

Table of Contents

AGENDA	1
MESSAGE FROM THE DIRECTOR	3
SPECIAL THANKS TO CONFERENCE SPONSORS	4
PHOTOGRAPHS	5
MAP OF THE FACILITIES	6
WHERE DO I GO?	7
COLORED CIRCLES KEY	8
APPRECIATIVE INQUIRY – AN INTRODUCTION	9
TEAM WORK SESSION #1A – DISCOVER	10
TEAM WORK SESSION #1B – DREAM	11
GALLERY WALK PROTOCOL	12
TEAM WORK SESSION #2 – DESIGN	13
TEAM WORK SESSION #3 – DESTINY	14
CRITICAL ISSUE SESSIONS	16
EXHIBIT RECEPTION	29
CONFERENCE EVALUATION INFORMED CONSENT	30
INTC CONFERENCE EVALUATION	31
SPEAKER BIOGRAPHIES	33
IEA LETTER OF SUPPORT	34
IFT LETTER OF SUPPORT	35
THANK YOU	36
EXECUTIVE BOARD AND PARTNERSHIP BOARD MEMBERS	37
AN INVITATION TO JOIN THE INTC PARTNERSHIP BOARD	39
REGIONAL PROFESSIONAL DEVELOPMENT AND NETWORKING WORKSHOPS	40
JOIN INTC’S ONLINE COMMUNITY	41
BEGINNING TEACHER CONFERENCE	42
SERVICE LEARNING FOR NEW TEACHERS	43
INTC ANNUAL PROGRESS REPORT	44
ISBE-FUNDED PROGRAMS FY10 FINAL REPORT EXECUTIVE SUMMARY	49
CONFERENCE DOCUMENT ARCHIVE	51
CONFERENCE PRESS RELEASE	52
LIST OF CONFERENCE PARTICIPANTS	53
NOTES	57



Illinois New Teacher Collaborative Conference 2011 *Continuing the Continuum*

Monday, February 28

Meeting for ISBE Beginning Teacher Induction Programs Only
Check in 4:00 PM Mezzanine
Program 4:30-7:00 pm. Capitol/Illinois Room
Dinner 7:00-8:00, Prairie Room

Registration for March 1-2 conference starts at 4:00 p.m. Mezzanine

Tuesday, March 1, 2011

7:30 – 9:00	Conference Registration	Mezzanine
7:30 – 9:00	Breakfast	Capitol/Illinois/Prairie
9:00 – 9:15	Opening Session Welcome Dr. Chris Roegge , Director, INTC Dr. Christopher Koch , State Superintendent, Illinois State Board of Education	Capitol/Illinois/Prairie
9:15 – 9:30	Overview <i>Illinois Induction Program Continuum</i> Mary Elin Barnish , INTC Statewide Co-coordinator, ISBE Funded Beginning Teacher Induction Programs Mary Jane Morris , IEA/NEA	Capitol/Illinois/Prairie
9:30 – 11:00	Team Work Session #1 – Dream and Discover	Capitol/Illinois/Prairie
11:10 – 11:55	Critical Issues Sessions A	See Booklet
12:00 – 12:45	Lunch Buffet	Capitol/Illinois/Prairie
12:00 – 12:45	General Session Keynote Dr. Richard M. Ingersoll , University of Pennsylvania	Capitol/Illinois/Prairie

1:45– 2:05	Dessert	Mezzanine
2:05 – 2:50	Critical Issues Sessions B	See Booklet
3:00 – 3:45	Critical Issues Sessions C	See Booklet
3:55 – 4:45	Team Work Session #2 – Design	Capitol/Illinois/Prairie
5:00 – 6:00	Complimentary Reception and Exhibit Session	Rendezvous/Mezzanine
	Dinner on your own	

Wednesday, March 2, 2011

7:00 – 8:00	Conference Registration	Mezzanine
7:00 – 8:00	Breakfast	Prairie
7:30 – 7:50	Progressive Chat Facilitators’ Training/Information	Plaza I-II
8:00 – 9:00	Welcome and General Session Keynote Dr. Karen Peterson , Governors State University	Capitol/Illinois
9:10 – 9:55	Critical Issues Sessions D	See Booklet
10:05 –11:15	Progressive Chat	Ambassador and Embassy
11:20 – 11:50	Team Work Session #3 – Destiny	Capitol/Illinois
11:50 – 12:30	Lunch and INTC Summary	Prairie
	Conclusion and Send-off	

Message from the Director

Dear Colleagues,

Welcome to the sixth annual Illinois New Teacher Collaborative Induction and Mentoring Conference! The development of the *Illinois Induction Program Continuum*, introduced at last year's conference, represents the coming of age of induction and mentoring in Illinois and provides a means by which programs can gauge their progress against established standards. This year's conference extends and deepens our focus on the use of the *Continuum* to identify strengths, acknowledge needs, and facilitate program improvement. At the same time, we will share strategies for maintaining and improving induction programs.

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!

A handwritten signature in black ink that reads "Chris Roegge". The signature is written in a cursive, flowing style.

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



State Farm[®]
Companies
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; and Area IV Learning Technology Center (Rantoul).

The 6th Annual Illinois New Teacher Collaborative
Induction and Mentoring Conference

Continuing the Continuum
March 1-2, 2011

Information for Attendees:

Photographs

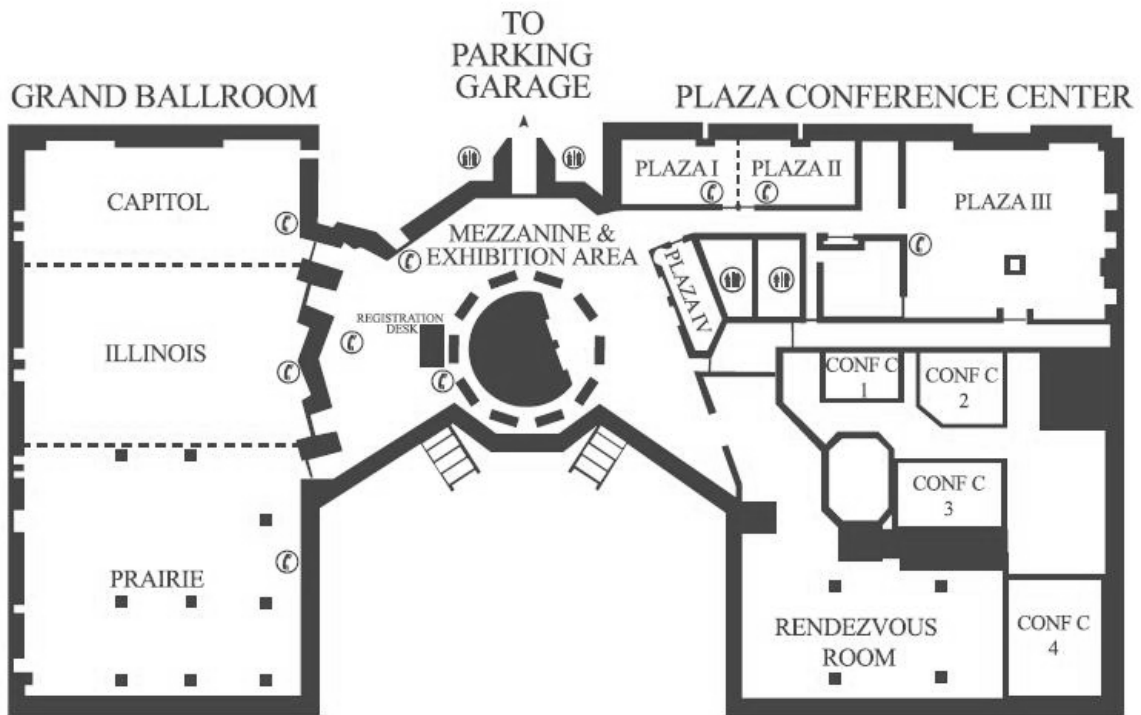
Throughout the conference, INTC will be taking photographs of attendees. During registration, attendees are being asked to provide written consent to use their photographs in INTC publications such as the INTC website and other publications. Attendees are providing consent by initialing the relevant box on the sign-in sheet.

No names will be attached in any dissemination of the photographs. Attendees may ask the photographer not to be included in photographs. If you have any questions or concerns, please contact Nancy Johnson at (nljohnsn@illinois.edu or 217-244-3166). Thank you for your support of the conference.

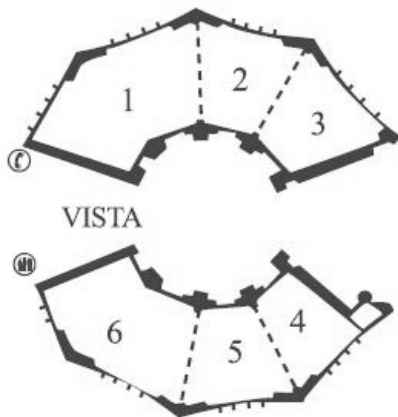
Map of the Facilities

FACILITIES

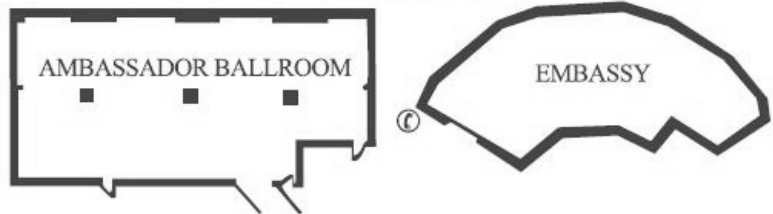
MEZZANINE



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 nametag to help you identify your role in induction and mentoring and your Progressive Chat (Wednesday AM session) room assignment.

COLORED CIRCLES

Red Glow

Orange Glow

Yellow

Green Glow

Dark Blue

COLORED CIRCLES

(on the back of your nametag)

Green

Light Blue

ROLE

Beginning Teacher

Support Provider, Program Coordinator, or
Professional Development Provider

Mentor/Experienced Teacher

Administrator

Higher Education

PROGRESSIVE CHAT

Ambassador Room (Concourse Level)

Embassy Room (Concourse Level)

Appreciative Inquiry – An Introduction

During this conference, your teams will use “Appreciative Inquiry” (AI) to help you look at your past, your present, and to determine your future as you work with the *Illinois Induction Program Continuum* and expand your induction and mentoring program.

“**Appreciative Inquiry** is the cooperative co-evolutionary search for the best in people, their organizations, and the world around them. It involves the discovery of what gives “life” to a living system when it is most effective, alive, and constructively capable in economic, ecological, and human terms. AI involves the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential.”

Cooperrider, D., Whitney, D., Stavros, J. (2008). *Appreciative Inquiry Handbook for Leaders of Change*. Brunswick, OH: Crown Custom Publishing, Inc.

Appreciative Inquiry consists of four processes:

- Discover
- Dream
- Design
- Destiny

Processes

AI uses a “4D” process* to:

1. **Discover** the best of what already is – what works perfectly in the organization (Team Work Session #1a)
2. **Dream** of “what might be” – envisioning processes that could work perfectly all the time (Team Work Session #1b)
3. **Design** “what should be” – define and prioritize those perfect processes (Team Work Session #2)
4. Create a **Destiny** regarding “what will be” – make the design a practical goal (Team Work Session #3)

*Kinni, T. “The Art of Appreciative Inquiry.” *Harvard Management Update* Vol. 8, No. 8, August, 2003.

