

INTC Conference

“Staying Committed to New Teacher Induction”

**Beginning, Maintaining, and Advancing Effective
Mentoring Programs**

When Budgets Are Tight

Bill DuBois

February 23, 2012

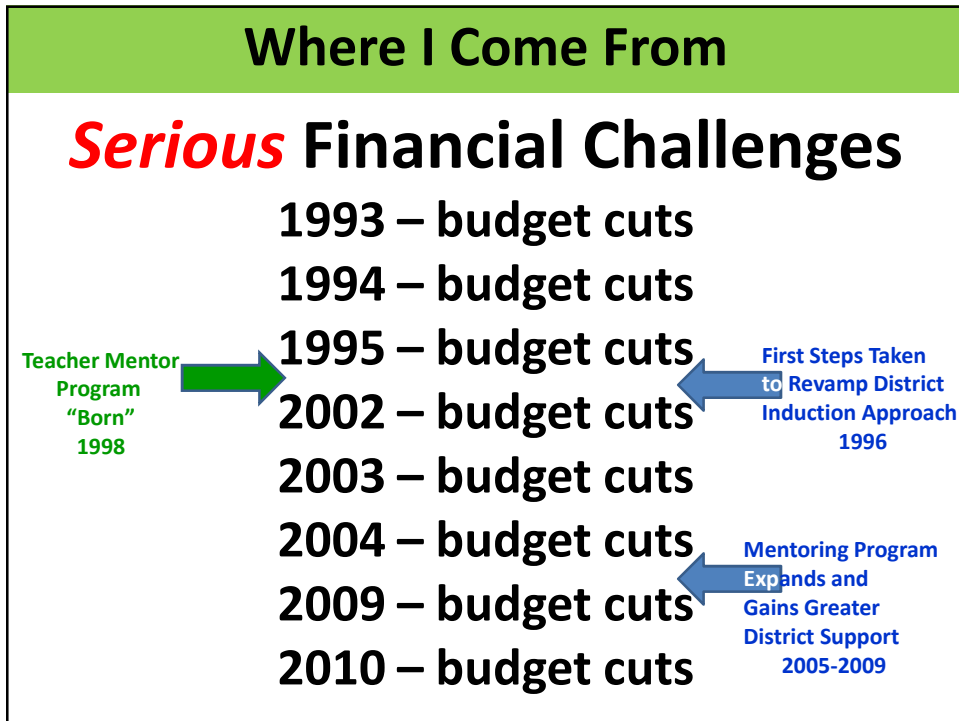
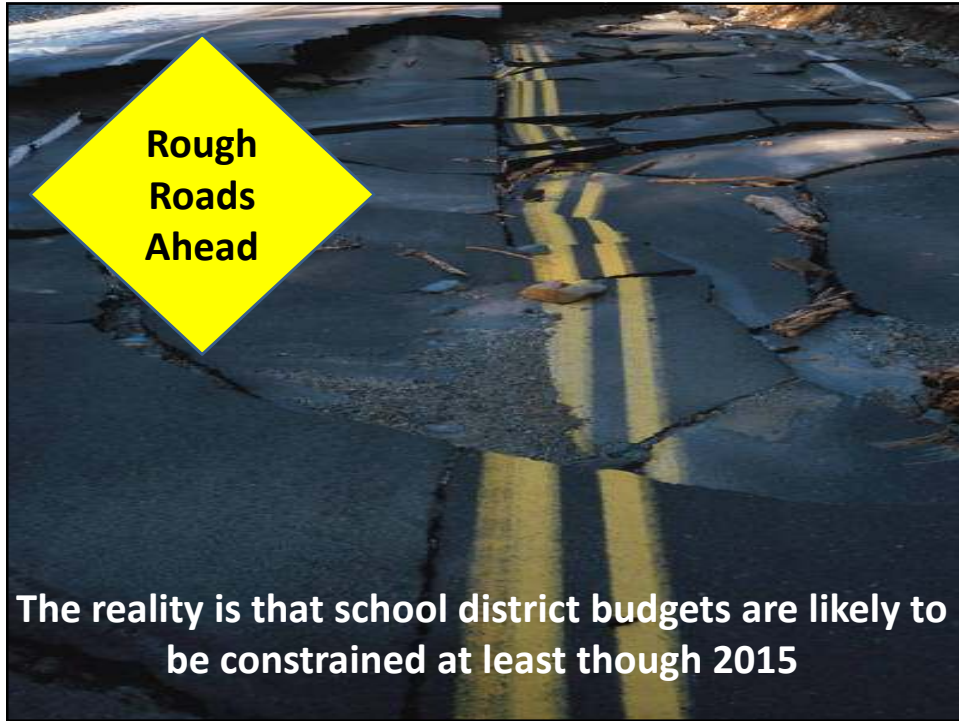
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The Long and Winding Road...and Lessons Learned

- 1983- ISBE first begins studying Induction and mentoring
- 1987- First formal conversation with District admin rep about a mentoring program
- 1991- Labor strife. Recognition that we all needed to work more collaboratively
- 1993- U-46 budget cuts
- 1994- U-46 passes referendum
- 1994- Future Search sponsored by CEC
- 1996- ETA Strategic Plan focuses on teacher quality
- 1996- First IBB experience. Teacher quality issues presented by ETA. Specifically, mentoring. Conversation touched on the “pipeline”, induction, and teacher evaluation.
- 1996 - PEL formed & based on works of P. Dolan. Advanced union/admin/BOE collaboration
- 1996 - NEA President Bob Chase calls for “new” unionism
- 1996- *Enhancing Professional Practice: A Framework For Teaching* published
- 1996- P. Dolan keynotes Institute Day for 4,500 U-46 certified & classified staff
- 1997- Teacher Cert Legislation Advanced –Initial (mentoring option) ,Standard, Master,
- 1998- Teacher Mentor Program bargained as part of *The Elgin Agreement*
- 1998- TMP ‘s first year. Collaborative undertaking, led by Oversight Committee
- 1999- 2011 ...the journey continues!**





Where I Come From

Money has frequently been tight!

Get over it...

Move forward....

Create a vision and a plan for success...

Seek enough funding to succeed...

Work the plan as if the future depends on it...

...because it does!!!!



\$\$\$ To Support Effective Mentoring & Induction Programs

- How much money is needed?
- Where will the money come from?
- How will we know the money has had an impact?
- **Is money the only answer? If not...**
 - What other “things” need to be in place?
 - How can other “things” help define issues related to money?
 - Is one “thing” more important than another?





