachers Union - Quest Center	Nicki Rosenbaum	ROE - Iroquois-Kankakee
Lynn Gaddis	Illinois State University	Cheryl Settle	ROE - Hamilton-Jefferson
Janet Gless - Facilitator	New Teacher Center	Tammy Stegeman	Quincy Public SD172
Cecily Hensler	Chicago New Teacher Center	Lisa Vahey	Chicago New Teacher Center
Vicki Hensley	ROE - Iroquois-Kankakee	Sue Walter	Illinois Federation of Teachers
Polly Hill	Champaign Unit 4	Gretchen Weber	Learning Point Associates
Vanessa Kinder	South Cook Intermediate Service Center	Dennis Williams	Illinois State Board of Education



Illinois New Teacher Collaborative Executive Board and Partnership Board Members

2010 Winter Conference

*Digging Deeper: Using the Induction and Mentoring Continuum for Program
Advancement*

INTC EXECUTIVE BOARD

Name	Organization	Name	Organization
FIELDS, David L.	Illinois State Board of Education	MORRIS, Mary Jane	Illinois Education Association
LEAHY, Jason	Illinois Principals Association	MURPHY, Patrick	Illinois State Board of Education
LUCZAK, John	The Joyce Foundation	OTTO, Stan	State Farm Education Leadership
MAYS, Jeff	Illinois Business Roundtable	QUINLAN, Jane	Champaign-Ford ROE
MEISNER-BERTAUSKI, Debbie	Illinois Board of Higher Education	TOMLINSON, Linda	Illinois State Board of Education
MELLEN, Nanette	Danville CCSD #118 (ret.)	WALTER, Sue	Illinois Federation of Teachers
MEYER, Dea	Civic Com'te-Commercial Club of Chicago	WILKINS, Elizabeth	Northern Illinois University

INTC PARTNERSHIP BOARD

Name	Organization	Name	Organization
ANDRE, Lynda	Edwardsville CUSD #7	KIRK, Dianna	Danville CCSD #118 (IPA)
ANGELIS, Jane	SIU-Carbondale	KLICKNA, Cinda	Illinois Education Association
APPEL, Mimi	New Teacher Center, Great Lakes Region	KLOSTERMANN, Brenda	Illinois Education Research Council
AUGUSTINE, Susan	Northeastern Illinois University	LACOPO, Diane	Illinois State Board of Education
BARWEGEN, Laura	Wheaton College	LEE, Cal	Moline SD #40 (IASA)
BERGERON, Bette	SIU-Edwardsville (IADPCE)	LEONARD, Mary Ellen	ROE SchoolWorks, ROEs # 9 & 54
BOLANDER, Jenny	SIU-Edwardsville	LESSEN, Elliott	Northeastern Illinois University
BRODBECK, Nancy	Warrensburg-Latham CUSD #11 (IPA)	LOESCHEN, Sue	Barrington CUSD #220
CLARK, Barbara	West Chicago Elem SD #33 (IASA)	LUTZ, Carlene	Illinois Federation of Teachers
COLWELL, Pam	Chicago Public Schools	MATHIESON, Ann	Decatur PSD #61
CONRAD, David	Manteno Middle School (IPA)	McADAM, Karla	Decatur PSD #61
CONVERSE, Susan	Edwardsville CUSD #7	McCLURE, Cliff	Paxton-Buckley-Loda CUSD #10 (IASA)