Definitions:

Appreciative – valuing; the act of recognizing the best in people; affirming past and present strengths, successes, and potentials; to perceive those things that give life

Inquire – the act of exploration and discovery; to ask questions; to be open to new potentials and possibilities

Team Work Session #1a – DISCOVER with your Team

Purpose: DISCOVER the best of what already exists in your program. What works perfectly? Use the questions below to examine excellence in your induction and mentoring program.

Directions:

- a. Sit with your team members.
- b. Answer the questions individually.
- c. Share your answers with your team and explain why you answered as you did.
- d. Discuss the similarities and differences your answers have.
- e. Reach consensus on some of your team's views if possible.

Questions

Describe a peak experience or high point in your induction and mentoring program in the past year. This would be a time when you were most engaged and committed. Relate this experience to the *Continuum* standards and criteria.

Without being modest, what is it that you most value about yourself and the nature of your work in your induction program? How do these qualities coincide with the *Continuum*?

What are the core factors that give life to your induction and mentoring program? Without these factors/components your induction program would cease to exist. What *Continuum* standards and criteria coincide with these factors?

What are three wishes you have to enhance the health and vitality of your induction and mentoring program? What *Continuum* standards and criteria apply to these wishes?

Team Work - Choose your Critical Issues Sessions

Based on your work in DISCOVER (Team Work Sessions #1a), decide which Critical issues Sessions each of your team members will attend.

Team Member	Critical Issues A	Critical Issues B (or BC)	Critical Issues C	Critical Issues D

Team Work Session #1b – DREAM with your Team

Purpose: To create DREAMS – ideal future scenarios regarding your induction and mentoring program

Directions:

- a. As a team, use question #1 below to discuss your program vision.
- b. As a team, create a narrative or story that depicts your ideal induction and mentoring program.
- c. Use large paper and markers to summarize your dream.
 - o Write down some of the highlights in your narrative.
 - or
 - o Create a graphic or picture that depicts your dream.
- d. Post your paper on the wall. You will have the opportunity to look at and comment on the work of other teams during a Gallery Walk at the end of this session.

Questions/Prompts:

1. How do you envision the usefulness of the *Continuum* in the future development of your induction and mentoring program?

2. Capture the dream you have just created in a narrative statement, graphic, picture, or “story.” Include an explanation of how the *Continuum* will be used.

Gallery Walk Protocol



Purposes:

- To share your work with others
- To learn from the work of other teams or individuals
- To gain ideas to inspire your own team work

Time:

10 minutes (10:50 – 11:00)

Directions:

1. Record your story, narrative, graphic, or picture on large post-it paper.
2. Place your product on the designated wall space in the room.
3. Walk from poster to poster (there is no order) and view/read the work of other teams or individuals.
4. Use small post-it notes (on your table) to write comments or questions and place these next to any poster.
5. Note any information that might be useful to your team.
6. Return to your own poster and read any comments or questions that others wrote.

Team Work Session #2 – DESIGN with your Team

Purpose: To DESIGN the basis for a practical program plan

Directions:

As a team, use the questions below to formulate the components of a design for your program progress. Use the *Continuum* standards and criteria as you determine which program components to include.

Questions: (The answers to these questions will help prepare you for Team Work Session #3)

1. What ideas from the Gallery Walk during Team Work Session #1b, the Critical Issues sessions, or Dr. Ingersoll's comments might be applicable to your program?
2. Based on the dream you have created, what program goals will you work on next?
3. How has the *Continuum* helped you determine what your new goals are?
4. What is the timeframe for your effort?
5. What professional development will you create to accompany your use of the *Continuum*?
6. What *Continuum* standards will you focus on next? Why did you choose these?
7. How will you assess the progress you make with the standards you will work on?
8. Who provides your leadership – administratively and “in the field?”
9. Who are the stakeholders in your program?
10. What communication methods will you use to keep all people informed?
11. What resources (e.g. people, time, funds) will be needed to accomplish your goals?
12. How could Appreciative Inquiry be integrated and sustained in your program's culture?

Team Work Session #3 – Design to Team DESTINY

Purposes:

To determine your DESTINY

To translate your dream and design into reality

To organize your ideas into a practical action plan

Directions:

- a. Create an action plan using the chart on the following page(s).
- b. Turn in your action plan for the prize drawing at the end of this session to an INTC staff member. INTC will make a copy of your action plan, and your plans will be available to you for pick up at the conference desk after lunch.

Prompts for the “Design to Team Destiny” chart:

Goals:

What do you want to accomplish now?

What can you realistically accomplish based on your work during the conference?

Standards and Criteria

What standards and criteria from the *Continuum* will provide the focus for your goals?

Action Steps:

What specific steps will you take when you return to your program?

What action steps are realistic and purposeful now?

Resources:

Who will be responsible for the goal and each action step?

When will you take the action steps? What is your completion date for your goal?

What resources will you need to take your action steps and complete your goal?

Assessment:

How will you assess your progress?

What methods will you use to determine your progress?

Evidence of Progress:

What data will you collect to document your progress?

How will you know when you have accomplished your action steps?

How will you know when you have reached your goal and what will it look like?

PROGRAM NAME:

DESIGN TO DESTINY			
Goal			
Standard		Criterion(a)	
Specific Action Steps			
Resources			
People	Time (Timeline)	Funding	Other
Assessment of Progress			
Evidence of Progress			
Notes			

Critical Issue Sessions Schedule & Room Assignments

Room (Level)	Session A Tuesday 11:10-11:55	Session B Tuesday 2:05-2:50	Session C Tuesday 3:00-3:45	Session D Wednesday 9:10-9:55
Conference Center 2 (Mezzanine)	A1. Flexible Support: Meeting Beginning Teacher Needs in Uncertain Times	BC1. Making Your Case Without Making More Work		D1. Making Your Case Without Making More Work (Advanced)
Conference Center 4 (Mezzanine)	A2. INTC Online: Guided Tour and Exploration	BC2. Overcoming Barriers of Time and Geography: Internet-Based Solutions	D2. Administrator Roles: Working with Induction and Mentoring Programs *	
Ambassador (Concourse)	A3. The Quality of Mentoring Matters *	BC3. Creating a Coherent Impact Plan for Your Induction Program		D3. The Realities of Service-learning: From Concepts to Contexts
Embassy (Concourse)	A4. Changing for Success and Continuous Improvement	B1. Growing an Induction/Mentoring Program in a Large Urban District	C1. Differentiating Support for Beginning Teachers of ELLs *	D4. Differentiating Support for Beginning Teachers of ELLs *
Plaza I & II (Mezzanine)	A5. Taking It Up a Notch: Improving Second Year Teachers' Induction	BC4. Using the ICE 21 Tools		D5. Differentiating Mentor Training Countywide: Systematizing the Continuum
Plaza III (Mezzanine)	A6. Selecting, Training and Supporting Effective Teacher Mentors	B2. Your Program's Online Presence	C2. Discover the Timsweb Difference	D6. Supporting New Teachers in Charter Schools
Vista 1 (29th Floor)	A7. Higher Education and Induction	B3. The Missing Link in Teacher Education: The Preservice-Induction Continuum	C3. Illinois Student Teachers' Successful Transition into First Year of Teaching	D7. Rural School Induction: Lessons Learned from Beginning Teachers and Administrators
Vista 2 & 3 (29th Floor)	A8. Administrator Roles: Working with Induction and Mentoring Programs *	B4. Using Digital Data To Structure Conversations Among Mentors and Teachers	C4. Using the CDE: Results of INTC research with funded programs	D8. The Quality of Mentoring Matters *
Vista 4 & 5 (29th Floor)	A9. Mentor Professional Development: What Happens After Foundational Mentor Training?	BC5. iPad and Mobile Devices in Education		D9. Mentor Development: Teachers At the Center
Vista 6 (29th Floor)	A10. Beginning Program Stage Alike Session	B5. Using the Continuum: A Primer	C5. Preparing Urban Teachers to Support ALL Students to Learn	D10. Small Team Lesson Study: High Impact Practice for Beginning Teachers

* Indicates that a session is repeated.

Session A - Tuesday 11:10-11:55

Session Audience and Standards (as indicated by the presenters)	Audience						Standards				
	Administrators	Coordinators	Mentors	Prof. Developers	New Teachers	Higher Ed	1 & 4	2 & 3	5 & 6	7 & 8	9
Standards <ul style="list-style-type: none"> ○ 1 & 4 - Program Leadership and Coordination ○ 2 & 3 - Program Design ○ 5 & 6 - Mentor Quality ○ 7 & 8 - Beginning Teacher Development ○ 9 - Assessment and Research 											
A1. Flexible Support: Meeting Beginning Teacher Needs in Uncertain Times	•	•	•	•		•				•	
A2. INTC Online: Guided Tour and Exploration	•	•	•	•	•	•	•				
A3. The Quality of Mentoring Matters	•	•	•	•					•		•
A4. Changing for Success and Continuous Improvement	•	•						•			
A5. Taking It Up a Notch: Improving Second Year Teachers' Induction	•	•	•	•				•			
A6. Selecting, Training and Supporting Effective Teacher Mentors	•	•		•					•		
A7. Higher Education and Induction						•	•			•	•
A8. Administrator Roles: Working with Induction and Mentoring Programs	•							•			
A9. Mentor Professional Development: What Happens After Foundational Mentor Training?	•	•		•					•		
A10. Beginning Program Stage Alike Session	•	•	•	•	•	•	•	•	•	•	•

A1. Flexible Support: Meeting Beginning Teacher Needs in Uncertain Times

Clarissa Williams, Lead Induction Coach, Chicago New Teacher Center
 Leslie Baldacci, Associate Program Consultant, Chicago New Teacher Center
 Sharon Grady, Associate Program Consultant, Chicago New Teacher Center

Room: Conference Center 2

We will review web pages documenting monthly Beginning Teacher Working Meetings that occurred during CNTC's citywide expansion (2009-2010 school year). These sessions were aligned to the Phases of First-Year Teaching and tied to the standards. We will also share a menu of the PD planned for 2010-2011 reflecting how we adjusted our professional development in a changing economic landscape to include study groups, "CNTC Connect," "Differentiated Dinners" for special educators, and New Teacher Summer Academy and Seasonal Seminars. This ongoing professional development provided a venue for beginning teachers to network with other new teachers across the district, during a period of transition in the organization and the district administration, with the aim of improving teacher practice and student achievement.

A2. INTC Online: Guided Tour and Exploration

Lara Hebert, Co-coordinator of ISBE grant programs, INTC
 Mike Painter, Web Application Developer, INTC

Room: Conference Center 4

The Illinois New Teacher Collaborative's website has been built with you in mind. This website is intended to be your one-stop source for anything related to induction and mentoring. Regardless of whether you are a beginning teacher, mentor, program coordinator, administrator, or teacher educator, you'll find a wealth of resources, announcements, and online discussions relevant to your induction needs and interests. This guided tour will highlight the major components of the website and provide plenty of time for individual exploration.

