

MENTORING AND INDUCTION PROGRAM GUIDEBOOK

August 2017



East Aurora District 131

Introduction

This guidebook is the product of months of effort including various stakeholder groups. Thank you to the Program Leadership, New Educators, NEST, Mentors, Union representatives, and many others who have made this draft possible.

The intention of the Mentoring and Induction Program Guidebook is to provide clarity of the program goals, intended outcomes, and stakeholder roles and responsibilities.

All sections of this document may be revised as the Mentoring and Induction Committee continues its work based on regular program feedback and evaluation. Changes will be updated on the electronic copy located on the Professional Learning SharePoint page.

If you have any questions about this document, please contact the Mentoring and Induction Program Leaders.

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Mentoring and Induction

A high-quality, effective Mentoring and Induction Program based on the Illinois Induction Program Standards assists in the development of all **new educators** through structured interactions with Mentors, NEST, and other district representatives whose responsibility it is to help them grow in the profession.

Key Terms

What is *mentoring*? Mentoring refers to a 1:1 relationship between an experienced and a novice educator that provides support for the novice educator through structured interactions based on the cycle of continuous improvement. Mentor support focuses on improving classroom management and instructional practices that will lead to increased student achievement.

What is *induction*? Induction is an ongoing program of support for all **new educators** in the district. Induction begins with an orientation to the district and continues for the first two (2) years of employment in the district. An additional two (2) years of support are optional for novice educators.

Who is considered to be a *novice educator*? East Aurora District 131 considers any educator entering the district with 0 years of previous experience to be a *novice educator*.

Who is considered to be a *practiced educator*? East Aurora District 131 considers any educator entering the district with 1+ years of previous experience to be a *practiced educator*.

Collectively, *novice* and *practiced* educators will be referred to as “*New Educators***.”**

What is *NEST*? NEST is the New Educator Support Team. There is an approximate 1:6 ratio of NEST members to new educators in each building. NEST members support all **new educators** in their respective buildings (including assistants

and long-term substitute teachers) through cultural mentoring. NEST members hold monthly after school meetings for new educators that focus on timely topics that assist new educators through day-to-day functions. NEST members also participate in mentor training and attend monthly meetings with M&I Program Leaders so they can support mentors in their buildings through coaching conversations.

Vision

Every **new educator** who joins District 131 will be a part of a comprehensive support system that is designed to enhance educator effectiveness and positively impact student learning.

Mission and Goals

The Mentoring and Induction Program serves all **new educators** through differentiated professional learning that aligns with the domains of professional practice.

Goals: District 131 will commit to the following goals for 2016-2018:

1. Clarify expectations and guidelines for all stakeholders in the Mentoring and Induction Program.
2. Host an annual New Educator Orientation that is designed to welcome and prepare **new educators** for the beginning of the school year.
3. Provide ongoing professional learning through a cohort experience that builds community, focuses on a component of professional practice, and meets the experience-level needs of all **new educators**.
4. Prioritize resources to support implementation of the coaching cycle for novice educators and their mentors.

An effective Mentoring and Induction Program that is aligned with District/School Improvement and the Illinois Induction Program Standards includes...

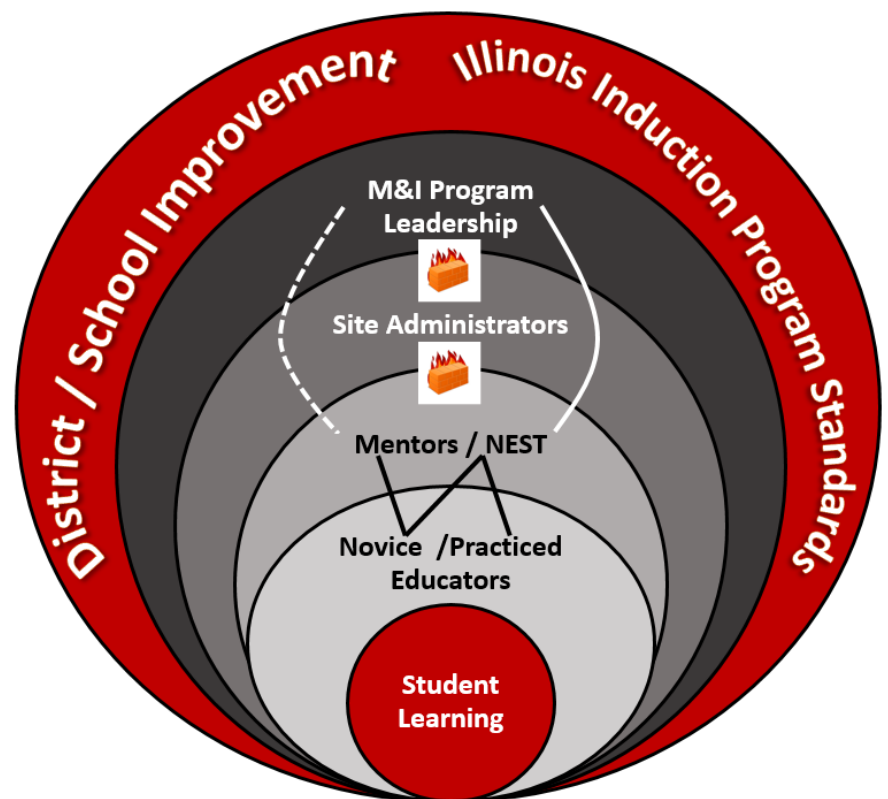
Program Leaders who have clearly defined roles and responsibilities and the authority to carry out program implementation, evaluation, and necessary changes.

