

Critical Issue Sessions Schedule & Room Assignments

Room (Level)	Session A Wednesday 11:20-12:20	Session B Wednesday 2:55-3:55	Session C Thursday 9:10-10:10	Session D Thursday 10:20-11:20
Ambassador (Concourse)	A1. Using the Continuum - A Primer	B1. How to be a Good Mentor *	C1. How to be a Good Mentor *	D1. Supporting Mentors' Growth and Accountability
Conf Center 2 (Mezzanine)	A2. Doing More With Less: Harnessing Technology to Enhance Mentoring	B2. Illinois Continuum of Teacher Development On-line Self-assessment Tool *	C2. What TimsWeb can do for You and Your Programs	D2. The Living Library: A Resource for Mentoring and Induction Programs
Conf Center 4 (Mezzanine)	A3. Managing iPads in a K-12 Environment *	B3. Managing iPads in a K-12 Environment *	C3. Illinois Continuum of Teacher Development On-line Self-assessment Tool *	D3. Using Technology to Build Induction and Mentoring Relationships
Embassy (Concourse)	A4. Teacher Performance Assessment and the Danielson Framework: Enhancing the Connections	B4. Collaboration among a University and Area Schools for Induction Support	C4. Keeping Induction and Mentoring Alive without a Grant	D4. Building Cooperating Teachers through Online Instruction: A Foundation for Mentoring
Plaza I & II (Mezzanine)	A5. Angel On My Shoulder: Teacher Rescue Through Real Time Coaching	B5. New Cadillac Model vs. 1965 Super Sport Chevy Convertible	C5. Advocate! Making Your Voice Heard in Springfield *	D5. Advocate! Making Your Voice Heard in Springfield *
Plaza III (Mezzanine)	A6. Asking the Right Questions	B6. Induction and Mentoring Program Sustainability in Times of Financial Hardship	C6. Transformative Dialogue: Addressing Issues of Race and Social Class	D6. Partnering to Provide Meaningful Mentoring
Vista 1 (29th Floor)	A7. Quality Mentoring: How do we measure the quality of mentor work?	B7. Measuring the Impact of Teacher Induction Programs	C7. INTC Research: How Illinois Districts are Inducting Their New Teachers	D7. State-Funded Induction and Mentoring Programs: 2011 Research Results
Vista 2 & 3 (29th Floor)	A8. Examining Your Program's Impact by Doing Your Own Research *	B8. Examining Your Program's Impact by Doing Your Own Research *	C8. Supporting Mentors and Beginning Teachers on a Shoestring Budget *	D8. Supporting Mentors and Beginning Teachers on a Shoestring Budget *
Vista 4 & 5 (29th Floor)	A9. Research Assessment and Trends	B9. Mentor Development: Teachers at the Center *	C9. Higher Education and Induction: Toward an Expanded Understanding of Teacher Education	D9. Mentor Development: Teachers at the Center *
Vista 6 (29th Floor)	A10. Teacher, please teach me the way I learn!	B10. Continuous Improvement: A Network Approach to Building Effective Induction Programs	C10. Bringing all Stakeholders to the Table *	D10. Bringing all Stakeholders to the Table *

* Indicates that a session is repeated.



Download this schedule to your mobile device at <http://intc.education.illinois.edu/sessions>