A3. The Quality of Mentoring Matters (also available during session D)

Rosalie Gardner, Curriculum Specialist, Monroe-Randolph ROE #45

Cindy Callahan, Mentor Coach, Monroe-Randolph ROE #45

Room: Ambassador

Quality mentoring begins with selection and training. But how does a program monitor mentor quality once the assignment and activities begin? This session will look at one project's effort to measure mentor quality in light of the criteria used for mentor selection. Participants will receive tools that can be used and will have opportunity for input and questions.

A4. Changing for Success and Continuous Improvement

Greg Kneller, Mentor Coordinator, Champaign Unit #4 Schools

Polly Hill, Mentor Coordinator, Champaign Unit #4 Schools

Room: Embassy

Being one of the original 10 pilot programs, after four years of service, the Induction for Success mentoring program in Champaign uncovered a need to revise program development. What data informed this decision and process? What was wrong and right about the initial program? How has the program maintained its integrity and changed? Mentor coordinators will answer these questions and walk through the process of re-development in ways that encourage similar reflection for participants.

A5. Taking It Up a Notch: Improving Second Year Teachers' Induction

Jennie Crownson, Mentor Coordinator, J. Sterling Morton High School

Pat Iovinelli, Mentor Coordinator

Room: Plaza I & II

This presentation will focus on induction for second year teachers. The first year of our program is focused on clinical observation and classroom coaching between a first year teacher and a mentor. The major emphasis is on classroom management and environment. This year we are taking it up a notch by having our second year teachers collaborate in a lesson study cohort program. Our program is based on a content coaching model and a lesson study, developed by Fritz Satub and Lucy West. The goal of the second year program is self-management of learning through metacognition and effective "habits of planning". Mentors and second years focus on what they teach, why they teach, and how they teach to become more effective instructors and designers of lessons.

A6. Selecting, Training and Supporting Effective Teacher Mentors

Pamela Zimmermann, Associate Professor, Concordia University

Room: Plaza III

Learn about a teacher mentoring program that was developed from the grass roots efforts of teacher leaders in their school district. Components of the mentoring program include: 1) guidelines for selecting the appropriate mentors and matching mentors with the right new teacher colleague; 2) clear expectations for the roles played by teacher mentors; 3) a training program for teachers new to the mentoring role; and 4) a mentoring manual with activities designed by experienced mentor teachers and department chairs. Materials will be shared with the participants.

A7. Higher Education and Induction

Chris Roegge, Director, INTC

Room: Vista 1

In the future, university-based teacher education programs may well be held accountable for the academic achievement of the students their graduates teach. This should be sufficient motivation for institutions to be involved in the induction of their graduates. Yet few are, and those to a limited degree. Participate in a guided discussion around the topic of the role of teacher education institutions and faculty in the transition from being students of teaching to being teachers of students. Questions/topics to be considered include: What specific

induction roles would be attractive to higher education faculty? How can the interests of higher education be balanced with those of other entities involved in induction? How can involvement in induction strengthen an institution's teacher preparation program? Richard Ingersoll, the conference's keynote speaker, is scheduled to participate in the session.

A8. Administrator Roles: Working with Induction and Mentoring Programs

(also available during session D)

Mary Elin Barnish, Co-Coordinator, INTC

Room: Vista 2 & 3

This presentation is for administrators whose districts and schools support induction and mentoring programs. The important roles administrators can play will be stressed and participants will be encouraged to ask questions and share their experiences with induction and mentoring. Participants will gain a greater understanding of the *Illinois Induction Program Continuum* and how it can be used with program leaders. They will consider how the *Continuum* document can be used to set goals, assess program progress, and determine practical areas for improvement.

A9. Mentor Professional Development: What Happens After Foundational Mentor Training?

Carole Einhorn, New Teacher Induction Facilitator, Palatine CCSD 15

Michael Hurst, Induction/Mentor Coordinator, District 148

Room: Vista 4 & 5

ISBE-approved Induction/Mentoring Programs must follow an explicit list of content to be covered in their Foundational Mentor Training. Once that training has been completed; however, the direction for ongoing professional development for mentors is not nearly as clear. In this session, participants will explore possibilities for developing a Mentor Learning Community in their district/region. Specific content, strategies, and resources will be shared. They will also have the opportunity to use the *Illinois Induction Program Continuum* to assess where they are now and how they can use the information presented in this session to create meaningful learning experiences that foster mentors' professional development.

A10. Beginning Program Stage Alike Session (recommended for beginning programs)

Jennifer Garrison, Superintendent, Sandoval CUSD #501

Nicki Rosenbaum, ICE 21 Co Chair, I-KAN ROE

Vicki Hensley, Asst. Regional Supt, I-KAN ROE

Alexis Jones, Program Coordinator, Lead Mentor and Trainer, Urbana School District 116

Jacinda Crawmer, Lead Mentor and Trainer, Urbana School District 116

Barbara Gillespie, ROE Schoolworks Trainer, Champaign-Ford Counties ROE

Adrienne Ostermeier, Program Coordinator, Springfield School District 186

Sue Walter, Professional Development Director, Illinois Federation of Teachers

Room: Vista 6

The Proof is in the Pudding. Come and get the sure-proof recipe for our award-winning Induction Pudding. It only needs nine ingredients- the nine IL Induction Program Standards. This is a hands-on session dealing with the introduction/application of the IL Induction Program Standards including: what they are, what they mean to you and how they can look in your district. You will walk away with a much deeper understanding of what it means to "meet" the standards and what it will take to achieve this status. So bring your friends, teammates, and/or yourself to learn more about Illinois Induction. We hope to pack the place!

Session BC - Tuesday 2:05-3:45

Session Audience and Standards (as indicated by the presenters)	Audience					Standards					
	Administrators	Coordinators	Mentors	Prof. Developers	New Teachers	Higher Ed	1 & 4	2 & 3	5 & 6	7 & 8	9
Standards <ul style="list-style-type: none"> ○ 1 & 4 - Program Leadership and Coordination ○ 2 & 3 - Program Design ○ 5 & 6 - Mentor Quality ○ 7 & 8 - Beginning Teacher Development ○ 9 - Assessment and Research 											
BC1. Making Your Case Without Making More Work	•	•	•				•				
BC2. Overcoming Barriers of Time and Geography: Internet-Based Solutions	•	•		•		•	•				
BC3. Creating a Coherent Impact Plan for Your Induction Program	•	•	•					•			•
BC4. Using the ICE 21 Tools	•	•	•	•	•			•		•	•
BC5. iPad and Mobile Devices in Education	•	•	•	•	•	•	•				

BC1. Making Your Case Without Making More Work

Tracy Kremer, Senior Manager of Communication, New Teacher Center
David Osta, Associate Director of Policy, New Teacher Center

Room: Conference Center 2

Education programs across Illinois must communicate well about their work to maintain -- and ideally increase -- support and resources. Learn how integrating simple communication and advocacy activities into your work can result in a very positive return on investment. This session will feature a communication tool kit that has been created for induction programs in Illinois.

BC2. Overcoming Barriers of Time and Geography: Internet-Based Solutions

Lara Hebert, Co-coordinator of ISBE grant programs, INTC

Room: Conference Center 4

This hands-on session will provide an introduction to a variety of online tools available for communication, collaboration, planning, and assessment that induction program leaders can use at little to no cost for program facilitation. The use of technology for these purposes can potentially increase efficiency and reduce costs. Time will be provided for exploration and for brainstorming how these tools could be put to use in your own program.

BC3. Creating a Coherent Impact Plan for Your Induction Program

Helen Chong, Associate Director, Data and Impact, Chicago, New Teacher Center

Room: Ambassador

This session is designed to provide program leaders with an overview of how to create a coherent impact plan for their program. Participants will learn about how The Chicago New Teacher Center approached this work for their program and the lessons learned over time. The majority of this session is centered on providing participants with time to begin creating their own coherent impact plan with guiding materials, engaging in peer review, and sharing their initial progress.

BC4. Using the ICE 21 Tools (recommended for beginning programs)

Vicki Hensley, Asst. Regional Supt, I-KAN ROE

Nicki Rosenbaum, ICE 21 Co Chair, I-KAN ROE

Room: Plaza I & II

This session introduces 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 (i.e. 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 Topics). 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.”

BC5. iPad and Mobile Devices in Education

Patrick Beedles, Account Executive, K-12 Education, Apple, Inc.

Room: Vista 4 & 5

By now, most of us have heard about the Apple iPad and how it is supposed to change our technological lives forever. But when it comes to the recently-released device’s effect on education, is it more than just a great screen for movies and video games? Can the iPad replace textbooks? Come see how the iPad is being used inside the classroom to differentiate learning, engage learners, and extend the classroom beyond the four walls of school buildings. We’ll explore using the iPad for literacy, science, math, and more.

Session B - Tuesday 2:05-2:50

Session Audience and Standards (as indicated by the presenters)	Audience						Standards				
	Administrators	Coordinators	Mentors	Prof. Developers	New Teachers	Higher Ed	1 & 4	2 & 3	5 & 6	7 & 8	9
Standards <ul style="list-style-type: none"> ○ 1 & 4 - Program Leadership and Coordination ○ 2 & 3 - Program Design ○ 5 & 6 - Mentor Quality ○ 7 & 8 - Beginning Teacher Development ○ 9 - Assessment and Research 											
B1. Growing an Induction/Mentoring Program in a Large Urban District	•	•	•					•			
B2. Your Program's Online Presence	•	•	•	•	•			•			
B3. The Missing Link in Teacher Education: The Preservice-Induction Continuum	•	•		•		•					•
B4. Using Digital Data To Structure Conversations Among Mentors and Teachers	•	•	•	•		•			•		
B5. Using the Continuum: A Primer	•	•	•	•	•	•		•			

B1. Growing an Induction/Mentoring Program in a Large Urban District

Adrienne Ostermeier, Coordinator for Pre-service and New Teacher Support, Springfield Public Schools
 Patricia West, District Mentor, Springfield
 Spring Southard, District Mentor, Springfield
 Lindsey Helm, District Mentor, Springfield
 Crysta Weitekamp, District Mentor, Springfield

Room: Embassy

Five years ago, the Springfield Public School District received one of the first 10 state grants for supporting beginning teachers in an Induction and Mentoring program. In this presentation we will share how we have expanded our program little by little over the years and detail the steps we took to get to where we are today. Information will include our leadership structure, critical program components, an overview of mentor training and our work with first and second year teachers. We will share information about how this program is part of the contractual agreement between the district administration and our teachers' association. We hope the information will be useful to other programs that are just beginning or wanting to expand.

B2. Your Program's Online Presence

Jacinda Crawmer, Lead Mentor, Urbana School District
 Alexis Jones, Mentoring Program Coordinator, Urbana School District

Room: Plaza III

Urbana School District has gradually increased its online presence. Mentors and new teachers can now find workshop descriptions and registrations online, forums filled with thoughtful suggestions, blog posts, and an online chat feature. Mentors log their contacts online, which enables program staff to track the time, type and content of support provided. Much of our program evaluation is done online as well. The best part: All of this is achieved by spending around \$200 per year.