Grading Summary	
All Categories	
A	None
B+	Maryland
B	Massachusetts, New York, Virginia
B-	Arkansas, New Jersey, Georgia, Vermont, West Virginia
C+	Ohio, Florida, Texas, Pennsylvania, Kentucky , Connecticut, Hawaii, North Carolina, Wisconsin, Michigan, Rhode Island, Tennessee, Indiana, Louisiana, South Carolina , Delaware, Wyoming, Oklahoma
C	Maine, Illinois , New Mexico, Iowa, Alabama, California , New Hampshire, Colorado, North Dakota, Minnesota, Washington, Kansas
C-	Montana, Missouri, Utah, Oregon, Arizona, Mississippi, Alaska, Idaho, Nevada, DC, Nebraska
D+	South Dakota

Source: EPE Research, 2012
Source: Education Week, January 2012

Building and Supporting Capacity				
Supports for Beginning Teachers				
	All new teachers are required to participate in a state-funded induction program	All new teachers are required to participate in a state-funded mentoring program	State has standards for selecting, training, and/or matching mentors	State has a reduced-workload policy for first-year teachers
USA	14	16	13	3
Illinois	No	No	No	No

Source: Education Week, January 2012

Building and Supporting Capacity				
Professional Development				
	State has formal professional development standards	State finances professional development for all districts	State requires districts/schools to set aside time for professional development	State requires districts to align professional development with local priorities and goals
USA	39	23	16	31
Illinois	No	No	No	No

Source: Education Week, January 2012

Building and Supporting Capacity		
School Leadership		
State requirements for initial administrator licensure		
	Supervised Internship	Participation in induction or mentoring program
USA	40	19
Illinois	Yes	Yes

Source: Education Week, January 2012

The Teaching Profession Section		
Report Card		
	Grade	Score
USA	C	72.5
Illinois	D+	67.9

Illinois ranks 34th in this section when considering all categories:

- **Accountability for Quality**
 - Initial Licensure Requirements for All Prospective Teachers
 - Discouraging Out-of-Field Teaching for All Schools
 - Evaluation of Teacher Performance
 - Accountability for Effectiveness of Teacher Education Programs
 - Data Systems to Monitor Quality
- **Incentives and Allocation**
 - Reducing Entry and Transfer Barriers
 - Teacher salaries
 - Incentives for Teacher Leadership and Performance
 - Managing the Allocation of Talent
- **Building and Supporting Capacity**
 - Support for Beginning Teachers
 - Professional Development
 - School Leadership
 - School Working Conditions

Source: Education Week, January 2012

School Finance Section		
Report Card		
	Grade	Score
USA	C	75.5
Illinois	C	72.5


Illinois ranks 28th in this section when considering all categories:

- Equity
 - Wealth-Neutrality Score
 - McLoone Index
 - Coefficient of Variation
 - Restricted Range
- Spending
 - Per-pupil expenditures adjusted for regional cost differences
 - Percent of students in districts with PPE at or above U.S. average
 - Spending Index
 - Percent of total taxable resources spent on education

Source: Education Week, January 2012

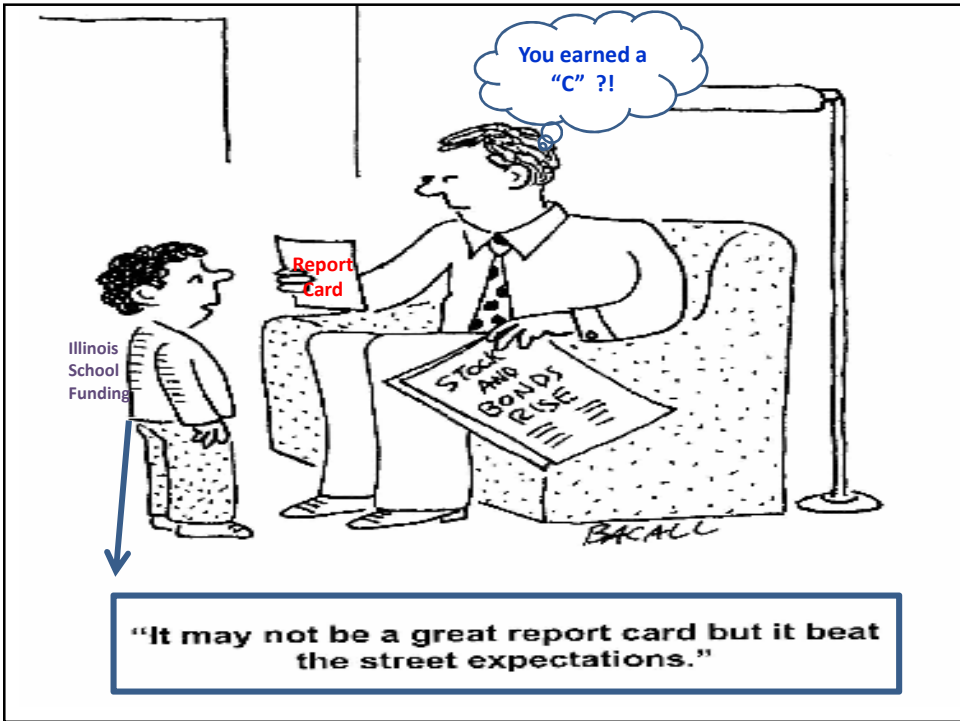
At A Glance

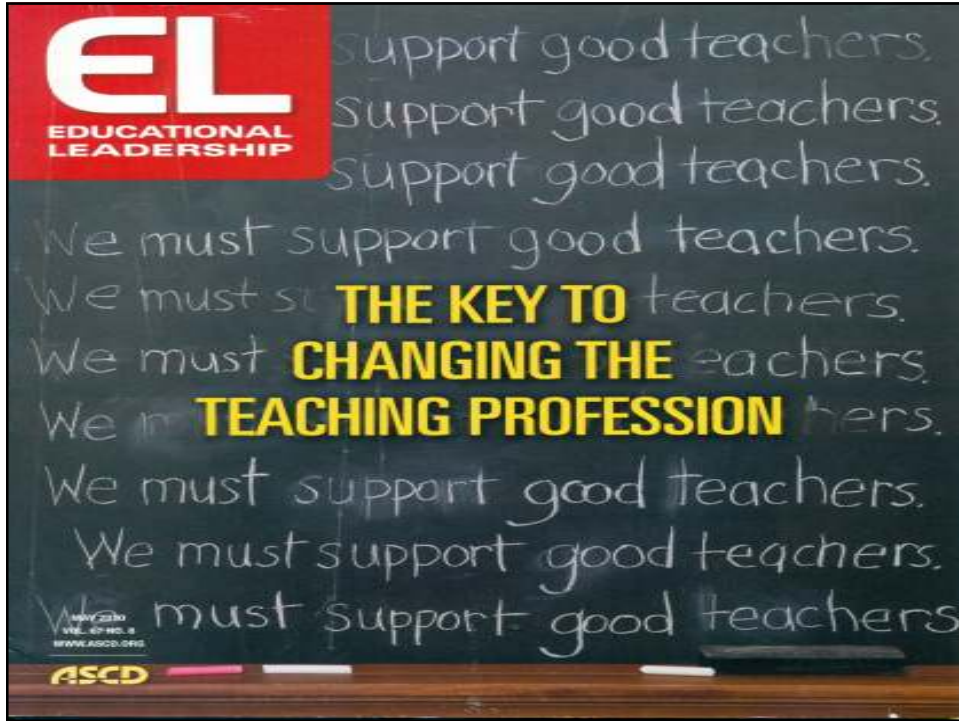
- **23 States (and DC) ranked lower than Illinois on financing education**
- **However, 3 of those states- South Carolina, Kentucky and California – rank in the top 14 in supports to New Teachers**
- **Indeed, South Carolina is tied for first in this category.**



Grading Summary	
All Categories	
A	None
B+	Maryland
B	Massachusetts, New York, Virginia
B-	Arkansas, New Jersey, Georgia, Vermont, West Virginia
C+	Ohio, Florida, Texas, Pennsylvania, Kentucky , Connecticut, Hawaii, North Carolina, Wisconsin, Michigan, Rhode Island, Tennessee, Indiana, Louisiana, South Carolina , Delaware, Wyoming, Oklahoma
C	Maine, Illinois , New Mexico, Iowa, Alabama, California , New Hampshire, Colorado, North Dakota, Minnesota, Washington, Kansas
C-	Montana, Missouri, Utah, Oregon, Arizona, Mississippi, Alaska, Idaho, Nevada, DC, Nebraska
D+	South Dakota

Source: EPE Research, 2012
Source: Education Week, January 2012







Hope

The audacity of hope



"Mr. Havel warned of the perils of limitless hope being projected...disappointment, he noted, could boil over into anger and resentment."