Session Audience and Standards. *Standards ● 1 & 4 - Mentoring and induction leadership and coordination (Standards 1 and 4) ● 2 & 3 - Exemplary practices in program design (Standards 2 and 3) ● 5 & 6 - Recruitment, selection, assignment, and ongoing development of mentors (Standards 5 and 6) ● 7 & 8 - Supporting the development of beginning teacher practice (Standards 7 and 8) ● 9 - Induction Related Assessment and Research (Standard 9)	Audience						Standards*				
	Administrators	Coordinators	Mentors	Support Providers	New Teachers	Higher Ed	1 & 4	2 & 3	5 & 6	7 & 8	9
Session A											
A1. Using the Continuum - A Primer	●	●	●	●	●	●		●			
A2. Doing More With Less: Harnessing Technology to Enhance Mentoring	●	●		●				●		●	
A3. Managing iPads in a K-12 Environment	●	●		●	●	●	●	●			
A4. Teacher Performance Assessment and the Danielson Framework: Enhancing the Connections	●	●	●			●	●			●	
A5. Angel On My Shoulder: Teacher Rescue Through Real Time Coaching	●	●	●		●					●	
A6. Asking the Right Questions		●	●						●	●	
A7. Quality Mentoring: How do we measure the quality of mentor work?	●	●				●		●	●		●
A8. Examining Your Program's Impact by Doing Your Own Research	●	●		●		●					●
A9. Research Assessment and Trends						●					
A10. Teacher, please teach me the way I learn!	●	●	●	●	●					●	
Session B											
B1. How to be a Good Mentor	●	●	●	●		●	●	●		●	
B2. Illinois Continuum of Teacher Development On-line Self-assessment Tool			●		●				●	●	
B3. Managing iPads in a K-12 Environment	●	●		●	●	●	●	●			
B4. Collaboration among a University and Area Schools for Induction Support	●	●		●		●		●		●	●
B5. New Cadillac Model vs. 1965 Super Sport Chevy Convertible	●	●	●	●		●	●	●	●		
B6. Induction and Mentoring Program Sustainability in Times of Financial Hardship	●	●		●		●	●				
B7. Measuring the Impact of Teacher Induction Programs	●	●				●					●
B8. Examining Your Program's Impact by Doing Your Own Research	●	●		●		●					●
B9. Mentor Development: Teachers at the Center		●	●						●		
B10. Continuous Improvement: A Network Approach to Building Effective Induction Programs	●	●	●	●			●	●		●	

Session Audience and Standards. *Standards ● 1 & 4 - Mentoring and induction leadership and coordination (Standards 1 and 4) ● 2 & 3 - Exemplary practices in program design (Standards 2 and 3) ● 5 & 6 - Recruitment, selection, assignment, and ongoing development of mentors (Standards 5 and 6) ● 7 & 8 - Supporting the development of beginning teacher practice (Standards 7 and 8) ● 9 - Induction Related Assessment and Research (Standard 9)	Audience						Standards*				
	Administrators	Coordinators	Mentors	Support Providers	New Teachers	Higher Ed	1 & 4	2 & 3	5 & 6	7 & 8	9
Session C											
C1. How to be a Good Mentor	●	●	●	●		●	●	●		●	
C2. What TimsWeb can do for You and Your Programs	●	●	●		●	●					●
C3. Illinois Continuum of Teacher Development On-line Self-assessment Tool			●		●				●	●	
C4. Keeping Induction and Mentoring Alive without a Grant	●	●		●			●		●		
C5. Advocate! Making Your Voice Heard in Springfield	●	●	●	●	●	●	●				
C6. Transformative Dialogue: Addressing Issues of Race and Social Class	●	●	●	●	●	●	●			●	
C7. INTC Research: How Illinois Districts are Inducting Their New Teachers	●	●		●		●					●
C8. Supporting Mentors and Beginning Teachers on a Shoestring Budget	●	●	●	●					●	●	
C9. Higher Education and Induction: Toward an Expanded Understanding of Teacher Education						●					
C10. Bringing all Stakeholders to the Table		●	●	●			●	●			
Session D											
D1. Supporting Mentors' Growth and Accountability	●	●	●	●					●		
D2. The Living Library: A Resource for Mentoring and Induction Programs	●	●	●				●		●	●	
D3. Using Technology to Build Induction and Mentoring Relationships	●			●		●	●			●	●
D4. Building Cooperating Teachers through Online Instruction: A Foundation for Mentoring	●	●		●		●			●		
D5. Advocate! Making Your Voice Heard in Springfield	●	●	●	●	●	●	●				
D6. Partnering to Provide Meaningful Mentoring	●	●		●		●	●			●	
D7. State-Funded Induction and Mentoring Programs: 2011 Research Results	●	●	●	●	●	●	●	●	●	●	●
D8. Supporting Mentors and Beginning Teachers on a Shoestring Budget	●	●	●	●					●	●	
D9. Mentor Development: Teachers at the Center		●	●						●		
D10. Bringing all Stakeholders to the Table		●	●	●			●	●			

Session A - Wednesday 11:20-12:20

A1. Using the Continuum - A Primer

Mary Elin Barnish, Service Provider, INTC

Ambassador

This presentation is for participants who are unfamiliar with the Illinois Induction Program Continuum. The session will provide an explanation of the purpose, organization, format, and use of the continuum document. Participants will gain an understanding of how the continuum can best be used to self assess and improve induction and mentoring. The session will include examples of continuum use and answers to frequently asked questions.

