

Blue Ridge CUSD #18



New Teacher Induction and Mentoring Plan

Belief Statements.....	3
Introduction	4
New Teacher Induction	5
Roles in the Mentoring Process.....	8
Mentoring Schedule – Year One	11
Mentoring Schedule – Year Two.....	12
Mentoring Schedule – Year Three	13
Mentoring Schedule – Year Four.....	14
General Guidelines.....	15
Blue Ridge CUSD #18 Core Teaching Competencies.....	17
Probationary Teacher Evaluation Schedule	17
Appendix A - Mentoring Observation Schedule	18
Appendix B - Potential Topics for Reflection and Discussion	19
Appendix C - Mentor and New Teacher Resource List.....	21
Illinois Professional Teaching Standards	33
Research on Teaching Domains.....	43

Belief Statements

- By promoting observation and conversation about teaching, mentoring can help teachers develop tools for continuous improvement.
- Mentoring is based on a cooperative spirit, open communication, and joint responsibility.
- A mentoring program must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favors collaboration and inquiry.
- A mentoring program is designed to promote excellence in teaching and learning.
- All staff members recognize the benefits of professional development to achieve the goals of the school, district and state.
- All staff members are committed to continuous improvement of their professional performance.

The Blue Ridge CUSD #18 Induction and Mentoring Program is an ISBE approved four-year induction program that will provide a mechanism for a new teacher to transition from an initial certificate to a standard certificate, and to position teachers for re-employment each year and to be recommended for tenure at the completion of the four- year probationary period.

The goals of the induction and mentoring program are:

- Ensure the retention and development of new teachers by providing an effective mentoring program.
- Provide a mechanism for teachers to move from an Initial to Standard certificate.
- Continue to support new teacher development by ensuring the teacher focus on instruction and professional development, development as a professional learner, and development of a sense of responsibility for each child's learning.
- Provide the new teacher with clearly defined supports to meet the expectations for performance as it relates to successful employment and tenure within Blue Ridge CUSD #18.

Introduction

The basic design of the Blue Ridge CUSD #18 Induction and Mentoring Program provides the opportunity for an outstanding, experienced educator to work with a teacher who is new to the district so that she/he is prepared to enhance learning for our students.

Induction: Each new teacher will be involved in a two-day orientation process. As new teachers to Blue Ridge CUSD #18, it is very important that they are orientated to the District's policies, procedures, and expectations. Orientation will be led by the building principal.

Mentoring: The mentoring program at Blue Ridge CUSD #18 is a four-year program designed to ensure that all new teachers develop and continuously implement the characteristics outlined in the Illinois Professional Teaching Standards. The mentor will use coaching and questioning techniques to assist the new teacher in understanding the district philosophy and approach to mastering current concepts, materials, practices and methodologies. The Mentoring Program is separate from the Evaluation Plan. It is not intended to be supervisory or evaluative in nature, however it will run concurrent with the evaluation plan and topics for probationary teachers employed by Blue Ridge CUSD #18. The mentor will lead the new teacher by incorporating the Evaluation Plan components into his/her work and professional development. Mentors have an opportunity to instill confidence, focus, perspective, and a working knowledge that will help new teachers develop self-direction and a sound instructional decision making process. The opportunity for mentors to be creative and resourceful also exists and is encouraged. The Mentoring Program also provides an opportunity for experienced staff members to grow professionally and advance their careers by sharing their talents and expertise with other staff members.

New Teacher Induction

ORIENTATION at the building level

- Tour of building
- Certified Teacher handbook review
- Introduction to staff
- Faculty meetings
- Crisis Management
- Mentoring Program
- Attendance procedures including tardies
- Teacher attendance (sick days, personal days, substitute)
- Emergency procedures (Fire, Tornado, Lockdown, Bus Drills)
- Lunchroom and playground procedures
- Substitute teacher folder and information to have available
- Sub Caller
- Evaluation Process
- Student Records (temporary vs. permanent record files)
- Support staff (Social Worker, School Psychologist, School Nurse, etc.)
- Library Aides
- Discipline
- Supplies and materials... where to get them.
- Field trips (requesting buses, chaperones, etc.)
- School Office procedures
- Before school/after school procedures
- Transportation
- Lesson plans

- Administrative organization
- Procedure for maintenance requests
- Curriculum materials/supplies
- Grading scale
- Accident Report form and procedures
- Teacher schedule format and basic requirements
- Building level committees
- Homework - Policy
- Eligibility
- Employment Training – Sexual Harassment and Blood Borne Pathogens
- End of year procedures (preparing next year’s class lists, book collection, library fines, etc.)
- Text books/ curriculum guides/course content
- Curriculum adaptation for special needs
- Reading Improvement services
- Title I Reading services
- PIE/ Room Parents
- Open House
- Parent conferences
- Parent contact by phone, e-mail or notes (document calls/conferences!)
- Newsletters
- Specials Classes - Art, Library, Music, and P.E. (elementary)
- Computer Lab
- Library time
- Forum/conference/meeting rooms
- Scheduling special services - ESL, Resource, Speech, OT/PT, etc.

- Conferences/workshops/professional growth
- Visibility at student activities
- Certification and/or re-certification
- Appropriate dress attire

ORIENTATION at the district level

- Calendar
- Health Insurance questions
- Flex Plan
- Payroll Information - Business Office
- Identification of District personnel and their responsibilities
- Accident report forms and the need to complete Workman's Comp paperwork
- District level committees
- Physical, Fingerprinting, TB Test, etc. – Unit Secretary List
- Collective Bargaining Agreement
- Chain of Command
- Confidentiality – Student Records Act

TECHNOLOGY ORIENTATION

- Skyward
- Email and AUP
- District Network
- Network folders
- District Website

New Teacher Requirements

- New teachers with less than five (5) years experience must participate in the program for four (4) years.
- New teachers with more than five (5) years experience must participate in the program for a minimum of one year. They may proficiency out of the program based on no less than three (3) evaluations and a written recommendation to the Superintendent from the building principal.
- The Blue Ridge CUSD #18 Evaluation Plan is separate from the Induction and Mentoring Plan. Removal from the Induction and Mentoring program for proficiency does not result in removal from the evaluation plan for probationary teachers.

Roles in the Mentoring Process

New Teacher

New teachers work with their mentors in a variety of capacities...

As a **LEARNER**, the new teacher will...

- organize the classroom and develop lesson plans for the beginning of the school year.
- acquire an understanding of the school, school culture, community and staff.
- gain knowledge of the methods, procedures and expectations of the building and district.
- utilize resources, materials and services.
- meet formally as well as informally with the Mentor.
- take the opportunity to observe the mentor and other experienced teachers

As a **COLLEAGUE**, the new teacher will...

- respect confidentiality and mutual trust.
- listen to the mentor's guidance and be respectful of his/her experiences.
- be team oriented and accept diversity as a strength.

As a **BEGINNING EDUCATOR**, the new teacher will...

- utilize a variety of teaching strategies.
- conference with the mentor to receive feedback regarding observations.
- be open to new ideas and learn from experiences.
- take advantage of learning opportunities to enhance professional skills that impact student learning.