B3. The Missing Link in Teacher Education: The Preservice-Induction Continuum

Robert Fisher, Professor Emeritus, Illinois State University

Elizabeth Wilkins, Professor, Northern Illinois University

Room: Vista 1

The presentation will identify the issues in linking teacher education prior to certification to teacher education during the induction years. Suggestions for addressing the issues will be presented.

B4. Using Digital Data To Structure Conversations Among Mentors and Teachers

Jan Fitzsimmons, Director, Associated Colleges of Illinois Center for Success in High-Need Schools

Room: Vista 2 & 3

This presentation describes a model that uses clinical faculty from higher education as mentors and extends the experience of its new teacher candidates from the college classroom to the first five years of teaching by supporting “alumni” with professional development, networking, and mentoring. The model uses a form of digital data collection that structures conversations between “alumni coach mentors” and new teachers. In this session, participants will learn about the use of Power Walkthroughs to provide effective formative feedback to new teachers and to provide data to structure ongoing professional development that is focused on student learning. The session will share the process and data such as the frequency of evidence-based practices and use of Bloom’s taxonomy, as well as engagement. The session will show how data from the Walkthroughs are used to set strategic goals to improve new teacher performance and review and revise teacher preparation programs.

B5. Using the Continuum: A Primer (recommended for beginning programs)

Mary Elin Barnish, Co-Coordinator, INTC

Room: Vista 6

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.

Session C - Tuesday 3:00-3:45

Session Audience and Standards (as indicated by the presenters)	Audience						Standards				
	Administrators	Coordinators	Mentors	Prof. Developers	New Teachers	Higher Ed	1 & 4	2 & 3	5 & 6	7 & 8	9
Standards <ul style="list-style-type: none"> ○ 1 & 4 - Program Leadership and Coordination ○ 2 & 3 - Program Design ○ 5 & 6 - Mentor Quality ○ 7 & 8 - Beginning Teacher Development ○ 9 - Assessment and Research 											
C1. Differentiating Support for Beginning Teachers of ELLs			•		•					•	
C2. Discover the Timsweb Difference	•	•	•	•	•		•	•		•	
C3. Illinois Student Teachers Successful Transition into First Year of Teaching	•	•	•		•	•				•	•
C4. Using the CDE: Results of INTC research with funded programs	•	•		•		•					•
C5. Preparing Urban Teachers to Support ALL Students to Learn	•	•	•	•		•				•	

C1. Differentiating Support for Beginning Teachers of ELLs (also available during session D)

Ana Dominguez, Lead Induction Coach, Chicago New Teacher Center

Room: Embassy

Beginning teachers working with the fast growing student population of English Language Learners require a special kind of support. But how can mentors support these beginning teachers when context of the instructional programs for English Language Learners is so vast? Understanding the differences between these programs is key in providing induction support to teachers of ELLs.

C2. Discover the Timsweb Difference

Cindy Callahan, Timsweb Director, Monroe-Randolph ROE #45

Rosalie Gardner, Mentor Coach/Coordinator, Monroe-Randolph ROE45

Room: Plaza III

What can Timsweb (Teacher Induction and Mentor System on the WEB) do for you and your district? Timsweb is an online data collection tool used by districts with a mentoring program to hold new teachers and mentors accountable for their professional development activities, reflections, etc. Teachers and mentors log in to a secure online account to submit the information. The coordinator has the capabilities to print reports and analyze data in the areas of time spent, IPTS focus of work, and other valuable information. Timsweb reduces the paperwork and tedious hand derived data collection.

C3. Illinois Student Teachers' Successful Transition into First Year of Teaching

Ken Jerich, Professor, Illinois State University

Elizabeth Wilkins, Professor, Northern Illinois University

Room: Vista 1

With 30-50% of beginning teachers leaving the profession in the first five years of teaching, the need to examine new teacher induction and self efficacy is prudent. As a result of these attrition rates, teacher educators have begun to more closely examine the transition from preservice into inservice teaching. For this presentation, teacher educators from three different state universities collaborated in order to better understand what student teachers know about induction, with the goal being to develop and deliver pre-induction curricula for preservice teachers and to share those ideas with teacher educators in order to improve retention rates.

C4. Using the CDE: Results of INTC research with funded programs

Patricia Brady, Project Analyst, INTC

Room: Vista 2 & 3

This presentation provides highlights of data collected in the fall 2009, spring 2010, and fall 2010 CDE surveys of ISBE-funded programs. The presentation goes beyond reporting numbers and will look at trends and implications. Key findings include retention patterns, the variety of funding levels, impact of grant funding, and program changes over time. This session concludes with a description of INTC's future research efforts. Time will be allowed for audience feedback and questions.

C5. Preparing Urban Teachers to Support ALL Students to Learn

Sharon Grady, Associate Program Consultant, Chicago New Teacher Center

Aaron Wilkins, Induction Coach, Chicago New Teacher Center

Room: Vista 6

The New Teacher Summer Academy is a two-day professional development opportunity that prepares new teachers entering an urban district. Teachers leave with a deeper understanding of blending theory and practical applications in the urban context. 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.

Session D - Wednesday 9:10-9:55

Session Audience and Standards (as indicated by the presenters)	Audience					Standards					
	Administrators	Coordinators	Mentors	Prof. Developers	New Teachers	Higher Ed	1 & 4	2 & 3	5 & 6	7 & 8	9
Standards ○ 1 & 4 - Program Leadership and Coordination ○ 2 & 3 - Program Design ○ 5 & 6 - Mentor Quality ○ 7 & 8 - Beginning Teacher Development ○ 9 - Assessment and Research											
D1. Making Your Case Without Making More Work (Advanced)	•	•	•				•				
D2. Administrator Roles: Working with Induction and Mentoring Programs	•							•			
D3. The Realities of Service-learning: From Concepts to Contexts	•		•		•	•				•	
D4. Differentiating Support for Beginning Teachers of ELLs			•		•					•	
D5. Differentiating Mentor Training Countywide: Systematizing the Continuum	•	•					•	•			
D6. Supporting New Teachers in Charter Schools		•	•	•			•	•			
D7. Rural School Induction: Lessons Learned from Beginning Teachers and Administrators	•	•	•	•	•	•	•	•	•		•
D8. The Quality of Mentoring Matters	•	•	•	•					•		•
D9. Mentor Development: Teachers At the Center	•	•	•	•		•		•			
D10. Small Team Lesson Study: High Impact Practice for Beginning Teachers		•	•		•					•	

D1. Making Your Case Without Making More Work (Advanced)

Tracy Kremer, Senior Manager of Communication, New Teacher Center

David Osta, Associate Director of Policy, New Teacher Center

Room: Conference Center 2

This advanced working session is designed for those who have already participated in Making Your Case Without Making More Work. Participants will have structured time and individualized support to continue developing a brief document about their programs and create a plan for integrating advocacy and communication into their programs. If you have begun creating a one pager for your program, please bring a hard copy and an electronic copy to this session.

D2. Administrator Roles: Working with Induction and Mentoring Programs

(also available during session A)

MaryElin Barnish, Co-Coordinator, INTC

Room: Conference Center 4

This presentation is for administrators whose districts and schools support induction and mentoring programs. The important roles administrators can play will be stressed and participants will be encouraged to ask questions and share their experiences with induction and mentoring. Participants will gain a greater understanding of the *Illinois Induction Program Continuum* and how it can be used with program leaders. They will consider how the *Continuum* document can be used to set goals, assess program progress, and determine practical areas for improvement.

D3. The Realities of Service-learning: From Concepts to Contexts

Jay Mann, PhD Student, former HS administrator and teacher, University of Illinois at Urbana-Champaign

Room: Ambassador

Service-learning is an innovative instructional strategy that has gained significant attention in both research and practice over the past fifteen years. Still, questions abound about what service-learning is conceptually, how programs can be implemented meaningfully in classrooms, to what extent service-learning can support school improvement goals and SEL plans, and where successful service-learning projects are taking place in Illinois and across the U.S. In this session, we will attempt to answer these questions and many more. The presenter, a former teacher and administrator, has participated in service-learning projects, has facilitated projects in his own classroom, and now studies service-learning pedagogy.

D4. Differentiating Support for Beginning Teachers of ELLs (also available during session C)

Ana Dominguez, Lead Induction Coach, Chicago New Teacher Center

Room: Embassy

Beginning teachers working with the fast growing student population of English Language Learners require a special kind of support. But how can mentors support these beginning teachers when context of the instructional programs for English Language Learners is so vast? Understanding the differences between these programs is key in providing induction support to teachers of ELLs.

D5. Differentiating Mentor Training Countywide: Systematizing the Continuum

Shay McCorkle, Language Arts/Reading Coordinator and Mentor Teacher Trainer, Lake County Regional Office of Education

Margo Schmitt, School Improvement Consultant, Lake County Regional Office of Education

Room: Plaza I & II

My initial 18 hours of ICE 21 Mentor Teacher training is done, now what? We have all this great information and paperwork. WE are overwhelmed and don't know where to start! What do we do???? This session will address how a Regional Office of Education has worked with various school districts to train Mentor Teachers (Pre-K~12) and provide a scaffolded plan to work through the Induction Checklist so the Mentor Teachers can better serve their protégés. This session will also include ways the Administrator/Stakeholder can be supportive without crossing the "firewall" as well as Continuing the Continuum. Custom-created tools will be shared.

D6. Supporting New Teachers in Charter Schools (recommended for beginning programs)

Lisa Vahey, consultant, independent consultant

Room: Plaza III

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.

D7. Rural School Induction: Lessons Learned from Beginning Teachers and Administrators

Elizabeth Wilkins, Professor, Northern Illinois University

Room: Vista 1

According to the Illinois Interactive Report Card, over half of the schools in Illinois are defined as “rural.” Given these schools are in the majority, a need exists to better understand how these programs are designed and what makes some programs more successful than others (especially in light of financial limitations, isolation, and resources). This session will include information from 86 rural community unit school districts representing six Regional Offices of Education (beginning teachers: n=312; administrators: n=132). This interactive session will compare beginning teacher and administrator perspectives. Some of the areas to be discussed include the most and least valued induction supports, what supports they wished they had received/offered, and suggestions for creating an effective induction program. Session participants will be asked to share challenges and successful experiences in creating and carrying out their rural induction programs.

D8. The Quality of Mentoring Matters (also available during session A)

Rosalie Gardner, Curriculum Specialist, Monroe-Randolph ROE #45

Cindy Callahan, Mentor Coach, Monroe-Randolph ROE #45

Room: Vista 2 & 3

Quality mentoring begins with selection and training. But how does a program monitor mentor quality once the assignment and activities begin? This session will look at one project’s effort to measure mentor quality in light of the criteria used for mentor selection. Participants will receive tools that can be used and will have opportunity for input and questions.

