

## Table of Contents

<b>AGENDA</b> .....	<b>1</b>
<b>MESSAGE FROM THE DIRECTOR</b> .....	<b>3</b>
<b>SPECIAL THANKS TO CONFERENCE SPONSORS</b> .....	<b>4</b>
<b>MAP OF THE FACILITIES</b> .....	<b>5</b>
<b>WHERE DO I GO?</b> .....	<b>6</b>
<b>COLORED CIRCLES KEY</b> .....	<b>7</b>
<b>TEAM WORK SESSIONS</b> .....	<b>8</b>
<b>CRITICAL ISSUE SESSIONS</b> .....	<b>14</b>
<b>RECEPTION</b> .....	<b>31</b>
<b>VENDORS</b> .....	<b>32</b>
<b>CONFERENCE EVALUATION INFORMED CONSENT</b> .....	<b>33</b>
<b>INTC CONFERENCE EVALUATION</b> .....	<b>34</b>
<b>SPEAKER BIOGRAPHIES</b> .....	<b>36</b>
<b>IEA LETTER OF SUPPORT</b> .....	<b>37</b>
<b>IFT LETTER OF SUPPORT</b> .....	<b>38</b>
<b>THANK YOU</b> .....	<b>39</b>
<b>ILLINOIS INDUCTION PROGRAM CONTINUUM TRAINED FACILITATORS</b> .....	<b>40</b>
<b>INTC SERVICES</b> .....	<b>41</b>
<b>BEGINNING TEACHER CONFERENCE</b> .....	<b>42</b>
<b>REGIONAL PROFESSIONAL DEVELOPMENT AND NETWORKING WORKSHOPS</b> .....	<b>43</b>
<b>ADVOCACY TOOLKIT</b> .....	<b>44</b>
<b>PROGRAM IMPACT EVALUATION WORKBOOK</b> .....	<b>45</b>
<b>INTC RESEARCH HIGHLIGHTS</b> .....	<b>46</b>
<b>ILLINOIS BEGINNING TEACHER INDUCTION PROGRAMS FY11 EXECUTIVE SUMMARY</b> .....	<b>48</b>
<b>INTC ANNUAL PROGRESS REPORT</b> .....	<b>50</b>
<b>GET INTC UPDATES</b> .....	<b>55</b>
<b>AN INVITATION TO JOIN THE INTC PARTNERSHIP BOARD</b> .....	<b>56</b>
<b>CONFERENCE DOCUMENT ARCHIVE</b> .....	<b>57</b>
<b>CONFERENCE PRESS RELEASE</b> .....	<b>58</b>
<b>LIST OF CONFERENCE PARTICIPANTS</b> .....	<b>59</b>
<b>NOTES</b> .....	<b>63</b>





**Illinois New Teacher Collaborative Conference 2012**  
*Staying Committed to New Teacher Induction*

**Wednesday, February 22**

8:00 – 9:30	Conference Check-in	Mezzanine
8:00 – 9:30	Breakfast	Capitol/Illinois/Prairie
9:30 – 9:45	Opening Session Welcome <b>Dr. Chris Higgins</b> , Director, INTC	Capitol/Illinois/Prairie
9:45 – 11:10	Team Work Session #1	Capitol/Illinois/Prairie
11:20 – 12:20	Critical Issues Sessions A	See Booklet
12:30 – 1:30	Role-Alike Networking Lunch	Capitol/Illinois/Prairie
1:30 – 2:30	General Session Keynote <b>Dr. Thomas Smith</b> , Vanderbilt University	Capitol/Illinois/Prairie
2:30 – 2:55	Dessert Break	Mezzanine
2:55 – 3:55	Critical Issues Sessions B	See Booklet
4:05 – 4:55	Team Work Session #2	Capitol/Illinois/Prairie
5:00 – 6:00	Complimentary Reception	Rendezvous/Mezzanine
	Dinner on your own	

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



## Thursday, February 23

7:00 – 8:00	Conference Check-in	Mezzanine
7:00 – 8:00	Breakfast	Prairie
8:00 – 9:00	Welcome and General Session Keynote <b>Bill DuBois</b> , Consortium for Educational Change	Capitol/Illinois
9:10 – 10:10	Critical Issues Sessions C	See Booklet
10:20 – 11:20	Critical Issues Sessions D	See Booklet
11:30 – 12:00	Team Work Session #3	Capitol/Illinois
12:00 – 12:45	Lunch Door Prizes and Send-off	Prairie

## Message from the Director

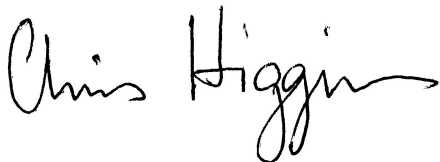
Dear Colleagues,

Welcome to the 7<sup>th</sup> annual Illinois New Teacher Collaborative Induction and Mentoring Conference!

The focus of this year's conference is helping induction and mentoring programs flourish in this period of economic stress. Given the recent defunding and the somewhat bleak prospects for new funding, school districts across the state have been asked to do more with less for their new teachers. Here you will find sessions designed to help you navigate these difficult times and opportunities to network with others facing similar challenges. This is our chance to come together to share what we have learned about how to support new teachers and their mentors, how to craft and improve programs, and how to advocate for induction and mentoring.

When public support wanes, events such as this become all the more important. It is the ongoing commitment of educators like you that keeps induction alive. Your attendance speaks volumes.

Enjoy the conference!

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

Dr. Chris Higgins  
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

Gery J. Chico, Chairman

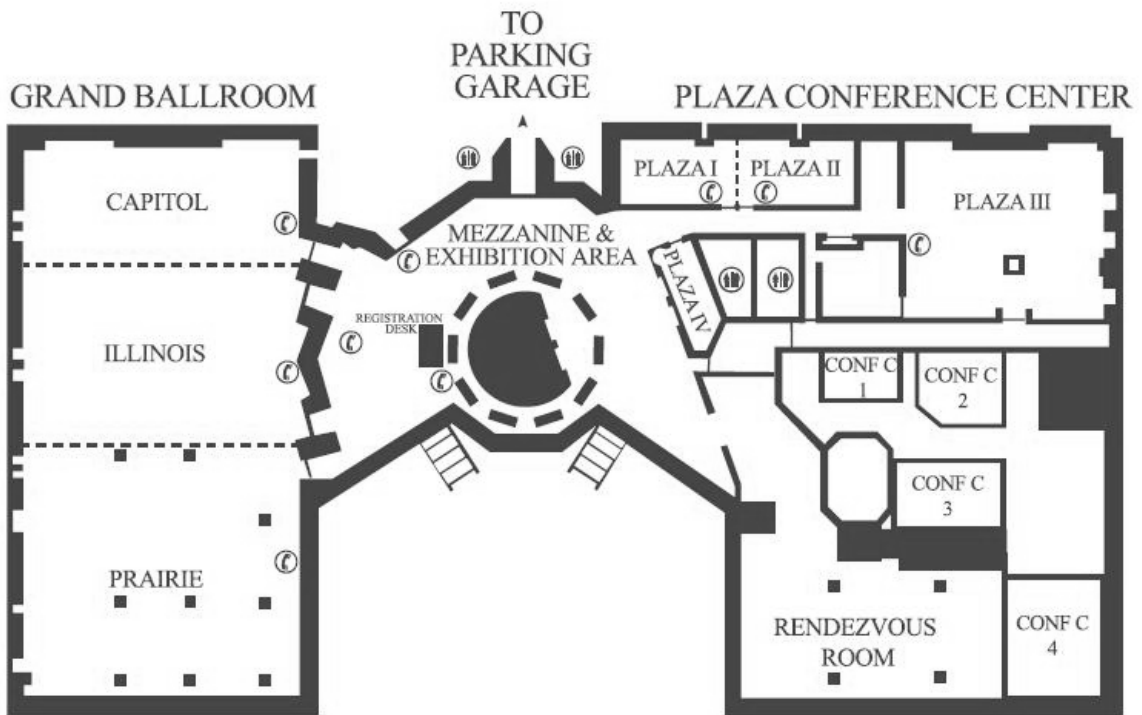
Dr. Christopher Koch, State Superintendent

Additional support for conference events has been generously provided by the Illinois Principals Association; the Illinois Education Association; the Illinois Federation of Teachers; Rethinking Schools; Computer Solutions; Corwin Press; and Area IV Learning Technology Center (Rantoul).