Article in European newspaper, 2011

Be In It For The Long Run



- Have pragmatic/realistic hope
- Anchor your realistic hope to strong effort, careful planning, and goals set (just far enough out of reach... to stretch you)
- Nurture your hope with persistence & small victories...and celebrate those moments.
- I & M work is a passion job, not a paycheck job.

A Way Forward... During Challenging Economic Times



Under What Conditions? Strategies for I & M Success

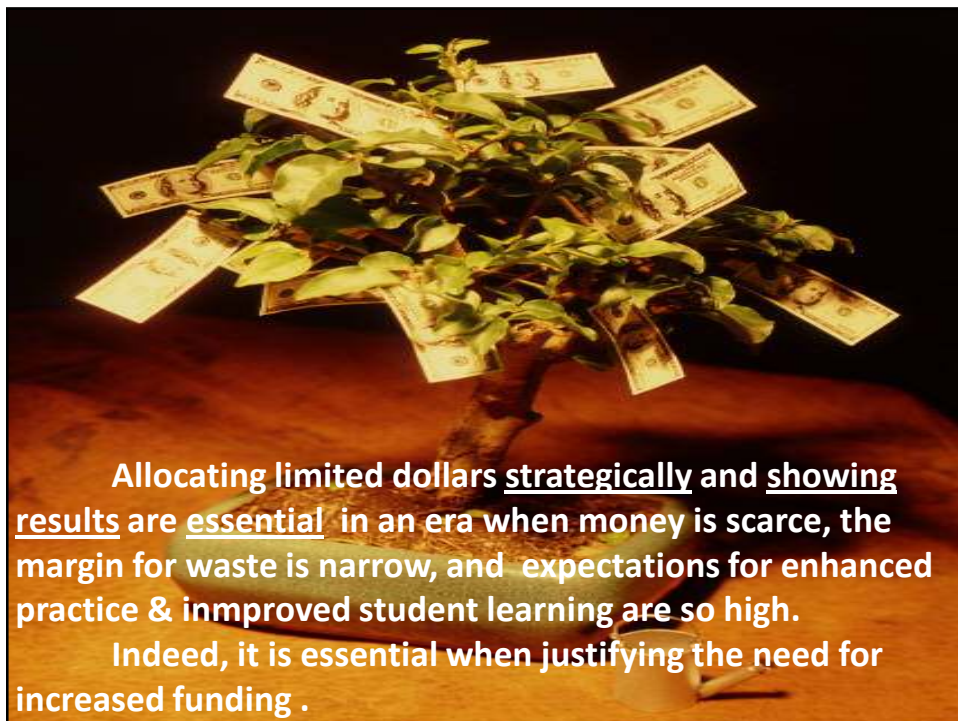
- **Strategy 1: Determine the Financial Costs**
- **Strategy 2: Create A Compelling Story of Need**
- **Strategy 3: Build Strong Coalitions & Partnerships**
- **Strategy 4: Make Sure Your Program Is In Step With
Local, State, and National Contexts**
- **Strategy 5: Use Data To Your Advantage**
- **Strategy 6: Tether Your Program To Something**
- **Strategy 7: Be Persistent**
- **Strategy 8: Take Risks ...Innovate...Transform**

A Conversation About Strategy 1: Determine the Financial Costs



\$\$\$ To Support Effective Mentoring & Induction Programs

- How much money is needed?
- Where will the money come from?
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For What?

- Better student learning
- Support for and Retention of the best new teachers
 - PERA 2010
 - SB 7
 - Reduce the number of movers and leavers
- Job embedded professional development
- On-going professional development
- Mentor teacher leadership
 - Classroom based teacher leadership
 - District-wide teacher leadership
 - Contributing to the overall leadership pipeline
- Build a strong Professional Learning Community
 - Within grade levels and schools
 - Among levels, programs, departments, and buildings

When?

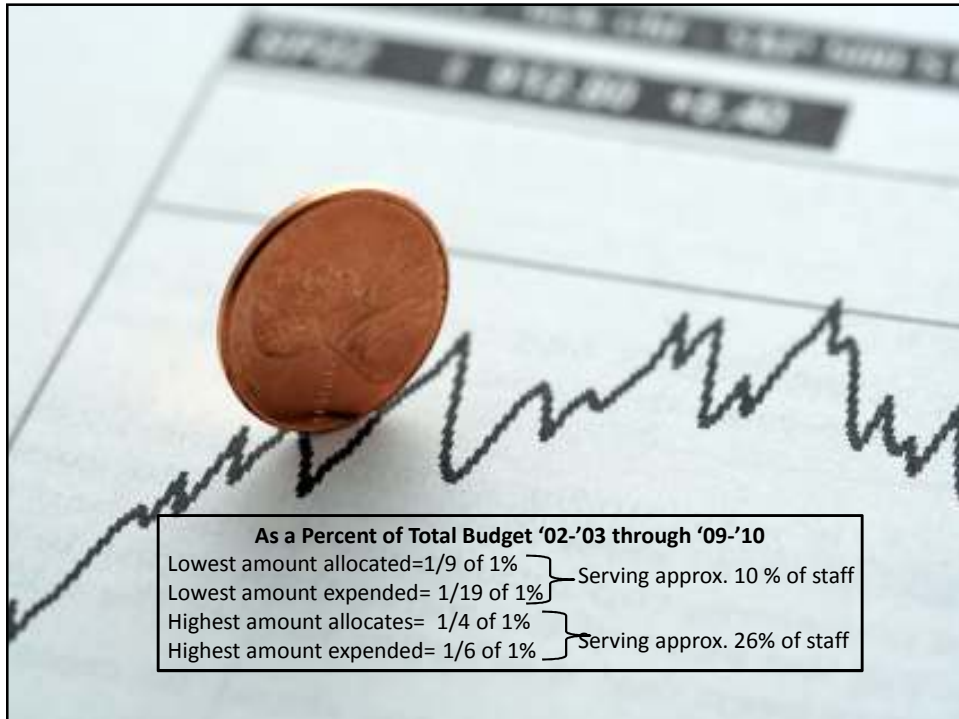


How Much?