D9. Mentor Development: Teachers At the Center

Shalini Patel, Associate Program Consultant, Chicago New Teacher Center

Sharon Grady, Associate Program Consultant, Chicago New Teacher Center

Room: 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 as 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. Small Team Lesson Study: High Impact Practice for Beginning Teachers

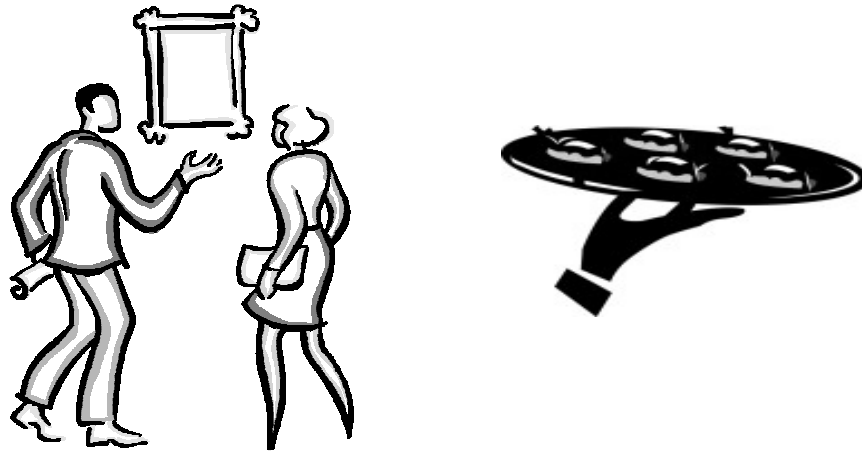
Aaron Wilkins, Induction Coach, Chicago New Teacher Center

Sharon Mason, Induction Coach, Chicago New Teacher Center

Room: Vista 6

Discussing a “Best Practice” is not nearly as effective as discovering, for yourself, what really goes into superior practice. In Small Team Lesson Study groups at the Chicago New Teacher Center, beginning teachers come together for three separate two hour meetings to plan and develop a single forty-five minute lesson. By engaging so deeply with this vital piece in the education puzzle, teachers leave with a deep understanding of content standards and how the structuring of a lesson maximizes the mastery of those standards. The Small Team Lesson Study group focuses on content standards, meaningful formative assessments, structure, questioning, predicting student response, and the instructive language used. Once planning is complete, team members observe the lesson being delivered, they critique, they revise, and they return to the classroom again. This session will utilize direct instruction, documentary video, and planning documents to clarify this easily replicable professional development process.

Exhibit Reception



March 1st

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.

Exhibits focus on the standards and the tools that have been useful for implementation. Learn what your peers in induction and mentoring have faced, what they have learned, and where they have excelled. You will have the opportunity to “take away” handouts of tools from various programs.

A list of exhibits and their table numbers will be available as you enter the exhibit session.

Exhibits will be displayed beginning at 5PM with a raffle drawing for those who view exhibits and provide feedback. There will be a drawing for one exhibitor prize also.

Conference Evaluation Informed Consent

March 2, 2011

Dear INTC Conference Participant

Patricia Brady, INTC Program Analyst, is conducting a study of the effectiveness of this conference "Continuing the Continuum," March 1-2, 2011. The purpose of the study is to gather data on the effectiveness of the conference program in providing information to establish and improve induction programs in the participants' districts. Findings will inform INTC in the planning of subsequent INTC 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.

We ask that you, as a conference participant, complete a written evaluation. The time required to complete the evaluation is minimal. Your participation is completely voluntary and your answers are completely anonymous. You may refuse to answer any of the questions in the evaluation. Refusal to participate in this research project will in no way impact your current or future professional status or your relationship with the Illinois New Teacher Collaborative or the University of Illinois at Urbana-Champaign, home base 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.

If you have any questions about your participation in this research, please contact Dr. Patricia Brady, Illinois New Teacher Collaborative, at the University of Illinois at Urbana-Champaign, pbrady@illinois.edu, 217-244-7376.

INTC Conference Evaluation

Please complete this evaluation at the end of the conference. This evaluation is for the conference itself, NOT the pre-conference. Your cooperation in completing and returning this short evaluation 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 evaluation 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!

Patricia Brady, PhD
INTC Program Analyst

pbrady@illinois.edu
217-244-7376

Demographic Information (circle the ones that best fit)

Position Held

Beginning Teacher	Support Provider
Mentor	Administrator
Program Coordinator	Higher Education
Professional Dev. Provider	Other/Special

Stage of Program Development

Initiating beginning program
Developing existing program
Evaluating defined program

District Description

Urban
Suburban
Rural

Size of School or District

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

District Location

Chicago
Suburban Chicago
Northern Illinois
Central Illinois
Southern Illinois

Circle the number which best represents your level of agreement regarding the conference. In this evaluation, "program" may include any element of an induction and mentoring program.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I learned new information about successful induction programs.	4	3	2	1
2. I learned about the various induction programs across the state of Illinois.	4	3	2	1
3. The ideas presented at the conference will help strengthen the induction program in my district.	4	3	2	1
4. I was able to discuss induction programs with others throughout the state.	4	3	2	1
5. The breakout sessions' 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 programs.	4	3	2	1
7. Richard Ingersoll's keynote presentation was valuable.	4	3	2	1
8. Karen Peterson's keynote presentation was valuable.	4	3	2	1
9. Did you visit the exhibits? If "Yes" go to #10. If "No", skip to #12.	Yes		No	

10. The information from the exhibits will be useful for my own program.	4	3	2	1
11. The exhibit session provided opportunities to connect with other programs or individuals.	4	3	2	1
12. The hotel facilities and accommodations were good.	4	3	2	1
13. I learned new information about the Illinois Induction Program Continuum.	4	3	2	1
14. This conference will assist my district in developing plans for improved teacher retention and/or teacher quality.	4	3	2	1
15. This conference will assist my district in the development of a quality induction program.	4	3	2	1
16. I left this conference with a plan for developing/enhancing our induction program.	4	3	2	1
17. I learned about state and national ideas regarding induction, which will help create a quality induction program.	4	3	2	1
18. I was provided with the opportunity to develop, enhance, and/or evaluate our induction program.	4	3	2	1
19. The conference provided sufficient time to network with others within my program.	4	3	2	1
20. The conference provided sufficient time to network with others outside my program.	4	3	2	1
21. The time allotted for attendees to develop, enhance, and/or evaluate their induction programs was valuable.	4	3	2	1
22. The Critical Issue Session presenters enabled and/or assisted in the development, enhancement, and/or evaluation of induction programs	4	3	2	1
23. The conference provided opportunity to use the Illinois Induction Program Continuum in evaluating our induction program.	4	3	2	1

Additional Comments:

1. The best feature/features of the conference:

2. Suggestions for improvement:

3. Other comments and reactions I wish to offer:

4. Ideas for 2012 conference theme/title:

Speaker Biographies

Dr. Richard M. Ingersoll

After teaching in both public and private schools for a number of years, Dr. Ingersoll obtained a Ph.D. in sociology from the University of Pennsylvania in 1992. From 1995 to 2000 he was a faculty member in the Sociology Department at the University of Georgia, and currently he is Professor of Education and Sociology at the University of Pennsylvania.

Dr. Ingersoll's research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees, and teaching as a job. He has published numerous articles, reports and pieces on the management and organization of schools; the problem of under qualified teachers; the debate over school accountability; the problems of teacher turnover and teacher shortages; the status of teaching as a profession; and the degree to which schools are centralized or decentralized and its impact on school performance.

His research is nationally recognized, was cited by President Clinton in a number of speeches announcing his teacher recruitment and training initiatives, has influenced the No Child Left Behind Act, and has been featured in numerous major education reports, including those published by the National Commission on Teaching and America's Future, the Education Trust, the Alliance for Excellence in Education, the National Governors Association and the International Organization for Economic Co-operation and Development.

Dr. Karen Peterson

Dr. Peterson has been the Director of the Beginning Teacher Program at Governors State for 18 years. She also coordinates the GSU Alternative Certification Partnership which has had an intensive model of mentoring for 11 years. She is the Director of the GSU Induction and Mentoring Partnership; one of the collaborative state funded programs with 12 South Suburban partner districts, which includes an ongoing Beginning Teacher Induction Learning Community for district administrators. She is currently the Co-Director of a Teacher Quality Partnership grant and facilitates a Lead Teacher Mentor Learning Community for mentors working with resident teachers.

Dr. Peterson has served on numerous state induction committees since 1993. She has chaired several state induction panels, served on the Illinois Induction Standards Committee, the state Induction Policy Team, and currently serves on the Partnership Board of INTC.

She assisted in the initial development of the Regional Offices of Education Induction for the 21st Century Educator program and the Illinois Federation of Teachers Mentor Training initiative as well as the IFT Certified Cooperating Teacher initiative at GSU. Dr. Peterson has done numerous national, regional, and local presentations on induction and mentoring and alternative certification.

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*

February 7, 2011

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

Dear Mr. Roegge:

The Illinois Education Association-NEA has long supported the Illinois New Teacher Collaborative (INTC) for the group's commitment to new teachers and their mentors. It is our pleasure to continue to offer our support.

The valuable service INTC provides to teachers and students by promoting the need to attract, support and retain new teachers makes us proud to be your partner.

We look forward to continuing to work with you to support our newest teachers and their students.

Sincerely,

A handwritten signature in black ink that reads 'Ken Swanson'. The signature is written in a cursive style with a large, prominent 'K' and 'S'.

Ken Swanson, President

KS/mjb

IFT Letter of Support



Illinois Federation of Teachers
A Union of Professionals

www.ift-aft.org

Daniel J. Montgomery
President

Karen G.J. Lewis
Executive Vice President

Marcia K. Boone
Secretary-Treasurer

Westmont
500 Oakmont Lane
Westmont, IL 60559
T 630/468-4080
T 800/942-9242
F 630/468-4089

March 1, 2011

Dear INTC Conference Participants,

As president of the Illinois Federation of Teachers, I am pleased to support "Continuing the Continuum," 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. Research has shown that nearly half of all new teachers leave the classroom within their first five years of service. A growing body of evidence now shows that induction and mentoring supports are proving to be some of the most effective tools in retaining new teachers and improving their skills.

In the last five 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. However, districts continue to need technical assistance and other resources to develop high quality 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,

A handwritten signature in black ink that reads "Daniel J. Montgomery". The signature is written in a cursive, flowing style.

Daniel J. Montgomery
President

DJM:vn



3086/10/10



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, Jeff Kohmstedt, and Kevin Seymour, and all INTC staff thank them!

Bette Bergeron	Southern Illinois University, Edwardsville
Nancy Brodbeck	Warrensburg-Latham CUSD #11
Cindy Duffy	Area IV Learning Technology Center
Bob Fisher	Illinois State University
Jennifer Garrison	Sandoval CUSD #501
Barbara Gillespie	ROE SchoolWorks, Rantoul
Vicki Hensley	I-KAN ROE #32
Mary Beth Johnson	ROE SchoolWorks, Rantoul
Alexis Jones	Urbana SD #116
Karla McAdam	Decatur PSD #61
Karla McAdam	Decatur PSD #61
Stan Otto	State Farm Education Leadership
Shalini Patel	Chicago New Teacher Center
Barbara Rieckhoff	DePaul University
Nicki Rosenbaum	I-KAN ROE #32
Jean Smith	Illinois Principals Association
Jim Tammen	Illinois Education Association
Sue Walter	Illinois Federation of Teachers
Elizabeth Wilkins	Northern Illinois University

Illinois Induction Program Continuum Trained Facilitators

The following individuals have completed the *Illinois Induction Program Continuum* Training of the Trainers. If you would like to attend a *Continuum* Workshop, please contact Mary Elin Barnish (mbarnish@illinois.edu).