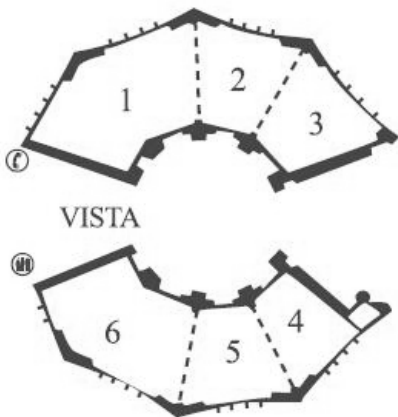
# Map of the Facilities

## FACILITIES

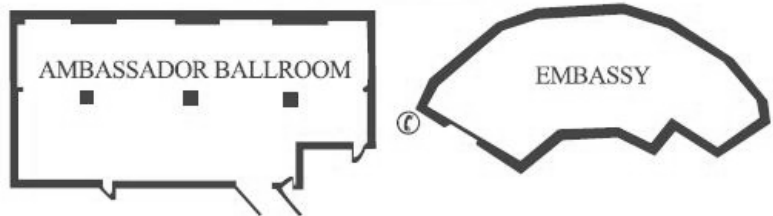
### MEZZANINE



### 29TH FLOOR



### CONCOURSE LEVEL



- ☎ TELEPHONES
- ⚓ RESTROOMS

# Where Do I Go?

## The Conference Meeting Rooms

<u>Level</u>	<u>Spaces</u>
Mezzanine	Capitol/Illinois, Prairie, Plaza I, II, III Conference Center 1, 2, 3, 4, and Rendezvous Conference Information Center and Conference Check-in
Lobby/ Front Desk	One level <b><u>below</u></b> Mezzanine
Concourse	Ambassador, Embassy One level <b><u>below</u></b> Lobby Use elevators
On 29 <sup>th</sup> 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 for the role alike lunch.

**COLORED CIRCLES**

Red Glow

Orange Glow

Yellow

Green Glow

Dark Blue

**ROLE**

Beginning Teacher

Support Provider, Program Coordinator, or  
Professional Development Provider

Mentor/Experienced Teacher

Administrator

Higher Education

# Team Work Session #1

Purpose: To identify successes and next steps for your program, and create a plan for the 2012 INTC Conference

Time: 75 minutes

Directions:

- a. Answer the following questions. For #1 - #4, these can be written or just discussed at your table
- b. Create a two-part visual that expresses your successful experiences this year and your goals for future years (see #6 below)

1. With your team or tablemates, tell a story about a mentoring program success you have had this year.
2. Based on the successes just shared, how can we build on this? How can this happen with limited resources?
3. Considering what is in your control, what do you need in order to continue to grow an exemplary program?
4. Based on your answers, choose two or three standards from the Illinois Induction Program Continuum to focus on during this conference. (More information on each standard can be found on page 4 of the Illinois Induction Program Continuum)

	Standard 1: Induction Program Leadership, Administration, and Support
	Standard 2: Program Goals and Design
	Standard 3: Resources
	Standard 4: Site Administrator Roles and Responsibilities
	Standard 5: Mentor Selection and Assignment
	Standard 6: Mentor Professional Development
	Standard 7: Development of Beginning Teacher Practice
	Standard 8: Formative Assessment
	Standard 9: Program Evaluation

5. Use the table below to plan sessions for you and your team (if applicable).

INTC 2012 Conference Goal Setting				
What do we need to learn in order to grow our program?				
Critical Issues Breakout Sessions				
Name:	Session A	Session B	Session C	Session D

6. Create a two-part graphic using the poster paper you are provided:

Part 1: Refer to the success stories that you shared above in Question #1. What is working within your program? What is exciting and engaging? Create a visual representation of these experiences.

Part 2: Consider your goals for the future. Refer to Question #3 above. What would you like to see happen in your program in future years? Create a visual of these goals and wishes.

7. Display your poster for the Gallery Walk that follows this session (see the following page).

# 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 (11:00 – 11:10)

## Directions:

1. Record your graphic, picture, or narrative that articulates your Team Work Session #1. Place your graphic 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 #3

Purpose: To self-assess, choose appropriate criteria, and prepare a practical program action plan

Time: 30 minutes

Directions: As a team, use the table below to design your program progress for the 2012-13 school year. Use the continuum standards and criteria to help you determine which components to include.

**Goal:** What do you want to accomplish?

**Standards:** Found on page 4 of the Illinois Induction Program Continuum

**Criteria:** Found on pages 6-41 of the Illinois Induction Program Continuum

**Action Plan:** What specific steps will you take? When? Who will be responsible? What resources will you need? How will you assess your progress?

2012-13 Program Goals		
Goal #1:		
Standard:		Criterion(a):
Specific Action Plan		
People responsible:	Timeline (By when will this be completed?):	Resources:
Assessment of Progress:		
Other notes:		

2012-13 Program Goals			
Goal #2:			
Standard:		Criterion(a):	
Specific Action Plan			
People responsible:	Timeline (By when will this be completed?):		Resources:
Assessment of Progress:			
Other notes:			

2012-13 Program Goals			
Goal #3:			
Standard:		Criterion(a):	
Specific Action Plan			
People responsible:	Timeline (By when will this be completed?):		Resources:
Assessment of Progress:			
Other notes:			

# Critical Issue Sessions Schedule & Room Assignments

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

\* Indicates that a session is repeated.



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



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

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

## **Session A - Wednesday 11:20-12:20**

### **A1. Using the Continuum - A Primer**

Mary Elin Barnish, Service Provider, INTC

Ambassador

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

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

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

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

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

Conf Center 2

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

### **A3. Managing iPads in a K-12 Environment**

Timothy Grimes, Senior Account Executive, Computer Solutions

Conf Center 4

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

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

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

Jill Donnel, Partnership Coordinator, ISU Curriculum and Instruction

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

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

Embassy

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

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

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

Rosemary Mangosing Baker, Manager, Turnaround Coaches, AUSL

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

### Plaza I & II

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

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

## **A6. Asking the Right Questions**

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

### Plaza III

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

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

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

### Vista 1

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

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

Patricia Brady, Research Coordinator, INTC

Jason Swanson, Research Assistant, INTC

Vista 2 & 3

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

## **A9. Research Assessment and Trends**

Thomas Smith, Vanderbilt University

Chris Higgins, Director, INTC

Elizabeth Wilkins, Professor, Northern Illinois University

Vista 4 & 5

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

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

Tom Lindsay, Assistant Superintendent of Schools, Mannheim District 83

Vista 6

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

## **Session B - Wednesday 2:55-3:55**

### **B1. How to be a Good Mentor**

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

Ambassador

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

Good = "Experience is the best teacher."

Better = "Experience with a mentor."

Best = "Experience with a good mentor."

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

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

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

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

Conf Center 2

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

### **B3. Managing iPads in a K-12 Environment**

Timothy Grimes, Senior Account Executive, Computer Solutions

Conf Center 4

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

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

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

---

### Embassy

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

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

Debbie Arbogast, Teacher Mentor Coordinator, Decatur School District 61

---

### Plaza I & II

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

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

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

### Plaza III

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

## **B7. Measuring the Impact of Teacher Induction Programs**

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

### Vista 1

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

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

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

### Vista 2 & 3

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



## **B9. Mentor Development: Teachers at the Center**

Aaron Wilkins, Induction Coach, New Teacher Center

Larissa Bennett, Induction Coach, New Teacher Center

Vista 4 & 5

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

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

Mimi Appel, Senior Director, New Teacher Center

Pam Rosa, Core Services Director, Consortium for Educational Change

Vista 6

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

## **Session C - Thursday 9:10-10:10**

### **C1. How to be a Good Mentor**

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

Ambassador

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

Good = “Experience is the best teacher.”

Better = “Experience with a mentor.”

Best = “Experience with a good mentor.”