Site Administrators who are supportive of all new educators by creating a positive climate and respecting the confidentiality of the Mentor / NEST and New Educator relationship.

Dedicated and passionate **NEST members and Mentors** who are selected through a rigorous application process and required to complete foundational and ongoing training to fulfill their roles.

New Educators who are receptive to the support they receive and active in learning and growing in the profession.

Students who are meeting or exceeding standards as evidence of professional practice of their New Educator(s).



M&I Program Leadership

An effective Mentoring and Induction Program that is aligned with District/School Improvement and the Illinois Induction Program Standards includes Program Leaders who have clearly defined roles and responsibilities and the authority to carry out program implementation, evaluation, and necessary changes.

Program Leader(s) Roles and Responsibilities

Program leaders provide direction and coordination for the M&I Program through the following responsibilities:

General Responsibilities:

- Facilitates meetings of the M&I Committee;
- Submits reports to the M&I Committee, district leadership, and ISBE (as directed under the grant);
- Shares responsibility in collaborative decision-making process to design, implement, and revise the program through the use of data;
- Advocates for and carefully monitors resources (time, staff, financial support) for a successful M&I Program;
- Participates in ongoing professional learning related to M&I;
- Clearly articulates the M&I Program goals and objectives as well as roles and responsibilities to all stakeholders.

Site Administrator-related responsibilities:

- Establishes communication and working relationships with site administrators;
- Provides clear expectations for site administrators regarding program implementation;

Mentor-related responsibilities:

- Participates in a collaborative selection process to assign PK-12 mentors to new educators;
- Observes and evaluates mentors;
- Collaboratively designs and facilitates ongoing Mentor Professional Learning;

New Educator-related responsibilities:

- Selects topics and designs professional learning sessions for new educators (including orientation) in collaboration with district Cabinet members, the M&I Committee, site administrators, and new educators.

Note: The Mentoring and Induction Program Leader does not participate in any way in the evaluation of the new educator, nor will he/she provide any information about the new educator's performance to his/her direct supervisor.

Site Administrators

An effective Mentoring and Induction Program that is aligned with District/School Improvement and the Illinois Induction Program Standards includes Site Administrators who are supportive of all New Educators by creating a positive climate and respecting the confidentiality of the Mentor/NEST and New Educator relationship.

Site Administrator Roles and Responsibilities

General Responsibilities:

- Clarify and uphold Confidentiality Agreement
- Ensure communication through a variety of methods to support the program implementation
- Actively participate in initial and ongoing program professional development
- Strategically monitor program operations and planning for program improvement
- Manage systems and resources

Program Leader-related responsibilities:

- Collaborate with program leadership to integrate the program within the school community
- Seek out program leadership to clarify program components and parameters

Mentor-related responsibilities:

- Intentionally recruit high-quality mentors
- Identify and respond to the needs of the mentor

New Educator-related responsibilities:

- Lead book study for **New Educators**
- Provide opportunities for the **New Educators** to learn from colleagues
- Promote collaboration within Professional Learning Communities
- Work to engage all stakeholders in actively supporting the **New Educators**
- Proactively create a positive working environment for **New Educators**
- Identify and respond to challenging situations on behalf of the **New Educators**

NEST / Mentors

An effective Mentoring and Induction Program that is aligned with District/School Improvement and the Illinois Induction Program Standards includes NEST members and Mentors who are selected through a rigorous application process and required to complete foundational and ongoing training to fulfill their roles.

New Educator Support Team (NEST) Roles and Responsibilities

NEST provide comprehensive support to **New Educators** through the following responsibilities:

General responsibilities:

- Complete mentor foundational training
- Complete 70 hours of NEST-related work

Program Leader-related responsibilities:

- Attend monthly NEST meetings as scheduled by Program Leadership
- Maintain NEST logs to be turned in two times per year
- Maintain agendas and minutes of monthly meetings to be submitted to Program Leadership
- Submit end-of-the-year self-evaluation

Site Administrator-related responsibilities:

- Maintain the confidentiality firewall between site administrators / mentors / **new educators**.

Novice Educator-related responsibilities:

- Attend New Educator Orientation in August
- Hold monthly meetings with **new educators** in your building
- Support Mentors in working with novice educators

Mentor Roles and Responsibilities

The mentoring relationship focuses on assisting the novice educator with effective professional practices.

General responsibilities:

- Complete mentor professional learning requirements (foundational and ongoing training)

Program Leader-related responsibilities:

- Maintain mentor logs
- Submit self-reflection three times per year
- Participate in end-of-the-year interview

Site Administrator-related responsibilities:

- Adhere to the Mentoring Confidentiality Agreement (**See Appendix A**)

Novice Educator-related responsibilities:

- Be open and available for communication with novice educator through a variety of media
- Dedicate at least 40 hours to engage your assigned novice educator in the cycle of continuous improvement through the following structured activities:
 - Goal Setting and Monitoring Progress
 - Problem solving and reflective discussions
 - Co-planning, Co-teaching a mini lesson/Co-leading a group
 - Co-analyzing student data
- Adhere to the Mentoring Confidentiality Agreement

Mentor Roles and Responsibilities (cont.)

Understanding the commitment: Mentors will be required to attend foundational and ongoing mentor training. Failure to attend trainings may result in the termination of the mentor’s assignment. Due to the intensive nature of high-quality support, mentoring should only overlap with NEST responsibilities under special circumstances.