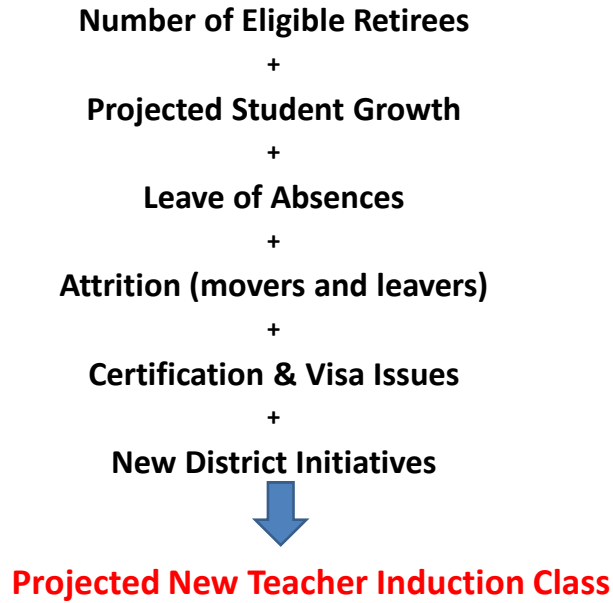
- **Determine a per mentee (NT) spending for:**
 - One-one Model
 - Full-time Model
 - Alternative Model
- **The per mentee spending should be all inclusive:**
 - Mentor honorarium (or salary)
 - Sub days for observation
 - Materials and supplies
 - Leadership needs
 - Training needs
 - Office support

Some Keys to On-going Funding:

- Predictability over time
- Transparency of data
- Don't spend it if you don't need it



Trend Study: New Hire Formula



The Financial Cost of Teacher Turnover

- Different industry studies place the replacement cost associated with the loss of a teacher at between **\$5,000** and **\$35,000** after **one year**.
- One **three year** study puts this replacement cost at approximately **\$50,000** per teacher.
- These costs are associated with a host of hiring, training, and separation costs.
- **Calculate your districts costs. I & M is a good investment.**

DILBERT By Scott Adams




U-46 Human Capital Trends				
	NT Induction Class	RIF	Cause	Retirement Class
1999-2000	297			94
2000-2001	380			63
2001-2002	376	Yes	-\$55 Million	72
2002-2003	235	Yes	Con't deficit	80
2003-2004	71		Con't deficit	105
2004-2005	339			85
2005-2006	355			33
2006-2007	253			73
2007-2008	240			75
2008-2009	229	Yes	-\$40 Million	43
2009-2010	143	Yes	Con't deficit	36
2010-2011	38		Con't deficit	49
2011-2012	*	*	*	72
2012-2013	*	*	*	136*
Total	2956		<i>*estimated</i>	880 (1016*)

Conversation 1 Thought

“The **financial cost** to our nation of replacing nearly half of the teaching force every five years is **incalculable**.

And in too many cases these high turnover rates are **undermining** the continuity and community that are so important to **quality teaching** and **learning**.”

NCTAF report, “Unraveling the Teacher Shortage Problem: Teacher Retention is the Key”



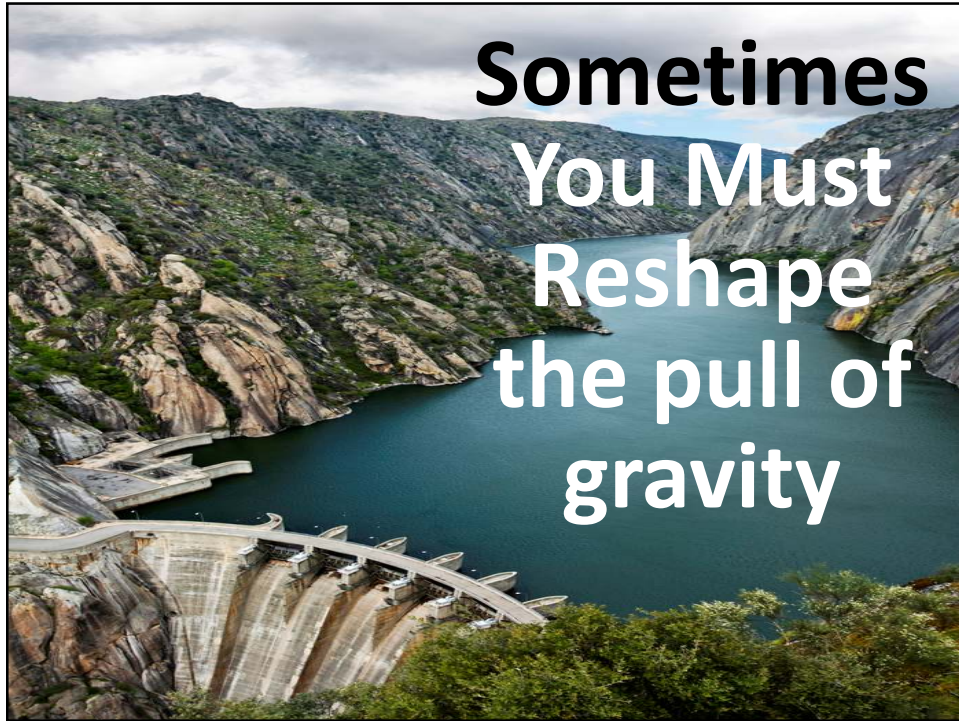
Journey Questions-- 1

1. Do you currently have a method to quantify how much funding you need for your program's context? What does (or could) it look like? In other words, how much is enough?
2. Does your district support your program with local \$\$\$? Or does it rely only on grants? Or outside partners?
3. What data can you gather that would help you create a compelling story of need...part of that story must be the need for a stable, equitable, and fair funding approach?
4. What \$\$\$ are already allocated within your district's budget for things that could support (in part or full) a mentoring program? Where can mentoring be nested?

A Conversation About Strategy 2: Create A Compelling Story of Need



Define the work...don't let the work define you!



Recent U-46 New Teacher Employment			
	Total New Teachers Hired	Number Qualifying TMP	% Qualifying for TMP
'96-'97	324	DNA	DNA
'97-'98	239	DNA	DNA
'98-'99	330	DNA	DNA
'99-'00	297	133	45%
'00-'01	380	209	55%
'01-'02	376	134	36%
'02-'03	235	164	70%
'03-'04	71	41*	58%
'04-'05	339	164**	49%
'05-'06	355	157**	44%
'06-'07	253	179***	71%
'07-'08	240	165****	69%
'08-'09	229	206	90%
'09-'10	143	143*****	100%
Total '99-'10	2775	1552	56%

*Three eligible hires opted not to be a part of the TMP
 **Two eligible hires opted not to be a part of the TMP
 ***Fifteen eligible hires opted not to be a part of the TMP
 ****Ten eligible hires opted not to be a part of the TMP
 *****Six declined the TMP

Benefits Of A Quality Mentoring Program			
A different approach to training and growing quality teachers in the service of improved student learning experiences. In a mentor program:	Effects Student Learning Yes	Effects Student Learning No	Effects Student Learning To Some Degree
• Experience and expertise gained by NT over time	X		
• Continuity in school/district during times of great change	X		
• Quality of employee entering, YR 1&2, through 40+	X		
• Continuous learning by teacher (self)	X		
• Continuous opportunities to learn for teachers & admin	X		
• Sense of “connectedness” to system for teachers	X		
• Aligned teacher and admin development programs	X		
• Sense of identification to the organization’s values, beliefs, mission, vision, and goals	X		

Charge: Let’s design a comprehensive mentoring and induction program that fills our schools with great teachers and helps our kids learn!