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

### **C2. What TimsWeb can do for You and Your Programs**

Cindy Callahan, TimsWeb Director, ROE 45

Conf Center 2

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

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

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

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

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

Conf Center 4

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

### **C4. Keeping Induction and Mentoring Alive without a Grant**

Rosalie Gardner, Curriculum Specialist, Monroe-Randolph ROE 45

Embassy

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

## **C5. Advocate! Making Your Voice Heard in Springfield**

Tracy Kremer, Senior Manager, Communication, New Teacher Center

David Osta, Associate Director, Policy, New Teacher Center

Plaza I & II

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

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

Jason Swanson, PhD Student, INTC

Plaza III

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

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

Patricia Brady, Research Coordinator, INTC

Mary Elin Barnish, Statewide Coordinator, INTC

Vista 1

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

## **C8. Supporting Mentors and Beginning Teachers on a Shoestring Budget**

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

Jeanne Clayton, Classroom Teacher, Pope County School District

Jennifer Wilson, Classroom Teacher, Pope County School District

Vista 2 & 3

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

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

Chris Higgins, Director, INTC

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

Karen Peterson, Director, Alternative Cert, Governors State University

Kavita Matsko, Director, UTEP, University of Chicago

---

Vista 4 & 5

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

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

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

## **C10. Bringing all Stakeholders to the Table**

Stacy Sniegowski, Induction Coach, New Teacher Center

Patrick Robinson, Induction Coach, New Teacher Center

Joan Kennedy, Induction Coach, New Teacher Center

---

Vista 6

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

## **Session D - Thursday 10:20-11:20**

### **D1. Supporting Mentors' Growth and Accountability**

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

Ambassador

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

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

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

Conf Center 2

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

### **D3. Using Technology to Build Induction and Mentoring Relationships**

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

Conf Center 4

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

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

Ann Weber, Instructional Assistant Professor, Illinois State University

### Embassy

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

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

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

## **D5. Advocate! Making Your Voice Heard in Springfield**

Tracy Kremer, Senior Manager, Communication, New Teacher Center

David Osta, Associate Director, Policy, New Teacher Center

### Plaza I & II

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

## **D6. Partnering to Provide Meaningful Mentoring**

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

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

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

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

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

### Plaza III

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

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

Elizabeth Wilkins, Professor, Northern Illinois University

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

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

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

### Vista 1

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

## **D8. Supporting Mentors and Beginning Teachers on a Shoestring Budget**

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

Jeanne Clayton, Classroom Teacher, Pope County School District

Jennifer Wilson, Classroom Teacher, Pope County School District

### Vista 2 & 3

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

## **D9. Mentor Development: Teachers at the Center**

Aaron Wilkins, Induction Coach, New Teacher Center

Larissa Bennett, Induction Coach, New Teacher Center

### Vista 4 & 5

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

## **D10. Bringing all Stakeholders to the Table**

Stacy Sniegowski, Induction Coach, New Teacher Center

Patrick Robinson, Induction Coach, New Teacher Center

Joan Kennedy, Induction Coach, New Teacher Center

---

### Vista 6

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



# Reception



February 22, 2012  
5:00-6:00 PM

## Rendezvous and Mezzanine

This year's reception will feature hors d'oeuvres sponsored by the Illinois Education Association and the Illinois Federation of Teachers.

While enjoying the refreshments we invite you to network with your induction and mentoring peers. Respond to a question provided to you, share your response with three or more peers, and enter the drawing for a gift certificate to Barnes and Noble. Join us for food and fun!

The drawing for the raffle will be held during Tuesday's lunch.



**Staying Committed to New Teacher Induction**

## **Vendors**

INTC would like to thank the following vendors for their participation in this year's conference:

Abraham Lincoln Presidential Library and Museum  
Consortium for Educational Change (CEC)  
Corwin Press  
Induction for the 21<sup>st</sup> Century Educator (ICE 21)  
National Board Resource Center  
New Teacher Center  
Rethinking Schools

## Conference Evaluation Informed Consent

February 22, 2012

Dear INTC Conference Participant

Patricia Brady, INTC Research Coordinator, is conducting a study of the effectiveness of this conference "Staying Committed to New Teacher Induction," February 22-23, 2012. 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](mailto: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](mailto:pbrady@illinois.edu), 217-244-7376. You can also contact Dr. Chris Higgins, INTC Director, at [crh4@illinois.edu](mailto:crh4@illinois.edu) or 217-244-9191.

## INTC Conference Evaluation

Please complete this evaluation at the end of the 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

<b>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.</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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. Thomas Smith's keynote presentation was valuable.	4	3	2	1
8. Bill DuBois' keynote presentation was valuable.	4	3	2	1
9. This year's conference theme, "Staying Committed to New Teacher Induction," is relevant to my program right now.	4	3	2	1

10. This year's conference theme is "Staying Committed to New Teacher Induction", with a focus on providing induction with limited resources. After the conference, I feel more committed to new teacher induction and/or better able to help my program continue despite limited resources.	4	3	2	1
11. The hotel facilities and accommodations were good.	4	3	2	1
12. I learned new information about the Illinois Induction Program Continuum.	4	3	2	1
13. This conference will assist my district in developing plans for improved teacher retention and/or teacher quality.	4	3	2	1
14. This conference will assist my district in the development of a quality induction program.	4	3	2	1
15. I left this conference with a plan for developing/enhancing my induction program.	4	3	2	1
16. I learned about state and national ideas regarding induction, which will help create a quality induction program.	4	3	2	1
17. I was provided with the opportunity to develop, enhance, and/or evaluate my induction program.	4	3	2	1
18. The conference provided sufficient time to network with others within my program.	4	3	2	1
19. The conference provided sufficient time to network with others outside my program.	4	3	2	1
20. The time allotted for attendees to develop, enhance, and/or evaluate their induction programs was valuable.	4	3	2	1
21. The Critical Issue Session presenters enabled and/or assisted in the development, enhancement, and/or evaluation of induction programs	4	3	2	1
22. The conference provided opportunity to use the Illinois Induction Program Continuum in evaluating my 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 2013 conference theme/title:**

## Speaker Biographies

### **Thomas Smith**

Professor Smith has considerable experience in both the national and international education research community. Between 1991 and 2001, he conducted and managed statistical research activities at the U.S. Department of Education's National Center for Education Statistics (NCES), the Organisation for Economic Cooperation and Development (OECD), and the National Science Foundation (NSF). Much of his work has focused on the development of indicators for education policymaking, co-authoring six editions of NCES's annual report to Congress, *The Condition of Education*, three editions of OECD's comparative indicators report *Education at a Glance*, and the chapter on K-12 mathematics and science education in the National Science Board's 2002 edition of *Science and Engineering Indicators*. Professor Smith joined the Department of Leadership, Policy, and Organizations in Peabody College, Vanderbilt University in 2001.

### **Bill DuBois**

Bill DuBois spent his entire 33 year public education career in Elgin School District U-46 where, among other things, he was instrumental in developing and implementing an award winning mentoring and induction program, developing and implementing a new teacher evaluation/appraisal program, developing and implementing a collaborative with higher education, and building a Teacher Effectiveness Initiative Department, which focused on a wide array of critical aspects of teacher, administrator, and system effectiveness all in the support of enhanced professional practice in order to improve student learning experiences. DuBois has been a Danielson Framework trainer for the past twelve years and during that time has trained literally thousands of educators throughout Illinois and the Midwest. He has been a guest speaker and presenter at the ASCD Conference, NSDC Conference, International Mentoring Conference, NEA Mid-west Conference, New Teacher Induction Network Conference, and the Teacher Union Reform Network. Further, DuBois has been a supporter of the INTC and the sub-committee responsible for crafting the Illinois Mentoring and Induction Standards.

He currently is in his first "official" year as a consultant with the Consortium for Educational Change, although he has been associated with CEC and contributed to various CEC undertakings since the mid- 1990's.

DuBois received a Bachelor's of Science degree in Elementary Education from Western Illinois University and a Masters in Educational Administration from Northern Illinois University. Among his honors and awards are; honored as the Kane County Educator of the Year in 2001, the Illinois State Board of Education Those Who Excel Award of Special Recognition in 2003, named as a Fulbright Memorial Fund Teacher Program Fellow in 2004, and received the Illinois State University College of Education External Service Award in 2003 and 2011. He became a National Board Certified Teacher in 2006.