Application and Selection: All interested educators must submit an application beginning in May 2016 (even if you have previously served as a mentor). Building principals will be contacted to provide a reference for applicants meeting the criteria set forth in the Mentor Description. Applicants must participate in an interview with the Mentor Program Leadership, and, if selected, will be assigned to a novice educator in consideration of administrator recommendation and novice educator needs. See **Appendices B – E** for mentor application and selection documents.

Training: Beginning with the 2016-2017 school year all district mentors will be required to attend a revised foundational training prior to their first year of service. Subsequent years of service as a mentor require participation in a re-calibration training. All mentors will also be required to attend quarterly mentor skills workshops. See “Mentor Professional Development” section below for more details. Two foundational training sessions will be offered each summer.

Service to Novice Educator: Mentors will focus their interactions engaging the novice educators in the continuous cycle of improvement through the coaching cycle, including co-planning, data analysis, etc. Monthly Mentor Agendas have been created by the district to guide your support efforts. Please see **Appendix F** for the Mentor Agenda and Contact Log links. The actual log entries will be submitted electronically.

Evaluation: Mentors will be evaluated by the Mentoring and Induction Program Leader for their completion of the mentoring program requirements as well as the quality of the mentoring relationship. Each Mentor will complete an end of the year interview with the Mentoring and Induction Program Leadership. The end of the year interview, mentor self-reflections, and program completion checklist will all be considered in the recommendation of continued mentoring service. Mentors who fail to complete the requirements or cultivate an effective mentoring relationship may be asked to discontinue mentoring or attend additional training. See **Appendices G & H** for mentor reflection and evaluation documents.

Mentor Professional Development

In alignment with the Illinois Induction Program Standards, the District will require the following professional development for all mentors assigned to new educators in their first and/or second year of teaching.

Standard 6: Mentor Professional Development

Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor’s work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

Standard 8: Formative Assessment

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

Appendix I provides the scope of new educator and mentor professional learning. More details on foundational and re-calibration training are listed below.

Mentoring 101: Foundational Training (2 days)

This training will be provided to teachers selected to serve as mentors. See below for the content of this training.

Foundational Training – Day 1	Foundational Training – Day 2
<ul style="list-style-type: none"> • Participants will develop a basic understanding of the Illinois Induction Program Standards and ISBE Program Expectations. • Participants will understand the purpose and expectations for mentor application & selection and professional learning. • Participants will explore the role of a mentor in new educator development. • Participants will develop strategies for building a trusting mentor/mentee relationship. • Participants will explore a variety of factors that affect the nature of the new educator and the mentoring relationship. • Participants will develop strategies to address challenges that occur within the mentor/mentee relationship. 	<ul style="list-style-type: none"> • Participants will understand the role of formative assessment in new educator development. • Participants will understand their responsibilities in service of new educators. • Participants will be prepared to assist new educators in developing professional goals. • Participants will develop their coaching language skills. • Participants will engage in a mock coaching cycle. • Participants will explore specific connections with the Danielson Framework for Teaching to improve New Educator Practice.

Mentoring 102: Quarterly Mentor Professional Learning

Quarterly sessions will be presented by the Mentoring and Induction Program Leader to maintain mentoring skills. Mentoring 102a-d are required for mentors serving first year new educators. Topics are based on supporting new educators through the coaching cycle.

- a. September: Classroom Environment / Lesson Planning Essentials
- b. October: The Mentoring Coaching Cycle / Coaching Language
- c. November: Using Data to Improve Instruction / Student Engagement
- d. January: Extending Your Mentoring Relationship (mentor choice)

Mentoring 201: Revisiting Mentor Roles and Responsibilities (1/2 day)

Mentors entering their second year of service will attend this session to dive deeper into strategies for supporting their assigned new educators. See below for the content.

Revisiting Mentor Roles and Responsibilities
<ul style="list-style-type: none"> • Effective use of Mentoring in Action tools and resources • Deepening an understanding of the Danielson Framework for Teaching to support new educator development

Mentoring 202: Mentor Ongoing Professional Learning

Two sessions will be presented by the Mentoring and Induction Program Leadership to maintain mentoring skills. Mentoring 202a-c are required for mentors serving new educators for a second year. Topics are an extension of supporting new educators through the Danielson Framework for Teaching.

- a. September: Extending Your Mentoring Relationship (mentor choice)
- b. September – January: New Educator workshop corresponding to focus topic (choose 1)
- c. February: Fostering Independence and Professionalism

New Educators

An effective Mentoring and Induction Program that is aligned with District/School Improvement and the Illinois Induction Program Standards includes New Educators who are receptive to the support they receive and active in learning and growing in the profession.

New Educator Roles and Responsibilities

General responsibilities:

- Participate actively in building level PLC team
- Learn and grow as a professional educator

Program Leader-related responsibilities:

- Complete New Educator professional learning requirements (orientation and induction)
- Participate in M&I Program Leadership Site Visit(s)

Site Administrator-related responsibilities:

- Follow building procedures
- Participate in administrator-led book study for new educators

NEST-related responsibilities:

- Attend monthly NEST meetings
- Know and utilize the services of your building NEST representative

Mentor-related responsibilities:

- Attend regularly scheduled meetings with mentor
- Set and work toward a professional learning goal
- Participate in the coaching cycle with mentor (live or virtual)
- Be open to constructive feedback
- Engage in problem solving and reflection with mentor
- Maintain open and honest communication

New Educator Professional Learning

Standard 7: Development of Beginning Teacher Practice

Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

New Educator Orientation: All new educators are required to attend the District Orientation prior to the start of the school year when they will begin service to the district.