As a **PROFESSIONAL**, the new teacher will...

- demonstrate professionalism, lifelong learning, openness, flexibility and creativity.
- establish joint goals with the mentor.
- set personal goals for professional growth.
- support the efforts of all colleagues.

Mentor Teacher

To be considered for mentoring, the mentor teacher must

1. Receive a rating of “excellent” or “proficient” on his/her last formal evaluation;
2. Not have received a written administrative warning in the last five (5) years;
3. Receive tenure status from Blue Ridge CUSD #18;
4. Be selected by the building principal and approved by the superintendent;
5. Be trained as a mentor;
6. Agree to a minimum two-year commitment to the mentoring program;
7. Be willing to volunteer time beyond the normal work day or during planning time;
8. Have a positive attitude toward the profession, the District, and the mentoring program;
9. Possess strong written and verbal communication skills;
10. Possess a sound knowledge of school policies; and
11. Refrain from engaging in any conduct that interferes with, disrupts, or adversely affects the District or a school function; and
12. Most importantly, be a good role model.

Mentors work with new teachers in a variety of capacities...

As a **GUIDE**, the mentor will...

- assist the new teacher in organizing the classroom and the curriculum for the beginning of school.
- orient the new teacher to the school, school culture, community and staff.
- inform the new teacher of methods, procedures and expectations of the building and district.
- help locate needed resources, materials and services.
- meet regularly as well as informally with the new teacher.
- model effective teaching strategies when observed.

As a **COLLEAGUE**, the mentor will...

- establish and maintain confidentiality and mutual trust.
- listen to the new teacher’s concerns and be supportive and understanding of his/her efforts and experiences.
- serve as an advisor, not a supervisor or evaluator of the new teacher.

As a **MODEL EDUCATOR**, the mentor will...

- model effective teaching strategies.
- coach the new teacher through observations and conferences to develop effective skills and professional attributes.
- assist the new teacher by functioning as a one-to-one staff developer; help process ideas and experiences; problem-solve; offer feedback, plan and test out ideas; encourage new teacher’s self direction and self-confidence.
- suggest/arrange other valuable experiences for the new teacher, such as visitations and workshops.

As a **PROFESSIONAL**, the mentor will...

- model professionalism, lifelong learning, openness, flexibility and creativity.
- establish joint goals with the new teacher.
- set personal goals for professional growth.
- support the efforts of other mentors.

Mentoring Schedule – Year One

New Teacher Induction/Orientation

- The **new teacher** will be required to participate in the **New Teacher Induction Process** including the district expectations for new teachers.
- The **mentor** will enroll in or have received the **Mentor Training**, which will occur prior to or at the start of each school year.
- The **mentor** will meet with the **New Teacher** to review the mentoring plan and answer questions.

First Day of Student Attendance

- The **mentor** will meet with the **1st Year Teacher** and review the Year 1 Potential Topics for Reflection and Discussion (Appendix B).
- The **mentor** will set tentative dates for observations in accordance with the Mentoring Plan Observation Schedule (Appendix A).
- The **mentor** will discuss with the **New Teacher** the parameters of informal meetings.

School Improvement Days

- The **mentor** will develop an agenda of topics to review with time for discussion.
- The **mentor** will initiate discussion and learning of topics from the Year 1 Potential Topics for Reflection and Discussion (Appendix C) included in the Mentor Handbook and in preparation for evaluations by the building principal.

Last Student Attendance Day

- The **mentor** will develop an agenda of topics to review with time for discussion.
- The **mentor** will initiate discussion and learning of topics from the Year 1 Potential Topics for Reflection and Discussion (Appendix C) included in the Mentor Handbook and in preparation for evaluations by the building principal.
- The **mentor** will provide the **New Teacher** with a summary of professional strengths and areas of needed improvement.
- The **mentor** and the **New Teacher** will independently complete an evaluation of the Blue Ridge CUSD #18 Induction and Mentoring program.

Mentoring Schedule – Year Two

First Day of Student Attendance

- The **mentor** will meet with the **2nd Year Teacher** and review the Year 2 Potential Topics for Reflection and Discussion (Appendix B).
- The **mentor** will set tentative dates for observations in accordance with the Mentoring Plan Observation Schedule (Appendix A).
- The **mentor** will discuss with the **2nd Year Teacher** the parameters of informal meetings.

School Improvement Days

- The **mentor** will develop an agenda of topics to review with time for discussion.
- The **mentor** will initiate discussion and learning of topics from the Year 2 Potential Topics for Reflection and Discussion (Appendix C) included in the Mentor Handbook and in preparation for evaluations by the building principal.

Last Student Attendance Day

- The **mentor** will provide the **2nd Year Teacher** with a summary of professional strengths and areas of needed improvement.
- The **mentor** will work with the **2nd Year Teacher** to develop a Professional Development Plan for the following year which includes 2-3 topics of focus from the Blue Ridge CUSD #18 Core Teaching Competencies (Appendix D). This plan will be approved by the building principal.
- The **mentor** and the **New Teacher** will independently complete an evaluation of the Blue Ridge CUSD #18 Induction and Mentoring program.

Mentoring Schedule – Year Three

First Day of Student Attendance

- The **mentor** will meet with the 3rd **Year Teacher** and review the Professional Development Plan for the current year.
- The **mentor** will set a tentative date for an observation (if needed) in accordance with the Professional Development Plan developed the prior year.
- The **mentor** will discuss with the 3rd **Year Teacher** the parameters of informal meetings.

School Improvement Days

- The **mentor** will develop an agenda of topics to review with time for discussion.
- The **mentor** will initiate discussion and learning of topics from the Professional Development Plan preparation for evaluations by the building principal.

Last Student Attendance Day

- The **mentor** will provide the 3rd **Year Teacher** with a summary of professional strengths and areas of needed improvement.
- The **mentor** will work with the 3rd **Year Teacher** to develop a Professional Development Plan for the following year which includes 2-3 topics of focus from the Blue Ridge CUSD #18 Core Teaching Competencies (Appendix D). This plan will be approved by the building principal.
- The **mentor** and the **New Teacher** will independently complete an evaluation of the Blue Ridge CUSD #18 Induction and Mentoring program.

Mentoring Schedule – Year Four

First Day of Student Attendance

- The **mentor** will meet with the 4th **Year Teacher** and review the Professional Development Plan for the current year.
- The **mentor** will set a tentative date for an observation (if needed) in accordance with the Professional Development Plan developed the prior year.
- The **mentor** will discuss with the 4th **Year Teacher** the parameters of informal meetings.

School Improvement Days

- The **mentor** will develop an agenda of topics to review with time for discussion.
- The **mentor** will initiate discussion and learning of topics from the Professional Development Plan preparation for evaluations by the building principal.

Last Student Attendance Day

- The **mentor** and 4th **Year Teacher** will complete all necessary paperwork to complete the mentoring documentation process and file the paperwork with the building principal.
- The **mentor** and the **New Teacher** will independently complete an evaluation of the Blue Ridge CUSD #18 Induction and Mentoring program.