CURRY, Lynne	Illinois State University	MEJIA, Clem	Kane ROE #31 (<i>ret.</i>)
DAVIS, Delores	Chicago Public Schools	MORRISON, Daryl	Illinois Education Association
DOMBROWSKI, Andrea	School District U-46 (Elgin)	OEHLERT, Sara	Springfield PSD #186
DuBOIS, Bill	School District U-46 (Elgin)	O'NEIL, Patty	Geneva CUSD #304 (IASA)
DUFFY, Cindy	Area IV Learning Technology Center	OSTERMEIER, Adrienne	Springfield PSD #186
DURHAM, Brian	Illinois Community College Board	OTTO, Stan	State Farm Education Leadership
EILER, Rick	Freeport SD #145	PATAY, Heather	Northeastern Illinois University
ERIKSON, Debbi	University of Illinois at Urbana-Champaign	PETERSON, Karen	Governors State University
ERLINGER, Julie	Urbana USD #116	PIENTKA, Valerie	Barrington CUSD #220
ETTER, Fran	Belleville Twnshp HSD #201	REIFSTECK, Cheryl	Vermilion ROE #54
FISHER, Bob	Illinois State University	RIECKHOFF, Barbara	DePaul University
FITCH-BLANKS, Connee	Chicago Teachers Union	RIVERA, Amanda	Chicago Public Schools
FOUTS, Steve	Living Library Project Leader (IEA)	RODRIGUEZ, Gladys	Chicago Public Schools
FUKUDA, Laura	School District U-46 (Elgin)	ROSENBAUM, Nicki	DLM ROE #17 (<i>ret.</i>) and ICE 21
GADDIS, Lynn	Illinois State University	SEYMOUR, Kevin	ROE SchoolWorks, ROEs # 9 & 54
GARRISON, Jennifer	Sandoval CUSD #510 (IASA)	SHONK, Michael	Tolono CUSD #7
GILLESPIE, Barb	Urbana USD #116 (<i>ret.</i>)	SIMMONS, Doretha	Champaign CUSD #4
GRIFFIN, Kathi	Illinois Education Association	SIMON, Christy	National Council of Teachers
HALLETT, Anne	Grow Your Own Illinois	SMITH, Beverly	Springfield PSD #186
HAMMER, George	Applebatch	SMITH, Jean	Illinois Principals Association
HELM, Lindsey	Springfield PSD #186	SMITH, Marilyn	Quincy SD #172
HENSLEY, Vicki	I-Kan ROE #32 and ICE 21	SOGLIN, Audrey	Illinois Education Association
HILD, Christy	Shelbyville CUSD #4	SONDGEROTH, Kyle	Champaign CUSD #4
HILLIARD, John	Illinois Resource Center	SULLIVAN BROWN, Kathleen	SIU-Edwardsville (IERC)
HUNT, Erika	Illinois State University	TAMMEN, Jim	Illinois Education Association
HUNTER, Litrea	Chicago Public Schools	TREADWELL, Amy	Chicago New Teacher Center
JENSEN, Cynthia	Columbia University	WALKER, Toi Jesay	Chicago Public Schools
JERICH, Ken	Illinois State University	WALTER, Sue	Illinois Federation of Teachers
JONES, Alexis	Urbana USD #116	WILKINS, Elizabeth	Northern Illinois University
JONES, Dan	SIU-Carbondale	YANGUAS, Josie	Illinois Resource Center
JONES, Phyliss	Illinois State Board of Education	ZEFTRAN, Meghan	Chicago Public Schools
KARON, Joyce	Illinois State Board of Education	ZIMMERMAN, Ellyn	Lake County ROE #34

An Invitation to Join the INTC Partnership Board

Partnership Board membership is open to individuals and institutions who want to help direct and actively participate in INTC activities. Members volunteer to serve as part of temporary task-based groups and are sometimes asked to recruit others or to assist as necessary. If you would like to participate, please complete this form and return it to Nancy Johnson, INTC Assistant Director, nljohnsn@illinois.edu, mail it to INTC, CRC Rm 196, 51 Gerty Drive, Champaign, IL 61820, or FAX it to 217-244-7696.

Name _____ Title/Position _____

Institutional Affiliation _____

Address _____

E-mail _____ Telephone Number _____

Below is a list of our current working groups. Please check those of which you would like to be a part.

___ Induction and Mentoring & Program Evaluation Research

___ Summer 2010 Conference for New Teachers

___ Marketing Plan/Service Learning Project for High School Students

___ INTC Winter Conference Planning

___ INTC Technology Planning

___ INTC Regional Professional Development and Mentoring Workshops Planning

___ Other (Please explain.) _____

This form is also available online at:

<http://intc.education.illinois.edu/page/invitation-join-intc-partnership-board>

INTC Central Staff and Work Responsibilities

	Contact for questions about	Telephone
Chris Roegge INTC Director croegge@illinois.edu	Illinois State Board of Education Illinois Induction Policy Advisory Group Funding Reports Research	217-265-0480
Nancy L. Johnson Assistant Director nljohnsn@illinois.edu	General information Winter conference Executive and Partnership Board meetings Regional Professional Development Workshops Illinois Induction Policy Team Human subjects compliance Reports	217-244-3166
Jeff Kohmstedt* Outreach Coordinator jkohm@illinois.edu	Purchasing and reimbursements Winter conference Funded programs meetings Website Data analysis Reports	217-244-7389
Mary Elin Barnish* Statewide Co-coordinator ISBE Funded Beginning Teacher Induction Programs (time split between Champaign and Glen Elyn) mbarnish@illinois.edu	Communication with and support for funded programs including site visits and meetings, program development assistance, and networking sessions Regional Professional Development Workshops Illinois Induction Policy Team CDE's Data analysis Funded programs reports	217-244-8253 630-569-9556 (C)
Lara Hebert* Statewide Co-coordinator ISBE Funded Beginning Teacher Induction Programs lhebert2@illinois.edu	Communication with and support for funded programs including site visits and meetings, program development assistance, and networking sessions Induction programs and resources databases Regional Professional Development Workshops Illinois Induction Policy Team CDE's Data analysis Funded programs reports	217-244-8253
Patricia Brady Project Analyst pbrady@illinois.edu	CDE's Data analysis Funded programs reports	217-244-7389
Linda J. Fisher Budget Analyst lindaljf@illinois.edu	Budgets funded programs Data analysis Funded programs reports	217-244-8729
Christine Murphy-Lucas Staff Assistant c-murphy@illinois.edu	Regional Professional Development Workshops Data Analysis Funded programs reports	217-244-8729
Hilarie Welsh Graduate Student welsh2@illinois.edu	Data Analysis Funded programs reports	217-244-7389

**Jeff, Mary Elin, and Lara are the only full-time staff. Others are part-time with INTC but may hold additional appointments in the College of Education.*



INTC ANNUAL PROGRESS REPORT¹

February 2010

Each year, the Illinois New Teacher Collaborative (INTC) staff members compile a report summarizing the work of INTC. We invite you to read through the summary and think about which activities are of interest to you. Then, on the sign-up sheet that is in the conference booklet, please let us know if you would like to join the INTC Partnership Board to become actively involved in INTC projects.

Major Tasks

1. Continuing to expand the Illinois New Teacher Collaborative (INTC) to ensure that supporting new teachers becomes a statewide commitment and develops into a statewide infrastructure
2. Planning for the annual February statewide teacher induction and mentoring conference, regional professional development, and networking workshops throughout Illinois; a new national conference focusing on using electronic communication to support beginning teachers; and a new summer conference for Illinois teachers just finishing their first year of teaching
3. Serving as the administrative home for the Illinois State Board of Education (ISBE) Beginning Teacher Induction and Mentoring Funded Programs
4. Continuing to improve the website, to add induction and mentoring program information, and to expand the online resources database
5. Spreading the word of INTC via presentations, print and electronic media, web presence, and personal contact

Progress on Major Tasks

1-Expansion of the Collaborative

- Participated in the reconstitution of the Illinois Induction Policy Team into a smaller change-focused group (ISBE Induction Policy Advisory Team) that will advise ISBE on policy matters
- Provided quarterly reports of progress to State Farm Companies Foundation and Education Leadership
- Continued to partner with the Illinois Education Research Council (IERC) and SRI International in research on induction and mentoring in Illinois
- Added members to the Partnership Board (PB), including first-time representation for the Illinois Community College Board (ICCB)
- Continued to implement the INTC Strategic Plan by developing Action Steps around three topics (comprehensive technology plan, revised statewide conference, calendar of regional meetings and topics) at combined Executive Board/Partnership Board meetings. Subcommittees formed around these three topics continue to be active.
- Organized and conducted the May 2009 Executive Board/Partnership Board meeting
- Worked with Dr. Chris Roegge to facilitate his transition as INTC Director and to ensure continuation of the mission of INTC

¹ INTC has three major sources of support, the College of Education, University of Illinois, Urbana-Champaign, State Farm Companies Foundation, and ISBE. Many INTC work components funded by one source go hand in hand with those supported principally by other sources. One example is that INTC, which resides in the College of Education, is the administrative agent for the ISBE funded programs, which play a large role in planning, facilitating and attending (the latter on ISBE money) the statewide conference, whose major sponsor is State Farm.