Educators hired after the orientation or who are unable to attend any or all of the orientation for a pre-arranged reason must complete online modules covering the content of days one and two of the orientation. It will be the new educator's responsibility to obtain information from the building principal or other administrator regarding the topics covered on the third day of orientation.

Mentoring Program: Novice educators (with 0 years of previous experience) are part of the district mentoring program. Mentors will be assigned to novice teachers at a ratio of 1:1 whenever possible for a personalized experience. Novice educators will receive coaching on classroom management and instructional practices, observe their mentor or other teacher, and attend structured meetings with mentors to receive feedback, co-plan, analyze data, etc. as part of the mentoring program. The Mentor Contact Log template (completed by the mentor) is included in Appendix F to provide an understanding of the types of mentor contact that may occur.

Induction (Ongoing Professional Learning): The district will provide a comprehensive, tiered induction program for all new educators spanning a maximum of four years.

New Educator Orientation (3 days)

Mentoring and Induction Program Leadership will coordinate with District and Building Leaders to design and provide a comprehensive orientation. See below for orientation agenda. See sample schedule below.

New Educator Orientation – Day 1	New Educator Orientation – Day 2	New Educator Orientation – Day 3
7:45am – 3:15pm	7:45am – 3:15pm	7:45am – 3:15pm
<ul style="list-style-type: none"> • Welcome and Introduction to District • Technology Training <ul style="list-style-type: none"> ○ Distribution of teacher laptops • Meet your Mentor / NEST rep. • Anti-bullying overview • Overview of Support Systems <ul style="list-style-type: none"> ○ Professional Learning Communities ○ New Educator Support Team (NEST) ○ Mentoring Program ○ Ongoing Professional Learning 	<ul style="list-style-type: none"> • Breakfast with District Administrators and School Board • EAP Presentation • Parent Involvement • Teaching and Learning Overview • Union Leadership Presentation • Teaching and Learning Breakout Sessions 	<ul style="list-style-type: none"> • Building-level orientation with NEST / Administrator(s) • Classroom / Workspace Setup

Novice Educators 101: Mentoring Program for 1st Year Teachers

Mentors will be assigned to novice educators entering the district with 0 years of previous experience. The district will make every effort to assign mentors to novice educators at a ratio of 1:1. It is expected that mentors and novice educators follow the guidelines set forth in the Mentoring and Induction Guidebook for their professional interactions. A minimum of 40 contact hours (30 of those hours face-to-face) must be spent engaging in the cycle of continuous improvement.

New Educators 102: Workshops

New educators are required to complete a certain number of workshops to meet their conditions of employment. The number of workshops that you are required to attend is indicated on the form you signed during your intake. Generally, the requirements are as follows:

Hired prior to and attended orientation		Hired after and did not attend orientation	
0 years experience	4 workshops	0 years experience	6 workshops
1+ years experience	2 workshops	1+ years experience	4 workshops

Below is the listing of choices for New Educator Workshops. Please login to My Learning Plan for specific dates, times, and workshop descriptions.

Title	When
1. Classroom Management: Routines and Procedures (operations)	Sept, Oct
2. Classroom Management: Rules (behaviors)	Sept, Oct
3. Classroom Environment: Growth vs. Fixed Mindset	Sept, Oct
4. Classroom Environment: Trauma Informed Classroom	Sept, Oct
5. Instructional Technology: Computer and O365 Essentials	Sept, Oct
6. Instructional Technology: SMART notebook	Sept, Oct
7. Instruction – Student Engagement: Motivation and Challenge	Oct, Nov, Dec
8. Instruction – Student Engagement: Instructional Strategies	Oct, Nov, Dec
9. Instruction – Strategies for English Learners	Oct, Nov, Dec
10. Instruction – Using Assessment in Instruction: Formative Assessment	Nov, Dec, Jan
11. Instruction – Cooperative Learning Structures	Nov, Dec, Jan
12. Professionalism: Communicating with Families	Nov, Dec, Jan

New Educators 103: Book Study

Site administrators (principals, assistant principals, division chairs, etc.) may organize a book study appropriate to the theme of the induction program (e.g. Classroom Management).

Mentor/New Educator Assistance Process

The goal of the East Aurora District 131 Teacher Induction/Mentoring Program is to provide sustained support to new teachers throughout the school year. The goal of the assistance process is to ensure that new educators are receiving this support. There are many variables that can affect the degree of success attained between a mentor and a new educator. It takes time for a mentor/new educator partnership to develop.

As in any partnership, it is important to have patience, communicate clearly, listen, display empathy and respect, and try to understand each other. Unfortunately, some partnerships do not attain these qualities for a variety of reasons. After a reasonable amount of time, if significant problems exist, you may consider initiating the Mentor/New Educator Assistance Process. The steps in this process are listed below.

