

Stage-Alike Notes from 5th Annual INTC Induction and Mentoring Conference

1.) What does or could your organization do to “dig deeper” to assess your program’s progress?

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| <p>Beginning: 1) Need to identify structure through a mentor coordinator in each building (CPS); 2) need to have clear communication around how the program is learning about what is working and what needs to be improved or addressed next; 3) Develop key questions around what to collect further work around</p> <p>Developing: <i>Current Practices include</i> 1) Surveying our new teachers to see what has been supportive in their new teachers; 2) tracking of teachers after 2 years; 3) conduct data collection and analysis (just a few case studies at this point); 4) Survey for New Teachers and Mentors; 5) Look at Teacher Attrition trends; 6) developing partnership to Governor State University to develop strategies and skills; 7) having a consistent assessment tool of instructional coaching practices/behaviors to support teacher success; <i>New Steps could include</i> 1) further data analysis but time is a factor with a 1:40 Mentor to Teachers; 2) Have further training in data analysis and the time period to really dig deep into what the data is sharing with us;</p> <p>Defined: 1) Stakeholder meetings; 2) Attendance Data; 3) Monthly surveys from teachers; 4) Monthly Forums; 5) Love the Continuum and link the surveys to the standards of the Continuum; 6) CD Continuum around the Qualities of Teaching; 7) Findings of the SRI outcomes = Limited indicators of the link between teacher effectiveness and students achievement; 8) challenge of controlling the variables but can focus on instruction, selection of mentoring, and mentoring support is strong.</p> | <p>*Responses combined across stages of development</p> <p>Surveys (mentee and mentor) Steering committees Exit slips Increase need to involve admin./building principals Feedback back to administrators Looking at test scores to compare to veteran teachers Focus groups How many mentors call crying</p> | <p>Beginning: Need to formalize a plan Visit other schools Research Evaluate present practice Seek funding Use focus groups</p> <p>Developing: Using technology Survey schools (formal and informal) Informal meetings to gather opinions Program staff making site visits Establish Board of Director feedback Evaluation after event Evaluations drive improvement of program Combine PD opportunities with other districts</p> <p>Defined: Monthly meetings to gather opinions Assessing quality of mentors External evaluation Internal Evaluation Gather and affect more data</p> |

2.) What do you see as the crucial areas of an effective program?

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| <p>Beginning: None shared</p> <p>Developing: Training; Organization of the Program; Having Fully Released Coaches highly recommended; Professional Development; Release Time to get into the classrooms for observation/conversation/reflection; Need to understand and measure in a consistent way New Teacher Growth; Coordination of everyone's roles/responsibilities and being able to celebrate strengths and concentrate on next steps; Develop further steps through Mentor Program Standards</p> <p>Defined: Communication; Continuity; Clarity of Roles; Accountability; Drilling Down; Adequate funding; Time Management; Technology; Mentoring Design Team: Professional Growth Plan; Use of the Continuum to measure effectiveness of the program; "Onboarding" where we are all good at some common components but some things are challenging for all too; Like mentor assignments</p> | <p>*Responses combined across stages of development</p> <p>PD to mentees (people overwhelmed didn't attend = signed them up)</p> <p>Common language</p> <p>Evidence based for PD</p> <p>Providing opportunities for Formative Assessment</p> <p>Trust and Support</p> <p>Mentor collaboration</p> <p>Communication between all stakeholders</p> <p>Confidentiality!!! Whole district needs to understand</p> <p>Mentor training</p> <p>Mentor selection process is a challenge to be more formalized</p> | <p>Beginning:</p> <p>Organization</p> <p>Training for mentors</p> <p>Accountability</p> <p>Selecting motivated mentors</p> <p>Scheduling collaboration time</p> <p>\using online resources</p> <p>Team collaborative effort</p> <p>Confidentiality</p> <p>Developing:</p> <p>Training for mentors</p> <p>Accountability</p> <p>Scheduling collaboration time</p> <p>Continue sub reimbursement</p> <p>Strengthen administrator academy</p> <p>Clear understanding of mentoring program of all stake holders</p> <p>Defined:</p> <p>Open communication with administrators</p> <p>Administrative support</p> <p>Help from retired teachers to do observations</p> <p>Ongoing evaluation program</p> <p>Commitment</p> <p>Released time and stipends for mentors</p> |

3.) What have you done or intend to do to meet the needs of all of your stakeholders?

