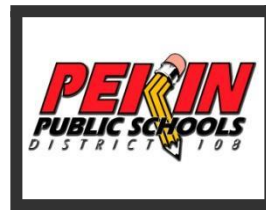


New Teacher Induction Handbook

A Guide for Principals, Mentors and New Teachers



2023-2024

District 108 New Teacher Induction and Mentoring

Goal: To provide a new teacher induction program that will accelerate new teacher effectiveness, improve teacher retention, and strengthen teacher leadership to increase student learning. (New Teacher Center - NTC)

Rationale for Induction and Mentoring Program:

- The Illinois Induction Program Standards and Continuum were reviewed in spring 2011 to assess current district induction practices.
- Training during the 2011-12 school year through CEC (Consortium for Educational Change) and ICE 21 (Induction for the 21st Century Educator) provided up-to-date information on best practices related to induction and mentoring. In addition, best practices include a seamless approach to an induction program for year 1 and year 2 teachers who are new to the profession.
- A layered approach to mentoring involving all stakeholders is necessary for success (see Appendix A).
- A differentiated approach to mentoring is most effective with support targeted primarily for teachers new to the profession.

Conditions for Success: (NTC)

- Carefully selected, released mentors
- Systemic, layered approach
- Strong site leaders
- Engaged stakeholders
- Supportive context for teaching and learning

Program Expectations:

- One formal instructional mentor shall work with a maximum total of five year 1 and year 2 teachers.
- Formal mentors shall have at least 5 years of teaching experience, be exemplary teachers and shall demonstrate:
 - Exceptional integrity, interpersonal and collaboration skills
 - Outstanding organizational, management and communication skills

- Formal mentors shall be provided with on-going mentoring professional development.

Formal Instructional Mentor Expectations and Responsibilities:

- Attend mentor orientation in August.
- Understand and mentor from the Danielson Framework for Teaching. Reference and utilize the Framework during intentional conversations with new teachers.
- Fully understand district and building assessments.
- Enter mentee requirements on the Google Sheet provided.
- Complete observation cycles: 1 for year 1 teachers and 2 cycles for year 2 teachers (pre-observation, observation, post-observation conference and plan coaching cycle as needed)
- Optional: conduct a “practice” observation cycle for Year 1 teachers in September prior to first observation by principal.
- Support the ongoing professional growth of the new to profession teacher including student growth goals required under the Performance Evaluation Reform Act.
- Support the informal goal of new to the profession Year 1 teacher based on Danielson Framework.
- Collaborate with building principal in assigning an informal mentor to year 1 teachers. Review list (appendix B) of building, teacher and student procedures and verify who is communicating that information to the new teacher (such as principal, informal mentor, LC parapro, building secretary.)
- For year 1 new to the profession teachers: coordinate, document and submit documentation of at least 20 hours of mentor-mentee contact time for the school year through the Google Sheet provided.
 - At least 10 hours of mentor-mentee contact time must be entered on the Google Sheet provided by Dec. 15 in order to be paid the stipend.
 - At least 10 hours of mentor-mentee must be entered and confirmed on the Google Sheet provided by May 15 in order to be paid the stipend.
- For year 2 new to the profession teachers: coordinate, document and submit documentation of at least 10 hours of mentor-mentee contact time for the school year through the Google Sheet provided.

- At least 5 hours of mentor-mentee contact time must be entered and confirmed on the Google Sheet provided by Dec. 15 in order to be paid the stipend.
- At least 5 hours of mentor-mentee must be entered and confirmed on the Google Sheet provided by May 15 in order to be paid the stipend.
- Mentor-mentee contact hours shall include one observation cycle during the second half of the school year for Year 1 teachers new to the profession.
- Mentor-mentee contact hours shall include two observation cycles (one during each half of the school year) for Year 2 teachers new to the profession.
 - The cycle for the three observations shall include:
 - Planning conference
 - Classroom observation
 - Data analysis and interpretation
 - Reflecting conference
 - The observation documents are posted on the TIPS page on the district website.

Informal Mentor Expectations and Responsibilities:

- The building principal will appoint an informal mentor to assist the new teacher (Year 1 new to the profession and/or new to the district).
- The informal mentor may be asked to explain building routines and offer other limited support as determined by the building principal.
- The informal mentor should be a teacher at or near the same grade level (grades K-6) or teaching the same content area (grades 7-8), or in the same specialist field (special education, counselor, art, music).
- The informal mentor will not receive a stipend.

The following pages contain the responsibilities for teachers new to the district in year 1 and year 2 and for the Orchestra/Band teacher position.