A2. Doing More with Less: Harnessing Technology to Enhance Mentoring

Lori Abbott, District Mentor Coordinator, Township High School District 214

Steven Kellner, Director of Staff Support, Township High School District 214

Gabriella Stetz-Jackson, Academic Technology Coordinator, Township High School District 214

Conf Center 2

Although research supports the need for effective mentor and induction programs for early-career educators, lack of funding often prevents many districts from being able to sufficiently address this need. This interactive session will demonstrate a flexible, cost-effective, collaborative way to enhance your mentor program. Discover how to expand your existing program to a second year utilizing an Open Source (free) Content Management System (Moodle). Learn how mentors and mentees can engage in a shared professional learning experience aligned to research-based best practices, including classroom observations. Time will be provided for exploration and consideration of applications to participant's own programs.

A3. Managing iPads in a K-12 Environment

Timothy Grimes, Senior Account Executive, Computer Solutions

Conf Center 4

Learn how to effectively manage iPads in your classroom. From setting them up to deploying apps, this session will give you what you need to know to successfully utilize an iPad solution in your classroom.

A4. Teacher Performance Assessment and the Danielson Framework: Enhancing the Connections

Kelli Appel, Undergraduate Program Coordinator, Special Education, Illinois State University

Jill Donnel, Partnership Coordinator, ISU Curriculum and Instruction

Gloria Jameson, Professional Development School Coordinator, ISU Curriculum and Instruction

Nancy Latham, Assistant Chair, Curriculum and Instruction, Illinois State University

Embassy

The presentation will highlight the upcoming teacher certification component, Teacher Performance Assessment, and will identify connections to the Danielson framework. The two tools will be compared and contrasted. Presenters will share information about both assessment tools, as well as suggestions for teacher preparation and administrators to enhance the overlap as beginning teachers move from the specific Teacher Performance Assessment to other tools for evaluation, such as the Danielson framework.

A5. Angel On My Shoulder: Teacher Rescue Through Real Time Coaching

Melissa Monaco Phillips, Academic Director, Academy for Urban School Leadership

Rosemary Mangosing Baker, Manager, Turnaround Coaches, AUSL

Nina Weisling, Turnaround Coach Manager, Academy for Urban School Leadership

Plaza I & II

When a beginning teacher struggles to establish authority, manage behavior, and maintain student engagement, Real Time Coaching is our preferred intervention! How does it work? Using a two-way radio, the coach becomes an angel on a teacher's shoulder during class, whispering cues to help the teacher avoid common missteps and to take advantage of teachable moments as they happen in real time. Come learn ways to adapt the "angel on my shoulder" technique and experience these benefits:

- it's a relatively fast way to help teachers develop skills related to "with-it-ness"
- the teacher and coach have a "shared" classroom experience to analyze and then set goals for improving practice
- students benefit from lessons that are actively coached to success, rather than failed lessons that are dissected afterward
- the coach is able to synthesize several types of observational classroom data into a focused, targeted cycle of measurable improvement

A6. Asking the Right Questions

Valerie Pientka, Mentor Coordinator, Round Lake, Barrington School Districts

Plaza III

Asking high quality questions supports cognitive development for both mentors and protégés. Questions designed to elicit protégé needs are the foundation for induction/mentor programs in two very different northern Illinois school districts. Protégé needs, prompted via carefully crafted questions, become the focus for the mentor/protégé discussion. From here, the mentor focuses on crafting questions to engage the protégé in a shift in thinking that will promote professional growth. The ISBE decision to utilize the Danielson Framework for Teaching as the supervision model prompted a redesign to the mentor program allowing for Danielson's components to be incorporated within the questioning structure. This assists protégés to narrow their focus to align professional development needs with the Framework. From here, the mentor can further protégé thinking via additional higher order thinking questions designed to elicit next steps.

A7. Quality Mentoring: How do we measure the quality of mentor work?

Rosalie Gardner, Curriculum Specialist, Monroe-Randolph Regional Office of Education #45

Vista 1

At the 2011 INTC Conference, a Mentor Evaluation Tool was presented to conference participants for input and suggestions. This year's session is designed to pool what programs did with that tool and look at the data generated from the use of the tool. The session will be sharing what we have learned in order to refine the Mentor Evaluation Tool.

A8. Examining Your Program’s Impact by Doing Your Own Research

Patricia Brady, Research Coordinator, INTC

Jason Swanson, Research Assistant, INTC

Vista 2 & 3

It is important for programs to measure the impact they are having—on students, new teachers, mentors, administrators, and school culture—but hard to know where to start. This session will help attendees discover what they wish to investigate and then plan how to do it. Presenters will provide examples of surveys and other research tools, all of which attendees can use or adapt for their own programs. Time and assistance will be provided for attendees to start planning their own research and evaluation.