Amy Alsop	Mary Jane Morris
Mimi Appel	Megan Novotney
Mary Elin Barnish	David Osta
Cindy Callahan	Gail Owen
Bill DuBois	Karen Peterson
Mary Francis	Nicki Rosenbaum
Vicki Hensley	Jim Tammen
Polly Hill	Sue Walter
Alvena Ivy	Gretchen Weber
	Meghan Zefran



**Illinois New Teacher Collaborative
Executive Board and Partnership Board Members**

**6th Annual INTC Induction and Mentoring Conference
*Continuing the Continuum***

INTC EXECUTIVE BOARD

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

INTC PARTNERSHIP BOARD

Name	Organization	Name	Organization
ANDRE, Lynda	Large Unit District Association Edwardsville CUSD #7	KLOSTERMANN, Brenda	Illinois Education Research Council
ANGELIS, Jane	SIU-Carbondale	KREMER, Tracy	New Teacher Center
APPEL, Mimi	New Teacher Center, Great Lakes Region	LACOPO, Diane	Illinois State Board of Education
AUGUSTINE, Susan	Northeastern Illinois University	LEONARD, Mary Ellen	ROE SchoolWorks, ROEs # 9 & 54 (ret.)
BARWEGEN, Laura	Wheaton College	LILL, Jennifer	Centennial H.S.
BEAVER, Lindsey	Kingsley Junior High	LOESCHEN, Sue	Barrington CUSD #220
BERGERON, Bette	SIU-Edwardsville (IADPCE)	LOPEZ, Grisel	Peace and Education Coalition/Sinclair H.S.
BLAKLEY (MAERTENS), Jennifer	C.R. Hanna Elementary	LUTZ, Carlene	Illinois Federation of Teachers
BLANCHARD, Brittany	CHSD #94	MATHIESON, Ann	Decatur PSD #61
BOLANDER, Jenny	SIU-Edwardsville	McADAM, Karla	Decatur PSD #61
BRODBECK, Nancy	Warrensburg-Latham CUSD #11 (IPA)	MLOT, Peter	Chicago Public Schools/NTC

CHIVERS, Michelle	Herscher CUSD #2	NONCEK, Jenn	Hawthorn CUSD #73
CLEVENGER, Lauren	Carlinville Intermediate School	OEHLERT, Sara	Springfield PSD #186
COLLINS, Dominique	Champaign CUSD #4	O'NEIL, Patty	Geneva CUSD #304 (IASA)
COLWELL, Pam	Chicago Public Schools	OSTA, David	New Teacher Center
CONRAD, David	Manteno Middle School (IPA)	OSTERMEIER, Adrianne	Springfield PSD #186
DAVIS, Delores	Chicago Public Schools	OTTO, Stan	State Farm Education Leadership
DOMBROWSKI, Andrea	School District U-46 (Elgin)	PATAY, Heather	Northeastern Illinois University
DuBOIS, Bill	School District U-46 (Elgin)	PETERSON, Karen	Governors State University
DUFFY, Cindy	Area IV Learning Technology Center	PIENTKA, Valerie	Barrington CUSD #220
DURHAM, Brian	Illinois Community College Board	POND, Craig	Urbana USD #116
EILER, Rick	Freeport SD #145	PRICE, Barbie	Urbana Middle School
ERIKSON, Debbi	University of Illinois at Urbana-Champaign	RIECKHOFF, Barbara	DePaul University
ERLINGER, Julie	Urbana USD #116	RIVERA, Maria	Gage Park H.S.
ETTER, Fran	Belleville Township HSD #201	RODRIGUEZ, Gladys	Chicago Public Schools
FISHER, Bob	Illinois State University	ROSENBAUM, Nicki	DLM ROE #17 (ret.) and ICE 21
FOUTS, Steve	Living Library Project Leader (IEA)	SCHAD, Jessica	Urbana Middle School
GARDNER, Rosalie	Monroe-Randolph County ROE #45	SEYMOUR, Kevin	ROE SchoolWorks, ROEs #9 & 54
GARRISON, Jennifer	Sandoval CUSD #510 (IASA)	SIMMONS, Doretha	Champaign CUSD #4
GILLESPIE, Barb	Urbana USD #116 (ret.)	SIMON, Christy	National Council of Teachers of English
GRIFFIN, Kathi	Illinois Education Association	SMITH, Jean	Illinois Principals Association
HALLETT, Anne	Grow Your Own Illinois	SMITH, Marilyn	Quincy SD #172
HAYES, Jessica	Champaign CUSD #4	SOGLIN, Audrey	Illinois Education Association
HELM, Lindsey	Springfield PSD #186	SULLIVAN BROWN, Kathleen	University of Missouri-St. Louis
HENSLEY, Vicki	I-Kan ROE #32 and ICE 21	TAMMEN, Jim	Illinois Education Association
HILLIARD, John	Illinois Resource Center	THORPE, Terrell	Champaign CUSD #4
HUNT, Erika	Illinois State University	TREADWELL, Amy	Chicago New Teacher Center
HUNTER, Litrea	Chicago Public Schools	WALKER, Toi Jesay	Chicago Public Schools
JERICH, Ken	Illinois State University	WALTER, Sue	Illinois Federation of Teachers
JONES, Alexis	Urbana USD #116	WEBER, Gretchen	Learning Points Associates
JONES, Dan	SIU-Carbondale	WILKINS, Elizabeth	Northern Illinois University
JONES, Phyliss	Illinois State Board of Education	WILLIAMS, Regina	Chicago Public Schools
KARON, Joyce	Illinois State Board of Education	YANGUAS, Josie	Illinois Resource Center
KIRK, Dianna	Danville CCSD #118 (IPA)	ZIMMER, Haley	Grant CHSD #124
KLICKNA, Cinda	Illinois Education Association	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

___ Beginning Teacher Conference Planning

___ Service Learning Project for New Teachers

___ Annual Induction and Mentoring Conference Planning

___ Professional Development

___ Communication and Advocacy

___ Induction Resource Gathering and Sharing (Induction Toolbox)

___ Other (Please explain.) _____

This form is also available online at:

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

Illinois New Teacher Collaborative Conference 2011



Regional Professional Development and Networking Workshops

Watch for the Fall 2011 Regional Professional Development and Networking Workshops. These workshops are FREE and open to ALL Illinois new teachers and those who support them.

Previous workshop topics have included:

- Differentiating instruction
- 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>

JOIN INTC'S ONLINE COMMUNITY

INTC has an online community for teachers, mentors, induction program coordinators, school and district administrators, and all others interested in supporting early-career teachers.

REASONS TO JOIN INTC ONLINE

Continue your conference experience

Network with other Illinois educators

Put the "C" in Collaborative

Find and share resources relevant to your role

Participate in discussions of teaching practices and discussions of induction practices

Learn about other INTC hosted events



Visit

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

Look for us on...



Get updates from INTC on Facebook®. Search:

Illinois New Teacher Collaborative

SAVE THE DATE...



ILLINOIS NEW TEACHER COLLABORATIVE

BEGINNING TEACHER CONFERENCE

INTC is proud to announce its 2nd Annual Beginning Teacher Conference
“Y2: Moving Beyond Survival.”

- 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 28th, 2011 (times TBD)
(Optional welcome reception on the evening of June 27th)
- 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 the night of June 27th 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 to attend, contact Jeff Kohmstedt at jkohm@illinois.edu. More information about the conference is available at:

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

Service Learning for New Teachers

INTC will offer conference sessions, professional development opportunities, and a boot camp for novice teachers—all focused on service learning. These events will provide information and tools so that beginning teachers may incorporate service learning in their classrooms.

The goals of this Service Learning Project are:

- To convey the benefits of service learning
- To help beginning teachers learn more about implementing service learning in their classrooms
- To help beginning teachers implement service learning in their classrooms while providing them with the support to do so successfully

Service Learning Sessions

At this conference and at the Y2 Beginning Teacher Conference in June, INTC will offer service learning sessions. Attendees at both conferences will learn more about service learning and how teachers, specifically new teachers, can incorporate service learning into their classrooms. See “The Realities of Service Learning: From Concepts to Contexts” in this year’s Critical Issue Session descriptions for session time and location during this conference.

Service Learning Professional Development

In April, INTC will offer service learning professional development workshops for beginning teachers and their formal or informal mentors. These professional development workshops are open to all Illinois schools, yet preference will be given to target teachers in the GradNation schools as identified by America’s Promise. Visit the INTC website for more details:

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

Service Learning Boot Camp

The Service Learning Boot Camp will take place in the summer of 2011. To be held in the Champaign-Urbana, this professional learning event will focus on involving the participants in service learning while helping them create a service learning project that they will implement in their classrooms during the 2011-2012 school year. The beginning teachers will be chosen based on their interest as expressed during this conference, the April INTC service learning professional learning workshops, and the June Y2 Beginning Teacher Conference, and will attend the Boot Camp with a formal or informal mentor from each of their schools. The mentors will attend the Boot Camp with the beginning teacher, so they may assist the beginning teachers in implementing their service learning projects. The Boot Camp will be recorded so the training may be used again by INTC collaborators.

Sponsor

This project would not exist without the generous support of the State Farm Companies Foundation. For more information on these offerings, contact intc@illinois.edu.



INTC ANNUAL PROGRESS REPORT¹

December 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. Continuing to provide an annual INTC Induction and Mentoring Conference, an annual Beginning Teacher Conference for Illinois teachers finishing their first year of teaching, and professional development workshops throughout Illinois
3. Serving as the administrative home for the Illinois State Board of Education (ISBE) Funded Beginning Teacher Induction Programs
4. Continuing to improve the website, to add induction and mentoring program information, and to expand the online resources database
5. Continuing work on a service learning project
6. Researching and reporting on ISBE funded program progress and impact
7. Spreading the word of INTC via presentations, print and electronic media communications, web presence, and personal contact

Progress on Major Tasks

1-Expansion of the Collaborative

- Provided 2009 report of progress to State Farm Companies Foundation and Education Leadership
- Participated in the reconstitution of the Illinois Induction Policy Team (IIPT) into a smaller, change-focused group (ISBE Induction Policy Advisory Team) that will advise ISBE on policy matters and includes representation from INTC
- Continued to partner with the Illinois Education Research Council (IERC) and SRI International in research on induction and mentoring in Illinois
- Conducted an Executive Board meeting during the annual February conference
- Scheduled and conducted May 26th and November 3rd Executive Board/Partnership Board meetings in Champaign
- Collaborated in producing the *Illinois Induction Program Continuum* (the *Continuum*) based on the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs; the *Continuum* was introduced at the February funded programs pre-conference session and served as the organizing element for the regular conference sessions

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.