## IEA Letter of Support



## Illinois Education Association-NEA

*Cinda Klickna, President  
Kathi Griffin, Vice President  
Al Llorens, Secretary-Treasurer  
Audrey Soglin, Executive Director*

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

January 23, 2012

Nancy Johnson, Assistant Director  
Illinois New Teacher Collaborative  
196/198 Children's Research Center  
51 Gerty Drive  
Champaign, IL 61820

Dear Nancy,

It is a pleasure for the Illinois Education Association to participate in the INTC's 7<sup>th</sup> Annual Induction and Mentoring Conference. The work of INTC is very much aligned with the IEA Mission "...to *effect excellence and equity in public education and to be THE advocacy organization for public education employees.*"

By providing statewide leadership for promoting new teacher induction and mentoring programs, and by supplying resources for those who support new teachers, INTC serves as a valuable resource for our members.

The INTC programs play a crucial role in moving Illinois toward the goal that every student in every public school will be taught by a well-trained, highly qualified teacher. The programs INTC provides are helping IEA members achieve their personal goals for successful careers in public education.

IEA is a proud partner with INTC. On behalf of the 131,000 IEA members, I want to thank you for your contribution to improving teaching and learning for the students of our state.

Respectfully,

A handwritten signature in cursive script that reads "Cinda Klickna".

Cinda Klickna, President  
Illinois Education Association-NEA

CK/jes

# IFT Letter of Support



Illinois Federation of Teachers  
*A Union of Professionals*

[www.ift-aft.org](http://www.ift-aft.org)

**Daniel J. Montgomery**  
President

**Karen GJ Lewis**  
Executive Vice President

**Marcia K. Campbell**  
Secretary-Treasurer

**Westmont**  
500 Oakmont Lane  
Westmont, IL 60559

T 630/468-4080  
T 800/942-9242  
F 630/468-4089

February 22, 2012

Dear INTC Conference Participants,

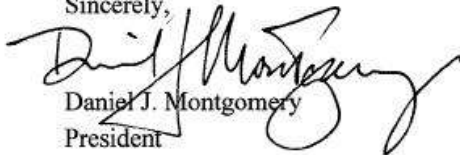
As president of the Illinois Federation of Teachers, I am pleased to support "Staying Committed to New Teacher Induction," a conference planned by the Illinois New Teacher Collaborative (INTC) and its partner organizations.

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.

During the past year, Illinois districts have faced a loss of those state funds which assisted them in implementing and/or improving induction and mentoring support for beginning teachers. In spite of this loss, 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, INTC 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,



Daniel J. Montgomery  
President



SM/05/11  
2



## 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!

Nancy Brodbeck	Warrensburg-Latham CUSD #11
Cindy Callahan	ROE #45
Cindy Duffy	Area IV Learning Technology Center
Bob Fisher	Illinois State University
Steve Fouts	Republic Foundation
Rosalie Gardner	ROE #45
Jennifer Garrison	Sandoval CUSD #501
Barbara Gillespie	ROE SchoolWorks, Rantoul
Alexis Jones	Urbana SD #116
Mary Ellen Leonard	ROE SchoolWorks, Rantoul
Karla McAdam	Decatur PSD #61
Barbara Rieckhoff	DePaul University
Jim Tammen	Illinois Education Association
Sue Walter	Illinois Federation of Teachers
Elizabeth Wilkins	Northern Illinois University
Haley Hatfield	Grant Community High School

## 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  
Mimi Appel  
Mary Elin Barnish  
Cindy Callahan  
Bill DuBois  
Mary Francis  
Vicki Hensley  
Polly Hill  
Alvena Ivy

Mary Jane Morris  
Megan Novotney  
David Osta  
Gail Owen  
Karen Peterson  
Nicki Rosenbaum  
Jim Tammen  
Sue Walter  
Gretchen Weber  
Meghan Zefran

The continuum is available on the INTC website at:

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

# What Can INTC do for Your Program?

The Illinois New Teacher Collaborative is committed to supporting induction and mentoring of new teachers statewide. With continued support from ISBE through federal funds, INTC staff can provide various services to assist all induction and mentoring programs regardless of size, duration, or program components. These services are low- or no-cost to you. Possible services include:

## Trainings and Workshops

- Conducting regional workshops for new teachers or mentors
- Providing mentor training and support
- Conducting workshops on the use of the *Illinois Induction Program Continuum* including Administrators Academy #1028 - Using the *Illinois Induction Program Continuum*
- Providing online workshops or discussions for induction coordinators, administrators, new teachers, and mentors



## Advocacy and Information

- Assisting with local advocacy efforts to inform, boards of education, parents, administrators, and community members
- Facilitating needs analyses regarding induction and mentoring
- Speaking to administrators about the importance and impact of induction and mentoring
- Assisting with presentations to local boards of education

## Consulting and Planning

- Working with training providers to offer support for mentors, new teachers, coordinators, and administrators
- Consulting about comprehensive program development, planning, and evaluation
- Co-planning programs or trainings for first and second-year teachers
- Consulting with component districts who have lost consortium supports
- Suggesting books and other resources for use with mentors and new teachers
- Designing forms and other resources for use with induction and mentoring programs

## Networks

- Facilitating regional networks to support induction and mentoring

## Data and Research

- Assisting with the design of local data collection, analysis, and interpretation
- Suggesting research relevant to induction and mentoring

For more information or to discuss possible services, please contact Mary Elin Barnish at the Illinois New Teacher Collaborative, [mbarnish@illinois.edu](mailto:mbarnish@illinois.edu), (630) 569-9556

SAVE THE DATE...



ILLINOIS NEW TEACHER COLLABORATIVE

## BEGINNING TEACHER CONFERENCE

INTC is proud to announce its 3rd 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 and a half day conference with speakers, breakout sessions, networking opportunities, and more
- When: June 26<sup>th</sup> & 27<sup>th</sup>, 2012 (times TBD)
- 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 26<sup>th</sup> 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](mailto:jkohm@illinois.edu). More information about the conference is available at:

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

## Illinois New Teacher Collaborative Conference 2012



### **Regional Professional Development and Networking Workshops**

Watch for future 2012 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:

- Using the Online Illinois Induction Program Continuum
- Analyzing student work
- 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/regional-workshops>**

## Make a Case for New Teacher Induction and Mentoring

The INTC website has many resources to help you gain support for your induction and mentoring program. The materials are designed to help you communicate effectively about the critical need for mentoring and induction with district leaders, school board members, and local legislators to name a few.



In the Advocacy Toolkit, you will find:

- A **powerful presentation** provides an overview of why advocacy for induction is important, recommendations for what you should say, and an introduction to the tools available for your use within the Advocacy Toolkit.
- **Research-based talking points** that can be used when advocating for beginning teacher induction. These talking points have been grouped within one or more "Key Messages" that the individual talking point supports.
- A **well-designed one-page handout** providing concise and research-based reasons for supporting induction and mentoring initiatives in Illinois. A limited number of these are available at the Conference Information Center.
- **Sample advocacy materials** others have created and used.
- And much more!

Access these resources by visiting the Advocacy Toolkit:

**<http://intc.education.illinois.edu/advocacy-toolkit>**

# Program Impact Evaluation Workbook



Available for free  
from the INTC website

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

This workbook will be presented twice at the INTC conference, in interactive presentations.

Session title: “Examining Your Program’s Impact by Doing Your Own Research”

Session time: (pick one): Critical Issues Breakout Sessions A or B

---

## Workbook Overview

*For induction and mentoring programs:*

*How to do research on your own program to evaluate its impact*

Prepared by:

Illinois New Teacher Collaborative  
at the University of Illinois at Urbana-Champaign

If you are planning, coordinating, managing, or working in an induction and mentoring program, you want to know what impact the program is having. This workbook will help you make a solid plan for doing this research. It will:

- provide general advice on doing research and evaluation,
- suggest different ways to examine and measure impact,
- list samples of impact evaluation tools, and
- provide space for you to plan your own impact research.

Working in schools is necessarily “messy” and strict prescriptions do not work because all school districts look very different. Therefore, this workbook will provide a wide menu of options to ensure the flexibility necessary to adapt strategies and measurement tools to the needs of your program.

This workbook is not intended to help you evaluate individual new teachers. It is intended instead to offer advice on evaluating the impact of an entire program. This can aid the program in a process of continual improvement and can also provide data to convince others (e.g. school boards) of the impact your program is having.