A9. Research Assessment and Trends

Thomas Smith, Vanderbilt University

Chris Higgins, Director, INTC

Elizabeth Wilkins, Professor, Northern Illinois University

Vista 4 & 5

Thomas Smith, keynote speaker from Vanderbilt University, will discuss recent research on the socialization, professionalization, and retention of teachers. Smith will offer his assessment of the most promising trends in research related to induction. The discussion will be facilitated by Chris Higgins, INTC Director, and Beth Wilkins, NIU Professor.

A10. Teacher, please teach me the way I learn!

Tom Lindsay, Assistant Superintendent of Schools, Mannheim District 83

Vista 6

Could you explain to a parent or to your students how the brain learns, retains, and retrieves information? What classroom strategies can you use to support how the brain learns best? Is your classroom acceptable or exceptional when it comes to research based instruction? Come and learn what we currently know about the brain and how it can be immediately transferred to classroom application. Make a difference in your classroom from Day 1!

Session B - Wednesday 2:55-3:55

B1. How to be a Good Mentor

Roxanne M. Williams, Induction-Mentoring Coordinator, Illini Central School Dist. #189

Ambassador

A cheap sweater unravels after one washing, and a poor mentoring relationship will do the same:

Good = "Experience is the best teacher."

Better = "Experience with a mentor."

Best = "Experience with a good mentor."

What causes some mentoring relationships to fall apart? What causes Progressive Professional Development? Not only will you get these questions answered, you will be supplying the answers through an audience response system. Participants will aim their clickers at the presenter's computer to provide their opinions on current research and practices in mentoring and induction. Immediate results will be displayed on the screen.

B2. Illinois Continuum of Teacher Development On-line Self-assessment Tool

Nicki Rosenbaum, ICE21 Co-chair, I-KAN Regional Office

Vicki Hensley, ICE21 Co-chair, I-KAN Regional Office

Conf Center 2

The Illinois Continuum of Teacher Development (ICTD) is an on-line continuum designed around the nine NEW IL Professional Teaching Standards (IPTS). This on-line tool was designed for the Induction for the 21st Century Educator (ICE21) initiative as a means for beginning teachers to self-assess their own levels of practice in regards to the IPTS. This on-line tool and its tutorial will be shared.

B3. Managing iPads in a K-12 Environment

Timothy Grimes, Senior Account Executive, Computer Solutions

Conf Center 4

Learn how to effectively manage iPads in your classroom. From setting them up to deploying apps, this session will give you what you need to know to successfully utilize an iPad solution in your classroom.

B4. Collaboration among a University and Area Schools for Induction Support

Robert Fisher, Asst. to the Dean, Illinois State University
Nancy Latham, Assoc. Professor, Illinois State University
Kelli Appel, Program Coordinator, Illinois State University
Ken Jerich, Professor, Illinois State University
Rena Shifflet, Asst. Professor, Illinois State University
Suzy Dees, Coordinator/Coach, Bloomington District 87
Gloria Jameson, PDS Site Coordinator

Embassy

The Induction and Mentoring Steering Committee, comprising ISU faculty and area school representatives, was created to address the issues of how higher education faculty can assist in the continued professional development of beginning teachers. The focus is on alumni of ISU teacher preparation programs as well as alumni of other institutions who are beginning teachers in our partner schools. The committee has addressed barriers to this goal, both in higher education and in the schools. The session will describe the activities that have been conducted and how some of the barriers have been addressed. Session participants will be invited to share experiences at their institution.

B5. New Cadillac Model vs. 1965 Super Sport Chevy Convertible

Debbie Arbogast, Teacher Mentor Coordinator, Decatur School District 61

Plaza I & II

The Cadillac model of mentoring: With over \$200,000 in grant funds, we supported 5 full-release mentors servicing approximately 100 first and second year protégés. Money was there for professional development speakers (Todd Whitaker, Ron Clark), conferences (Ron Clark Academy in Atlanta, GA and NTC annual conference in San Jose, CA), substitutes, resource materials (books by Harry Wong, Ruby Payne, Robert Marzano). It was easy. Then . . . NO Money! Nothing! Would mentoring go back to the old buddy system? Would we be able to service our new people at all? With the Cadillac model gone, we pulled out the Chevy. We had to think outside-the-box, get creative with resources we have, and apply a lot of elbow grease. Our shiny red, restored Chevy is on the road and going the distance. Come join this session as our story is shared: how we made the transition from Cadillac to Chevy.