- Continued to implement the INTC Strategic Plan through the ongoing work of INTC facilitated subcommittees
- Added members to the Partnership Board (PB), most notably new teachers who attended the 2010 Beginning Teacher Conference and work group members from the former Illinois Induction Policy Team (IIP)
- Began the expansion of the INTC Strategic Plan to include the IIP working groups:
 - The *Continuum* and Professional Development
 - Research and Evaluation
 - Technical Assistance
 - Communication and Advocacy
- Worked with the Chicago New Teacher Center (CNTC) on expanding communication about induction and mentoring and advocating for its expansion throughout the state
- Organized public comment in support of Illinois funding for induction at all FY12 ISBE Budget Hearings
- Collaborated in planning and continuing the rollout of the *Continuum* through a distribution plan and a series of trainings for induction and mentoring program administrators, leaders, and mentors
- Convened representatives of 11 public universities to develop plans for increasing higher education's involvement in induction and mentoring

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

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

- Attended by 331 education stakeholders including 59 school and district teams from all parts of Illinois:
 - 98.5% were Title I districts
 - 65.3% of Illinois House Districts represented
 - 78% of Illinois Senate Districts represented
 - 100 % of Congressional Districts represented
- Introduced the *Continuum* as a guiding document for induction program design and implementation
- Conference evaluation support presented by Dr. Laura Barwegen, Wheaton College at the INTC Executive Board/Partnership Board meeting in May 2010
- Overall ratings continue to be high averaging nearly 3.5 out of a possible 4.0 on areas probed
- Archived conference information at INTC website: <http://intc.education.illinois.edu/page/intc-2010-conference-archive>

Sixth Annual Statewide Conference, February 28-March 2, 2011, Hilton Springfield

- Established the title and overall theme *Continuing the Continuum*
- Facilitated conference planning with partners and internal staff
 - Conducted conference planning meetings in September, November and December
 - Planned additional meetings which will take place in January and February, 2011
 - Established work group members, chairs, and tasks
 - Selected and scheduled Critical Issue Breakout sessions from submitted proposals
 - Recruited and confirmed keynote speakers

First Annual Beginning Teacher Conference Y2: Moving Beyond Survival, June 29, 2010

- Established a planning task force comprised of new and experienced teachers and INTC staff to design agenda and content
- Maximized 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
- Recruited new teachers who were key players in conference planning and as conference emcees and facilitators

- Designed the conference with speakers, breakout sessions, and networking opportunities
- Published a website survey to gauge session topics of high interest to new teachers
- Attended by nearly 80 beginning teachers
- Rated high (3.6 out of a possible 4.0) by conference participants across all prompts
- Funded by State Farm Companies Foundation with no cost to participants other than transportation
- Archived conference activities and resources including video, online discussions, and a database of shared successful strategies from participants at INTC website at <http://intc.education.illinois.edu/page/beginning-teacher-conference-archive>

Second Annual Beginning Teacher Conference “Y2: Moving Beyond Survival”

- Secured hotel contract and keynote speaker for the 2011 Beginning Teacher Conference, scheduled for June 28, 2011
- Funded by State Farm Companies Foundation with no cost to participants other than transportation
- More information available at <http://intc.education.illinois.edu/page/intc-beginning-teacher-conference>

Professional Development Workshops

- Planned and conducted three Fall 2010 workshops on differentiated instruction
 - Determined content, in part, by survey results from the Beginning Teacher Conference
 - Presented by in-the-classroom teachers with differentiated instruction expertise
 - Conducted workshops on September 28 (Edwards), October 6 (Centralia), and October 20 (Lisle) free-of-charge, targeted to all Illinois new teachers and those who support them
- Conducted two foundational workshops on the use of the *Continuum* in collaboration with various stakeholders
 - Trained two cohorts of foundational workshop facilitators and initiated a professional learning community process for these trainers

3-Illinois State Board of Education Funded Beginning Teacher Induction Programs²

- Supported 61 funded programs through site visits, weekly updates, emails, online discussions, small group networking sessions, and phone calls
- Examples of specific support activities include:
 - Facilitated the sharing of resources, strategies, and tools through the “Funded Programs Collaborative Corner” portion of the INTC website
 - Facilitated Spring 2010 Professional Learning and Networking (PLaN) meetings at six locations focused on assessing induction program progress and impact
 - Facilitated webinars and conference calls to discuss specific topics of need and interest as requested by program leaders (i.e. induction in rural schools, providing induction at the secondary level, grant administration and questions, and induction research discussion sessions)
 - Served as an information liaison between the funded programs and ISBE for questions regarding Administrative Rules and continuation grant procedures
 - Facilitated five Fall 2010 Professional Learning and Networking meetings and one webinar meeting with content focused on effective communication and advocacy for induction and mentoring in October and November 2010
- Initiated collaborative planning with the Monroe-Randolph Regional Office of Education and ISBE to scale-up the *Teacher Induction and Mentoring System (TIMSweb-- http://www.timsweb.org/timsweb/)*, an online recordkeeping/data collection tool for induction and mentoring programs, for statewide use
- Committed to ongoing support for FY10 funded program leaders who were unable to apply for FY11 continuation funds due to financial and/or administrative constraints

² Although the funded programs are ISBE funded, many INTC work components go hand-in-hand with those supported principally by State Farm Companies Foundation. For example, the funded programs play a large role in planning, facilitating and attending (the latter on ISBE money) the statewide conference, whose major sponsor is State Farm.

4-Website and Online Resources

- Continued partnership with Apple, Inc. at 2010 conference technology room sessions, repeating popular offerings from 2009 and providing 20 laptops for sessions, and planning Apple's participation at the 2011 conference
- Hired full time web/database developer
- Continued to plan, with the Technology Committee, website revisions and methods for promoting INTC Online usage
- Began database programming to allow ISBE funded program data to be used for generating program profile and statewide summary web pages
- Continued redesign of the funded program profiles section of the website so program coordinators can log in and update public program information directly
- Began planning for expanding the online program profiles to include ISBE funded and unfunded programs, as well as improved searching and sorting capabilities
- Continued to revise and promote the "Funded Programs Collaborative Corner" portion of INTC's website for increased collaboration and sharing among program leaders
- Designed the online archive for the *Y2: Moving Beyond Survival* conference to include opportunities for ongoing sharing and discussion
- Explored and selected web-meeting platform for conducting online meetings and professional development opportunities and began piloting this platform with ISBE funded programs for web-meetings and webinars
- Began generating ideas for expanding professional development offerings by hosting online webinars and workshops
- Created an online group for the *Continuum* facilitators to share information, questions, and concerns
- Posted the *Illinois Induction Program Standards* and the *Continuum* along with resources and discussion opportunities

5-Service Learning Project for New Teachers

- Met with University of Illinois Extension for advice on planning and conducting service learning activities with youth audiences
- Reached out to The Center: Resources for Teaching and Learning, for discussions on moving forward, and planning meeting with ISBE service learning practitioner
- Refocused the project toward meeting new teacher needs in bringing service learning to the classroom
- Convened a working group around the topic at the May 26, 2010, INTC Executive/Partnership Board meeting
- Identified potential collaborators for the service learning activity
- Conducted initial meeting of the planning group in September and a second meeting in November
- Conducted literature review of service learning resources, articles, web sites, and books
- Created a survey of 2010 Y2 Conference participants on familiarity with, use of, and results from service learning
- Planned for the addition of service learning components to the 2011 Statewide Induction and Mentoring and Beginning Teacher Conference
- Created a draft proposal and budget for 2011 service learning agenda

6-Research and Reporting

- Prepared six planned data briefs for ISBE based on program activities from June 1, 2009, to May 31, 2010, available at <http://intc.education.illinois.edu/search/node/data%20brief>
- Prepared the final ISBE CDE report for the June 1, 2009, to May 31, 2010, period available on the INTC website
- Developed the fall 2010 CDE and collected data
- Scheduled and conducted July 2010 INTC retreat for data collection strategic planning and research development

- Prepared a proposed research agenda to guide collective efforts to learn more about induction in Illinois
- Prepared for a statewide survey of all districts in Illinois which have never received ISBE induction grant funding to determine what induction activities are taking place outside of the funded programs
- Prepared and distributed a survey for programs no longer receiving state grant funding
- Collected and began analysis of data collected from Y2 Conference participants to learn more about the training, support, and needs of beginning teachers
 - 14 beginning teachers participated in focus group interviews
 - 64 participants completed a survey

7-Spreading the Word of INTC

- **Presentations/meetings/publications (INTC staff and collaborators)**
 - Presented at:
 - Association of Teacher Educators, February 2010
 - New Teacher Center Symposium in February, 2010
 - American Educational Research Association conference, April 2010
 - Illinois Education Research Council conference, June 2010
 - Coalition for Illinois High Schools, June 2010
 - Submitted proposals for:
 - American Educational Research Association conference, April 2010 (accepted)
 - Coalition for Illinois High Schools, July 2010
 - National Staff Development Council, December 2010 (not accepted),
 - Association for Supervision and Curriculum Development, March 2011 (accepted),
 - Association of Teacher Educators, February 2011 (accepted), and
 - American Educational Research Association, April 2011(in review).
 - Drafted and submitted article to *Action in Teacher Education* based on the contents of the February 2010 presentation at the Association of Teacher Educators conference
 - Joined the Association for Supervision and Curriculum Development Mentoring Network with an INTC staff member serving as a board member

ISBE-FUNDED BEGINNING TEACHER INDUCTION PROGRAMS FY10 FINAL REPORT

Executive Summary

OCTOBER, 2010

This document reports on the status of ISBE-Funded Beginning Teacher Induction Programs. It describes program activities occurring between June 1, 2009 and May 31, 2010.

Purpose of the Report

This report provides a summary of the six data briefs that were submitted to the Illinois State Board of Education (ISBE) during the preceding 12 months; observations from the INTC Statewide Co-coordinators; discussion and tentative conclusions; recommendations for ISBE, Illinois New Teacher Collaborative (INTC), and funded programs; and the layout of a research agenda.

Introduction and Research Methodology

In fall 2009, 66 programs completed the online Common Data Elements (CDE) Reporting Form, and INTC received 62 total CDEs. In spring 2010, INTC received 61. CDE data are qualitative and quantitative, and they encompass multiple-choice, short-answer, and extended-response questions. These data were summarized and aggregated by different program types.

Summaries of Data Briefs

The CDE data were described in a series of six data briefs. Each data brief contained a main report which provided a summary and interpretation of data and an appendix that contained the raw data presented in tables.

This report summarizes the Data Briefs by providing data on program description and program impact. In the Program Description section, the report provides funded programs' demographics and then describes the programs' operations for each of the nine *Illinois Induction Programs Standards*.

In the Program Impact section, the report examines the impact of programs on retention, teacher quality, and student achievement; the impact of ISBE funding on program development; and the impact of the funding process.

Observations from INTC Statewide Co-coordinators

In this section, the INTC Statewide Co-coordinators describe, from their perspective, what the funded programs do well, in what areas they could improve, and some particularly effective or interesting practices programs have adopted.