Contact: Dr. Patricia Brady, Research Coordinator, [pbrady@illinois.edu](mailto:pbrady@illinois.edu)

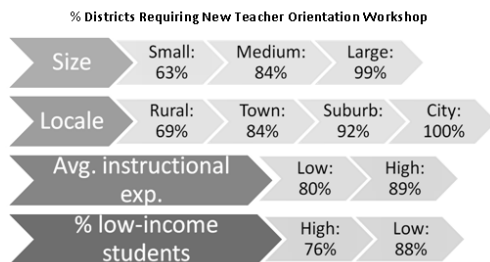
# INTC RESEARCH HIGHLIGHTS

June 2011

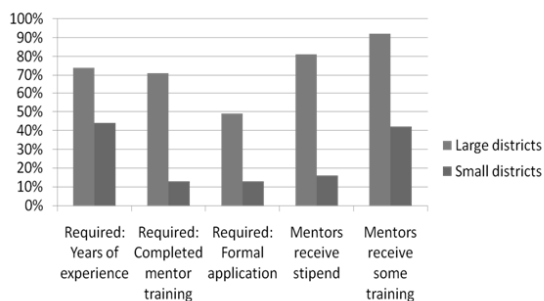
## INDUCTION FUNDING IS IMPORTANT!

INTC surveyed all 536 Illinois districts that do not receive targeted state funding for induction and mentoring programs. Of the 290 districts that responded, all but three reported some level of induction and mentoring activity. However, the survey data revealed several important distinctions:

***There is a vast discrepancy between what supports beginning teachers receive depending on size and location of their district.***

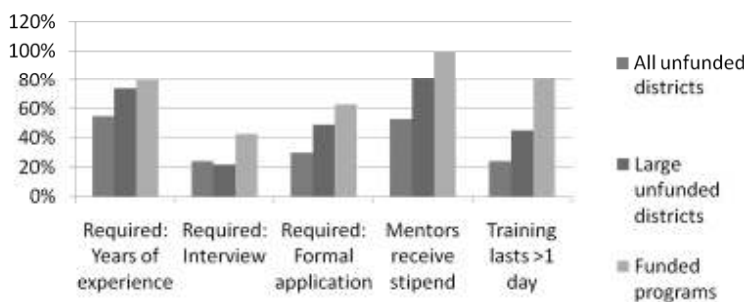


**Mentor Selection Requirements, Compensation, and Training**



***Large, suburban districts provide more supports than smaller and rural districts, yet they still provide less support than the average grant-funded induction program—even though the funded programs include small and rural districts in proportion with the state averages.***

**Mentor Selection Requirements, Compensation, and Training**



Funded programs have stronger leadership, as they are more likely to have a full-time coordinator or a team in charge. This leadership enables more intensity: more mentor training and support; more rigorous mentor selection; and more required time and accountability from mentors. In return, mentors and new teachers in funded programs are more likely to be paid stipends to ensure their commitment to the program's many requirements.



The Illinois New Teacher Collaborative (INTC) is at the forefront of providing statewide leadership for promoting new teacher induction and mentoring programs and supplying resources for those who support new teachers. INTC Online offers resources for preservice teachers, new teaching professionals, teacher mentors, K-12 school administrators, service providers, and higher education professionals.

Illinois New Teacher Collaborative

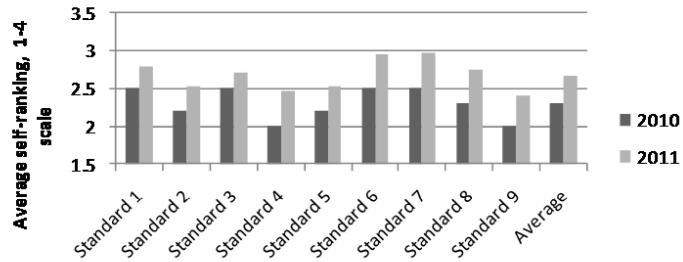
For more information: Patricia Brady, Research Coordinator, pbrady@illinois.edu  
INTC Website: <http://intc.education.illinois.edu>



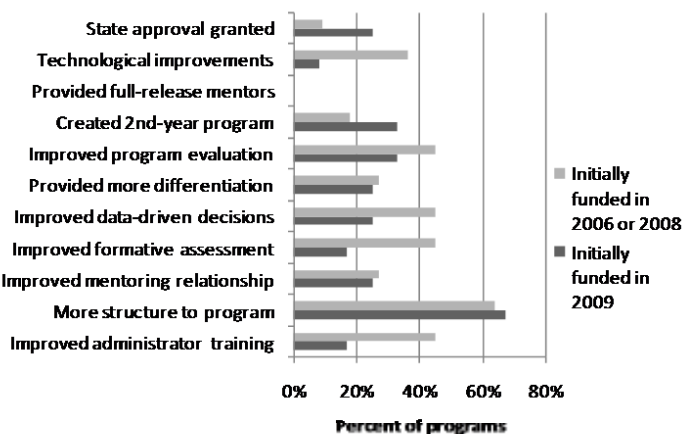
# INTC RESEARCH HIGHLIGHTS October 2011

In Spring 2011, INTC sent a survey to the 46 induction programs which were funded by the Illinois State Board of Education in FY11. Survey results reveal the impacts of funding and time. They also point to differences between groups of programs: older vs. newer, and large vs. small. One central part of the survey asked programs to assess themselves on the nine standards of the *Illinois Induction Programs Continuum*.

**Developing quality programs takes time—and money.** Funded programs were asked to assess themselves using the *Illinois Induction Program Continuum* (details available online at [intc.education.illinois.edu](http://intc.education.illinois.edu)). Older programs—which were funded at a time of more generous budgets—rate themselves higher on every Standard than do newer programs.

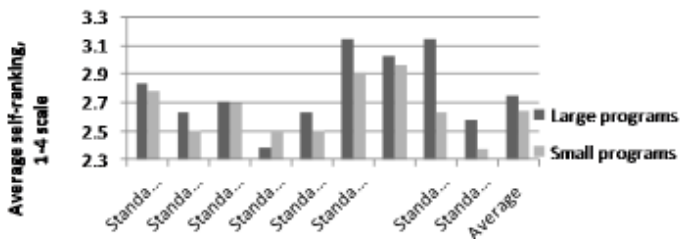


**Older, established programs continue to innovate and improve.** Older programs don't report falling into a rut; in fact, programs initially funded in 2006 or 2008 reported making more improvements than did programs initially funded in 2009.



**In lean times, programs make only inexpensive changes.** In 2010-11, programs reported providing more structure to participants and working to increase stakeholder support. None reported making costly improvements like providing full-release mentors.

**Different programs have different challenges.** Larger programs, for example, do have the benefits of economies of scale and potentially more resources (financial and otherwise) to work with, but may have more trouble organizing those resources and coordinating with site administrators.



The Illinois New Teacher Collaborative (INTC) is at the forefront of providing statewide leadership for promoting new teacher induction and mentoring programs and supplying resources for those who support new teachers. INTC Online offers resources for preservice teachers, new teaching professionals, teacher mentors, K-12 school administrators, service providers, and higher education professionals.

Illinois New Teacher Collaborative

For more information: Patricia Brady, Research Coordinator, [pbrady@illinois.edu](mailto:pbrady@illinois.edu)  
 INTC Website: <http://intc.education.illinois.edu>

# **ILLINOIS BEGINNING TEACHER INDUCTION PROGRAMS FY11 INTC FINAL REPORT (October 2011)**

## **EXECUTIVE SUMMARY**

This document reports on research conducted by the Illinois New Teacher Collaborative (INTC) during FY11.

### **Purpose of the Report**

This report provides a summary of the data briefs which 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, the Illinois New Teacher Collaborative (INTC), and funded programs; and INTC plans for future research activities.

### **Introduction and Research Methodology**

INTC conducted four major research initiatives during FY11, all using online survey methodology. Two involved the ISBE grant-funded induction programs, one involved all Illinois districts that have never received ISBE induction funding, and one involved all mentors and new teachers in the funded programs. The last survey, involving over 2,000 teachers, is still being analyzed by Dr. Elizabeth Wilkins of Northern Illinois University and her team and is not described in this report.