B6. Induction and Mentoring Program Sustainability in Times of Financial Hardship

Vickie Person, Assistant Professor/Alternative Certification Program Coordinator, Governors State University
Pia Conte, District Mentor Coordinator, Posen-Robbins School District 143.5

Plaza III

This session will highlight strategies that help foster sustainability, particularly the development of both a Program Development Learning Community and an Administrative Learning Community. Facilitators will discuss the Governors State University Induction and Mentoring Partnership and a case study of one of the 15 partner school districts with the focus on continuation of induction and mentoring programming with the loss of state funding. Facilitators will also provide examples of administrative activities used to both support beginning teachers and strengthen district commitment. Participants will discuss the importance of an on-going dialogue between these various communities and how this interaction is both inter and intra district. The session will also provide examples of how to integrate the collaborative induction continuum for continuous program improvement. Development of mentor leaders and administrator commitment is critical in order to achieve program sustainability in times of financial hardship.

B7. Measuring the Impact of Teacher Induction Programs

Ghazi Ghaith, Professor and Chairman of Education, American University of Beirut

Vista 1

This presentation aims to explore, conceptualize, and explicate, with examples, approaches to measuring the impact of teacher induction programs on the variables of teacher retention, development of teaching practices, and student achievement. Reports of research and studies on how the aforementioned variables may be affected by the various forms of induction programs will be reviewed and content-analyzed. The focus of analysis will be on a closer inspection of the approaches utilized to measure the variables under study in order to develop a typology of measurement approaches and explicate it with examples. The methodology entails a systemic review of the extant research on the subject, using internet sources, abstracts, and data bases that include Academic Search Premier, British Library Direct, EBSCO, ERIC, in addition to journal sources such as Science Direct and Sage, as well as consultation of the general search engines of Google and Yahoo.

B8. Examining Your Program's Impact by Doing Your Own Research

Patricia Brady, Research Coordinator, INTC
Jason Swanson, Research Assistant, INTC

Vista 2 & 3

It is important for programs to measure the impact they are having—on students, new teachers, mentors, administrators, and school culture—but hard to know where to start. This session will help attendees discover what they wish to investigate and then plan how to do it. Presenters will provide examples of surveys and other research tools, all of which attendees can use or adapt for their own programs. Time and assistance will be provided for attendees to start planning their own research and evaluation.

B9. Mentor Development: Teachers at the Center

Aaron Wilkins, Induction Coach, New Teacher Center

Larissa Bennett, Induction Coach, New Teacher Center

Vista 4 & 5

The intent of this session is to provide insight on the importance of including the growth of beginning teachers at the center of mentor development. Teachers are charged with analyzing student data to drive their instruction, and for mentors it is vital to mirror this practice with beginning teachers. Using formative assessment tools and anecdotal records helps to provide a different lens through which mentors can look at their beginning teachers' growth. Creating a data wall for the beginning teachers and assessing them on a continuum will help mentors to focus on the teachers' strengths and areas of growth to help improve both their own practice and the beginning teacher practice.

B10. Continuous Improvement: A Network Approach to Building Effective Induction Programs

Mimi Appel, Senior Director, New Teacher Center

Pam Rosa, Core Services Director, Consortium for Educational Change

Vista 6

How can working in a formal network with other districts help induction programs get better at what they do and actively engage in a cycle of continuous improvement and accountability? Come learn from leaders and participants of the Grand Victoria Induction Leader Network about the ways they've collaborated with others in a focused, standards-based community of practice. In this network model, each program team participates in regularly scheduled network meetings to reflect on what's working, problem solve solutions to challenges, and learn new strategies for effective program practice—all grounded in the Illinois Induction Program Standards and the Illinois Induction Program Continuum. Programs are also supported concurrently by a technical assistance consultant whose "program coaching" is tailored to individual programs' assessed needs, priorities, and program goals.

Session C - Thursday 9:10-10:10

C1. How to be a Good Mentor

Roxanne M. Williams, Induction-Mentoring Coordinator, Illini Central School Dist. #189

Ambassador

A cheap sweater unravels after one washing, and a poor mentoring relationship will do the same:

Good = "Experience is the best teacher."

Better = "Experience with a mentor."

Best = "Experience with a good mentor."

What causes some mentoring relationships to fall apart? What causes Progressive Professional Development? Not only will you get these questions answered, you will be supplying the answers through an audience response system. Participants will aim their clickers at the presenter's computer to provide their opinions on current research and practices in mentoring and induction. Immediate results will be displayed on the screen.

