



Illinois State Board of Education

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Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

February 20, 2009

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D.
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): Grants for the Beginning
Teacher Induction Pilot Program

General Information

Eligible Applicants: Eligible applicants include school districts, public university laboratory schools approved by the Illinois State Board of Education, charter schools, cooperatives and other joint agreements with a governing body or board of control, and regional offices of education or state agencies that operate one or more schools.

A partnership made up of any combination of the entities described above or a partnership made up of one or more such entities and one or more institutions of higher education, professional associations, regional offices of education, or not-for-profit providers of educational services may also apply.

Grant Award: Approximately \$2.5 to \$3 million will be available for grants under this program. The amount of individual grant awards will vary according to the number of teachers to be served and the type of program to be proposed, as discussed under "Background and Program Specifications," beginning on page 2.

Grant Period: The grant period will begin no sooner than April 1 and will extend from the execution date of the grant until August 31, 2009. It is the intention of the Illinois State Board of Education to fund grantees for two additional years (FY 2010 and FY 2011). Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Mail the original and four copies to Patrick Murphy, Illinois State Board of Education, 100 North First Street, E-310, Springfield, Illinois 62777-0001, to ensure receipt no later than March 23, 2009.

Proposals also may be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Contact Person: For more information on this RFP, contact Phyliss Jones or Diane Lacopo at 217-782-2948.

Background and Program Specifications

Nearly half of all new teachers leave the classroom within their first five years of service and in some Chicago schools, that figure is as high as 75 percent. These repeated vacancies cause school districts significant expenses for advertisement, recruitment, orientation, and professional development. According to one estimate, Illinois school districts now spend more than \$224 million annually because of turnover among teachers.

Induction, a menu of professional support services for beginning teachers that typically includes mentoring, professional development, and assessment of teaching practice, has proven to be one of the most effective tools in retaining new teachers and improving their skills. High-quality induction programs can cut attrition in half and improve new teachers' effectiveness.

Article 21A of the School Code (105 ILCS 5/21A) sets forth the requirements for the New Teacher Induction and Mentoring Program. Under that program, eligible public schools may receive up to \$1,200 for each new teacher, provided that it has a plan for mentoring and induction that meets the requirements of Article 21A (see <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+21A&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%2F&ChapterID=17&ChapterName=SCHOOLS&SectionID=17474&SeqStart=134800000&SeqEnd=135600000&ActName=School+Code%2E>).

In years when the appropriation is insufficient, however, the Illinois State Board of Education makes grants available on a competitive basis to establish a Beginning Teacher Induction Pilot Program (see Section 21A-25(3) of the School Code and administrative rules governing the program found at 23 Ill. Adm. 65; <http://www.isbe.net/rules/archive/pdfs/65ARK.pdf>). Under this effort, each proposed program must be based on a plan that at least does all of the following.

- Assigns a mentor teacher to each new teacher for a period of at least two years.
- Aligns with the following:

- content-area standards for fields of certification that are specific to the qualifications required of the teacher being mentored (see Illinois State Board of Education's rules at Parts 26 and 27; <http://www.isbe.net/rules/archive/default.htm>);
- Illinois Professional Teaching Standards (see agency rules at Part 24; <http://www.isbe.net/rules/archive/pdfs/24ark.pdf>); and
- The employing entity's school improvement and professional development plans, if any.
- Addresses all of the following elements and how they will be provided:
 - Mentoring and support of the new teacher;
 - Professional development specifically designed to ensure the growth of the new teacher's knowledge and skills; and
 - Formative assessment designed to ensure feedback and reflection, which must not be used in any evaluation of the new teacher.
- Describes the role of the mentor teachers, the criteria and process for their selection, and how they will be trained, provided that each mentor teacher must demonstrate the best practices in teaching his or her respective field of practice.

As an example of the type of induction and mentoring programs that may be considered, applicants may propose programs that are similar to those that have been approved as the basis for issuing the standard certificate (see Section 25.910 of rules governing Certification at <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>) or may foster the implementation of more intensive models and study their results.