- Partnered with Illinois State University, Southern Illinois University-Edwardsville, Southern Illinois University at Carbondale, and Eastern Illinois University on an application for a federal Teacher Quality Partnership (TQP) grant with the revised re-submission process underway
- Collaborated in developing a continuum of induction and mentoring program development based on the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. The draft was presented to ISBE staff for comment. The continuum document, debuted at this conference, is the primary resource for program self-assessment and development during team work sessions.

2-Statewide, Regional and National Meetings Supporting Induction and Mentoring

Fourth Annual Statewide Conference February 24 & 25, 2009, Hilton Springfield

- Increased attendance to 375 participants
- Attended by 59 school and district teams from all parts of Illinois with representation from:
 - 91.5% of Title I districts
 - 64.4% of Illinois House Districts
 - 78% of Illinois Senate Districts
 - 94.7% of Congressional Districts
- Achieved a high degree of satisfaction with the conference as reported in the annual evaluation by Dr. Laura Barwegen, Wheaton College. Commendations: time to network and work with those from other districts; new information about successful induction and mentoring programs; time to develop, assess, and/or enhance district plan
- Archived conference information which is available at INTC website:
<http://intc.education.illinois.edu/resources/rod/term/388>

Fifth Annual Statewide Conference, February 23-24, 2010, Hilton Springfield

- Planned this conference with abundant support from those Partnership Board members who volunteered to join the Conference Planning Workgroup
- Organized the February 22, 2010, pre-conference session for 67 ISBE funded programs aligned with the conference goals
- Increased leadership roles of ISBE funded programs in conference and pre-conference planning
- Established conference focus of using the induction and mentoring standards continuum as a tool for program design and development and title/theme of *Digging Deeper: Using the Induction and Mentoring Continuum for Program Advancement*

Regional Professional Development and Networking Workshops

- Held well-attended Fall 2009 workshops on the topic of *Strategies for New Teachers in Working with Administrators and Parents* (a topic identified as an area of need by the Illinois Statewide Teacher Graduate Assessment)
- Conducted the workshops at:
 - National-Louis University/Lisle on September 29
 - Two Rivers Professional Development Center/Edwards (near Peoria) on October 6
 - Kaskaskia College/Centralia on October 8
- Planned the workshops primarily for beginning teachers, but free and open to all Illinois new teachers and those who support them
- Determined that workshops will resume in Fall 2010

Online Supports for Beginning Teachers

- Cancelled a working conference scheduled for October 2009 due to low registration. INTC staff continues to explore avenues for organizing a similar activity if INTC capacity is sufficient to support it. Follow-up discussions regarding next steps were initiated.

Beginning Teacher Conference

- Established a planning task force comprised of members external to INTC and INTC staff to design agenda/topics
- Scheduled the conference for June 29, 2010, I Hotel and Conference Center, Champaign, IL
- Designed the conference with speaker/s, breakout sessions, and networking opportunities
- Projected maximum attendance of 100 beginning teachers
- Funded by State Farm Companies Foundation with no cost to participants other than transportation
- Planned to maximize beginning teacher involvement at the conference to:
 - Reflect on and share their past year's teaching experience
 - Evaluate teacher education and recommend ways to improve it
 - Network with beginning teachers from around the state

3-Illinois State Board of Education Funded Beginning Teacher Induction and Mentoring Programs*