Core Values	Core Beliefs
<ul style="list-style-type: none"> • Trust • Respect • Honesty • Fairness • Equity • Justice • Dignity • Integrity 	<ul style="list-style-type: none"> • It takes a village... • If you are not progressing you are regressing <ul style="list-style-type: none"> • Continuous improvement • Build on past successes • Choice is important for true growth and improvement • Learning how to “fish” and be given a “fish” both have a place in our program and district. • Data, evidence, and best practice are cornerstones of quality decisions = planning choices for organizations • The greatest influencers of “quality” are one’s values and beliefs. They drive priorities, resource allocation, decisions, and choices. • Everything in the universe is connected. <ul style="list-style-type: none"> • Living in an “AND” world

<p style="text-align: center;">Glaser's Definition of Quality</p>	<p style="text-align: center;"><i>Kovalik's</i> Eight Elements Needed for the Brain To Learn and Operate At Its Best</p>
<ul style="list-style-type: none"> • Caring for others • Useful experience • Hard work on someone's part • Felt good for provider and recipient 	<ul style="list-style-type: none"> • Absence of Threat • Meaningful Content • Choices • Adequate Time • Enriched Environment • Collaboration • Immediate Feedback • Mastery



- Leadership
- Defined Values & Beliefs
- **Adequate Financial & Human Resources**
- On-going Training
- Common Mentoring Vocabulary
- Different Models & Approaches
- Recognition, Honorarium
- Based On Best Practices
- Training and Education





Teacher Mentor Program

A Program that Models:
Culture of Best Practices
Culture of Shared Decision Making
Culture of Evidence



Conversation 2 Thought

“If we don’t translate vision into action, we lose touch with reality, and lose credibility with ourselves and with others.

We all face this dilemma.”

Stephen Covey



Journey Questions--2

- 1. In your district, what are the conditions necessary for you to build a program based upon the highest of expectations? In other words, does your district have a clear sense of its values, beliefs, and vision around teaching and learning?**
- 2. What conditions would need to be in place for all teachers, admin, and kids to be continuously learning and enhancing their skill sets? Does your district have a focus? What role can mentoring play?**
- 3. Are you willing to be a/the person that reshapes gravity in your district?**

A Conversation About Strategy 3: Build Strong Coalitions and Partnerships



Partnerships: A Selected Overview

- 1996- 1st meeting with local State Rep about legislative support for mentoring
- 1996- Teacher quality issues presented by ETA @ CB. Specifically, mentoring. Also, discussed the “pipeline” concept induction, and teacher evaluation.
- 1998- Teacher Mentor Program bargained as part of *The Elgin Agreement*
- 1998- TMP begins first year. Collaboratively lead by management & union
- 2001- TMP the recipient of the NEA/Saturn/UAW Partnership Award
- 2002- Speaker Hastert awards Federal Grant to TMP ,supports Full-time program leader
- 2002- BOE invites TMP TL to speak at Illinois School Board Association Meeting
- 2002- NLU/ITEP partners with TMP
- 2002- TMP helps obtain \$750,000 PLC Grant from Grand Victoria Casino Foundation
- 2002- TMP/PLC Dept sponsors Interconnect Forum w/Higher Ed partners
- 2002- TMP begins outreach to higher ed (guest speaking, arranging clinical obs, etc...)
- 2002- CEC certifies the first 3 of 27 Frameworks trainers.
- 2002- FFT Training offered to interested buildings. Became basis for TMP meetings
- 2003- U-46 attends first CEC PETAL Compact Meeting (mentoring as focus)
- 2004- TMP Steering Committee added to Oversight Committee (via collective bargaining)
- 2008- BOE publicly affirms support of the work the TMP is doing.
- 2006- TMP partners with Colombia Univ Teachers’ College on Jones of NY Grant
- 2007- TMP becomes active in INTC
- 2008- The New Teacher Project (TNTP) assesses mentoring and evaluation in U-46
- 2009- TMP receives ISBE M & I Grant (TIM grant)
- 2009- 1st Annual “Friend of the TMP Award”- to outstanding community, teacher, admin

Bring people together to:

- do what you can’t.
- teach you what you do not know.

You’ve got to find a way to channel their effort.

And remember the right words at the right time always get results!





NLU **GVC** **ISBE** **NTC**
INTC **NIU** **ETA** Columbia University
 Teachscape Teachers College
 U.S. Dept. of Ed Jones of NY
ISU   **KCTCU**
IEA **U46** **Bd of Ed** **CEC**
 NEA ACADEMIC SUCCESS FOR ALL (Admin and Teachers)
 Leslie Huling **ITEP** **MLRN** **NTIN** **AXA**
 Austin Ed Assoc

The Power of One

Political Action is a key...

...at the local, state, and national levels.

Small and **BIG** conversations all matter!!

NOW is the time!

Conversation 3 Thought

“Be brave enough to
start a conversation that matters.

Talk to people you know.

Talk to people you don't know.

Talk to people you never talk to.”

Author, unknown



Journey Questions-- 3

1. How can you build partnerships locally, statewide, and nationally to advance the cause of mentoring and induction at each of those levels? What next step can you commit to at the local level in order to initiate these mentoring partnerships?
2. How can you help create a sense of urgency to bring about the necessary changes faster to support new teachers in effective mentoring programs...and for the positive effects of mentoring to be felt by all kids?
3. What **BIG** or small conversation about the need for funded mentoring programs will you commit to have with someone you have never talked to? When?

A Conversation About Strategy 4: Make Sure Your Program Is In Step With Local, State, and National Contexts



Some Examples: In Step With Local, State, and National Contexts
1983- ISBE first begins studying Induction and mentoring
1987- First formal & intentional conversation w/District representative about mentoring
1994- Future Search sponsored by CEC
1996- ETA Strategic Plan focuses on teacher quality
1996- First IBB experience. Teacher quality issues presented by ETA including mentoring.
1996- PEL formed(Patrick Dolan model), union / admin/ BOE/ community (&TMP)collaboration
1996- NEA President Bob Chase calls for "new" unionism
1997- Teacher Certification Legislation Advanced (Initial , Standard, Master-Mentoring an option)
1998- Teacher Mentor Program bargained as part of <i>The Elgin Agreement</i>
1998- TMP begins first year. Collaborative led by management & union (Oversight Committee).
2002- Federal grant allowed full time teacher leader of TMP
2002- TMP among first ISBE approved mentoring programs
2002- TMP integral in obtaining \$750,000 PLC Grant from Grand Victoria Casino
2002- <i>A Framework for Teaching</i> , by Charlotte Danielson, adopted as TMP core curriculum
2003- U-46 attends first CEC PETAL Compact Meeting (mentoring as focus)
2003- ETA joins TURN. Invites TMP leader added in 2006.
2008- Added 2 nd and third teacher leader s for TMP
2008- BOE publicly affirms support of the work the TMP is doing.
2008- TMP teacher leader charged with TAP project manager role
2008- The New Teacher Project (TNTP) assesses mentoring and evaluation in U-46
2009- TMP receives ISBE M & I Grant (TIM grant)
2009- TMP adds three fulltime mentors
2009- BOE, Supt., and TMP Leadership attend weeklong M & I symposium sponsored by NTC
2009- TNTP releases "The Widget Effect" and mentoring assessment results
2009- Supt. expands TMP to include all new teachers