C2. What TimsWeb can do for You and Your Programs

Cindy Callahan, TimsWeb Director, ROE 45

Conf Center 2

Are you having a difficult time trying to manage the documentation from your new teachers and mentors? Do mentors and new teachers need an easier way to document their contact time?

TimsWeb may be the answer for you and your programs. Coordinators will be able to eliminate collections of "binders" for verification of program completion. Teachers and mentors will be able to access their information from any computer, at any time. TimsWeb is a password-secured site that may be accessed from any computer that is connected to the internet.

C3. Illinois Continuum of Teacher Development On-line Self-assessment Tool

Nicki Rosenbaum, ICE21 Co-chair, I-KAN Regional Office

Vicki Hensley, ICE21 Co-chair, I-KAN Regional Office

Conf Center 4

The Illinois Continuum of Teacher Development (ICTD) is an on-line continuum designed around the nine NEW IL Professional Teaching Standards (IPTS). This on-line tool was designed for the Induction for the 21st Century Educator (ICE21) initiative as a means for beginning teachers to self-assess their own levels of practice in regards to the IPTS. This on-line tool and its tutorial will be shared.

C4. Keeping Induction and Mentoring Alive without a Grant

Rosalie Gardner, Curriculum Specialist, Monroe-Randolph ROE 45

Embassy

The continuation of Induction and Mentoring programs in small, rural school districts can be difficult especially when grant funding disappears. This session will outline what the Monroe-Randolph ROE 45 has done to continue to provide quality mentoring for new teachers through a consortium without ISBE grant money. The session will also identify how the lack of grant funding has negatively impacted the intended effects of the program. Discussion will identify steps other programs have implemented to continue quality programs.

C5. Advocate! Making Your Voice Heard in Springfield

Tracy Kremer, Senior Manager, Communication, New Teacher Center

David Osta, Associate Director, Policy, New Teacher Center

Plaza I & II

It is more critical than ever that we make sure decision makers in Springfield hear our voices loud and clear. Come join us at this interactive session to get trained to deliver the message to legislators, decision makers and other key influencers that high-quality, standards-based new teacher induction and mentoring is one of the most cost-effective ways to improve teaching effectiveness.

C6. Transformative Dialogue: Addressing Issues of Race and Social Class

Jason Swanson, PhD Student, INTC

Plaza III

Over the past few years, teachers and administrators have been challenged to reallocate very limited resources, particularly as our country becomes increasingly diverse and as an increasingly large number of youth live in poverty. As educators create programs, issues of diversity and equity are increasingly coming to light. Knowing when and how to talk about issues of race and social class for many educators is akin to tightrope walking. Educators are hesitant to discuss issues of race and social class and actively challenge inequities because of the political implications of raising race and social class labels. I argue that the public schools are the ideal location for discussing issues of race and social class because the successes and failures of a community are mirrored within the public schools.

C7. INTC Research: How Illinois Districts are Inducting Their New Teachers

Patricia Brady, Research Coordinator, INTC

Mary Elin Barnish, Statewide Coordinator, INTC

Vista 1

In 2011, the Illinois New Teacher Collaborative conducted in-depth surveys of ISBE-funded induction programs and non-funded school districts in Illinois. This presentation will describe our findings, including: what the average district in Illinois provides its new teachers; differences between types of districts (e.g. rural vs. suburban; large vs. small); and what benefits the ISBE induction grants were able to provide to the funded programs. The presenters will conclude with anecdotal information on what induction services the previously-funded programs are now able to provide and with speculation on the future of Illinois induction.

C8. Supporting Mentors and Beginning Teachers on a Shoestring Budget

Jim Tammen, Instructional Research and Professional Development Director, Illinois Education Association

Jeanne Clayton, Classroom Teacher, Pope County School District

Jennifer Wilson, Classroom Teacher, Pope County School District

Vista 2 & 3

A mentoring program in Southern Illinois shares its ideas on delivering mentor training and ongoing professional development to mentors, and two program mentors share their ideas and role in program delivery and professional development for beginning teachers at the district level. A general discussion and shareout will follow detailing the work that continues among the session participants.