Discussion and Tentative Conclusions

This section draws on the data briefs and co-coordinator observations to describe themes, note common challenges, and warn of potential threats.

Recommendations for Policy and Programming

The report examines previous INTC reports and provides an update on the recommendations made in them. It also provides information on why some prior recommendations have only been partially accomplished or have not yet been achieved. New recommendations, meant to be accomplished in the following 12 months, are also provided for INTC, ISBE, and funded programs.

Layout of Research Agenda

The report ends by laying out a research agenda with research questions in three categories: program description, program impact, and conclusions. For each research question, the agenda itemizes data that have already been gathered and then proposes data to be collected in the future and an associated timeline. Future data collection efforts will continue to describe programs (both those receiving and not receiving grant funding) and their development. The research focus will shift, however, to program impact so that eventually conclusions can be drawn to inform policy and funding decisions.

The full report is available on the INTC website at:

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

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-2011-conference-archive>

Conference Press Release



Illinois New Teacher Collaborative

FOR IMMEDIATE RELEASE (3/2/2011)

Area Educators Attend Illinois New Teacher Collaborative Induction and Mentoring Conference

_____, _____, and _____ (school or school district) _____) attended the recent “Continuing the Continuum” conference at the Hilton Springfield, March 1-2. 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 *Illinois Induction Program Continuum* based upon the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs.

The opening speaker for the event was Dr. Christopher Koch, Illinois State Superintendent of Education. Dr. Richard M. Ingersoll, University of Pennsylvania, was the first of two keynote speakers. Ingersoll is a nationally recognized expert in new teacher induction and mentoring. Dr. Karen Peterson, Governors State University, was the second conference keynote and a primary figure in the development of induction and mentoring in Illinois.

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-2011-conference-archive>

List of Conference Participants (as of 2/3/2011)

First Name	Last Name	Organization
Lori	Abbott	Township HS Dist. #214
Amy	Alsop	Illinois Federation of Teachers
Melanie	Anderson	Rochester C.U.S.D. #3A
Mimi	Appel	Chicago New Teacher Center
Angie	Arnold	Pekin Public School Dist. #108
Nancy	Ascolani	Yorkville CUSD #115
Leslie	Baldacci	Chicago New Teacher Center
Kathleen	Barnes	Oswego School District
Mary Elin	Barnish	INTC
Lynne	Beauprez	Oak Park School Dist. #97
Karie	Beck	Plainfield School Dist. #202
Patrick	Beedles	Apple
Gayle	Bianchi	Marseilles Elementary Dist. #150
Pam	Bischoff	Rockridge CUSD #300
Del	Bitter	Professional Develop Alliance
Frank	Bogner	Yorkville CUSD #115
Nancy	Boyer	Rockford Public Schools
Patricia	Brady	INTC
Jennifer	Bredemeier	Urbana School District
Amy	Brodeur	Joliet Dist. #86
Jennifer	Burke	Valley View School District #365u
Sheila	Burns	RI ROE
Melissa	Butkus	Oswego School District
Luann	Byers	Byron CUSD 226
Andrea	Cabrera-Miller	Woodstock CUSD #200
Susan	Caddy	Mid Valley Spec Ed Coop
Cindy	Callahan	Monroe/Randolph Counties ROE #45
Annie	Canter	INTC
Lisa	Cantrell	East Moline School Dist. #37
Ashley	Castaldo	Byron CUSD 226
Kim	Charsha	School District U-46
Mary	Chignoli	Professional Develop Alliance
Helen	Chong	Chicago New Teacher Center
Jean	Chrostoski	Arcola Dist. #306
Faith	Cole	Oak Park School Dist. #97
Becky	Como	Township HS Dist. #214
Patti	Conway	ROEs 35 & 43
Jacinda	Crawmer	Urbana School District
Jennie	Crowson	J. Sterling Morton High School
Annie	Culverson	Lindop School
Corinne	Dalman	Woodstock CUSD 200
Deborah	Debow	Northbrook/Glenview Dist. 30
Reyna	DeLaMora	School District U-46
Christie	Dickens	Quincy Public Schools
Andrea	Dombrowski	School District U-46

Ana	Dominguez	Chicago New Teacher Center
Bill	DuBois	School District U-46
Cindy	Duffy	LTC 4
Christopher	Dvorak	Wallace Grade School
Robert	Easter	University of Illinois
Michelle	Eberlin	Quincy Public Schools
Laura	Edwards	Leland CUSD #1
Carole	Einhorn	CCSD 15
Julie	Erlinger	Urbana School District
Jennifer	Evans	Plainfield Dist. #202
Allison	Fahsl	SIUE
Linda	Fisher	INTC
Robert	Fisher	Illinois State University
Dorthea	Fitzgerald	Governors State University
Jan	Fitzsimmons	Associated Colleges of Illinois
Laura	Fukuda	School District U-46
Courtney	Gadrim	Lindop School
Elsie	Garbe	Mid-Valley Special Ed Coop
Rosalie	Gardner	Monroe-Randolph ROE #45
Rene	Garren	Oswego School District
Jennifer	Garrison	Sandoval CUSD #501
Karen	Gauen	Madison ROE 41
Barbara	Gillespie	ROE SchoolWorks
Sharon	Grady	Chicago New Teacher Center
David	Greenwood	Mundelein High School
Linda	Hasenmyer	CEC
Nancy	Hayhurst	Plainfield School Dist. #202
Lara	Hebert	INTC
Lindsey	Helm	Springfield Induction & Mentoring
Vicki	Hensley	I-KAN ROE #32
Elizabeth	Hettinger	Morton High School Dist. #201
Polly	Hill	Champaign Unit 4 Schools
Mike	Hurst	SD #148 and Governors State University
Jennifer	Husbands	Chicago New Teacher Center
Richard	Ingersoll	University of Pennsylvania
Patrick	Iovinelli	J. Sterling Morton East H.S.
Tari	Jansen	Leland CUSD #1
Julie	Jeter	Morton HS Dist. #201
Mary Beth	Johnson	ROE School Works
Nancy	Johnson	INTC University of Illinois
Alexis	Jones	Urbana School District
Mary	Jones	Plainfield High School Central Campus
Dan	Jones	SIU-Carbondale
Mary	Kalantzis	UIUC
Kristi	Kaplan	Arcola Dist. #306
Joan	Kennedy	Chicago New Teacher Center
Amanda	Kessler	Arcola Dist. #306
Carol	Kilver	Jacksonville School District #117

Michelle	Kimbro	Oakwood CUSD #76
Greg	Kneller	Champaign Unit 4 Schools
Leslie	Knicl	Champaign Unit 4 Schools
Christopher	Koch	State Board of Education
Shelly-Ann	Koduah	Lindop School
Jeff	Kohmstedt	INTC
Russ	Konstans	Byron CUSD 226
Tracy	Kremer	Chicago New Teacher Center
Terry	Krueger	Bloom H.S. #206
Donald	Kuhn	Naperville School Dist. #203
Diane	LaMaster	Rock Island School Dist. #41
Deb	Leach	Pekin Public School Dist. #108
Jason	Leahy	Illinois Principals Association
Nadine	Lee	Northbrook/Glenview Dist. 30
Kim	Lewis	Harlem School Dist. #122
Gail	Lober	Cissna Park School
Cheryl Lynne	Lopez	Dolton School Dist. #149
Sofie	Mabs	Chicago New Teacher Center
Jay	Mann	University of Illinois at Urbana-Champaign
Sharon	Mason	Chicago New Teacher Center
Karla	McAdam	Decatur Public Schools
Rose	McIntyre	Marseilles Elementary Dist. #150
Vanessa	McNorton	Chicago New Teacher Center
Laurie	McWard	Rochester C.U.S.D. #3A
John	Meadows	Induction Support.com
Debbie	Meisner-Bertauski	IBHE
Lani	Meleski	Jacksonville School Dist. #117
Stacey	Melloy	Pekin Public School Dist. #108
Bea	Milano	Plainfield Dist. #202
Jeff	Milburn	Byron CUSD 226
Judy	Minor	Township HS Dist. #214
Sherry	Moritz	ROEs 35 & 43
Mary Jane	Morris	Consortium for Educational Change
Lindsey	Moss	Yorkville CUSD #115
Erin	Mullins	Rockford Public School #205
Erin	Mumma	Byron CUSD 226
Patrick	Murphy	ISBE
Christine	Murphy-Lucas	INTC
Jana	Nacke	Arcola Dist.#306
Judie	Nash	Valley View School District #365u
Lynne	Newton	Madison ROE 41
Roger	Nickles	Lindop School
Debra	Nowocin	Governors State University
Patty	O'Neil	Geneva CUSD #304
David	Osta	Chicago New Teacher Center
Adrienne	Ostermeier	Springfield Public Schools
Stan	Otto	State Farm
Mike	Painter	INTC

Shalini	Patel	Chicago New Teacher Center
Traci	Peters	Pekin Public School Dist. #108
Karen	Peterson	Governors State University
Allison	Phillips	Arcola Dist. #306
Darlene	Phillips	Valley View School District #365u
Steve	Plaeger	Greenview CUSD #200
Tyler	Renshaw	Arcola Dist. #306
Barbara	Rieckhoff	DePaul University
Doreen	Roberts	School District U-46
Chris	Roegge	INTC
Leann	Rohn	Arcola Dist. #306
Jill	Roselieb	East Moline School Dist. #37
Nicki	Rosenbaum	I-KAN ROE #32
Carrie	Ross	Rochester C.U.S.D. #3A
Rebecca	Rowe	Bureau Henry Stark ROE
Ron	Rull	ROE #40
Mike	Rutherford	Just ASK Publications & Prof Dev
Kathleen	Schaefflein	Valley View School District #365u
Traci	Schilling	Byron CUSD #226
Kate	Schnelker-Parks	IL ASCD
Marsha	Schoudel	Prairie-View Ogden Dist. #197
Kevin	Seymour	ROE SchoolWorks
Linda	Shay	CPS Office of New Schools
Marilyn	Smith	Quincy Public Schools
Spring	Southard	Springfield Public School Dist. #186
Gabriella	Stetz-Jackson	Township HS Dist. #214
Paul	Strasser	Governors State University
Lynda	Taylor	Lindop School
Elizabeth	Tennikait	Rochester C.U.S.D. #3A
Orlando	Thomas	Champaign Unit 4 Schools
Linda	Tomlinson	ISBE
Greg	Urbaniak	Grant High School
Todd	Vilardo	Charleston CUSD #1
Karin	Walker	Plainfield School Dist. #202
Sue	Walter	Illinois Federation of Teachers
Marvin	Warner	Madison ROE 41
Sara	Waters	Prairie-View Ogden Dist. #197
Kathy	Wedel	Valley View School District #365u
Crysta	Weitekamp	Springfield Dist. #186
Hilarie	Welsh	INTC
Patricia	West	Springfield School Dist. #186
Aaron	Wilkins	Chicago New Teacher Center
Elizabeth	Wilkins	Northern Illinois University
Clarissa	Williams	Chicago New Teacher Center
Cathy	Wilson	Harlem School Dist. #122
Haley	Zimmer	Grant Community High School
Jennifer	Zinga	Lindop School