### **Summaries of Data Briefs**

This report summarizes the INTC Data Briefs by providing both descriptive and impact data. Descriptive data covers both the funded programs and never-funded districts. Impact data includes: impact of funded induction programs on retention, impact of budget reductions on funded programs, and impact of ISBE funding on program development.

### **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**

This section draws on the data briefs and co-coordinator observations to describe themes and potential implications for the future.

**Recommendations for Policy and Programming**

This section provides recommendations for INTC, ISBE, induction programs that previously received ISBE induction grant funding and never-funded Illinois districts and are meant to be accomplished in the following 12 months.

**INTC Proposed Research Activities**

This section describes the research that INTC proposes conducting during FY12.

The full report is available on the INTC website at:

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



# INTC ANNUAL PROGRESS REPORT<sup>1</sup>

December 2011

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. Served as the administrative home for the Illinois State Board of Education (ISBE) Funded Beginning Teacher Induction Programs and supported the formerly funded induction programs to make a successful transition to non-funded status
  - Funding from the Illinois State Board of Education (ISBE) to the Beginning Teacher Induction Programs ended on August 31, 2011.
  - INTC worked to support the programs to develop ways to maintain quality induction without funding.
4. Continuing to improve the website to add induction and mentoring program information, and to expand the online resources database
5. Concluded work on a service learning project, including conference presentations, professional development workshops, and a boot camp
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

- Conducted Executive Board and Partnership Board meetings on May 24, July 7 and October 25 in Champaign
- Conducted an Executive Board meeting during the 6<sup>th</sup> Annual INTC Induction and Mentoring conference in March
- Adopted a revised Mission and Vision Statement based on the November, 2010 Executive Board and Partnership Board meeting

---

<sup>1</sup> 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.

- Formed three coordinating committees to strategically plan and coordinate statewide induction initiatives: (a) Research and Evaluation, (b) Policy, Advocacy, and Communication, and (c) Professional Development and Technical Assistance
- Planned for, scheduled, and conducted a meeting of coordinating chairs to discuss the next steps for moving Illinois induction initiatives forward using the INTC and IIPT Strategic Plans as guides
- Continued to implement the INTC Strategic Plan through the ongoing work of INTC-facilitated subcommittees
- Added members to the Partnership Board
- Collaborated in planning and continuing the rollout of the *Illinois Induction Program Continuum* through a distribution plan and a series of trainings for induction and mentoring program administrators, leaders, and mentors
- Organized public comment in support of Illinois funding for induction at all FY13 ISBE Budget Hearings
- Continued work with the Chicago New Teacher Center (CNTC) on expanding communication about induction and mentoring and advocating for its expansion throughout the state
- Began defining a collaborative learning partnership with the New Teacher Center and the Consortium for Educational Change to improve technical assistance services for program leaders
- Conducted a staff retreat to redefine the roles, goals, and functions of INTC in light of funding challenges

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

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

(Conference archive available at <http://intc.education.illinois.edu/page/intc-2011-conference-archive>)

- Facilitated conference planning with partners and internal staff
  - Conducted six conference planning meetings
  - Established work group members, chairs, and tasks
  - Selected and scheduled Critical Issue Breakout sessions from submitted proposals
  - Recruited and confirmed keynote speakers
- Attended by over 200
- Overall ratings for the conference continue to be high averaging nearly 3.6 out of a possible 4.0 on areas probed
- Mentors consisted of 36.4% of respondents, 23.4% were program coordinators, 13% were administrators, and 13% selected multiple roles
- New Teachers, professional development & support providers, and higher education attendees were 5% or less

### **Seventh Annual Statewide Conference, February 22<sup>nd</sup> and 23<sup>rd</sup>, 2012, Hilton Springfield**

- Planning continues with a theme of “Staying Committed to New Teacher Induction”
- Planning meetings held on September 13, October 12, November 8, and December 6
- Subsequent meetings to be held on January 10 and February 7
- Issued Request for Proposals and notified presenters of their acceptance
- The work groups consist of INTC staff liaisons and INTC partners as chairs

### **Second Annual Beginning Teacher Conference “Y2: Moving Beyond Survival,” June 28<sup>th</sup>, 2011**

(More information at: <http://intc.education.illinois.edu/page/intc-beginning-teacher-conference>)

- Conducted Beginning Teacher Conference Task Force meetings
- New teachers were key players in conference planning and as conference emcees and facilitators
- State Farm Companies Foundation funded the conference with no cost to participants other than transportation
- Secured hotel contract and keynote speakers for the 2011 Beginning Teacher Conference
- Nearly 80 beginning teachers attended

- The conference rated high across all prompts
- INTC staff conducted research, focus groups and written surveys to learn more about the training, support, and needs of beginning teachers
- Preliminary planning has begun for the 2012 Beginning Teacher Conference
- Opportunities for online discussions for conference participants and an online Conference Archive are available

### Professional Development

- Expanded online networking and webinars include:
  - Weekly webinars including *INTC 101* to highlight INTC’s history, initiatives, and available resources as well as networking sessions for new teachers, mentors, and induction leaders
  - Began two, semester-long book studies for new teachers focused on Classroom Management
  - Scheduled monthly research discussions
  - Began planning for content specific webinars to involve guest experts (e.g. Parent Partnerships, Legal Advice for 21<sup>st</sup> Century Educators)
  - Conducted regional workshops on December 5 (Normal) and December 8 (Bellwood) in collaboration with ICE21 regarding use of the continuum for Illinois Professional Teaching Standards
  - Recruited a planning committee of partners to determine content and schedules
  - Targeted new teachers and mentors
  - A third workshop is planned for January 18 (Fairview Heights)
  - Workshops are free-of-charge and targeted to all Illinois new teachers and those who support them
  - Began planning for Regional Induction Networks of induction program leadership teams interested in focused program assessment and continuous improvement with technical assistance supports

### 3-Illinois State Board of Education Funded Beginning Teacher Induction Programs<sup>2</sup>

- Supported FY11 funded programs through site visits, weekly updates, emails, online discussions, small group networking sessions, and phone calls
- Provided ongoing support for 15 FY10 funded program leaders who chose not to reapply for FY11 continuation funds due to financial and/or administrative constraints
- Continued serving as an information liaison between the funded programs and ISBE for questions regarding Administrative Rules and budgeting decisions. Examples of specific support activities include:
  - Shared resources, strategies, and tools through the “Funded Programs Collaborative Corner” portion of the INTC website
  - Facilitated five Spring 2011 regional Professional Learning and Networking sessions focused on improving individual program services and supports for beginning teachers
  - Offered a pre-conference session during the 6<sup>th</sup> Annual INTC Induction and Mentoring conference for funded program leaders with a focus on strategies and tools for increasing the quality and effectiveness of program mentors
  - Hosted five regional demonstrations of the TIMSweb electronic record keeping system that will be provided for free to program leaders during the 2011-2012 school year
  - Continued offering webinars to discuss specific topics of interest as requested by program leaders, and expanded participation to include non-funded program participants as well
  - Served as an information liaison between the funded programs and ISBE for questions regarding Administrative Rules and budgeting decisions
- Initiated discussions of specific administrative rule changes with ISBE as requested by funded program leaders
- Obtained funding and began planning for increased availability of the *Teacher Induction and Mentoring System on the Web (TimsWeb)* for cost-free use by program leaders. This online tool logs information

---

<sup>2</sup> Although the funded programs are ISBE funded, many INTC work components are consistent with the initiatives 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.

about beginning teacher and mentor interactions for efficient monitoring by program leaders.