Local Context

- Collective Bargaining Contract
- Core Values and Core Beliefs
- District Mission, Vision, and Strategic Plan ★
- Union Mission and Vision
- District Initiatives
- Human Capital Plan
- Revamped Teacher Evaluation (PERA 2010)

2010-2011 DISTRICT IMPROVEMENT PLAN

Our Vision: College & Career-Ready Students and Fulfillment of Achievement Gap

Teaching, Learning & Leadership	Resources & Infrastructure	Operational Processes	Responsibility for Outcomes	Family and Community Engagement
<ul style="list-style-type: none"> Identify and implement the strategic plan for the district's priority areas: teaching, learning, leadership, and community engagement. Develop and implement the district's strategic plan for the 2010-2011 school year. Continue to implement the district's strategic plan for the 2010-2011 school year. 	<ul style="list-style-type: none"> Implement strategic plan for the district's priority areas: teaching, learning, leadership, and community engagement. Continue to implement the district's strategic plan for the 2010-2011 school year. Continue to implement the district's strategic plan for the 2010-2011 school year. 	<ul style="list-style-type: none"> Implement strategic plan for the district's priority areas: teaching, learning, leadership, and community engagement. Continue to implement the district's strategic plan for the 2010-2011 school year. Continue to implement the district's strategic plan for the 2010-2011 school year. 	<ul style="list-style-type: none"> Implement strategic plan for the district's priority areas: teaching, learning, leadership, and community engagement. Continue to implement the district's strategic plan for the 2010-2011 school year. Continue to implement the district's strategic plan for the 2010-2011 school year. 	<ul style="list-style-type: none"> Implement strategic plan for the district's priority areas: teaching, learning, leadership, and community engagement. Continue to implement the district's strategic plan for the 2010-2011 school year. Continue to implement the district's strategic plan for the 2010-2011 school year.

★ Our Theory of Action: If we have effective teaching and learning, and effective school leadership, then we will reach our goal of Academic Success for All.

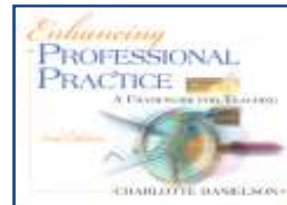
Illinois Context

- ISBE I & M Recommendations and Mandates
- Illinois Professional Teaching Standards
- INTC Research & Recommendations
- Illinois Mentoring and Induction Standards
- **PERA 2010**
(teacher evaluation)



National Context- “Best” Practices

- Differentiated program
- Inclusive of all new teachers
- Cohort mentoring
- Full time mentoring
- Creative mentoring venues
- Danielson’s Framework
- Lesson review
- Focus upon impact on student learning



Conversation 4 Thought

**“Every once in awhile
I feel
I am
at two
with the universe.”**

Woody Allen



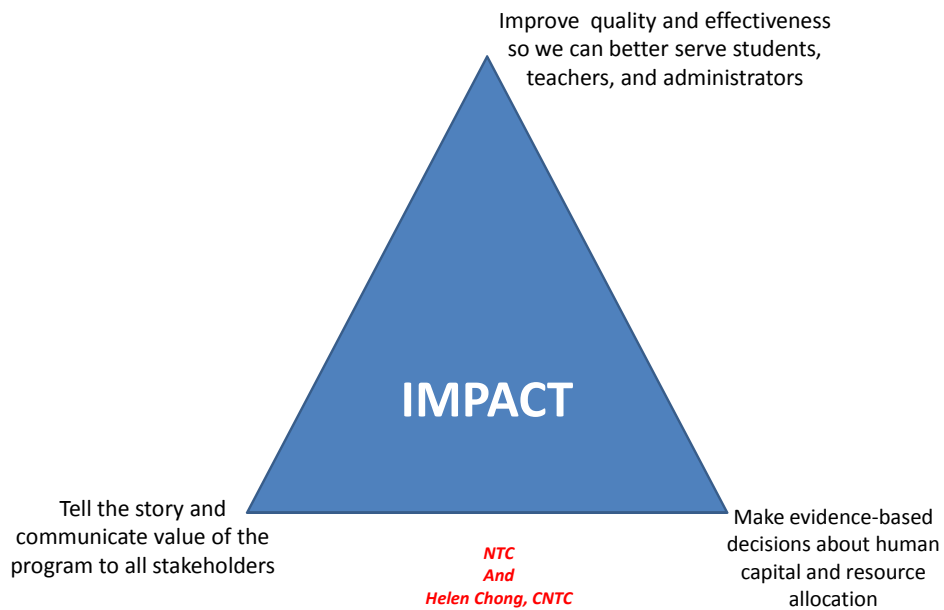
Journey Questions-- 4

- 1. Is your program based upon standards, policies, programs, and approaches which will yield a highly effective mentoring and induction program?**
- 2. Do you have a copy of the Illinois mentoring and Induction Standards? Do you use it to help formatively assess your progress and set goals?**
- 3. What are you willing to do to stay up-to-date with the state-of-the-art in mentoring and induction? How can you leverage that at the local level?**

A Conversation About Strategy 5: Use Data To Your Advantage



Why Care About Impact Data?



Impact Data Balancing Act

Getting the program
off the ground to serve
users now

Strategically anticipate
and plan for the program's
desired outcomes

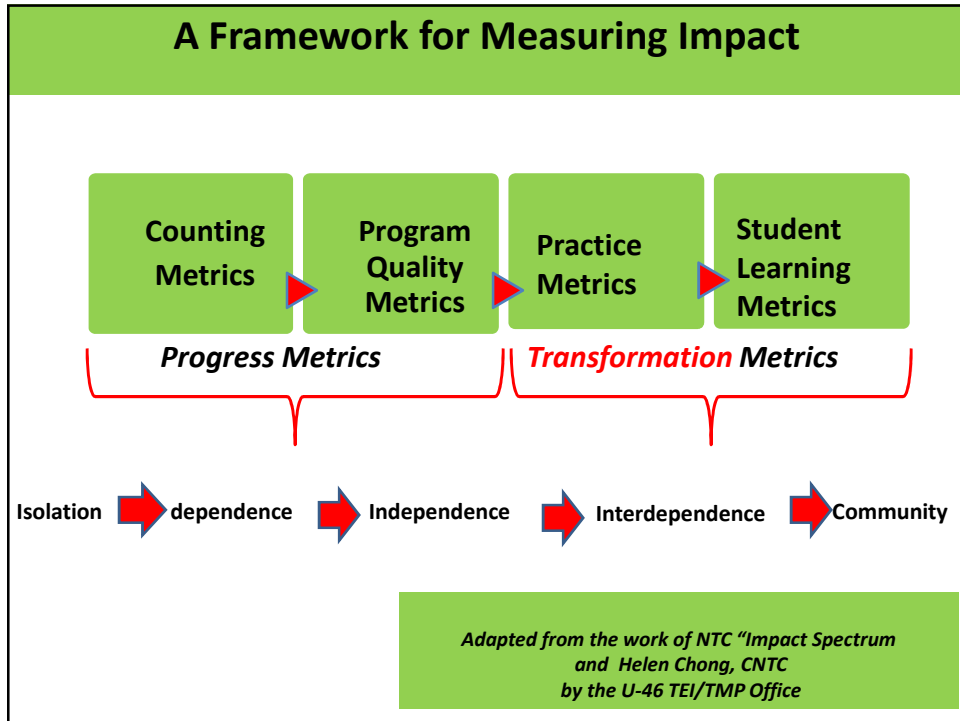
*NTC
and
Helen Chong, CNTC*

Elgin TMP Data Book

FAILURE **SUCCESS**

Mentor Program
2005 - 2006:
*A Data Driven Story of Alignment,
High Standards, Best Practice,
and Excellence*

Elgin District
Program Continuum
Information:
Elgin District Board of Education
Education Services



Choosing the Right Data to Collect

What data are we currently collecting along the impact spectrum? What do you want to collect moving forward?