General Guidelines

New Teacher Observations

New teachers and mentors should observe each other once each semester and, ideally, prior to a formal evaluation by the administrator. The purpose of these observations is to provide the new teacher with good examples of exemplary teaching strategies and to initiate discussion between the mentor and new teacher regarding best practice. New teachers and mentors will be given release time not to exceed the equivalent of the observation periods as described in the Observation Schedule (Appendix A). It is the responsibility of the mentor and new teacher to review their request with the school administrator and complete any necessary district forms to request a substitute teacher. All observations need to be logged into the New Teacher/Mentor Meeting and Observation Log and initialed by both participants. Additionally, the new teacher is required to complete the New Teacher Observation Reflection Form for each observation experience.

Focus on Enhancing Instruction

The mentor will review the Blue Ridge CUSD #18 Evaluation Instrument and Plan with the new teacher. The emphasis should be placed on achieving positive results for enhancing student learning and the associated topic of focus for the evaluation as listed in the evaluation schedule for probationary teachers.

Record Of Activities

The new teacher and mentor need to record notes regarding their discussions and activities because the program is designed with specific purposes in mind:

- The growth of a professional partnership between the mentor and new teacher.
- An opportunity for the new teacher to reflect on their experiences, which provides an assessment of how beneficial the mentoring program is for the new teacher. Therefore, record notes on the *Monthly Reflections Sheet*.

Communication

It is essential that the new teacher and mentor communicate with each other. If the mentoring program is going to have a positive impact on student learning, all participants need to discuss their successes and failures. Additionally, the new teacher and mentor should communicate their needs with the Mentoring and Evaluation Committee and the district administrators. The district is committed to supporting the mentoring of our certified staff. Information that the committee receives provides an opportunity to enhance future program efforts. At the end of the year, the new teacher as well as the mentor shall complete an evaluation of the program. The Mentoring and Evaluation Committee meets annually to review suggestions and revise the plan.

Resolving New Teacher and Mentor Concerns

In the event that a conflict between the new teacher and mentor exists, the school administrator will establish an opportunity for resolving the concerns of both parties. Should the concerns not be resolved, the principal reserves the right to reassign the new teacher to a different mentor.

Completion of the Program

After the teacher has completed each year of the mentoring program, he/she must complete the mentoring program Evaluation Form. Upon receipt of the evaluation and confirmation of successful completion of the mentoring program, the teacher will be presented with a certificate of completion of the four- year mentoring program. If the teacher is working toward obtaining a Standard Teaching Certificate, he/she is encouraged to record this activity on CeRTS and keep the mentoring manual as evidence of completion. This mentoring program is approved by the Illinois State Board of Education and qualifies as professional development for teachers moving from an Initial Teaching Certificate to a Standard Teaching Certificate.

Blue Ridge CUSD #18 Core Teaching Competencies

Probationary Teacher Evaluation Schedule

The Blue Ridge CUSD #18 Induction and Mentoring Plan is founded on the principle that in order to meet the standard for excellence set by the District, each teacher must master and continuously implement the following core competencies.

1. Classroom Management
2. Planning for Instruction-Time Management
3. Instructional Delivery
4. Student Assessment
5. Communication & Collaborative Relationships
6. Summary and Review of Topics 1-5
7. Professional Development Plan
8. Professional Development Plan
9. Summary and Review of Topics 1-8
10. Professional Development Plan
11. Professional Development Plan
12. Summary and Review of Topics 1-11

Each probationary teacher shall be observed a total of twelve (12) times; three (3) times annually for four (4) years. The focus of each evaluation shall coincide with schedule listed above.

It will be the responsibility of the Mentor to cover relevant core competency material in the Mentor Handbook in preparation for each evaluation, model effective teaching strategies to demonstrate the appropriate skills, and coach the new teacher through observations and conferences to develop effective skills and professional attributes.

Core Competencies topic(s) for evaluations 7-9 and 10-12 will be developed annually with the building principal, mentor, and the new teacher in a professional development plan chosen from the following topics:

- | | |
|---|----------------------|
| Learning Environment | Professional Conduct |
| Motivation and Rapport | Technology Use |
| Human Development and Learning | Cultural Diversity |
| Differentiated Instruction | Stress Management |
| Standardized Testing | High Expectations |
| School Improvement | Special Education |
| Professional Growth and Reflection | RtI |
| Other as approved by the Superintendent | |

Appendix A - Mentoring Observation Schedule

Year 1

- Semester 1: One Half Day
- Semester 2: One Half Day

Year 2

- Semester 1: One Half Day
- Semester 2: One Half Day

Year 3 – As approved in the Professional Development Plan

Year 4 – As approved in the Professional Development Plan

Appendix B - Potential Topics for Reflection and Discussion

Year One

Classroom Management:

Classroom Setup	Grouping Students	Getting Started
Classroom Rules	Classroom Procedures	Attendance-Tardies
Student Discipline	Time on Task	Student Motivation
Transitions	Building Rapport	Reward Systems
PBIS	Student Redirects	Homework-Assignments
AV-Equip. Problems	Academic Integrity	Poor Hygiene
Threats	Gum, Food, etc.	Cell Phones
Sleeping in Class	Setting Limits	Inappropriate Comments

Planning for Instruction:

IEP's	Gradebook (Setup)	Daily Planning
Time Management	Short-Term Planning	Long-Term Planning
Grading Policies	Rubrics	Assessment Timing
Grade Composition	Cooperative Learning	Standards Aligned Classroom
Designing Assessments	Informal Assessments	Differentiated Instruction
Learning Styles	Bloom's Taxonomy	HOTS
Using Technology	Flexibility	Sub Planning
Reteaching	Student Led Instruction	Integrated Planning
Finding-Using Resources	Guest Speakers	Field Trips
Special Projects	Pacing	Portfolios
Instructional Cues	Performance Assessments	Independent Learning
Behavioral Plans		

Instructional Delivery:

Proximity	Differentiated Instruction	Feedback
Setting Expectations	Stating Objectives	Anticipatory Set
Modeling	Guided Practice	Independent Practice
Homework	Closure	Student Led Instruction
Questioning for HOTS	Pacing	Student Engagement
Teacher Movement	Instructional Cues	Repetitious Speech
Content Knowledge	Professional Speech	Inferential Questioning
Time on Task	Minimizing Transitions	Response Opportunities
Real-Time Adjustments	Using Technology	Scaffolding (Review)
Sequencing	Prompting	Non-Verbal Cues
Specific-Meaningful Praise	Checks for Understanding	Microteaching
Questioning Strategies:	Probing, Redirecting, Success Rate, Wait time, Cohesive Questioning, Sequence of Questions	

Year Two

Student Assessment:

Rubrics	Peer Reviews	ISAT
PSAE	DIBELS	EXPLORE
COMPASS	PLAN	ISBE Assessment Framework
Grading Scale	Monitoring Progress	Standards Aligned Classroom
Authentic Assessment	Formative Assessments	Bloom's Taxonomy
Test Design	Parent Communication	Alternative Assessment Use
IEP Accommodations	Semester Exams	Evaluating Test Results
Homework	Class Work	Group Work
Class Participation Essay	Self Assessments	Extra Credit
Rigor	High Expectations	Posting Grades – Skyward
Report Cards	Progress Reports	