- Began planning for INTC role changes given the budget proposal that eliminated FY12 funding for these programs (signed into law June 30 by the Governor)
- Worked with individual programs to provide supports and information needed to keep induction functioning when elimination of FY12 funding took effect on August 31, 2011

#### **4-Website and Online Resources**

- Continued to plan, with the Technology Committee, website revisions and methods for promoting INTC Online usage
  - Collected survey data to determine the wants, needs, and interests of users
  - Expanded the resources database to include tools developed and used by induction program leaders
  - Added a calendar of events
  - Developed a prominent section of the website for the *Illinois Induction Program Standards and Continuum*.
- Continued database programming to:
  - Allow ISBE funded program CDE data to be used for generating program profile and statewide summary web pages
  - Enable program coordinators to log in and update public program information directly
  - Include unfunded programs in the database
  - Allow users to easily search for program profiles of interest
- Began promoting increased collaboration and sharing among ISBE funded program leaders through the public INTC website
- Expanded professional development offerings through online webinars and workshops, adding monthly beginning teacher networking sessions and mentor networking sessions
- Increased the use of Facebook and began using Twitter to share INTC news
- Worked with a Northern Illinois University graduate class to add quality resources to the INTC website and to increase activity in the discussion forums
- Utilized forums for discussion following webinar events (e.g. classroom discipline discussion connected to book studies)
- Assumed programming responsibilities of TimsWeb and collaborated with Monroe-Randolph ROE to expand usership
- TimsWeb will be free for all induction programs for the 2011-2012 school year
- Continued partnership with Apple, Inc. at the 6<sup>th</sup> Annual INTC Induction and Mentoring Conference critical issues sessions

#### **5-Service Learning Project for New Teachers**

- Service Learning Task Force member presented at the 6<sup>th</sup> Annual INTC Induction and Mentoring Conference
- Reached out to the McCormick Foundation to discuss state-wide service learning initiatives
- Task Force member presented service learning component at Hot Topic Breakout session at the Second Annual Beginning Teacher Conference “Y2: Moving Beyond Survival”
- Continued planning for professional development workshops around service learning and the service learning boot camp
- Concluded work on Service Learning Project to due to lower than expected interest by target audience

#### **6-Research and Reporting**

- Laid groundwork for surveying districts, ROEs, and other educational entities in Illinois to determine what induction activities are taking place outside of the funded programs
- Prepared and distributed a 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

- Compiled and analyzed data from the unfunded districts survey and produced FY11 Data Brief #2 and its accompanying appendix
- Prepared and distributed a survey for programs no longer receiving state grant funding
- Collected and began analysis of data collected from Y2 Conference (2010 & 2011) participants to learn more about the training, support, and needs of beginning teachers
- Analyzed data from the fall 2010 CDE and produced FY11 Data Brief #1 and its accompanying appendix
- Prepared three spring surveys including the spring 2011 CDE and surveys for all new teachers and mentors at the funded programs
- Developed a template for Research Highlights (a one-page, color, user-friendly research summary) to periodically share the good news of Illinois induction
- Distributed three spring surveys—the spring 2011 CDE and surveys for all new teachers and mentors at the funded programs
- Created and distributed two issues of Research Highlights
- Planned and conducted survey and focus group research at the June Beginning Teacher Conference
- Analyzed data from the spring 2012 CDE reporting form of funded programs and produced FY11 Data Brief #3 and its accompanying appendix
- Created a one-page, colorful Research Highlights summary based on Data Brief #3
- Compiled data from the Living Without Funding survey of funded programs and created both a PowerPoint presentation for the EB/PB meeting and a Research Highlights based on the findings
- Began analyzing 2011 Beginning Teacher Conference focus group interviews  
Planned for FY12 research efforts
- Prepared a final report of all of INTC's research efforts for FY11, including two surveys of funded programs and a survey of all unfunded districts in Illinois
- Began preparing a workbooklet for induction programs to use in self-evaluation

## 7-Spreading the Word of INTC

- Presented at:
  - Association for Curriculum and Supervision annual conference, March 2011 in collaboration with the ASCD Mentoring Network facilitators
  - Association of Teacher Educators, February 2011, regarding research from the 2010 Beginning Teacher Conference
  - CEC/NTC Mentoring Compact Colloquium (June 13, 2011)
  - Northern Illinois University's Teacher Induction graduate course (June 21, 2011)
- Submitted proposals for:
  - Association of Teacher Educators, February 2011 (accepted)
  - Association for Supervision and Curriculum Development, March 2011 (accepted)
  - American Educational Research Association, April 2011 (in review)
  - New Teacher Center Symposium, February 2012 (accepted)
  - American Association of Colleges for Teacher Education, February 2012 (accepted)
  - Association for Curriculum and Supervision, March 2012 (accepted)
  - New Mexico Mentor Institute Conference, October, 2011 (accepted)
- Drafted, submitted, and had published article in *Action in Teacher Education* (Winter 2011). This article is based on the contents of the February 2010 presentation at the Association of Teacher Educators conference
- Submitted article to *Journal of Staff Development*
- Submitted articles to *Educational Leadership*
- Joined the Association for Supervision and Curriculum Development Mentoring Network with an INTC staff member serving as a board member
- Developed a monthly *INTC 101* webinar to highlight INTC's history, initiatives, and available resources. This session includes a guided tour of INTC's website.



# Stay Informed: GET INTC UPDATES

Joining our listserv will keep you apprised of INTC's professional development offerings, conferences, and induction and mentoring news.



The screenshot shows the homepage of the Illinois New Teacher Collaborative (INTC). At the top, there is a navigation bar with the INTC logo, the text "Illinois New Teacher Collaborative", and a login section with fields for "username or e-mail" and "password", along with "Log in", "Create new account", and "Forgot your password" links. Below the navigation bar is a "Welcome to INTC" section with a date "Mon, 12/07/2009 - 13:54 - John". The main content area is divided into three columns. The left column contains a "HOME" menu with links to "About INTC", "INTC Impact", "Online Communities", "ISBE Funded Programs", "Resources", "Events", "Join INTC", "Interest Groups", and "My Unread". The middle column features a "New Teaching Professionals" section with a grid of four photos of diverse individuals. The right column has a "My groups" section with the text "Not a member of any groups." and an "Updates" section with two news items: "5th Annual INTC Induction and Mentoring Conference" and "Tipping the Scales: Using the Induction and Mentoring Continuum for Program Advancement". At the bottom of the page, contact information for Chris A. Roegge, Ph.D., Director of INTC, and Nancy Johnson, Assistant Director of INTC, is provided.

Visit

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



Look for us on...



Get updates from INTC on Facebook®. Search:

**Illinois New Teacher Collaborative**

## **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](mailto: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.

\_\_\_\_ Beginning Teacher Conference Planning

\_\_\_\_ Annual Induction and Mentoring Conference Planning

\_\_\_\_ Professional Development incorporating Technical Assistance

\_\_\_\_ Policy, Advocacy, and Communication

\_\_\_\_ Research and Evaluation

\_\_\_\_ Other (Please explain.) \_\_\_\_\_

This form is also available online at:

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

## Conference Document Archive



Would you like to access some conference documents electronically?

Visit the INTC Conference Archive Page at:

**<http://intc.education.illinois.edu/2012-conference-archive>**

## Conference Press Release



### Illinois New Teacher Collaborative

**FOR IMMEDIATE RELEASE (2/23/2012)**

#### **Area Educators Attend Illinois New Teacher Collaborative Induction and Mentoring Conference**

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (school or school district) \_\_\_\_\_) attended the recent “Staying Committed to New Teacher Induction” conference at the Hilton Springfield, February 22 & 23. In attendance were administrators, mentors, teachers, and others in support of new teachers in public and private schools throughout Illinois. This working conference featured practical and standards-based ideas about induction resources, evaluation, program goals, and design. Conference sessions helped both established and new induction and mentoring programs improve, learn from other programs, and develop a network of contacts to pave the way for new teachers’ success.

Dr. Thomas Smith, Vanderbilt University, was the first of two keynote speakers. Smith’s research focuses on teacher quality and the retention of teachers. Bill DuBois, Consortium for Educational Change, was the second conference keynote and was instrumental in developing and implementing an award winning mentoring and induction program in the Elgin School District U-46.