- Mentors and/or new educators who are experiencing difficulty should try to work through the problems together first.
- If the problems persist, the mentor and/or the new educator can initiate the Assistance Process by completing the form provided in the Mentoring and Induction Program Guidebook.
- Requests for assistance can be made any time after the first two weeks of school.
 - An effort must have been made by both parties to make accommodations necessary to maintain the mentor/new educator partnership.
- The Mentoring and Induction Program Leaders will assist both parties in trying to maintain the mentor/new educator partnership and will keep all interactions confidential.
- After the assistance, if necessary, either party can initiate the separation process by contacting the Mentoring and Induction Program Leaders.
 - Specific information regarding this can be obtained from the Mentoring and Induction Program Leaders.
 - The Mentoring and Induction Program Leaders will assign an interim mentor until a suitable permanent mentor can be found.

The result of this procedure will cause neither party to be held at fault or blame. In fact you will be respected for your courage, consideration, and efforts towards making the mentor/new educator relationship work well for everyone.

List of Appendices

- A. *Confidentiality Agreement*
- B. *Mentor Description*
- C. *Mentor Application*
- D. *Mentor Reference Form*
- E. *Mentor Assignment Notification*
- F. *Mentor Agendas and Contact Log (links)*
- G. *Mentor Self-reflection Tool*
- H. *Mentor Program Completion Checklist*
- I. *Mentoring and Induction Program Professional Learning*
- J. *Mentor / New Educator Assistance Process*

Appendix A

Confidentiality Agreement



District 131

Mentoring Confidentiality Agreement

We believe that the success of the mentor/new educator relationship depends on building trust and maintaining confidentiality. This means that the mentor’s job is non-evaluative in nature. The mentor is strictly prohibited from sharing any information about the new educator’s performance (good or bad) with any other school personnel. If there is any concern regarding this relationship, please contact Jen Dalrymple or Steve Megazzini, Mentoring and Induction Program Leaders, for assistance.

Please print

School:

Mentor Name:

Mentee Name:

(Mentor Signature)

(Date)

(New Educator Signature)

(Date)

(Principal Signature)

(Date)

Appendix B

Mentor Description



District 131 Mentor Description

Qualifications / Characteristics:

- Minimum 3 years of successful experience in a school setting
 - Demonstrates exemplary behavioral and classroom management
 - Overall rating of “excellent” or “proficient” on the most recent two evaluation cycles, with no instances of “needs improvement”
 - Sets and works toward professional goals
 - Uses student data to make informed instructional decisions
- Familiar with district policies and procedures
- Works well with other adults in personal and professional situations
- Exhibits strong listening and coaching skills
- Is a positive model for professional practices and continued learning
- Shows commitment to helping other teachers; is willing **and** able to commit to the requirements of the mentoring program
- Excellent interpersonal and communication skills
- A deep understanding of Danielson Framework for Teaching

Responsibilities:

The mentoring relationship focuses on assisting the novice educator with effective professional practices. To do this, Mentors are required to

- Complete mentor professional learning requirements (foundational and ongoing training)
- Be open and available for communication with new educator through a variety of media (email, phone, in-person, etc.)
- Dedicate at least 40 hours to engage your assigned new educator in the cycle of continuous improvement through the following structured activities:
 - Goal Setting and Monitoring Progress
 - Problem solving and reflective discussions
 - Co-planning
 - Co-teaching a mini lesson/Co-leading a group
 - Co-analyzing student data
- Adhere to the Mentoring Confidentiality Agreement
- Maintain mentor logs
- Self-reflection (3x per year)

Compensation:

Mentors will receive a total payment of \$1,080 for required training and service to their New Educator. Payment will be disbursed in two equal payments, one in December and one in May.

Evaluation:

Mentor evaluation and recommendation for continuation of service will be based on the following:

- Mentor contact log (completion and quality)
- Successful completion of Mentor requirements (service hours and professional learning)
- End-of-year interview with M&I Program Leadership

Appendix B

Mentor Application



District 131 Mentor Application

Thank you for your interest in providing mentoring support to a new educator in District 131. Please refer to the Mentor Program Guidebook (© 2016) for a full description of mentor roles and responsibilities. Completion of this application makes you eligible to interview for a mentoring position, but does not guarantee placement. Your direct supervisor will also be contacted as a reference. Matches will be determined by the needs of New Educators.

Part 1: Applicant information

Name: _____ School: _____ Grade Level/ Position: _____

<input type="checkbox"/> General Education	<input type="checkbox"/> Bilingual	<input type="checkbox"/> Sheltered	<input type="checkbox"/> Special Education	<input type="checkbox"/> Student Services
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Part 2: Qualifications

Please check all that apply.

_____ Years of experience in education. _____ Years of experience in District 131

I have completed EA Mentor Training. (list most recent year) _____

I have previously served as a mentor in D131. (list most recent year) _____

Part 3: Interest

What is your personal philosophy of what it means to be a mentor and why are you interested in fulfilling this role?

Please describe your personal / professional characteristics and experiences that will allow you to be a successful

mentor. Provide a specific example of a time when you coached or mentored a colleague.

Describe your ability to handle stressful or uncomfortable situations with colleagues. Provide a specific example and how what you learned will help you be a successful mentor.



Appendix C

Mentor Reference Form



District 131 Mentor Applicant Reference

The educator listed below has expressed interest in becoming a mentor in District 131. Please take a few moments to complete the questions below regarding your assessment of his/her potential to be a successful mentor. Thank you!

Applicant information

Name: _____ School: _____ Grade Level/ Position: _____

Administrator reference

Please rate the applicant on the following characteristics of effective mentors.