Communication and Collaborative Relationships:

Conflict Resolution	Using Sarcasm	Consistent Communication
Accessibility to Students	Accessibility to Parents	Chain of Command
Timely Responses	Conferencing Skills	Team Player
Email Protocols	Gossip	Confidentiality Issues
Open House	Social Skills	Parent/Teacher Conference
Curriculum Integration	Initiative	Shared Planning
Newsletters	Social Networking	Blogs
Staffings	Documentation	Using Tact
Discipline Notices	Diffusing-De-escalating	Difficult People
Going the Extra Mile	Accepting Constructive Criticism	
Positive Comments to Students	Collaboration to Promote Student Learning	
Supporting Building and District Goals		

Appendix C - Mentor and New Teacher Resource List

General Professional Development on MANY Topics:

The District has purchased a subscription for all certified staff. This site provides online training for numerous topics of interest in education. <https://www.edleadersnetwork.org/>

Mandated Trainings - <http://www.bushuehrtraining.com/>

Regional Office of Education - <http://roe17.org/home>

Information on licensure and professional development resources

Classroom Management:

<http://www.4faculty.org/includes/108r2.jsp> - Issue -Solution Website

Curwin, Richard and Mendler, Allen. As tough as necessary: Countering violence, aggression, and hostility in our schools. ASCD, 1997. Schneider Professional Development Library

Fuery, Carol. Discipline strategies: For the bored, belligerent, and ballistic in your classroom. Sanibel Sand Dollar, 1994. Schneider Professional Development Library

Marzano, Robert J. Classroom management that works. ASCD, 2003. Schneider Professional Development Library

PBIS – Positive Behavior Intervention and Support:

<http://pbis.org/>

<http://www.pbisillinois.org/>

Stephen Covey's *The Leader In Me*: <http://www.theleaderinme.org/>

Planning for Instruction – Time Management:

<http://www.teachervision.fen.com/classroom-management/new-teacher/48352.html>

Time Management Tips for Teachers

http://www.educationworld.com/a_curr/curr264.shtml

Time Management Advice:

Advice to Get You Started

Back-to-School and Anytime Activities

Lesson Planning

Assessment

Time Management

Behavior Management

Instructional Delivery:

Cunningham, Patricia M., and Allington, Richard L. Classrooms that work: They can all read and write. Addison-Wesley, 1999. Schneider Professional Development Library

Erickson, H. Lynn. Stirring the head, heart, and soul: Redefining curriculum and instruction. Corwin Press, 2001. Schneider Professional Development Library

Given, Barbara K. Teaching to the brain's natural learning systems. ASCD, 2002. Schneider Professional Development Library

Jacobs, Heidi Hayes. Interdisciplinary curriculum design and implementation. ASCD 1989. Schneider Professional Development Library

Jones, Beau Fly, Palincsar, Annemarie Sullivan, Ogle, Donna Sederburg, Carr, Eileen Glynn. Strategic teaching and learning: Cognitive instruction in the content areas. ASCD, 1987. Schneider Professional Development Library

Resnick, Lauren and Klopfer, Leopold. Toward the thinking curriculum: Current cognitive research. Schneider Professional Development Library

Listing of Resources for Instructional Delivery
<http://www.internet4classrooms.com/di.htm>

Student Assessment:

Arter, Judith and McTighe, Jay. Scoring rubrics in the classroom. Corwin Press, 2000. Schneider Professional Development Library

Langer, Georgea M., Colton, Amy B., Goff, Loretta S. Collaborative analysis of student work. Schneider Professional Development Library

Marzano, Robert J. Transforming classroom grading. ASCD, 2000. Schneider Professional Development Library

Stiggins, Richard J. Student-centered classroom assessment. Prentice-Hall. 1997. Schneider Professional Development Library

The NPEC Sourcebook on Assessment, Volume 2: Selected Institutions Utilizing Assessment Results. <http://nces.ed.gov/pubs2000/2000196.pdf>

Illinois Online Network Educational Resources. The Illinois Online Network (ION) is a collaboration ofAssessment of Students, Quizzing...Strategies to minimize a student's temptation to cheat.... www.ion.uillinois.edu/resources/tutorials/assessment/index.asp

Information on Illinois' state assessments is available at
<https://www.isbe.net/Pages/Assessment.aspx>

The Dynamic Learning Maps (DLM) project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. <https://www.isbe.net/Pages/DLM-AA.aspx>

Illinois Standards Based Reporting: ISBE provides information and resources to assist in the transition to standards based report cards. <http://www.isbestandardsbasedreporting.com/>

Educator's Resources for the new SAT and the related Suite of Assessments for grades 8-11 are at <https://collegereadiness.collegeboard.org/sat/k12-educators> and <https://www.isbe.net/Pages/SAT.aspx>

Communication & Collaborative Relationships:

<http://www.teachervision.fen.com/education-and-parents/resource/3730.html> : A site that provides printables and articles to prepare for successful parent-teacher interactions.

Learning Environment:

<https://www.responsiveclassroom.org/>

Curriculum:

Illinois Learning Standards for all subject areas – <https://www.isbe.net/Pages/Learning-Standards.aspx>

Illinois Learning Standards - Social Emotional Learning Standards:

<https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>

Illinois Early Learning Standards: <https://www.isbe.net/Pages/Early-Learning-Standards.aspx>

Motivation and Rapport:

Mindset – establishing a Growth Mindset in our students can have a dramatic impact on their overall motivation and success in school. Resources to understand this better include the following:

Dweck, Carol. Mindset: The New Psychology of Success. Ballantine Books, 2008.

<http://mindsetonline.com/index.html>

<https://www.khanacademy.org/youcanlearnanything>

Sagor, Richard. Motivating students and teachers in an era of standards. ASCD, 2003. Schneider Professional Development Library

<http://www.socialpsychology.org/rapport.htm>

Human Development and Learning:

Clark, Donald, “Learning Domains or Bloom’s Taxonomy.” 06 May 2006. 06 Jun 2008.

<http://www.nwlink.com/~donclark/hrd/bloom.html>

This resource highlights how Bloom’s Taxonomy works with different learning styles. It includes comprehensive charts with examples.

National Institute for Child Health and Human Development. <http://www.nichd.nih.gov/>

This source contains numerous health and human development topics within the NICHD research portfolio organized from a to z.

Standardized Testing:

Illinois Interactive Report Card

<http://iirc.niu.edu/>

Illinois State Assessments: <https://www.isbe.net/Pages/Assessment.aspx>

School Improvement:

<https://www.isbe.net/Pages/District-and-School-Improvement-Plans.aspx>

Differentiated Instruction:

A list of articles including novice teachers and differentiated instruction, differentiated instruction and diversity, differentiated instruction in mixed-ability classrooms and differentiated instruction and gifted students.