Section A - TIPS 1 - New Teacher Expectations and Responsibilities:

Who	Expectations	When	Next Steps and Evidence
Year 1 New to Profession Classroom Teachers and Year 1 New to Profession Specialists	Attend August Orientation	August	<ul style="list-style-type: none"> Mentor and mentee discuss orientation Document attendance on the Google Sheet
	Reflect on teaching practices using Danielson Framework three times during the school year. 1 st reflection on Domain 2 2 nd reflection on Domain 1 3 rd reflection on Domain 3 4 th reflection on the year as a whole and discuss next steps for the following year	By Sept. 10: Mentor meets with mentee to discuss which component from Domain 2 the mentee wants to focus on. Dec. 1-10: Meet; mentee shows evidence of work on Domain 2 component; reflect. Choose a component from Domain 1 to focus on. March 1-10: Meet; mentee shows evidence of work on Domain 1 component; reflect. Choose a component from Domain 3 to focus on. May 1-10: Meet; mentee shows evidence of work on Domain 3 component; reflect. Mentee reflects on the year as a whole. Mentor enters all four reflections on the Google Sheet.	
	Attend minimum number of after school professional development sessions (see info below table)	September-May	<ul style="list-style-type: none"> Mentor and mentee discuss classes and professional development the mentee attends on an on-going basis. Document on the Google Sheet.
	Be videotaped by mentor once during second semester	By the end of April	<ul style="list-style-type: none"> Mentor and mentee have pre-observation conversation and decide on focus of observation. Following observation, mentor and mentee discuss and plan next steps. Mentor provides written feedback from observation. Document observation cycle on the Google Sheet.
	Required: Attend one SILT meeting (School Instructional Leadership Team).	SILT – Attend one meeting between September and December.	<ul style="list-style-type: none"> Mentee and mentor reflect after the meeting. Document on the Google Sheet.

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	Attend “How to Read an IEP/504” in building scheduled by mentor.	By September 30.	<ul style="list-style-type: none"> • Document on the Google Sheet.
	Attend district benchmark assessment training (MAP) in building scheduled by mentor.	By September 30.	<ul style="list-style-type: none"> • Document on the Google Sheet.
	Mentor-mentee contacts	Ongoing	<ul style="list-style-type: none"> • Document on the Google Sheet.
The mentoring and induction program includes completion of 30 (10 hours of class and 20 hours of mentoring) hours of professional development, attendance at required meetings and required reflections. Completion and documentation of these requirements are a condition of employment in D108 and part of professional responsibility. Two hours on the district salary schedule will be applied upon completion in May.			

Your required professional development class, “Course 101 for District 108,” will have four sessions held from 4:00-6:00 pm in Room 108 at Washington Intermediate on the following dates. You must attend all four sessions.

September 14, 2023

October 19, 2023

February 8, 2024

April 18, 2024

Section B - TIPS 1-Year-Only - New Teacher Expectations and Responsibilities:

Who	Expectations	When	Next Steps and Evidence
Year 1 New to District Classroom Teachers with less than 2 years of experience Year 1 New to District Specialists with less than 2 years of experience	Attend August Orientation	August	<ul style="list-style-type: none"> Mentor and mentee discuss orientation Document attendance on the Google Sheet
	Reflect on teaching practices using Danielson Framework three times during the school year. 1 st reflection on Domain 2 2 nd reflection on Domain 1 3 rd reflection on Domain 3 4 th reflection on the year as a whole and discuss next steps for the following year	By Sept. 10: Mentor meets with mentee to discuss which component from Domain 2 the mentee wants to focus on. Dec. 1-10: Meet; mentee shows evidence of work on Domain 2 component; reflect. Choose a component from Domain 1 to focus on. March 1-10: Meet; mentee shows evidence of work on Domain 1 component; reflect. Choose a component from Domain 3 to focus on. May 1-10: Meet; mentee shows evidence of work on Domain 3 component; reflect. Mentee reflects on the year as a whole. Mentor enters all four reflections on the Google Sheet	
	Attend minimum number of after school professional development sessions (see info below table)	September-May	<ul style="list-style-type: none"> Mentor and mentee discuss classes and professional development the mentee attends on an on-going basis. Document on the Google Sheet.
	Be videotaped by mentor once during second semester	By the end of April	<ul style="list-style-type: none"> Mentor and mentee have pre-observation conversation and decide on focus of observation. Following observation, mentor and mentee discuss and plan next steps. Mentor provides written feedback from observation. Document observation cycle on the Google Sheet.