- Organized, in cooperation with ISBE, the third round of RFPs for funded programs, Spring 2009
- Supported 39 funded programs through site visits, weekly updates, emails, online discussions, small group networking sessions, and phone calls. As of May, 2009, the total number of funded programs increased to 67. Examples of specific support activities are:
 - An orientation session for 28 newly funded programs, June 2009
 - Budgetary advice during the FY09 no-cost grant extension process in Summer 2009 and during the FY10 continuation proposal process in Fall 2009
 - Six Professional Learning Network meetings focused on building professional learning communities amongst induction leaders for the 39 continuing programs in Spring 2009 with Spring 2010 meetings scheduled
 - Professional Learning and Networking (PLaN) meetings incorporating continuing and new programs and focused on technology tools and resources available to induction program leaders in Fall 2009. Additional round of PLaN meetings scheduled for Spring 2010.
 - Facilitation of the sharing of resources, strategies, and tools through the "Funded Programs Collaborative Corner" portion of the INTC website
 - Examination of webinar opportunities for discussing specific topics of need and interest as requested by program leadership; (eg. assessing program impact on student learning, induction in secondary schools, and induction in rural districts)
 - Assistance with development of an online recordkeeping/data collection tool for induction and mentoring programs (<http://www.timsweb.org/timsweb/>)
- Subcontracted with the IERC to conduct external evaluations of the ISBE funded programs
- Continued to administer the Common Data Elements (CDE) survey
 - Administered the CDE in summer 2009; reported to ISBE November 2009 (<http://intc.education.illinois.edu/resource/rod/state-funded-induction-and-mentoring-programs-illinois-report-november-2009>)
 - Additional round of data collection during Fall 2009
 - Prepared and sent the first of five planned data briefs to ISBE

4-Website and Online Resources

- Continued a partnership with Mind University's Living Library project by collaboratively planning a portion of an online graduate course focused on technology as a professional learning and collaboration tool
- Continued a partnership with Apple, Inc.; an Apple representative presented at 2009 conference technology room sessions and will do the same in 2010
- Continued to plan, with the Technology Committee, website revisions and methods for promoting INTC Online usage
- Collaborated with Northern Illinois University graduate students to pilot the new web site, launch discussion forums, and provide feedback
- Launched the redesigned website to better integrate website content, resources, and discussions of practice,

June 20, 2009. The new site can be found at <http://intc.education.illinois.edu/>

- Pursued process of integrating ISBE funded programs data within the Illinois Induction and Mentoring Programs Database that provides increased searching and reporting capabilities
- Revised the “Funded Programs Collaborative Corner” portion of INTC’s website for increased collaboration and sharing among program leaders
- Began a search process for a full time web/database developer position

5-Spreading the Word of INTC

- **Presentations/meetings/publications**

- Presented at:
 - ROE #40 Legislative Forum on Education, April 2009
 - Illinois Education Research Council Symposium, June 2009
 - State Superintendents Conference, October 2009
 - Triple I conference, November 2009
 - National Staff Development Council Conference, December 2009
 - New Teacher Center Symposium, February, 2010
 - Association of Teacher Educators, February 2010
- Submitted a proposal for
 - American Educational Research Association conference (accepted), April 2010
- Organized public comment supporting continuation of induction and mentoring funding, June 2009 and October 2009. Comments were for ISBE Finance and Audit Committee.
- Completed book chapter reviewing literature of internet-based supports for beginning teachers Clift, R. T., Hebert, L., Cheng, Y., Moore, J. & Clouse, N. (in publication). “Exploring the potential of internet based technology for mentoring and induction programs.” In J. Wang, S. J. Odell, & R. T. Clift (Eds.), *Past, present, and future research on teacher induction: An anthology for researchers, policy makers, and practitioners*. Lanham, MD: Rowman and Littlefield Education.

- **INTC State Farm Supported Marketing Plan Competition for High School Students: (A new area of State Farm Companies Foundation support)**

- Began recruitment of Marketing Task Force members at Executive Board/Partnership Board meeting, May 2009
- Conducted numerous internal discussions on how to align the service learning goals of this initiative with the mission, priorities and audiences of INTC
- Reached out to youth development expertise from University of Illinois Extension for advice on planning and conducting service learning activities with youth audiences

STATE-FUNDED INDUCTION AND MENTORING PROGRAMS IN ILLINOIS REPORT

EXECUTIVE SUMMARY

NOVEMBER, 2009

Purpose of the Report

This report includes information regarding activities conducted within state funded induction and mentoring programs in Illinois from October 1, 2008 to May 31, 2009. Similar reports are submitted biannually to the Illinois State Board of Education (ISBE) by the Illinois New Teacher Collaborative (INTC) as evidence of the projects and progress within the individual sites funded by the ISBE Beginning Teacher Induction Program grants. These funded program sites are located throughout the state and represent the varying demographics found within school locations (urban, urban fringe, suburban, mid-sized and small town, and rural).

