

Role-Alike Session- Administrators  
February 24, 2010

1. How do you assess your program's progress?
  - a) Teacher growth and retention
  - b) Outside evaluator- focus groups
  - c) CAL
  - d) Collecting growth data
  - e) Mentors evaluated as well
  
2. What role does assessment play in driving your program's effectiveness?
  - a) Show support for quality induction and mentor programs when funding might be cut. This is important so programs can continue without grant funding.
  - b) Quality of mentors
  
3. How have you been involved with your program's effectiveness?
  - a) Most were directors of programs so they were leading the initiative
  - b) Reporting to school boards the important of new teacher induction as cuts are considered.
  - c) Principals write action plans for induction and mentoring their buildings
  - d) Including a connection with Universities has been a key component.
  
4. What have been your barriers?
  - a) Few principals are in attendance at this conference
  - b) Principals need to be more involved and understand the program
  - c) It has been interrupted that confidentiality means "hands-off" for principals. This needs to change as principals need to have an investment in the programs and attend Professional Development and celebrations with mentors and new teachers.
  
5. Where are you now on the continuum?
  - a) There was a mix of all three stages represented.
  
6. Where do you envision yourself in the coming year with this program?
  - a) This discussion focused on budget cuts and the impact it is having on programs.
  - b) Programs will look different next year with the 50% ISBE reduction for 2009 funded programs.
  - c) School boards are considering what to cut with induction and mentoring being one of the items of discussion.
  - d) Brainstorming then occurred on ways to keep induction and mentoring without grant funding. One was that districts have the expectation that new teachers participate without a stipend.

7. The most surprising and challenging:
  - a) The low numbers of administrators at the conference, especially principals.
  - b) During team work sessions, principal support was identified as a barrier so this is something that needs to be readdressed. One way to do this is integrate the identified needs into the Administrator Academies. A balance needs to be established.

Role-Alike Session – New Teacher Group  
February 24, 2010

1. How do you assess your program's progress?
  - a) Surveys at the end of trainings
  - b) End of the year surveys
  - c) Exit slips
  - d) Coordinator has personal conversations with all mentors and protégés
  - e) Protégés fill out form every week based on weekly protégé/mentor meeting
  
2. What role does assessment play in driving your program success?
  - a) Steering committee includes protégés
  
3. How have you been involved in your program's effectiveness?
  - a) Awareness of what is needed – protégé input
  - b) Confidentiality is key
  - c) Providing feedback
  
4. What have been your barriers?
  - a) Working with a para – professional / aide (other adults in the room)
  - b) Parents Communication
  - c) Special Education
  - d) High School teacher getting respect level from students at such a close age
  
5. Where are you now on your continuum?
  
6. Where do you envision yourself in the coming year with this program?
  - a) Being more successful at the beginning of the year – knowing what questions to ask
  - b) More aware of different resources for help – Able to utilize them more
  - c) Helping to support the program as a 2<sup>nd</sup> year or 3<sup>rd</sup> year teacher in the continuation of the program and support to other 1<sup>st</sup> year teachers
  
7. What emerged from your discussion that was
  - a) Most surprising....
    - i) some schools have no mentor program at all or just a buddy system
  - b) Most valuable
    - i) having the day to day support from a mentor (the little things)
    - ii) multi-tier program (assigned mentor, building support)

Role -Alike Session – Support Provider  
February 24, 2010

1. How do you assess your program's progress?
  - a) Evaluation forms after each session
  - b) Survey Monkey/SRI
  - c) Exit Goals – what they learned, what is valuable
  - d) Board of Directors provides feedback on program
2. What role does assessment play in driving your program success?
  - a) Design of program
  - b) Set goals
  - c) Hot Topics Sessions based on needs of new teachers
3. How have you been involved in your program's effectiveness?
  - a) State Farm – Business partnership Teaching Express.net
4. What have been your barriers?
  - a) Funding
  - b) Multiple initiatives
  - c) Mentor/New Teacher matches in different locations, grade levels (geography, criteria)
  - d) Buy-in from administrators
  - e) Difficulty collecting qualitative data
5. Where are you now on your continuum?
  - a) Depends on which standard and program
  - b) Strengths
    - a. Boards from exhibit displayed these; i.e. professional development
    - b. District administration
  - c) Weaknesses
    - a. Administrator Buy-in
    - b. Mentor professional development through ongoing trainings
6. Where do you envision yourself in the coming year with this program?
7. "Is there life after money?"
  - a) How is the sustainability going to be maintained in districts without support provider assistance?
8. Most Surprising
9. "It was surprising there was nothing surprising."
10. Most Challenging
  - a) Competing initiatives; limited resources and time

b) Lead mentors are also full-time teachers, mentoring more than one protégé

11. Most Interesting

- a) Some schools provide release time in creative ways
- b) Some teacher given lighter class load

12. Most Valuable

- a) We recognize importance of mentoring program

13. Most Productive

- a) Collaboration among support providers
- b) Advocacy

Role-Alike Session – Higher Education Group  
February 24, 2010

Representatives from GSU, NIU, ACI, NCC, UIUC, SIUC, and ISU

1. What are higher education institutions doing for Induction?
  - a) GSU has three types of support program
2. Assess program progress?
  - b) Programs are not responsible for evaluation: CDE, SRI, conducted by the state
  - c) ACI does surveys, was doing focus groups but harder to do without an evaluator
3. Role of assessment
  - d) Program improvement – but it is limited this year
  - e) How to measure growth of the beginning teacher: Self reported on growth of student achievement; Asked principal about the growth of the beginning teacher; adapt C Danielson continuum, completed by BT and mentor; BTs set professional goals but can't monitor. One looked at perceptions of the BT needs and the mentor's perceptions of the BT needs, and they were different.
4. Challenges
  - f) Not collecting data because of lack of funding for evaluator
  - g) Not able to have support staff, so districts are supporting this area
  - h) Lack of ongoing evaluation tends to reduce focus on program improvement
  - i) The political voice: where do we make these needs heard? What is the role of the "old" policy board and the smaller advisory group?
  - j) Need for sharing more information about the good things going on for education
  - k) How to "hang on" until there are better times?

Role-Alike Session – Mentor  
February 24, 2010

1. Most surprising
  - a) ROEs with different requirements-PD, contact time,
  - b) Some programs ending and beginning based on funding
  
2. Most challenging
  - a) Full release and full time mentors
  - b) Funding issues
  - c) Taking a risk with choosing to be a full release mentor in a budget crisis
  - d) Getting orientation and induction in time of hire date
  - e) People must wear many hats because of funding-when already wearing many
  - f) Measuring success in your program
  
3. Most interesting
  - a) Differences in Training from district to district-Ice, NTC or developing it in house
  - b) Some programs have opportunities for outside funding
  - c) Most valuable
  - d) Networking with other
  - e) Funding
  - f) Survey protégés and mentors to make sure program is moving forward
  - g) Contract language for mentoring programs
  - h) Good communication between and among all stakeholders
  - i) Site administration standard 4 is our weakest area
  - j) Difference in mentor stipend
  
4. Most difficult
  - a) Administrator buy-in
  - b) Being a lead mentor without release time
  
5. Most productive
  - a) Using program data to drive improvement
  - b) Learning from each other during the conference to be able to see how your program can grow-seeing the possibilities
  - c) Building in the stakeholder meeting throughout the year utilizing the continuum