Characteristic	4 – applicant is a model for others	3 – applicant is proficient	2 – applicant works diligently to improve in this area	1 – applicant does not exhibit this characteristic positively	1 E – I have insufficient evidence of this characteristic in the applicant
Maintains respectful and trusting relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models continuous learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective professional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in reflective practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates discretion in dealing with confidential matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows through with commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify the applicant's performance. Check all that apply.

Quality of Work		Organizational Abilities	
Consistent <input type="checkbox"/>	Incomplete <input type="checkbox"/>	Manages time well <input type="checkbox"/>	Disorganized (physical space/materials) <input type="checkbox"/>
Detail Oriented <input type="checkbox"/>	Does not follow procedures <input type="checkbox"/>	Organized (physical space/materials) <input type="checkbox"/>	Inefficient use of time <input type="checkbox"/>
Work Ethic		Other	
Collaborative <input type="checkbox"/>	Easily Overwhelmed <input type="checkbox"/>	Decisive <input type="checkbox"/>	Inappropriate <input type="checkbox"/>
Interdependent <input type="checkbox"/>	Solitary <input type="checkbox"/>	Results-Oriented <input type="checkbox"/>	Impulsive <input type="checkbox"/>
Dedicated <input type="checkbox"/>		Solution-Focused <input type="checkbox"/>	Generally Negative <input type="checkbox"/>
Motivation		Has growth mindset <input type="checkbox"/>	
Self-Starter <input type="checkbox"/>	Disinterested <input type="checkbox"/>	Dependability	
Committed <input type="checkbox"/>	Dissatisfied <input type="checkbox"/>	Available <input type="checkbox"/>	Frequently absent <input type="checkbox"/>
Enthusiastic <input type="checkbox"/>		Reliable <input type="checkbox"/>	
Energetic <input type="checkbox"/>		Professional Relationships	
General Skills		Supportive <input type="checkbox"/>	Judgmental <input type="checkbox"/>
Innovative <input type="checkbox"/>	Out-dated <input type="checkbox"/>	Flexible <input type="checkbox"/>	Disagreeable <input type="checkbox"/>
Data-Literate <input type="checkbox"/>		Constructive <input type="checkbox"/>	
Tech Savvy <input type="checkbox"/>			
Provide an overall rating for the applicant based on a 1-10 Likert Scale with 1 being the lowest rating and 10 being the highest.			
1 2 3 4 5 6 7 8 9 10			

Please provide any additional comments that are relevant to the possible selection and assignment of this applicant as a mentor teacher.

Appendix D

Mentor Assignment Notification



District 131 Mentor Assignment Notification

Congratulations, _____!

You have been selected to serve as a mentor for the _____ - _____ school year. Please see below for information about your new educator as well as your mentor training requirements. Please initiate contact with your new educator as soon as possible after receiving this notification.

New Educator Profile			
Name/Title		Building(s):	
Contact Information		Years of Experience	0 1 2

Given your previous experience as a mentor, you will be expected to complete the following **Mentor Professional Learning**:

- Mentoring 101 Mentoring 201 Mentoring 301
- Mentoring 102 a b c d Mentoring 202 a b Mentoring 302 a b

Mentor Agreement 2016-2017

Name: _____

New Educator: _____

Building: _____

Mentor understandings and commitments: (please initial)

_____ I understand that my role as a mentor is non-evaluative.

_____ I understand that I am not permitted to share any information, good or bad, regarding my assigned new educator's progress with any administrator (other than through documentation required to be submitted to the Mentoring and Induction Program Leader).

_____ I understand the expectations of my performance as a Mentor (according to the Mentoring and Induction Program Guidebook) and have been shown my evaluation instrument.

_____ I commit to one full year of service to my assigned new educator as outlined in the "service to new educator" section of the Mentoring and Induction Program Guidebook.

_____ I understand that the declaration of a mentor/mentee mismatch by the M&I Program Leadership will terminate my service with the assigned new educator. I will be compensated proportionately to the services rendered.

_____ I understand that failure to meet my Mentor Professional Development requirements as outlined above may result in the termination of my service as a mentor and/or reduction of my mentor compensation.

_____ I accept the Mentor assignment as outlined and commit to serving my assigned new educator to the best of my ability.

Mentor Signature

Date

Mentoring and Induction Program Leader Signature

Date

**Please retain the signed original for your records.
Scan / mail a signed copy to M&I Program Leader:**

**Jen Dalrymple
Administrative Service Center
231 E. Indian Trail
Aurora, IL 60505
jdalrymple@d131.org**

Appendix E

Mentor Agendas and Contact Log



District 131

Mentor Agendas and Contact Log

Mentors will be asked to submit an electronic contact log before the first Friday of each month, unless otherwise noted. The log will include questions and reflections based on the monthly mentoring agendas. Please refer to the table below for the agendas, logs, and due dates. Content of the agendas and mentor logs may change. Please access the most current version through the hyperlinks below on the first day of each month. (i.e. The August agenda and log should be accessed on August 1st.)

Monthly Mentor Agenda	Monthly Mentor Log	Mentor Log Due Date
August	August	September 8, 2017
September	September	October 6, 2017
October	October	November 3, 2017
November	November	December 8, 2017
December	December	January 12, 2018
January	January	February 2, 2018
February	February	March 9, 2018
March	March	April 6, 2018
April	April	May 4, 2018
May/June	May/June	June 8, 2018

NOTE: Additional hyperlinks will be added as agendas and contact logs are created and approved by the Mentoring and Induction Committee.