Armstrong, Thomas. Multiple intelligences in the classroom. ASCD, 1994. Schneider Professional Development Library

Tomlinson, Carol Ann. How to differentiate instruction in mixed-ability classrooms. ASCD, 2001. Schneider Professional Development Library

Professional Growth and Reflection:

The Educator's Profession Growth Plan, Jodi Peine
Barnes and Noble ISBN-13: 9781412949323

Conceptualizing Reflection in Teacher Development, James Calderhead and Peter Gates
Barnes and Noble ISBN-13: 9780750701235

Reflective Practice in Action: 80 Reflective Breaks for Busy Teachers, Thomas S.C. Farrell
Barnes and Noble ISBN-13: 9780761931638

<http://www.ed.gov/teachers/dev/contedu/edpicks.jhtml>

U.S. Department of Education
Continuing Education Resources

<http://www.pbs.org/teacherline/>

PBS Teacher Line
Professional Development for PreK-12 Educators

Professional Conduct and Ethics:

Book: Academic Ethics: Problem and Materials on Professional Conduct and Shared Governance.
Author: Neil W. Hamilton, 2000. Publisher: Praeger

Technology Use:

<https://sites.google.com/a/blueridge18.org/mrs-weedman-s-tech-classes/technology-resources>
Free Technology Resources to use in the classroom.

<http://www.google.com/edu/training/index.html> - Website: Provides training and basic resources to use google apps for education.

https://docs.google.com/a/blueridge18.org/document/d/18UOXFcxYe_xdtBBiVPC8ibuPiDIRuij1jAXP1ENgWbw/edit - Google Document containing basic information for using Google Docs

<https://docs.google.com/a/mfschools.net/document/d/1iSqDzdOlnM4oSZOVNMihYHgKo8oNmAFiHylx1RkS2dg/edit> - Using Google Docs in a Classroom Setting

https://docs.google.com/a/mfschools.net/document/d/1fzwQSqbMKtBYJawRzjs0NrLNoQQnTPV-rlzc5_N4lEU/edit - The Paperless Classroom

<http://edtechavenger.com/2013/11/14/search-google-by-reading-level/> - Search for Information by Reading Level

<http://www.graphite.org/reviews> - Best Websites and Apps voted by teachers

<http://www.edutopia.org/technology-integration> - Articles, Discussion, & Videos on Technology Integration

<http://blog.techwithjen.com/2014/05/4-tips-for-using-youtube-in-classroom.html> - Tips for using YouTube in the Classroom

Cultural Diversity:

Diversity Council: <https://www.diversitycouncil.org/>

Stress Management:

Book: “Still Teaching After All These Years – Survival Lessons to Keep you Sane” - Carol Fuery.
Blue Ridge CUSD #18 Mentoring Library

Book: Stress Busting for Teachers – Chris Kyriacou
Blue Ridge CUSD #18 Mentoring Library

Website: Burnout and Stress Management Includes recent research along with suggestions for stress management. http://www.teach-nology.com/edleadership/burn_out/

Book: Ease Up: Teacher’s Guide to Stress Management . This book is a guide with effective stress management strategies using laughter and relaxation. Blue Ridge CUSD #18 Mentoring Library

High Expectations:

Expectations and Student Outcomes: <http://www.nwrel.org/scpd/sirs/4/cu7.html>

RtI:

The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson
Barnes and Noble ISBN-13: 9780871203427

Differentiated Assessment Strategies: One Tool Doesn't Fit All, Carolyn Chapman, Rita King
Barnes and Noble ISBN-13: 9780761988915

RTI: A Practitioner's Guide to Implementing Response to Intervention, Daryl F. Mellard, Evelyn Johnson

Barnes and Noble ISBN-13: 9781412957724

RTI Action Network: <http://www.rtinetwork.org/>

Response to Intervention Resources: <http://www.interventioncentral.org/>

Mentoring:

Breaux, Annette. 101 answers for new teachers and their mentors. Eye on Education, 2003. Schneider Professional Development Library

Project CHOICES - Resources:

Information on inclusive education and co-teaching.
<http://www.projectchoices.org/resources.aspx>

Appendix D - Forms

New Teacher/Mentor Meeting & Observation Logs

New Teachers are required to log the date, times and total hours of each activity. Both the new teacher and mentor will initial each entry. Total the number of hours at the bottom of each log. A copy of these logs will be submitted to Unit Office after the building administration reviews the logs.

Date:	Time(s):	Hours:	Activities:	Initials:
Total Hours:				

The new teacher should make additional copies of this log, as needed. It is the responsibility of the new teacher to keep these completed logs as documentation.

New Teacher Reflection Sheet

Twice Monthly

Beginning Date: _____ Ending Date: _____

1. Summarize your teaching experiences during the past week. Include activities and highlights which had particular significance for you.

2. Describe two strengths that you noticed in your teaching this period.

3. Describe two weaknesses that you noticed in your teaching this period.

4. Describe how you could improve these weaknesses.

5. Write one goal for yourself that you will work on next during the next period.

Mentor response

- | | | |
|---------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Lesson Plans | <input type="checkbox"/> Grade Book (Skyward) | <input type="checkbox"/> Eligibility |
| <input type="checkbox"/> Blue Cards | <input type="checkbox"/> Sp. Ed. Feedback | |

New Teacher signature

Mentor signature

Date

Professional Development Plan

FOR 3rd / 4th YEAR TEACHERS

Name _____ Mentor _____ Principal Initials _____

IPTS Standard	Strategy	Target Date	Achieved Date

New Teacher Observation Reflection Form

New Teachers and Mentors are required to reflect, in writing, about their observation experiences. These may include mentor observations of the new teacher, observations by the new teacher of his/her mentor, or observations of any professional educator approved by the mentor or building administration.

New Teacher’s name: _____

Observation date: _____

Who is being observed? _____

Reflect on the goals of the lesson observed and what you learned from this observation experience. (For example: What were successes of the lesson? What could have been done differently?)

New Teacher signature

Mentor signature

Principal initials

Annual Mentor Program Evaluation Form

Mentor Teacher

1. What has been the most successful/rewarding part of the Mentor Experience?

2. What would you say to prospective Mentors who may want to join the program next year?

3. What is the most significant change you have seen in the New Teacher?

4. What is the most significant change you have seen in yourself?

5. What was a problem area for your M/NT relationship? Have you solved it? How?

6. How did you “find the time” to Mentor?

7. What are the two or three qualities in you that made the Mentor relationship successful?

8. Other than finding enough time, what was the most difficult part?

9. List two things you learned from your New Teacher.

10. Would you mentor again? Why or why not?

Annual Mentoring Program Evaluation Form

New Teacher

1. What has been the most successful/rewarding part of the Mentor-New Teacher experience?
2. What would you say to prospective Mentors who may want to join the program next year to help them serve New Teachers?
3. What is the most significant change you have seen in the Mentor?
4. What is the most significant change you have seen in yourself?
5. What was a problem area for your M/NT relationship? Have you solved it? How?
6. What are the two or three qualities in you that made the Mentor relationship successful?
7. List the two most important things you learned from your Mentor.