Content of the Report

INTC staff collected and analyzed data for this report from 39 funded program sites which serve 198 school districts, 2,881 beginning teachers (first- and second-year teachers) and 1,813 mentors. Twenty-three funded programs are within single districts; 16 programs use a consortium structure. Funded programs submitted data electronically using survey questions referred to as Common Data Elements (CDE). In the spring of 2009, ISBE awarded 28 more program grants; however, no CDE data are available from them as yet. Their planned funding use is articulated in an appendix to the report.

The report includes data about specific work done as well as reflections by individual site representatives on their program progress and their plans for continued improvement during the 2009-2010 school year.

The report is divided into six sections based on specific CDE responses: conditions impacting programs; overviews of program structure, variations, and funding sources; professional development for beginning teachers, mentors, and administrators; and program evaluation. Perceived impact and planned improvements were included in each of these sections. The report concludes with a summary of promising practices found across programs, common challenges faced, and recommendations for further action.

Promising Practices/Common Threads

The report documents several continuous improvement efforts of the programs since their initial funding, including:

- The importance and benefits of increased networking between beginning teachers and experienced teachers
- Formative assessments as an integral aspect of new teacher development
- Professional development opportunities for beginning teachers (both first- and second-year)

- Collaborative leadership increases across program sites
- An increased emphasis on data use in determining program effectiveness and in planning for continued program improvement

Challenges

Common challenges were also mentioned by a number of funded programs including:

- Differentiation in induction and mentoring topics for new teachers can lead to greater understanding of developmental stages of teachers, revisions in training programs for mentors and administrators, and potential increase in program cost
- Differences in formative assessment, program evaluation and data collection and use across programs
- Improving or proving student achievement
- Budgetary and funding concerns

Recommendations

This report makes three recommendations using the *Illinois Standards for Quality and Effectiveness for Beginning Teacher Induction Programs* as an important resource document.

Recommendation #1: Program assistance as well as teacher and administrator development should be organized around the *Illinois Standards for Quality and Effectiveness for Beginning Teacher Induction Programs*. The standards should be used as a resource for program self-assessment and as a basis for action planning in regards to the following recommendations.

Recommendation #2: Strong administrator professional development programs in relation to induction and mentoring should be articulated and shared throughout the state. Online training can be a component of this professional development. Training should include topics such as administrative roles in induction and mentoring, responsibilities of stakeholders, mentor activities, mentor tools, developmental stages of new teachers, funding, and research.

Recommendation #3: INTC, ISBE, SRI, and Illinois Education Research Council (IERC) can coordinate efforts in data collection and analysis. Currently, INTC, SRI International, and the IERC all function as agencies of data collection and analysis in relation to the ISBE induction and mentoring funded programs. While INTC examines the data collected by SRI and IERC, they are not used in the biannual reports. A collaborative effort among these three organizations could establish common expectations for data reporting that result in organized, synchronized results that are more practical and timely for funded program and INTC use.

The full report is available on the INTC website at:

<http://intc.education.illinois.edu/>

Illinois New Teacher Collaborative Conference 2010



Regional Professional Development and Networking Workshops

Watch for the Fall 2010 Regional Professional Development and Networking Workshops. These workshops are FREE and open to ALL Illinois schools.

Previous workshop topics have included:

Strategies for new teachers in working with administrators and parents
Foundational issues regarding English Language Learners

Visit our workshop page this summer for more details of upcoming events at:

<http://intc.education.illinois.edu/page/regional-workshops-fall-2010>

JOIN INTC'S ONLINE COMMUNITY

INTC has an online community where teachers, mentors, program coordinators, administrators, and other interested stakeholders engage in discussions of practice.

REASONS TO JOIN INTC ONLINE

Continue your conference learning

Share your experience with others

Put the "C" in Collaborative

Contribute to a growing Resources database

Help others who have questions of practice

Get the most out of your INTC experience

The screenshot shows the homepage of the Illinois New Teacher Collaborative (INTC). At the top, there is a navigation bar with the INTC logo and the text "Illinois New Teacher Collaborative". To the right of the logo is a login section with fields for "Username or e-mail:" and "Password:", and buttons for "Log in", "Create new account", and "Forgot your password?". Below the login section is a search bar with a "Search" button and a link to "Advanced Search".