Appendix F

Mentor Self-Reflection Template



Mentor Self-Reflection

To be completed by mentors and submitted to M&I Program Leader.

1st week of November

1st week of February

May 10th

Mentor Expectations	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
Availability	I am always available to the new educator. I frequently initiate contact with the new educator. I plan regular mentor sessions.	I am usually available whenever the new educator has concerns. I initiate several contacts with the new educator.	I am sometimes available when the new educator has concerns. I initiate some contact with the new educator.	I am rarely available to meet with the new educator. I initiate no contact with the new educator.
Coaching Cycle Activities: Co-planning Co-teaching/demo lessons Co-leading groups (StuServ) Co-analyzing student data	I engage the new educator in the cycle of continuous improvement through a variety of activities more than twice during the school year.	I engage the new educator in the cycle of continuous improvement through a variety of activities twice during the school year.	I partially engage the new educator in the cycle of continuous improvement through some of the activities throughout the year or I complete one full cycle.	I engage the new educator in portions of the cycle of continuous improvement through some of the activities throughout the year.
Problem Solving	I frequently lead the new educator into discovering possible solutions to problems on his or her own through asking questions and making suggestions.	I suggest several ideas or possible solutions to the new educator. I occasionally lead the new educator into discovering solutions and answers on his or her own by asking questions of the new educator.	I suggest several ideas or possible solutions to the new educator, but when asked for advice, I often explain how I would handle the situation.	When asked for advice, I exclusively try to solve problems by telling the new educator how I would have handled the situation.
Reflective Questions	I frequently take the opportunity to ask reflective questions of the new educator. I utilize reflective questioning skills to invite the new educator to look at his or her teaching practices with an eye for improvement. Evidence of extensive reflection in the Mentor Logs.	I ask questions to clarify the actions of the new educator and occasionally take the opportunity to ask reflective questions of the new educator. Evidence of some reflection in the Mentor Logs.	I ask questions to clarify the actions of the educator but infrequently extended the questioning to include reflection on teaching practices. There is little evidence of reflection in the Mentor Logs.	I do not invite the new educator to reflect on his or her teaching. I impart my knowledge rather than asking questions. There is no evidence of reflection in the Mentor Logs.
Confidentiality	Topics and discussion from mentoring sessions are not shared with other staff or administration, even if asked. Observation notes become the sole property of the new educator following reflective conferences.	Topics and discussion from mentoring sessions are not shared with other staff or administration. Observation notes become the sole property of the new educator following reflective conferences.	Topics and discussion from mentoring sessions are not shared with other staff or administration.	I am unfamiliar with the Mentoring Confidentiality Agreement.

Feedback	I observe the new educator at least twice each semester. I provide constructive peer coaching feedback that is specific and evidence based in a timely manner. The feedback is designed to increase the new educator's professional skills by reinforcing observed best practices. Feedback also includes reflective questions centered on areas for improvement.	I observe the new educator at least once each semester. I provide constructive peer coaching feedback that is specific and evidence based in a timely manner. The feedback is designed to increase the new educator's professional skills by reinforcing observed best practices. Feedback also includes reflective questions centered on areas for improvement.	Feedback for the new educator is based on information gathered without observation. I provide constructive feedback, reinforcing best practices.	Any feedback to the new educator is not based on observations or contact with the new educator. Feedback consists mostly of me telling how I would handle a situation. Or feedback is not given to the new educator.
Encouragement	I frequently encourage the new educator to try new things, expand his or her professional skills and become actively involved with students, parents and staff. I model a positive attitude toward the school, the district and the community at large.	I occasionally encourage the new educator to try new things, expand his or her professional skills and become actively involved with students, parents and staff. I model a positive attitude toward the school, the district and the community at large.	I encourage the new educator to keep up his or her hard work and efforts.	I provide little or no encouragement to the new educator.

Appendix G

Mentor Program Completion Checklist



District 131

Mentor Program Completion Checklist

First-year Mentor

Mentor: _____

Building: _____

Years of Mentoring Service: _____

Grade / Position: _____

Mentors are required to provide 40 hours of service to their assigned Novice Educator. These 40 hours should be spread over the course of the entire school year. Records of such service are submitted via the Mentor Contact Log. A self-reflection must also be submitted 3 times per year.

Check point	# of Mentor logs completed	# of Hours completed	Self-reflection completed	
November			<input type="checkbox"/> YES	<input type="checkbox"/> NO
February			<input type="checkbox"/> YES	<input type="checkbox"/> NO
May			<input type="checkbox"/> YES	<input type="checkbox"/> NO

Mentors are required to attend both foundational and ongoing professional learning. The table below lists the sessions that were completed during the 2017-2018 school year.