Illinois Professional Teaching Standards

Preamble:

We believe that all students have the potential to learn rigorous content and achieve high standards. A well-educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy. The Illinois Professional Teaching Standards should reflect the learning goals and academic standards which are established for Illinois students.

We believe that the Illinois educational system must guarantee a learning environment in which all students can learn. The environment should nurture their unique talents and creativity; understand, respect, and incorporate the diversity of their experiences into the learning process; and cultivate their personal commitment to enduring habits of life-long learning. The Illinois Professional Teaching Standards should reflect the increasing diversity of the Illinois student population which requires greater understanding by teachers of learning theories, developmental levels and cultural backgrounds.

We believe that Illinois must strive to ensure excellence in teaching for all students by establishing professional licensing standards and learning opportunities which will enable all teachers to develop and use professional knowledge and skills on behalf of students. The Illinois Professional Teaching Standards should reflect the changing resources available for teaching, such as technology and community options and the new expectations for accountability and the accompanying need for an understanding of assessment strategies.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, ethical, and physical development of students, to respond with flexibility and professional judgment to students' different needs; and to actively engage students in their own learning so that they can use and generate knowledge in effective and powerful ways. The Illinois Professional Teaching Standards should reflect the changing role of the teacher, from instructor to learning guide and coach.

We believe that teaching and learning should connect ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, community, and curriculum to create a bridge between learning goals and students' lives. The Illinois Professional Teaching Standards should reflect the changing character of the curriculum, from isolated subjects to an integration of knowledge areas and thinking strategies.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students. The Illinois Professional Teaching Standards should reflect the changing character of the school as a workplace from individual isolation to collegiality and a learning community. These Standards should reflect the need for collaboration, cooperation, and shared responsibility between the school and the family, and between the school and the community.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Illinois and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 1

Illinois Professional Teaching Standards

#1 Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#7 Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 2

ILLINOIS PROFESSIONAL TEACHING STANDARDS

Note: Bold sections indicate the addition of special education professional knowledge and performance indicators.

STANDARD 1 - Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators: The competent teacher

1A. Understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.

1B. Understands the processes of inquiry central to the discipline.

1C. Understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

1D. Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

1E. Understands how a student's disability affects processes of inquiry and influences patterns of learning.

Performance Indicators: The competent teacher

1F. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

1G. Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.

1H. Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.

1I. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.

1J. Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.

1K. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.

1L. Facilitates learning experiences that make connections to other content areas and to life and career experiences.

1M. Designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.

STANDARD 2 - Human Development and Learning

The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicator: The competent teacher

2A. Understands how students construct knowledge, acquire skills, and develop habits of mind.

2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.

2C. Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.

2D. Understands that differences in approaches to learning and performance interact with development.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 3

2E. Understands how to include student development factors when making instructional decisions.

2F. Knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

Performance Indicators: The competent teacher

2G. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

2H. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.

2I. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

STANDARD 3 – Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicator: The competent teacher

3A. Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.

3B. Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.

3C. Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

3E. Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

3F. Understands personal cultural perspectives and biases and their effects on one's teaching.

Performance Indicators: The competent teacher

3G. Facilitates a learning community in which individual differences are respected.

3H. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

3I. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

3J. Uses cultural diversity and individual student experiences to enrich instruction.

3K. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.

3L. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

3M. Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

3N. Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 4

STANDARD 4 - Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicator: The competent teacher

- 4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- 4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- 4C. Understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
- 4D. Understands when and how to adjust plans based on student responses and other contingencies.
- 4E. Understands how to integrate technology into classroom instruction.
- 4F. Understands how to review and evaluate educational technologies to determine instructional value.
- 4G. Understands how to use various technological tools to access and manage information.
- 4H. Understands the uses of technology to address student needs.

Performance Indicators: The competent teacher

- 4I. Establishes expectations for student learning.
- 4J. Applies principles of scope and sequence when planning curriculum and instruction.
- 4K. Creates short-range and long-term plans to achieve the expectations for student learning.
- 4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- 4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.
- 4N. Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- 4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 4P. Develops plans based on student responses and provides for different pathways based on student needs.
- 4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
- 4R. Accesses and uses a wide range of information and instructional technologies to enhance student learning.

4S. Uses IEP goals and objectives to plan instruction for students with disabilities.

STANDARD 5 - Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge Indicator: The competent teacher

- 5A. Understands principles of and strategies for effective classroom management.
- 5B. Understands how individuals influence groups and how groups function in society.
- 5C. Understands how to help students work cooperatively and productively in groups.
- 5D. Understands factors that influence motivation and engagement and how to help students become self-motivated.
- 5E. Knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.

5F. Knows applicable laws, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.

5G. Knows strategies for intervening in situations to prevent crises from developing or escalating.

5H. Knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.

Performance Indicators: The competent teacher

5I. Maintains proper classroom decorum.

5J. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.

5K. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.

5L. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.

5M. Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.

5N. Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

5O. Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).

5P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

5Q. Uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.

5R. Uses effective methods for teaching social skill development in all students.

STANDARD 6 - Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge Indicator: The competent teacher

6A. Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

6B. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.

6C. Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

6D. Understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

6E. Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Performance Indicators: The competent teacher

6F. Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 6

6G. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

6H. Monitors and adjusts strategies in response to learner feedback.

6I. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.

6J. Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

6K. Uses a wide range of instructional technologies to enhance student learning.

6L. Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

6M. Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.

6N. Uses technology appropriately to accomplish instructional objectives.

6O. Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.

6P. Implements and evaluates individual learning objectives.

STANDARD 7 – Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicator: The competent teacher

7A. Understands communication theory, language development, and the role of language in learning.

7B. Understands how cultural and gender differences can affect communication in the classroom.

7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.

7D. Understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators: The competent teacher

7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.

7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.

7I. Uses a variety of communication modes to effectively communicate with a diverse student population.

7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

7K. Communicates using a variety of communication tools to enrich learning opportunities.

STANDARD 8 – Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 7

Knowledge Indicator: The competent teacher

8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.

8B. Understands the purposes, characteristics and limitations of different kinds of assessments.

8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.

8D. Understands how to use the results of assessment to reflect on and modify teaching.

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.

8G. Knows methods for monitoring progress of individuals with disabilities.

8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Performance Indicators: The competent teacher

8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.

8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.

8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.

8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.

8M. Uses appropriate technologies to monitor and assess student progress.

8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.

8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.

8P. Uses technology appropriately in conducting assessments and interpreting results.

8Q. Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

STANDARD 9 - Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Knowledge Indicator: The competent teacher

9A. Understands schools as organizations within the larger community context.

9B. Understands the benefits, barriers and techniques involved in parent/family relationships.

9C. Understands school and work-based learning environments and the need for collaboration with business organizations in the community.

9D. Understands the collaborative process.

9E. Understands collaborative skills which are necessary to carry out the collaborative process.

9F. Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.

9G. Understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 8

Performance Indicators: The competent teacher

9H. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

9I. Works with colleagues to develop an effective learning climate within the school.

9J. Participates in collaborative decision making and problem solving with other professionals to achieve student success.

9K. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.