Impact Spectrum	Counting	Program Quality	Practice Metrics	Student Learning
Guiding Questions	<ul style="list-style-type: none"> Who are we reaching w/TMP? What is the demographic we are reaching w/TMP? Are the hardest to reach populations being served? 	<ul style="list-style-type: none"> Is TMP being implemented with fidelity? Are participants using their training in the field? Is TMP meeting the needs of the teachers and admin? 	<ul style="list-style-type: none"> In what specific ways is practice becoming more effective? (for teachers and admin) Are the changes in practice consistent across the district? (all buildings, depts, teachers, supervisors) 	<ul style="list-style-type: none"> How are the students learning better as a result of our work? Are the changes in student learning consistent across the student demographic groups?
Some of the data that applies to TMP	<ul style="list-style-type: none"> Attendance at Training Number of mentees/mentors % using TAP Participant interaction w/TMP leadership Appeals Number of ELL, SpEd, Gen Ed Participants TMP budget TMP Data Book 	<ul style="list-style-type: none"> CPDU evals from Training Participant Program survey/eval Focus groups Anecdotal evidence both + and - (written and verbal) Outside audits Admin focus groups TMP Data Book 	<ul style="list-style-type: none"> Quarterly Assignments Surveys TMP Data Book Number of YR1-4 teachers summatively rated as U, NI, P, E as a result of PERA 2010 	

Adapted from the work of NTC and Helen Chong, CNTC by the U-46 TMP

Mentees												
	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
TMP is effective	85	77	91	89	95	98.5	99	96	98.5	97.6	98	100
Mentor helped obtain resources	92	77	85	91	95	97	98	97	97	97	98	100
Mentor concerned with success	94	84	96	94	96	98.5	98	99	99	97	98	100
Talk freely with mentor	97	85	94	99	98	97	98.5	98	98	97	99	100
Meet regularly with mentor	91	75	82	85	85	90	92	92	94	93.2	95	98
Administrator is supportive (RT)	51	55	64	87	94	98	97.5	97	98	94	94	99
****All numbers reported in percentages!												

Mentors												
	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
TMP is valuable to mentee	95	94	83	99.5	99	99.5	100	100	99.7	99	100	98
Can talk freely with mentee	91	88	93	98	100	99.5	94	99.5	100	90	99.3	100
Made a difference in success of mentee	70	94	83	97	91	92	96	98	98	96	97	100
Made a difference in school district	77	77	83	92	99	94	98	99	98	96	99.5	98
Learned things after working with mentee	93	76	91	99	98	94	98	99	99	98.5	99.6	97
Meet regularly with mentee	77	71	78	90.5	91	93	84	92.5	95	94	95	100
Administration is supportive	50	46	44	82	88	89	94	94.5	96	96	99.5	100
****All numbers reported in percentages!												

Conversation 4 Thought

“Don’t judge each day by the harvest you reap, but by the seeds you plant.”

Robert Louis Stevenson



Journey Questions-- 5

1. Do you have a data driven mentoring and induction program/approach?
2. What types of data do you collect (or could you collect) in order to tell a compelling story of need? Knowing that this ,in turn, will provide fuel for the funding conversation who (internally and outside your district) will you need to approach to gather relevant data? Can you gather some yourself?
3. What evidence of impact data do you currently have that confirms your efforts and/or allows for areas for future growth?

A Conversation About Strategy 6: Tether Your Program To Your District Initiatives

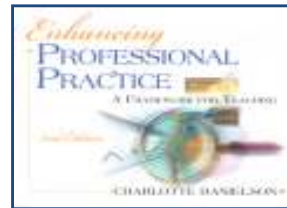


TMP Tethered to:

- 1997- Teacher Certification Legislation Advanced (Initial , Standard, Master, & Mentoring as an option)
- 1998- Teacher Mentor Program bargained as part of *The Elgin Agreement*
- 2000- **Teacher Cert and Induction Legislation instituted. Approved status for mentoring as an option.**
- 2000- At request of ETA and NEA leadership, TMP leader presents at NEA Midwest Meeting
- 2001- **TMP aligns to ISBE's Illinois Professional Teaching Standards**
- 2002- TMP among first ISBE approved mentoring programs
- 2002- TMP integral in obtaining \$750,000 PLC Grant from Grand Victoria Casino
- 2002- TMP assists/contributes to building School Improvement Plans
- 2002- TMP/PLC Dept sponsors Interconnect Forum w/Higher Ed partners
- 2002- **A Framework for Teaching, by Charlotte Danielson, adopted as TMP core curriculum**
- 2002- CEC certifies the first 3 of 27 Frameworks trainers.
- 2002- FFT Training offered to interested buildings and became basis for TMP mentor-mentee meetings
- 2003- **As District adopts new Improvement Plan, TMP aligns its work to the DIP.**
- 2004- **TMP sponsors first NPBTs cohort.**
- 2005- 1st Higher Ed Partner revamps student teaching "appraisal" system to mirror a FFT approach, in part, as a result of TMP/PLC Interconnect Forum. Aligns nicely with TMP (first year NT focus).
- 2008- TMP teacher leader charged with TAP project manager role (formative & summative connection)
- 2009- Teacher Effectiveness Initiatives (TEI) created. Has a pipeline approach (Grow Your Own Teachers, Higher Ed Outreach, TMP, TAP, Admin TAP Support, and NBPTS)
- 2009- **TMP becomes a direct report to Supt.**
- 2009- **TMP is the vehicle for TAP training for new teachers in TMP and on-going support for mentors.**
- 2009- First TEI Assembly held. TMP is a significant contributor.
- 2009- TMP leader contributes to the development of the Illinois I & M Standards.
- 2009- TMP Leadership Teams use I & M Standards to assess program and set goals.
- 2009- TMP Leader added to District's Senior Leadership Team
- 2011- ETA highlights TMP at monthly REP Assembly

Some District Level Examples

- **PERA 2010** (revamped teacher evaluation)
- **Human Capital Plan**
- **Higher Ed Partnerships**
- **Collective Bargaining Agreements**
- **District Improvement Plan**
- **School Improvement Plan**
- **Leadership Development**
- **Core Values and Core Beliefs**
- **Teaching Standards**
- **What we know about adult learning**



Conversation 6 Thought

“Come in”, she said , “I’ll give you shelter from the storm.”