	Required: Attend one SILT meeting (School Instructional Leadership Team).	SILT – Attend one meeting between September and December.	<ul style="list-style-type: none"> • Mentee and mentor reflect after the meeting. • Document on the Google Sheet.
	Attend “How to Read an IEP/504” in building scheduled by mentor.	By September 30.	<ul style="list-style-type: none"> • Document on the Google Sheet.
	Attend district benchmark assessment training (MAP) in building scheduled by mentor.	By September 30.	<ul style="list-style-type: none"> • Document on the Google Sheet.
	Mentor-mentee contacts	Ongoing	<ul style="list-style-type: none"> • Document on the Google Sheet.
<p>The mentoring and induction program includes completion of 30 hours (10 hours of class and 20 hours of mentoring) of professional development, attendance at required meetings and required reflections. Completion and documentation of these requirements are a condition of employment in D108 and part of professional responsibility. Two hours on the district salary schedule will be applied upon completion in May. Upon completion of one year of TIPS, these teachers are finished with TIPS and <u>do not</u> participate in TIPS 2.</p>			

Your required professional development class, “Course 101 for District 108,” will have four sessions held from 4:00-6:00 pm in Room 108 at Washington Intermediate on the following dates. You must attend all four sessions.

September 14, 2023

October 19, 2023

February 8, 2024

April 18, 2024

Section C - TIPS 2 - New Teacher Expectations and Responsibilities:

Who	Expectations	When	Next Steps and Evidence
Year 2 New to Profession Classroom Teachers Year 2 New to Profession Specialists	Attend August orientation.	August	<ul style="list-style-type: none"> Mentor and mentee discuss orientation Document in on the Google Sheet
	Reflect on teaching practices using Danielson Framework three times during the school year. 1 st reflection on Domain 2 2 nd reflection on Domain 4 3 rd reflection on Domain of mentee's choice 4 th reflection on the year as a whole and discuss next steps for the following year	By Sept. 10: Mentor meets with mentee to discuss which component from Domain 2 the mentee wants to focus on. Dec. 1-10: Meet; mentee shows evidence of work on Domain 2 component; reflect. Choose a component from Domain 4 to focus on. March 1-10: Meet; mentee shows evidence of work on Domain 4 component; reflect. Choose a component from Domain of mentee's choice to focus on. May 1-10: Meet; mentee shows evidence of work on component from Domain of mentee's choice; reflect. Mentee reflects on the year as a whole. Mentor enters all four reflections in on the Google Sheet	
	Attend minimum number of online or in-person after school professional development sessions (see info below table)	September-May	<ul style="list-style-type: none"> Mentor and mentee discuss classes and professional development the mentee attends on an on-going basis. Mentor and mentee document on the Google Sheet.
	Be videotaped by mentor once each semester of school.	By end of November and end of April	<ul style="list-style-type: none"> Mentor and mentee have pre-observation conversation and decide on focus of observation. Following observation, mentor and mentee discuss and plan next steps. Mentor provides written feedback from observation. Mentor and mentee document observation cycle on the Google Sheet.

	Mentor-mentee contacts	Ongoing	<ul style="list-style-type: none"> • Document on the Google Sheet.
<p>For teachers in their second year of teaching and their second year in D108, the mentoring and induction program includes completion of a total of 15 hours (5 hours of class and 10 hours of mentoring), attendance at required meetings and required reflections. Completion and documentation of these requirements are a condition of employment in D108 and part of professional responsibility. One hour on the district salary schedule will be applied upon completion in May.</p>			

Further info on Edubadges online professional development will be shared this fall.

Section D - New Teacher Expectations and Responsibilities:

Who	Expectations	When	Next Steps and Evidence
Year 1 New to Profession Orchestra/ Band Teacher	Attend August Orientation	August	<ul style="list-style-type: none"> Mentor and mentee discuss orientation
	Be videotaped by mentor once during second semester	By the end of April	<ul style="list-style-type: none"> Mentor and mentee have pre-observation conversation and decide on focus of observation. Following observation, mentor and mentee discuss and plan next steps. Mentor provides written feedback from observation.
	Attend the professional development class titled "Course 101 for District 108" You must attend all four sessions held from 4:00-6:00 pm in Room 108 at Washington Intermediate.	Sept. 14, 2023 Oct. 19, 2023 Feb. 8, 2024 Apr. 18, 2024	<ul style="list-style-type: none"> Mentor and mentee discuss classes and professional development the mentee attends on an on-going basis.
	Mentor-mentee contacts	Ongoing	<ul style="list-style-type: none"> Mentor documents and submits to TIPS facilitator.

Section E - New Teacher Expectations and Responsibilities:

Who	Expectations	When	Next Steps and Evidence
Year 1 New to District Classroom Teachers and Specialists (with at least 2 years of certified teaching experience)	Attend August Orientation	August	

Section F - New Teacher Expectations and Responsibilities:

Who	Expectations	
Year 2 New to District Classroom Teachers and Specialists (with at least 2 years of certified teaching experience)	No specific requirements unless otherwise determined by principal.	