C9. Higher Education and Induction: Toward an Expanded Understanding of Teacher Education

Chris Higgins, Director, INTC

Chris Roegge, Director, Council on Teacher Ed, University of Illinois

Karen Peterson, Director, Alternative Cert, Governors State University

Kavita Matsko, Director, UTEP, University of Chicago

Vista 4 & 5

Has the time come to abandon the distinction between teacher education and induction? After all, the first years of practice may be the most important period of a teacher's education. Given the constant call for greater clinical grounding in teacher education and the chronic underfunding of induction and mentoring programs, is now the time to marry teacher education and induction? As we begin to think through the pitfalls and possibilities of a partnership between universities and districts, we must consider questions such as:

- How does such a model differ from traditional student teaching and from district-based induction?
- Is this only appropriate for masters programs?
- How would teachers be compensated during their "residencies?"
- Does such a program expose students to new risks?
- How must the teacher education professoriate evolve to become school-based mentors?
- How can technology help programs follow their graduates into the field?

If these questions interest you, if you want to explore the middle ground between traditional higher-based teacher education and boot-camp style alternative certification programs, please join us for a provocative, interactive panel discussion. Chairing the panel will be INTC director Chris Higgins (University of Illinois). Initiating the discussion will be Kavita Matsko (University of Chicago), Karen Peterson (Governor's State), and Chris Roegge (University of Illinois).

C10. Bringing all Stakeholders to the Table

Stacy Sniegowski, Induction Coach, New Teacher Center

Patrick Robinson, Induction Coach, New Teacher Center

Joan Kennedy, Induction Coach, New Teacher Center

Vista 6

This session will highlight the importance of building collaborative structures within the mentoring program to engage principals and other stakeholders to support the success of beginning teachers. Participants will use Illinois Mentoring Standards and NTC protocols as a guide to determine the needs within their district. Planning protocols and collaborative procedures will be part of the work participants engage in to ensure strategic collaboration with principals, mentors and other school leaders.

Session D - Thursday 10:20-11:20

D1. Supporting Mentors' Growth and Accountability

Adrienne Ostermeier, Induction & Mentoring Program Coordinator, Springfield School District
Crysta Weitekamp, District Mentor, Springfield School District

Ambassador

Mentoring is a role similar to teaching in that mentors need to reflect on their practice and set goals for growth just like a teacher. The mentors in the Springfield School District are using a process from the New Teacher Center called Mentor Assessment for Growth and Accountability (MAGA) to examine their practice. Mentors attend bi-monthly forums where they are led through a formative assessment cycle, similar to what new teachers are asked to do. This includes self-assessment on the Danielson Framework for Instructional Coaching and setting goals through an individual learning plan. Forums allow mentors to go more deeply into their practice and meet with a coaching partner for problem-solving and support. Mentors meet monthly with their program coordinator in a 1:1 setting to check progress on their goals and receive support.

D2. The Living Library: A Resource for Mentoring and Induction Programs

Steven Fouts, Executive Director, Republic Foundation
Julie Tonsing-Meyer, Faculty Member, McKendree University

Conf Center 2

In this session, students will learn about the Living Library, an online professional learning community started by the retired and student programs of the Illinois Education Association. Workshop participants leave the activity with a valuable resource to share with mentoring and induction programs at their school(s).

D3. Using Technology to Build Induction and Mentoring Relationships

Nancy Latham, Assistant Department Chair, Illinois State University
Kelli Appel, Undergraduate Program Coordinator, Special Education, Illinois State University
Robert Fisher, Asst. to the Dean, Illinois State University
Rena Shifflet, Asst. Professor, Illinois State University
Dana Karraker, Instructional Faculty, Illinois State University

Conf Center 4

This presentation will explore the decision-making process involved in making technology choices to provide a first layer of induction, mentoring, and relationship building with beginning teachers, as well as providing the context for deeper induction and mentoring activities through face-to-face activities. The partnership between higher education and school district partners in determining the mentoring and induction needs of beginning teachers as well as the electronic tools to best serve new teachers will be discussed. The connection between electronic induction and mentoring successes and challenges and induction and mentoring research will also be explored. Participant feedback on electronic tools both implemented by mentors and used by mentees will also be discussed specifically through the lens of geographical challenges.

D4. Building Cooperating Teachers through Online Instruction: A Foundation for Mentoring

Ann Weber, Instructional Assistant Professor, Illinois State University

Embassy

The student teaching phase is a critical component in teacher education. If the value of student teaching is heralded and the daily facilitation of this experience is given to the cooperating teacher, even in times of fiscal limitations, education programs must provide support and professional development to their clinic school partners.