Each program funded under the induction pilot program must provide the following:

- mentoring for new teachers that is provided by experienced teachers who have received training to equip them for this role;
- professional development for the participants based, at least in part, upon the needs identified in each new teacher's individual induction plans, as well as professional development for mentors and administrators who have roles in the program; and
- formative assessment of new teachers' performance with respect to the content-area standards relevant to each new teacher's respective field of assignment and the Illinois Professional Teaching Standards.

Beginning Teacher Induction Pilot programs are required to serve no fewer than 10 new teachers, and all teachers served with grant funds must be in their first year of teaching. See the list of eligible certificates below which teachers served must hold. No program may serve more than 75 new teachers unless a specific rationale is provided that demonstrates that each new teacher in the program will receive comparable and adequate attention and support (see item (3)(b) under "Proposal Format," pages 5 and 6).

Each program funded must be designed to ensure that each new teacher spends no less than one and a half hours per week in contact with the mentor assigned to him or her, either on a one-on-one basis or in another configuration. This will include both classroom observation of the new teacher by the mentor and other interactions between these individuals. A mentor teacher may not directly or indirectly participate in the

evaluation of a new teacher pursuant to Article 24A of the School Code (105 ILCS 5/24A) or in the evaluation procedure of the public school.

First-year teachers eligible to participate in the induction pilot programs are those who hold the initial early childhood (Type 04), initial elementary (Type 03), initial secondary (Type 09), and initial special (Type 10) or any of the following:

- the provisional early childhood (Type 05),
- initial alternative elementary (Type 22),
- initial alternative secondary (Type 24),
- initial alternative special (Type 28),
- provisional elementary (Type 30),
- provisional secondary (Type 31),
- provisional special (Type 33), and
- initial alternative early childhood (Type 44).

Fiscal Information

Approximately \$2.5 million to \$3 million is available for grants under the Beginning Teacher Induction Pilot Program for FY 2009. Grant awards will vary in range due to the disparity in the size of these programs and number of mentors to be trained exclusive of local match as specified below.

Grant funds may be used for costs directly related to allowable activities of the program, including:

- the cost of substitute teachers for mentor training;
- the cost for professional development for mentors and administrators;
- the cost for planning meetings, materials, supplies, and equipment to begin training mentors; and
- other services or activities necessary to the induction pilot project.

As a condition of funding under this program, each recipient will be required to provide funds or other resources for a portion of its project as local match. The percentage of the local match will be determined using the following scale.

Percentage of Students Eligible for Free or Reduced-Price Meals	Required Match
Above 75 percent	5 percent of program costs
51-75 percent	10 percent of program costs
26-50 percent	15 percent of program costs
25 percent or lower	20 percent of program costs

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

- ___ **1. Cover Page (Attachment 1):** Must be signed by the school district superintendent or official authorized to submit the proposal. If the applicant is a partnership, the superintendents of all participating districts and the officials authorized by all other participating entities are required to sign the proposal. The entity that will serve as fiscal agent must be designated.

- ___ **2. Proposal Abstract (Attachment 2) (limit to one page):** Describe the overall scope and nature of your project. Indicate whether your proposal will be based on an innovative or intensive approach or on a model more similar to those that have been approved for the issuance of a standard certificate.

- ___ **3. Induction and Mentoring Plan:** Respond to each of the following in the order in which they are presented below.
 - a. **Program Design.** Identify the schools in which the program will be conducted. Estimate the number of teachers to be recruited for the program. If more than 75 new teachers are to be served, provide a rationale for the size of the group and specific information demonstrating that each new teacher will receive comparable and adequate attention and support.

Describe the policies and practices that will be employed to enable both mentors and new teachers to effectively participate in the program. Discuss the plans for and the timeline of orientating new teachers to the program. Provide detail about the process for assessing the practice of new teachers, both initially and as the teacher progresses through the program, and the steps to be taken to ensure those results become the basis for the professional development and support provided. Also describe how results will be shared with individual teachers to help them improve their practices.