Bob Dylan



Journey Questions-- 6

- 1. To which aspects of your school district is your mentoring and induction program aligned and connected to?**
- 2. Where are some (additional) places to tether your program?**
- 3. At times, there is a financial value added component by tethering your program to other district initiatives/undertakings. Can you identify such a savings of money for your district? Where? How much?**

A Conversation About Strategy 7: Be Persistent



Persistence

1987- First formal & intentional conversation with District admin rep about a mentoring program
 1996- Mentoring advanced by ETA in CB. Conversation about the "pipeline", induction, teacher evaluation.
 1998- Teacher Mentor Program bargained as part of *The Elgin Agreement*
 1998- Teacher and Admin Co-chair collaborative TMP Oversight Committee
 1998- With no designated meeting place, the O-Committee meets all over & begins "kitchen table" meetings (nights & weekends)
 1998- All TMP records are housed in Teacher co-chairs home and car
 2001- As TMP grows in size & impact, discussions between District &ETA about the a full-time leader
 2001- TMP the recipient of the NEA/Saturn/UAW Partnership Award
 2001- Federal grant allowed full time teacher leader of TMP
 2002- TMP is provided an office in Central Office and a part-time secretary
 2002- U-46 budget cuts. The best practice and effective TMP is in peril, as a result.
 2002- TMP receives ITEP Grant money.
 2003- U-46 budget cuts. All buildings and programs reduce budgets by 14%. TMP's reduced 33%.
 2004- District reallocates ITEP Grant money. TMP tightens budget belt & seeks added funds elsewhere.
 2004- District discontinues TMP Teacher Leader. A groundswell of support from ETA leadership teachers, building level admin, some BOE members, and some key influential Central Office admin allow TMP Teacher Leader to be reinstated.
 2004- Teacher Leader for TMP added to collective bargaining agreement
 2004- TMP Steering Committee added to Oversight Committee as part of CB. Links TMP to ETA and District leadership groups.
 2004- TMP endorses Union president elect. As a former mentor, follows through on support for TMP, joins Steering Comm. First pres. to do
 2005- After years of moving meetings around the district,U-46 leadership gives TMP Resource Center Room. TMP has a home.
 2005- TMP's secretary becomes full-time as program continues to grow and become a more ensconced in many aspects of district initiatives
 2006- TMP adds first two fulltime mentor teachers as program further differentiates delivery model
 2007- Leadership Teams (Oversight and Steering Comm) advocate for additional program support. District added 2nd teacher leader for TMP
 2008- BOE publicly affirms support of the work the TMP is doing.
 2008- New supt is a mentoring advocate. Support for TMP is very strong. TMP flourishes. TMP leader charged with TAP project manager role
 2008- Third teacher leader for the TMP added to support TMP and TAP implementation
 2008- TMP Teacher Leader and program report directly to supt.
 2009- TMP adds three more fulltime mentors
 2009- Teacher Effectiveness Initiatives (TEI) created- a pipeline approach (Future Teachers, Higher Ed Outreach, TMP, TAP, ATAP, and NBPTS)
 2009- TEI Department (including TMP) is a result of planning between TMP leaders and supt. TEI Office continues to report directly to Supt.
 2009- Supt. Works with TMP Teacher Leader to expand TMP to include all new teachers
 2009- TMP is the vehicle for TAP training for new hires and on-going support for mentors.
 2010- U-46 budget cuts. TMP is forced to reduce two full time mentors . But program is healthy.
 2011- ETA reaffirms strong support for TMP. BOE reaffirms strong support for TMP. Supt reaffirms strong support for TMP
 2011- District names successor to long-time TMP teacher leader





Conversation 7 Thought


First they laugh at
you....

Then they fight
with you....

Then you win!



Gandhi

 **Journey Questions-- 7**

- 1. Are you willing to be passionately persistent in pursuing an effective M & I program in your district? What is your next step...today...next week...next month...next year?**
- 2. Can you cite evidence of a person (or people) in your district that exhibits a high degree of persistence? How do you/can you involve them in M & I work?**
- 3. Can you identify a time when persistence paid off for you professionally? In mentoring and induction work? What did it feel like? Was it worth it?**

**A Conversation About Strategy 8:
Take Risks ...Innovate...Transform**



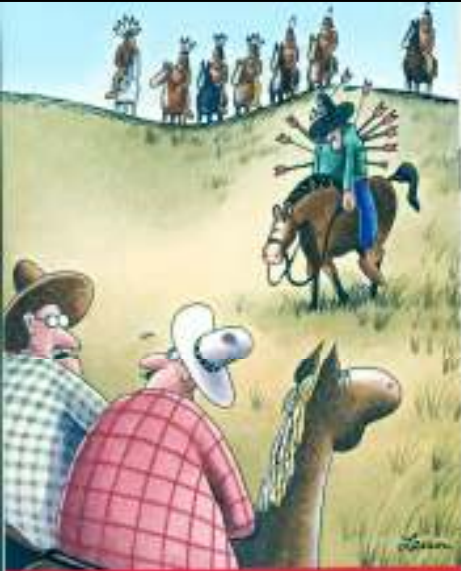
High Risk Helpers-- Yield Big Rewards

- Sense of Urgency
- **Political Will**
- Courage
- Use Data
- Distribute Leadership
- Hold Yourself (and others) accountable
- Extensive use of External Resources
- Practice *Servant* Leadership



Risks = Rewards

- 1987- First formal & intentional conversation with District admin rep about a mentoring program
- 1996- First IBB CB experience. Teacher quality issues presented by ETA. Specifically, Teacher Mentor Program
- 1996- NEA President Bob Chase calls for “new” unionism
- 1998- Teacher Mentor Program bargained as part of *The Elgin Agreement*
- 2002- Federal grant allowed full time teacher leader of TMP
- 2002- TMP integral in obtaining \$750,000 Professional Learning Community Grant from Grand Victoria Casino
- 2005- U-46 designates Teacher Mentor Program Resource Center Room
- 2006- TMP’s first two fulltime mentors
- 2008- Added 2nd teacher leader for TMP
- 2008- Added 3rd teacher leader for TMP
- 2009- TMP adds three fulltime mentors
- 2009- Supt. expands TMP to include all new teachers



New 1000 coins... Let's hear what they sound like!

Transformative Illinois I & M Ideas?

- Regional School District Consortiums
 - A geographic sharing of resources
 - Inter- District Mentoring Programs
- Higher Ed and Local District Mentoring Connection
 - Sharing of resources
 - Offer graduate degree in M & I which requires an one year “internship” as a full-time mentor. Funded by State
- Reduced work load for mentors and mentees
- Digital technology as a tool to support formative assessment
- **PERA 2010 “+”**
 - Mandate & fund mentoring as an option for teachers with a PDP
- Boldly enter the conversation about “what constitutes evidence of deep purposeful change?”.
 - Student learning/growth
 - Effects on building and district culture
 - State needs to mandate and fund a meaningful Culture Study

Conversation 8 Thought

“ Without leaps of imagination, or dreaming, we lose the excitement of possibilities.

Dreaming, after all, is a form of planning.”

Gloria Steinem



Journey Questions-- 8

1. Take the lid off of your thinking:
 - What innovations can you imagine that would further your local M & I efforts? State? Nation?
 - What M & I innovation will you persistently work on to initiate in your school district? What is the first step you must take? What are the following steps?
2. What risk(s) are you willing to take to create fairly funded effective M & I programs in your school district? State? Nation?