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| <p><i>Overall communicate and advocate to all stakeholders</i></p> <p>New Teacher: 1) Setting Expectations for the Beginning Teacher with a side-by-side sharing between the Mentor and New Teachers</p> <p>Mentors: 1) Defined role matrix so that it makes it clearer of what “the work” is for all mentors</p> <p>Administrators: 1) Regularly scheduled conversations with site administrators; 2) report of quarterly aggregate data; 3) structures for supporting the admin through an administrator resource person which include a lead coach, mentors and the administrators on a monthly basis; using retired administrators as support to the site administrator</p> <p>Support Providers (ROE/ISC, ETC.): None shared</p> <p>Higher Education: Teachers reporting in March during the first year of teaching back to higher institute (ISU); having professors participate in the INTC conference;</p> | <p>*Responses combined across stages of development</p> <p>Lack of understanding and buy-in from admin. Going to offer a workshop for admin on mentor work so they can support the program. Use surveys to gain feedback from all stakeholders Provide quality PD to mentors and NT’s Communicate, Communicate, Communicate with all stakeholders</p> | <p>Beginning: New Teacher: PD, Confidentiality Mentors: Released time, Training. PD Administrators: Administrator’s academy Site coordinator: Feedback, Scheduling mentee/mentor time Support Providers (ROE/ISC, ETC.): Mentor training Higher Education: Partnership opportunities</p> <p>Developing: New Teacher: Mentor PD, Use formative assessment tools Mentors: Funding, Layered support communication, Professional webinar Administrators: Overview of program, Involvement, Academy credit Support Providers (ROE/ISC, ETC.): Mentor training, Tap support providers’ expertise, Resources Higher Education: Many practicum students/student teachers</p> <p>Defined: New Teacher: Mentor PD, formative assessment tools, Pair teachers in subject areas and grade levels, New teacher orientation, Resource- Harry Wong book, ROE workshops Mentors: Funding, Offer CPDU’s, Training and workshop conferences, Refreshments and end of year fun activities, In house sub provided, Stipends Administrators: Overview of program, Retreat provided by Superintendents, Feedback and evaluation – ongoing Support Providers (ROE/ISC, ETC.): Meeting with other ROPE school bi-monthly Higher Education: Promote mentoring for pre teacher programs, Mentoring fellow program at SIU</p> |

4.) How can you effectively utilize the qualities of different staff groups?

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| <p>1) Early and deliberate coordination of the work in the district ;</p> <p>2) Utilize the talents that we have;</p> <p>3) use the teachers who are not teacher leaders or mentors to support new teachers too;</p> <p>4) encourage other staff to provide professional development to our new teachers;</p> <p>5) bringing on coaches through a front-loaded PD process versus having to have the coaches do so much of the learning as they go;</p> <p>6) Using the union to provide training to provide specific learning based upon needs</p> | <p>*Responses combined across stages of development</p> <p>Variety of people to facilitate staff development</p> <p>Use roundtables to share suggestions</p> <p>Play “connector” between NT’s and experts in areas</p> | <p>Beginning:</p> <p>Surveys</p> <p>Round table</p> <p>Email</p> <p>INTC Moodle</p> <p>Team concept</p> <p>Developing:</p> <p>Utilize staff for shadowing district/across district lines</p> <p>Defined:</p> <p>Utilize staff for shadowing district/across district lines</p> <p>Effective match mentee and mentor</p> |

5. Who else should be included?

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| <p>Didn’t really get to this...sorry ☺!</p> | <p>None listed</p> | <p>Beginning: Parents, Retired teacher, Board of Ed, Admin</p> <p>Developing: Board of Ed, Administrative bookkeeper, Retired teachers, Veteran teachers, Parents, Students interview for school papers</p> <p>Defined: Board of Ed, Administrative bookkeeper</p> |