Presenting online instruction as the empowering tool, this presentation will provide a viable option for reaching cooperating teachers and building their effectiveness. This session traces the journey of the development of an online course. The course website will be examined while the benefits and convenience of the online method discussed.

Developing skills and understanding allows cooperating teachers to step into their role with firm clarity of purpose and facilitative competencies. These qualities are also instrumental for mentors of beginning teachers. An initial online course for cooperating teachers, such as this, can become the foundation for advanced mentoring skills.

D5. Advocate! Making Your Voice Heard in Springfield

Tracy Kremer, Senior Manager, Communication, New Teacher Center

David Osta, Associate Director, Policy, New Teacher Center

Plaza I & II

It is more critical than ever that we make sure decision makers in Springfield hear our voices loud and clear. Come join us at this interactive session to get trained to deliver the message to legislators, decision makers and other key influencers that high-quality, standards-based new teacher induction and mentoring is one of the most cost-effective ways to improve teaching effectiveness.

D6. Partnering to Provide Meaningful Mentoring

Mike Kuzniewski, Superintendent, J.S. Morton HSD 201

Anthony Grazzini, Director of Instruction, J.S. Morton HSD 201

Robert Genardo, Director of English and Entitlements, J.S. Morton HSD 201

Jenny Crownson, Mentor Program Coordinator, J.S. Morton HSD 201

Elizabeth Hettinger, Mentor, J.S. Morton HSD 201

Plaza III

Participants will learn how partnerships and leveraging resources can support the development of a successful induction and mentoring program. The presenters will share examples of strategies and practices that are useful in creating an environment where the “intentional” sharing of knowledge and practices occurs. Specific details about program logistics, ongoing structures, and purposeful cultivation of effective educational practice will be discussed.

D7. State-Funded Induction and Mentoring Programs: 2011 Research Results

Elizabeth Wilkins, Professor, Northern Illinois University

Christine Nelson, Director of Student Services, Oswego (District 308)

Anna Quinzio-Zafran, Teacher, Mentor, and NBCT, Coal City Elementary School

Christine Wells, Assistant Director for Learning, West Chicago Elementary School District 33

Vista 1

In 2011, the Illinois New Teacher Collaborative surveyed new teachers and mentors from the state-funded induction programs. This session will focus on the aggregate findings from those surveys. For example, data will be shared about new teacher background, beliefs, classroom assignment, and support programming (i.e., mentoring, orientation, training, workshops). Additional data to be reported will include how mentors felt about their respective mentoring programs as well as their relationships with mentees. Implications generated from these preliminary findings will be discussed to help program coordinators, administrators, professional development providers, and higher education/teacher educators better understand the impact on those induction programs who received funding from the Illinois State Board of Education.

D8. Supporting Mentors and Beginning Teachers on a Shoestring Budget

Jim Tammen, Instructional Research and Professional Development Director, Illinois Education Association

Jeanne Clayton, Classroom Teacher, Pope County School District

Jennifer Wilson, Classroom Teacher, Pope County School District

Vista 2 & 3

A mentoring program in Southern Illinois shares its ideas on delivering mentor training and ongoing professional development to mentors, and two program mentors share their ideas and role in program delivery and professional development for beginning teachers at the district level. A general discussion and shareout will follow detailing the work that continues among the session participants.

D9. Mentor Development: Teachers at the Center

Aaron Wilkins, Induction Coach, New Teacher Center

Larissa Bennett, Induction Coach, New Teacher Center

Vista 4 & 5

The intent of this session is to provide insight on the importance of including the growth of beginning teachers at the center of mentor development. Teachers are charged with analyzing student data to drive their instruction, and for mentors it is vital to mirror this practice with beginning teachers. Using formative assessment tools and anecdotal records helps to provide a different lens through which mentors can look at their beginning teachers' growth. Creating a data wall for the beginning teachers and assessing them on a continuum will help mentors to focus on the teachers' strengths and areas of growth to help improve both their own practice and the beginning teacher practice.

D10. Bringing all Stakeholders to the Table

Stacy Sniegowski, Induction Coach, New Teacher Center

Patrick Robinson, Induction Coach, New Teacher Center

Joan Kennedy, Induction Coach, New Teacher Center

Vista 6

This session will highlight the importance of building collaborative structures within the mentoring program to engage principals and other stakeholders to support the success of beginning teachers. Participants will use Illinois Mentoring Standards and NTC protocols as a guide to determine the needs within their district. Planning protocols and collaborative procedures will be part of the work participants engage in to ensure strategic collaboration with principals, mentors and other school leaders.