The main content area is titled "Welcome to INTC" and includes a date "Mon, 12/07/2009 - 13:04 - jkollm". Below this is a sidebar with a "HOME" menu containing links for "About INTC", "INTC Impact", "Online Communities", "SBE Funded Programs", "Resources", "Events", "Join INTC", "Interest Groups", and "My Unread".

The main content area contains a paragraph describing INTC as a statewide leadership for promoting new teacher induction and mentoring programs. It also mentions that INTC was created in 2004 by a diverse statewide group of educational stakeholders. Below this is a section titled "New Teaching Professionals" with a grid of four small images of people. To the right of this grid is a "My groups" section with a link to "Not a member of any groups." and an "Updates" section with a link to "5th Annual INTC Induction and Mentoring Conference".

At the bottom of the page, there is a footer with contact information for Chris A. Riegge, Ph.D., Director, INTC, and Nancy Johnson, Assistant Director, INTC.

Visit

<http://intc.education.illinois.edu>

(Hands-on guided tours of the website are offered during the conference.)

Look for us on...

Get updates from INTC on Facebook®. To become a fan, search:

Illinois New Teacher Collaborative

SAVE THE DATE...



ILLINOIS NEW TEACHER COLLABORATIVE

BEGINNING TEACHER CONFERENCE

INTC is proud to announce its first Beginning Teacher Conference to be held at the I Hotel and Conference Center in Champaign, Illinois.

- Who: Illinois beginning teachers—those teachers who have just completed their first year of teaching in Illinois
- What: A one-day conference with speakers, breakout sessions, networking opportunities and more
- When: June 29th, 2010 (times TBD)
(Optional welcome reception on the evening of June 28th)
- Where: I Hotel and Conference Center
1900 South First Street
Champaign, IL 61820
<http://stayatthei.com/>
- Why: Beginning teachers face tough challenges in their first year. This event is an opportunity for them to:
- Reflect on and share the past year's teaching experience
 - Critique teacher education and recommend ways to improve it
 - Network with beginning teachers from around the state
- Cost: This is a no-cost conference. There is no conference fee, and hotel rooms for night of June 28th will be provided by INTC thanks to the generous sponsorship of the State Farm Companies Foundation.

For registration information, to volunteer to help organize the conference, or to recommend a beginning teacher who may like attend, visit:

<http://intc.education.illinois.edu/page/intc-beginning-teacher-conference>

Conference Document Archive



Would you like to access some conference documents electronically?

Visit the INTC Conference Archive Page at:

<http://intc.education.illinois.edu/page/intc-2010-conference-archive>

Conference Press Release



Illinois New Teacher Collaborative

FOR IMMEDIATE RELEASE (2/24/2010)

Area Educators Attend Illinois New Teacher Collaborative Induction and Mentoring Conference

_____, _____, and _____ (school or school district) _____ attended the recent "Digging Deeper: Using the Induction and Mentoring Continuum for Program Advancement" conference at the Hilton Springfield, February 23-24. In attendance were administrators, mentors, teachers, and others in support of new teachers in public and private schools throughout Illinois. This working conference featured program assessment and design using the newly developed continuum based upon the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs.

State Superintendent Christopher Koch delivered the opening session welcome message. Barry Sweeny, noted author and President at Best Practice Resources, was the first keynote speaker, and Berry College Associate Professor, Dr. Mary Clement, whose specialty is induction and mentoring programs, was the second keynote.

The conference was supported by the College of Education at the University of Illinois at Urbana-Champaign, the State Farm Companies Foundation, the Illinois State Board of Education, and other Illinois New Teacher Collaborative partners.

The mission of the Illinois New Teacher Collaborative is to coordinate a network of services and resources through a statewide partnership of concerned stakeholders in order to attract and retain new teachers and enhance their ability to promote student learning. Any Illinois educator is welcome to join INTC. To learn more about or to become a member of INTC, you may e-mail (nljohnsn@illinois.edu), phone (217-244-3166) or go to (<http://intc.education.illinois.edu/>).

You may download an electronic version of this release at:

<http://intc.education.illinois.edu/page/intc-2010-conference-archive>

Notes