Section G - New Teacher Expectations and Responsibilities:

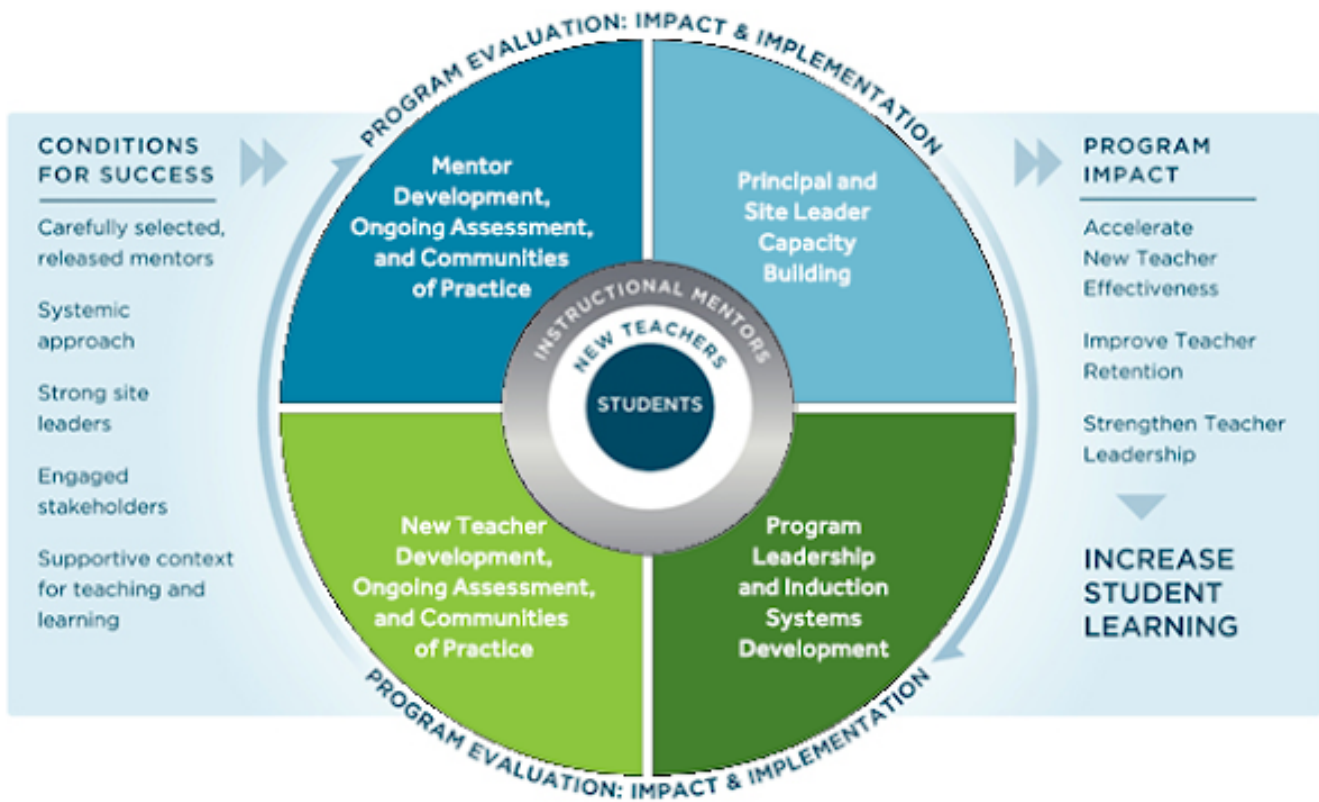
Who	Expectations	
Returning teachers previously employed by D108 with more than 2 years of experience	Attend August Orientation – Further participation in TIPS is at the discretion of the Director of Human Resources.	

Communication:

- Induction and mentoring information will be communicated through the Induction Handbook, the TIPS webpage on the district website, email, and scheduled TIPS meetings.
- Principal, building mentor and new teacher(s) will communicate through established building procedures (face-to-face, email, phone).

Appendix A: *Instructional Mentoring: 2011 New Teacher Center*

NTC Program Theory of Action: Advancing New Teacher Practice



Appendix B

Teachers who are new to the district and new to the profession need information on building procedures. The items below should be covered by building personnel other than the building mentor (ISSL) as determined by the principal (such as the principal, informal mentor, secretary, LC parapro, etc.)

- ☐ Building tour
- ☐ Security
- ☐ Exits
- ☐ Keys
- ☐ Parking
- ☐ Copy machine
- ☐ Laminator
- ☐ Creating daily schedule
- ☐ Duties
- ☐ Parent communication
- ☐ Using Frontline (AESOP)
- ☐ Substitute folder
- ☐ Obtaining supplies
- ☐ Fire and tornado drills
- ☐ Emergency lock-downs
- ☐ Meetings and committees
- ☐ Computer lab and iPad checkout
- ☐ Skyward
- ☐ Classroom set-up
- ☐ Student IDs
- ☐ Taking attendance
- ☐ Arrival and dismissal procedures
- ☐ Lunch and recess
- ☐ Specials
- ☐ Book check-out
- ☐ Meet school personnel
- ☐ Other