9L. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.

9M. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

9N. Acts as an advocate for student needs.

9O. Collaborates in the development of comprehensive individualized education programs for students with disabilities.

9P. Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.

9Q. Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.

9R. Communicates with team members about characteristics and needs of individuals with specific disabilities.

9S. Implements and monitors individual students' programs, working in collaboration with team members.

9T. Demonstrates the ability to co-teach and co-plan.

STANDARD 10 - Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicator: The competent teacher

10A. Understands that reflection is an integral part of professional growth and improvement of instruction.

10B. Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

10C. Understands major areas of research on the learning process and resources that are available for professional development.

10D. Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.

Performance Indicators: The competent teacher

10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

10F. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.

10H. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

10I. Assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

Illinois Content-Area Standards – Illinois Professional Teaching Standards 9

STANDARD 11 - Professional Conduct and Leadership

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicator: The competent teacher

11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.

11B. Understands how school systems are organized and operate.

11C. Understands school policies and procedures.

11D. Understands legal issues in education.

11E. Understands the importance of active participation and leadership in professional education organizations.

11F. Is familiar with the rights of students with disabilities.

11G. Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.

11H. Knows identification and referral procedures for students with disabilities.

Performance Indicators: The competent teacher

11I. Contributes knowledge and expertise about teaching and learning to the profession.

11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.

11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.

11L. Initiates and develops educational projects and programs.

11M. Actively participates in or leads in such activities as curriculum development, staff development, and student organizations.

11N. Participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.

11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.

11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

11Q. Promotes and maintains a high level of integrity in the practice of the profession.

11R. Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.

11S. Complies with local, state, and federal regulations and policies related to students with disabilities.

11T. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

Research on Teaching Domains

PATTERNS AND REPRESENTATIVE BEHAVIORS

Bellon, Jerry, Bellon Elner, and Blank, Mary Ann. Teaching from a research knowledge base: A development and renewal process. Macmillan Publishing Co., 1992.

PLANNING AND MOTIVATION

1. Planning is an ongoing process
 - Pre-instructional decisions are made about content, pacing, allocation of time
 - Decisions made during instruction adjust the lesson to the needs of students
 - Reflective decisions about instructional interactions and classroom events are incorporated in subsequent lessons
2. A comprehensive planning process guides instruction
 - Reference is made to curriculum or long range plans (guide, syllabus, unit plan, goals, objectives)
 - Decisions about content coverage are evident (e.g., pacing, post-holing the curriculum)
 - Daily/incremental plans clearly link to long range/comprehensive plans
 - A clear relationship exists between curriculum and instruction
 - A series of lessons is integrated to accomplish a specific purpose
3. Planning decisions are based on student needs and desired learning
 - Expectations for student outcomes are appropriate and attainable
 - Learning objectives focus on desired student outcomes rather than activities
 - Learning objectives are balances (cognitive, affective)
 - Learning objectives address academic and social needs
 - Learning objectives include a range of lower/higher order cognitive objectives
 - Curriculum is adapted to meet the needs of individuals and groups
4. Assessment practices and instructional planning are congruent
 - Student data are collected, recorded, and interpreted
 - Entry level knowledge/skills are assessed
 - Assessment information is used for making instructional decisions (grouping, pacing, sequencing)
 - Instructional activities and alternatives are based on pre-assessment of student needs
 - Assessment is used to generate information regarding students' thinking and problem-solving processes, and progress on assignments
5. A full range of assessment strategies is employed
 - Both formal and informal assessments are used
 - Affective and motivational characteristics are addressed
 - Authentic assessment strategies (portfolios, performance, products) are incorporated
 - Ongoing assessment occurs before, during, and after instruction
 - Assessment continues throughout the year
6. Classroom and task structures are congruent with student needs and learning outcomes
 - Expectations determine classroom and task structures
 - Classroom structure is designed to meet teacher and student needs
 - Task structure supports learning objectives (single and multi-task)
 - Reward structures are consistent with intended learning outcomes (individual, cooperative, competitive)
 - A variety of task structures is used to increase student involvement
7. Activities are planned to achieve desired student outcomes and to promote positive attitudes toward learning
 - Activities are consistent with teacher expectations and student characteristics
 - Activities relate directly to learning objectives
 - Activities build on experiences, interests, and familiar knowledge

- Activities are varied and meaningful to students' lives
- Activities encourage peer interaction and cooperation
- Alternative activities are provided to address individual student needs
- 8. Instructional materials support learning expectations
 - Materials are clear, accurate, up-to-date, and at the appropriate level of difficulty
 - Materials and resources supplement instruction
 - Materials, objectives, and assessment are integrated
- 9. Instructional use of technology is carefully planned and monitored
 - Students have easy access to technology (computers, calculators, videotape, internet, etc)
 - Computer hardware and software are effective and easy to operate
 - Teachers offer encouragement, guidance, and feedback
- 10. Instructional strategies are used to unlock motives and develop positive attitudes about learning
 - Positive student outcomes are linked to effort, persistence, desire
 - Learning experiences are meaningful, relevant, and attainable
 - Students have opportunities to make choices and decisions
 - Students are encouraged to take academic risk
 - Teacher statements and actions develop student self-esteem, efficacy, and expectations for success
 - Teacher demonstrates an understanding of students' ability and motivational level
 - Teacher monitors motivational efforts to ensure positive outcomes
 - Teacher models motivational behaviors and positive attitudes toward learning
- 11. Praise and criticism have a positive effect on student attitudes toward learning
 - Praise to individuals provides specific information regarding effort, accomplishments, or performance
 - Praise is spontaneous, sincere, and credible
 - Student characteristics (age, SES, motivation) guide the use of praise and criticism
 - Criticism is delivered in a support environment and communicates the expected behavior
 - Insufficient effort or lack of concentration is the basis for criticism
 - Sarcasm, ridicule, scolding, and negative statements about students as persons are avoided

INSTRUCTIONAL MANAGEMENT

1. The classroom management system prevents misbehavior
 - Classroom management system attends to instruction and behavior
 - Behavioral expectations are communicated and monitored
 - Teacher statements and actions promote desired behavior
 - Established rules, procedures, and consequences are evident
 - Arrangement of the classroom promotes appropriate behavior
 - Students exhibit responsible learning and interpersonal behavior
 - Teacher behaviors do not contribute to student misbehavior
 - The classroom management system attends to teacher and student needs
2. The classroom management system attends to teacher and student needs
 - Management system addresses academic and social needs of students (individual, group)
 - Management practices align with student characteristics, levels of maturity, and developmental needs
 - Management practices are consistent with teachers' belief systems and tolerance levels
 - Strategies are tailored to students with special needs (self-control, self-monitoring, responsibility, social interaction)
3. The classroom climate promotes student success
 - Overall classroom climate is supportive, orderly, and predictable
 - Teacher/student interactions are positive and are mutually respectful
 - Positive reinforcement supports desired behavior
 - Teacher models courteous and positive interpersonal behavior