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/2012-conference-archive>**

## List of Conference Participants (as of 1/30/2012)

<b>First Name</b>	<b>Last Name</b>	<b>Organization</b>
Lori	Abbott	Township HS Dist. #214
Stephanie	Alexander	Jacksonville School Dist.#117
Amy	Alsop	Illinois Federation of Teachers
Jill	Anderson	NSSEO
Lori	Anderson	Arcola Dist. #306
Debbie	Arbogast	Decatur Public School Dist. #61
Kathleen	Barnes	Oswego CUSD #308
MaryElin	Barnish	INTC
Ed	Baumgart	Governors State University
Lynne	Beauprez	Oak Park School Dist. #97
Lyn	Becker	Mid-State Special Education
Larissa	Bennett	New Teacher Center
Chris	Boers	Mid-Valley Special Education Cooperative
Lani Rae	Bowen	Jacksonville School DIst.#117
Nancy	Boyer	Rockford Public Schools
Patricia	Brady	INTC
Kathy	Bredenkoetter	Alton Community Unit Dist. #11
Natalee	Bretz	Urbana School Dist. #116
Amy	Brodeur	Joliet Dist. #86
Christopher	Bronke	Downers Grove South High School
Jennifer	Burke	Valley View School District
Sheila	Burns	Rock Island ROE
Melissa	Butkus	Oswego CUSD #308
Lanie	Buttry	Rochester C.U.S.D. #3A
Luann	Byers	Byron CUSD #226
Cindy	Callahan	ROE #45
Tanya	Cassata	Hononegah High School
Ashley	Castaldo	Byron CUSD #226
Kim	Charsha	School Dist. U-46
Michelle	Chavers	Herscher CUSD #2
Lori	Christensen	Lindop School Dist. #92
Jean	Chrostoski	Arcola Dist. #306
Jeanne	Clayton	Pope County C.U.S.D. #1
Faith	Cole	Oak Park
Holly	Coleman	Joliet Dist. #86
Jacinda	Crawmer	Urbana School Dist. #116
David	Creagan	North Palos School Dist #117
Dr. Melissa	Crow	Grayville CUSD #1
Jennifer	Crownson	JS Morton Dist. #201
Rachele	Dadouche-Nowak	NSSEO
Janice	Darif	Joliet Dist. #86
Phillips	Darlene	Valley View School District
Reyna	DeLaMora	School Dist.U-46
Andrea	Dombrowski-Erickson	School Dist. #U-46
Bill	DuBois	The DuBois Group
Cindy	Duffy	LTC 4
Jennifer	Edmonds	Herscher CUSD #2

Terri	Edwards	Mid-Valley Special Education Cooperative
Julie	Erlinger	Urbana School Dist. #116
Roxanne	Filson	Scott-Morgan #2
Linda	Fisher	INTC
Robert	Fisher	ISU
Steven	Fouts	Republic Foundation
Mary	Furbush	CASE
Elsie	Garbe	Mid-Valley Special Education Cooperative
Rosalie	Gardner	Monroe-Randolph ROE 45
Rene	Garren	Oswego CUSD #308
Jennifer	Garrison	Sandoval CUSD 501
Karen	Gauen	Madison ROE 41
Jan	Geier	St. Charles CUSD #303
Robert	Genardo	JS Morton Dist. #201
Jennifer	Gentile	East Aurora Dist. #131
Jackie	Gerling	Urbana School Dist. #116
Christine	Gialo	District #117
Barbara	Gillespie	ROE
Amy	Gonzalez	Arcola Dist. #306
Anthony	Grazzini	JS Morton Dist. #201
Ellen	Greenman	Waukegan Public Schools
Kathi	Griffin	Illinois Education Association
Amy	Grossman	Waukegan Public Schools
Linda	Hasenmyer	Consortium for Educational Change
Georgia	Hash	Downers Grove South
Haley	Hatfield	Grant Community High School
Judy	Havemann	School Dist.U-46
Lindsey	Helm	Springfield Dist. #186
Vicki	Hensley	I-KAN ROE #32
Elizabeth	Hettinger	JS Morton Dist. #201
Chris	Higgins	INTC
Julie	Holmes	Mt. Vernon Twp. H.S.
Mike	Hurst	Governors State University
Patrick	Iovinelli	JS Morton Dist. #201
Barbara	Johnson	Rockford Public Schools
Nancy	Johnson	INTC
Alexis	Jones	Urbana School Dist. #116
Jennifer	Jones	Arcola Dist. #306
Kavita	Kapadia Matsko	Urban Teacher Education Program
Domasik	Kasia	North Palos School Dist #117
Debra	Kasperski	National Board Resources
Steve	Kellner	Township HS Dist. #214
Joan	Kennedy	New Teacher Center
Barbara	Klinefelter	Nokomis CUSD #22
Sara	Knobloch	Madison ROE #41
Jeff	Kohmstedt	INTC
Russ	Konstans	Byron CUSD #226
Don	Kuhn	Naperville School Dist. #203
Michael	Kuzniewski	JS Morton Dist. #201
Barbara	Layer	C.A.S.E.

Jason	Leahy	Illinois Principals' Association
Mary	Leonard	ROE SchoolWorks
Sophia	Liarakos	District #117
Timm	Linders	Community School Dist. #99
Tom	Lindsay	Mannheim Dist. #83
Cheryl Lynne	Lopez	Dolton School Dist. #149
Sofie	Mabs	New Teacher Center
Maryann	Matyasec	Park Forest School Dist. #163
Laurie	McWard	Rochester C.U.S.D. #3A
Aaron	Mendoza	School Dist. U-46
Jeff	Milburn	Byron CUSD #226
Judith	Minor	Community High School Dist. #99
Erin	Mumma	Byron CUSD #226
Jana	Nacke	Arcola Dist. #306
Judie	Nash	VVSD #365U
Christine	Nelson	Oswego CUSD 308
Rebecca	Neumayer	Urbana School Dist. #116
Julie	Niehof	Elim Christian School
Kathy	Nigro	Valley View School District
Danica	Norton	Arcola Dist. #306
Debra	Nowocin	Chicago Heights Dist. #170
Kathryn	Olson	PVO CCSD #197
Mark	Ostap	Antioch Dist. #34
Adrienne	Ostermeier	Springfield Dist. #186
Mike	Painter	INTC
Eve	Panice	JS Morton Dist. #201
Kristi	Parks	JS Morton Dist. #201
Vickie	Person	Governors State University
Karen	Peterson	Governors State University
Vicki	Phillips	ISBE
Jane	Picken	Rockford Public Schools
Valerie	Pientka	School Dist. #220
Anna	Quinzio-Zafran	Coal City Community Unit 1 Schools
Jeremy	Richards	PVO CCSD #197
Barbara	Rieckhoff	DePaul University
Patrick	Robinson	New Teacher Center
Chris	Roegge	University of Illinois
Pamela	Rosa	Consortium for Educational Change
Nicki	Rosenbaum	I-KAN ROE #32
Carrie	Ross	Rochester C.U.S.D. #3A
Melissa	Satterlee	Nokomis CUSD #22
Kathy	Schaefflein	Valley View School Dist.
Kevin	Seymour	ROE SchoolWorks
Spring	Shaon	Springfield Dist. #186
Pam	Shattuck	BCUSD #100
Pam	Short	Rockford Public Schools
Brent	Showalter	Chicago Teacher Education Pipeline
Linda	Sims	Center for Education
Kathleen	Sledz	CASE
Tammy	Smith	Arcola Dist. #306

Thomas	Smith	Vanderbilt University
Stacy	Sniegowski	New Teacher Center
Andrew	Stamatkin	Urbana School Dist. #116
Gabriella	Stetz-Jackson	Township HS Dist. #214
Paul	Strasser	Chicago Heights Dist.#170
Beth	Stuckey	BCUSD #100
Jason	Swanson	INTC
Jim	Tammen	IEA
Jennifer	Taylor	Scott-Morgan #2
Lynda	Taylor	Lindop School Dist. #92
Shirley	Taylor	Joliet Dist. #86
Libby	Tennikait	Rochester C.U.S.D. #3A
Linda	Tomlinson	ISBE
Robin	Twidwell	Danville School Dist. #118
Stephanie	Upton	Scott-Morgan #2
Gregory	Urbaniak	Grant Community High School
Alexander	Valencic	Urbana School Dist. #116
Sue	Walter	Illinois Federation of Teachers
Stephanie	Webster	Rochester C.U.S.D. #3A
Crysta	Weitekamp	District 186
Hilarie	Welsh	INTC
Patty	West	Springfield Dist. #186
Aaron	Wilkins	New Teacher Center
Elizabeth	Wilkins	Northern Illinois University
Roxanne	Williams	University of Phoenix
Chad	Wilmarth	Byron CUSD #226
Jennifer	Wilson	Pope County C.U.S.D. #1
Randy	Wiseman	ALPLM
Susan	Woodrow	Mount Prospect School Dist. #57
Bill	Young	Oak Park River Forest HS
David	Zucker	Valley View School District