Foundational	Foundational	Quarterly	Quarterly	Quarterly	Quarterly
<input type="checkbox"/> 101 – day 1	<input type="checkbox"/> 101 – day 2	<input type="checkbox"/> 102a	<input type="checkbox"/> 102b	<input type="checkbox"/> 102c	<input type="checkbox"/> 102d
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____

(Mentor Signature)

(Date)

(M&I Program Leader Signature)

(Date)

Appendix H

Mentoring and Induction Program

Professional Learning

Tentative - Mentoring & Induction Program Professional Learning 2017-2018

Month	New Educators	1 st Year Mentors	2 nd Year Mentors
July		Mentor Training – Foundational (2days) 9:00am – 3:00pm (each day) July 20-21, 2017	Mentor Training – Foundational (1/2 day) 9:00-11:30am OR 12:30-3:00pm July 19, 2017
August	Orientation 7:45am-3:15pm (each day) August 15-17, 2017 New Educator Support Series 9:00am-3:00pm (each day) Classroom Environment – August 7, 2017 Classroom Management – August 8, 2017 Student Engagement – August 17, 2017	Mentor Training – Foundational (2days) 9:00am – 3:00pm (each day) August 1-2, 2017	Mentor Training – Foundational (1/2 day) 9:00-11:30am OR 12:30-3:00pm August 3, 2017
September 3:45-5:45pm (unless otherwise noted)	Classroom Management: Routines & Procedures September 7, 2017 Classroom Management: Rules September 14, 2017 Instructional Technology: Computer & O365 Essentials September 20, 2017 Classroom Environment: Fixed v. Growth Mindset September 21, 2017 Classroom Environment: Trauma Informed Practices September 27, 2017 Instructional Technology: SMART Notebook September 28, 2017	Classroom Environment / Lesson Planning Essentials September 6, 2017 OR September 12, 2017	Extending Your Mentoring Relationship (Choose 1) Classroom Environment – September 13, 2017 Assessment & Feedback – September 19, 2017 Student Engagement – September 26, 2017

Tentative - Mentoring & Induction Program Professional Learning 2017-2018

Month	New Educators	1 st Year Mentors	2 nd Year Mentors
<p>October 3:45-5:45pm (unless otherwise noted)</p>	<p>Classroom Management: Routines & Procedures October 3, 2017 Instruction – Student Engagement: Motivation & Challenge October 5, 2017 Classroom Management: Rules October 11, 2017 Classroom Environment: Trauma Informed Practices October 12, 2017 Classroom Environment: Fixed v. Growth Mindset October 18, 2017 Instructional Technology: Computer & O365 Essentials October 19, 2017 Instructional Technology: SMART Notebook October 24, 2017 Instruction – Student Engagement: Instructional Strategies October 25, 2017 Instruction – Strategies for English Learners October 26, 2017</p>	<p>The Mentoring Coaching Cycle / Coaching Language October 4, 2017 OR October 17, 2017</p>	

Tentative - Mentoring & Induction Program Professional Learning 2017-2018

Month	New Educators	1 st Year Mentors	2 nd Year Mentors
<p>November 3:45-5:45pm (unless otherwise noted)</p>	<p>Instruction – Student Engagement: Motivation & Challenge November 1, 2017 Instruction – Student Engagement: Instructional Strategies November 2, 2017 Instruction – Strategies for English Learners November 7, 2017 Instruction – Using Assessment in Instruction: Formative Assessment November 8, 2017 Instruction – Cooperative Learning Structures November 9, 2017 (PK-5) November 16, 2017 (6-12)</p>	<p>Using Data to Improve Instruction / Student Engagement November 14, 2017 OR November 15, 2017</p>	
<p>December 3:45-5:45pm (unless otherwise noted)</p>	<p>Instruction – Student Engagement: Motivation & Challenge December 5, 2017 Instruction – Using Assessment in Instruction: Formative Assessment December 7, 2017</p>		

Tentative - Mentoring & Induction Program Professional Learning 2017-2018

Month	New Educators	1 st Year Mentors	2 nd Year Mentors
<p>December (cont.) 3:45-5:45pm (unless otherwise noted)</p>	<p>Instruction – Student Engagement: Instructional Strategies December 12, 2017 Instruction – Strategies for English Learners December 13, 2017 Professionalism: Communicating with Families December 14, 2017 Instruction – Cooperative Learning Structures December 19, 2017 (PK-5) December 20, 2017 (6-12)</p>		
<p>January 3:45-5:45pm (unless otherwise noted)</p>	<p>Instruction – Cooperative Learning Structures January 9, 2017 (6-12) January 10, 2017 (PK-5) Instruction – Using Assessment in Instruction: Formative Assessment January 11, 2017 Professionalism: Communicating with Families January 17, 2017</p>	<p>Extending Your Mentoring Relationship (Choose 1) Classroom Environment – January 16, 2017 Assessment & Feedback – January 23, 2017 Student Engagement – January 30, 2017</p>	
<p>February 3:45-5:45pm (unless otherwise noted)</p>			<p>Fostering Independence & Professionalism February 6, 2017 OR February 7, 2017</p>

Appendix I

Mentor / New Educator Assistance Request



District 131

Mentor / New Educator Assistance Request

There are many variables that can affect the degree of success attained between a mentor and a new educator. It takes time for a mentor/new educator partnership to develop. As in any partnership, it is important to have patience, communicate clearly, listen, display empathy, respect, and try to understand each other. After a reasonable amount of time, if significant problems exist, you may consider submitting this request for assistance to the Mentoring and Induction Program Leaders. *A request can occur any time after the first two weeks of school and can be initiated by the new educator, mentor, or both parties mutually.*

New Educator _____ School/Position _____

Mentor _____ School/Position _____

Date _____

Request for assistance is being made by: New Educator _____ Mentor _____

What are your reasons for seeking assistance with this partnership?

What steps/accommodations have been made by both parties to try to maintain the mentor/new educator partnership?

We understand that after review of this request for assistance, the Mentoring and Induction Program Leaders will be in contact to gather more information, discuss this matter, and to make appropriate recommendations for a solution.

Signature of person(s) filing this request for assistance:

Date _____

Date _____