- Students are encouraged to take academic risks
 - Teacher communicates an understanding of students' needs and concern for students as individuals
 - Students work independently as well as cooperatively
4. Corrective actions are based on teacher and student needs and an understanding of the causes of misbehavior
 - Corrective actions are reasonable, fair, and relate to expected classroom behaviors
 - Teacher interventions are based on the type of misbehavior
 - Teacher interventions are delivered promptly and objectively without disrupting academic focus
 - The least obtrusive intervention is used to manage misbehavior
 - Interventions are used in a constructive manner
 - Long term behavior management programs promote improved student behavior
 5. Specific actions are taken to increase the percentage of allocated time used for learning
 - Interruptions and distractions that interfere with learning are minimal
 - Late starts and early endings are avoided
 - Teacher models on-task behavior
 - Transitions are managed quickly and effectively
 - Materials and equipment are readily available
 - Little time is lost for overt behavior management
 6. Instructional and behavioral expectations are systematically monitored
 - Teacher monitoring produces desired results in terms of learning and student behavior
 - Instructional cues and contacts are used to maintain an academic focus
 - Teacher checks for accuracy and progress on assignments
 7. Task structures are managed to promote student learning
 - Task structures vary to meet specific objectives
 - Both structure and flexibility are evident
 - Task structures vary within the lesson and over time
 - Task structures are managed to provide optimal learning opportunities
 - Instructional conditions (time, materials, equipment) support task structures
 8. Established routines reduce managerial demands and allow teachers and students to attend to learning needs
 - Routines are used to maintain a predictable flow of events and guide student behavior
 - Established routines facilitate orderly transitions
 - Adjustments in routines are made as needed
 - Routines for independent and group activities are followed
 - Students follow routines during instructional interaction
 9. Instructional content and student characteristics guide teacher/student interactions
 - Interactions are content related
 - Rate of interaction is consistent with learning objectives and student characteristics
 - Interactions are widely distributed
 10. A variety of instructional cues is employed
 - Cues are consistent with learning objectives and teacher expectations
 - Cues are used to develop and maintain an academic focus
 - Cues are communicated in a variety of modes (verbal, nonverbal, written)
 - Techniques such as voice level, eye contact, and gestures are used to strengthen the delivery of cues
 - Contradictory cues are avoided
 11. The pace of instruction is consistent with content expectations and student characteristics
 - Pacing of instruction facilitates the achievement of learning outcomes
 - Instructional pace promotes the desired success rate
 - Pace is monitored and adjusted to meet student needs
 - Pacing promotes and maintains student involvement
 - Pacing adjustments are made in order to ensure optimal success rates

INSTRUCTIONAL DELIVERY

1. Direct instruction is used to systematically manage the learning process
 - Sequence, pace, and content of instruction are controlled by the teacher
 - New information is taught incrementally using examples and analogies
 - Opportunities are provided for applying new information
 - Teacher regularly checks for understanding
2. Clear, well organized lectures and presentations help students expand their knowledge base
 - Lectures are well organized and clearly structured
 - Content is accurate, current, and relevant
 - Unfamiliar vocabulary is defined
 - Information from the textbook, other sources, and content areas is integrated
 - Deviation from focus and use of unrelated information are avoided
 - Analogies, examples, and stories are used to illustrate key points
 - Information is conveyed fluently with carefully chosen vocabulary
 - Elements of enthusiasm are evident (varies voice, uses gestures and movement, makes positive statements)
3. Structuring behaviors are used to enhance student learning
 - Learning objectives are clearly communicated
 - Organization of information is conveyed to students
 - Physical and mental transitions are signaled
 - Important points are emphasized
 - New information is reviewed and summarized
4. Explanations are interactive
 - Teacher is responsive to student thinking and reasoning
 - Students integrate new information with prior knowledge
 - Students are asked to explain and describe their own comprehension
 - Faulty, inaccurate concepts are corrected
 - Teacher models reasoning processes
 - Students are expected to apply new learning to real tasks
5. Academic feedback is used to improve student learning
 - Feedback relates to a standard of performance
 - Correctives provide assistance and improve performance
 - The amount and type of feedback are closely related to learning expectations
 - Multiple forms and sources of feedback are used
 - Feedback is objective, timely, and specific to individual or group expectations
6. Questioning techniques promote student achievement
 - Questions are sequenced to achieve learning objectives
 - Level and difficulty of questions are consistent with student characteristics
 - Probing and redirecting are used to improve student engagement
 - Success rate is consistent with student characteristics
 - Wait time is adjusted to the level of questions and interaction expectations
 - Cohesive questioning strategies are used to achieve specific objectives
7. Teacher/student interactions improve involvement and the quality of responses
 - Instructional techniques are used to improve student answers
 - Teacher models thinking processes needed to answer higher level questions
 - Students are encouraged to ask content related questions
 - Teacher feedback is determined by the accuracy and quality of student responses
8. Response opportunities facilitate student participation
 - Response opportunities are deliberately managed
 - Opportunities to respond are widely distributed
 - Response options are used to enhance student learning
 - Teacher reactions to student answers improve the quality and quantity of participation
 - Selected student statements and questions are used to develop the lesson
9. The organization and management of small groups are consistent with learning expectations

- Students exhibit group process skills
 - Students are held individually accountable for learning
 - Direct student to student interaction is evident
 - Students depend on each other to achieve objectives
 - Groups proceed with a minimum of teacher intervention
10. Discussions foster students' participation while expanding their knowledge base
 - Student knowledge is developed, enriched, or refined through the interactive process
 - Differences of opinion are encouraged
 - Discussion skills are taught and used
 - Discussions are moderated by teachers and/or students
 - The number of direct teacher questions is limited
 11. Independent learning is carefully organized and managed
 - independent work behaviors are consistent with expectations
 - Learning time is adjusted to meet individual needs and characteristics
 - Monitoring and feedback are used clear and emphasize student learning
 - Independent work expectations are clear and emphasize student learning
 - Technology is used to support existing activities
 - Computers support higher order thinking, independent project and collaboration
 - Homework is used to extend and reinforce learning activities
 12. Direct instruction facilitates higher level learning
 - Opportunities for active engagement in higher level learning are provided
 - A rationale is provided or why and when to use a specific strategy
 - Teachers help student s link new information to prior knowledge
 - Cognitive organizers help students integrate new information in a meaningful way
 - Independent use of strategies is fostered
 - Students participate in disciplined inquiry, integrating prior knowledge and new information to produce documents that have value outside of school
 13. Instruction promotes concept development
 - Concepts are used to organize and sequence information
 - Labels, attributes, and examples are used to develop an understanding of abstract terms
 - Current student ideas and beliefs re identified and discussed
 - Instructional activities help students alter or reconstruct faulty concepts
 14. Classroom conditions and instructional processes develop self-regulated learners
 - Classroom conditions foster positive student self concepts
 - Classroom conditions and expectations encourage divergent thinking
 - Students are give explicit instruction about taking responsibility for their own learning
 - Students use a range of thinking strategies to accomplish specific purposes
 - Students monitor their own learning

Refer to the Teacher Evaluation Plan for the Teacher Evaluation Rubric, based on the Charlotte Danielson model.