Discuss the process to be used to ensure that the professional development provided is aligned to the applicable content-area standards and the Illinois Professional Teaching Standards, and that issues of pedagogy, classroom management, and content knowledge are incorporated.

If the program involves multiple partners, describe the responsibilities and contributions of each participating entity.
 - b. **Mentor Recruitment and Support.** Indicate the number of administrators and mentors to be involved. Explain how the time necessary for participation will be made available. Discuss the qualifications and

experience to be required of mentors and how these individuals will be recruited.

Provide a discussion of the plan for the orientation and ongoing training for the mentors and for the administrators who will be involved in the program. Describe how the program will establish a “community of mentoring practice” to share experiences and strategies, and provide support among mentors in the program.

- c. **Evaluation.** Describe the nature and frequency of mentors’ evaluation of the recipient teachers’ practice and how those will be used to evaluate the effects of particular initiatives and components of the program. Describe the other data to be collected and methods to be used in the conduct of the evaluation. Include a system for tracking the continued services of teachers served after the project ends so that longitudinal data can be compiled.
- d. **Leadership and Direction.** Describe how the program will be organized and coordinated, including the qualifications and role of each administrator who will play a part in the program, whether on site in a particular school or of a more comprehensive nature. Describe the proposed strategies that will provide oversight of the program and how they address each of the elements outlined in criterion for review (4)(c), “Leadership and Direction,” page 8.

- ___ **4. Objectives and Activities (Attachment 3):** Use the form provided to list the objectives and activities of the proposed project in a time-specific format.
- ___ **5. Evaluation Design:** Describe the specific methods to be used for collecting and maintaining information related to your induction and mentoring program. You should also describe any aspects of your program whose effectiveness will be specifically measured and the methods by which program improvements will be identified and implemented.
- ___ **6. Budget Summary and Payment Schedule (Attachment 4A) and Budget Summary Breakdown (Attachment 4B):** Must be submitted on the form provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated. Display your program costs *exclusive* of local match.

The Budget Summary Breakdown must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary and Payment Schedule. Must include subcontract information, if applicable (see item 7 of the document titled “Certifications and Assurances, and Standard Terms of the Grant,” Attachment 7).

- **8. Terms of the Grant (Attachment 6) and Certifications and Assurances (Attachments 7):** Each applicant, *including each entity that is participating in a joint application*, is required to submit the certification forms attached (“Beginning Teacher Induction Pilot Program-Specific Terms of the Grant” and “Certifications and Assurances, and Standard Terms of the Grant”). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

- **9. Letter of Support:** Include a letter from the authorized representative of the collective bargaining unit (if applicable) that indicates the unit’s concurrence with the applicant’s submission of the proposal for the proposed induction and mentoring program.

Criteria for Review and Approval of Proposals

Applications will be evaluated in accordance with the following criteria. When considering substantially equal proposals, the State Superintendent of Education will give preference to programs that will take place in hard-to-staff schools, i.e., Illinois public schools that rank in the upper third among public schools of their type (elementary, middle, secondary) in terms of the rate of attrition among teachers.

1. Program Design (45 points)

- a. The proposal identifies specific practices and policies, such as reduced course load for mentors, release time, and access to resources, that will permit the participants in the program to devote the necessary time to induction and mentoring.
- b. The proposal describes plans for timely orientation of the new teachers to the induction program and for a formal network of the novice colleagues that will provide them with ongoing learning opportunities and support.
- c. The proposal clearly articulates methods for collecting evidence related to the new teachers’ practice and describes how that information will be used in planning for professional development and other support for the new teachers.
- d. The proposal includes specific plans for incorporating issues of pedagogy, classroom management, and content knowledge into professional development for the new teachers and for ensuring alignment of this material with the Illinois Professional Teaching Standards, the participants’ specific identified needs, and local instructional priorities.
- e. The proposal presents coherent allocation and scheduling of the participants’ time and is cost-effective in light of the level of resources requested and the number of new teachers to be served.

2. Mentor Recruitment and Support (25 points)

- a. The proposal describes a comprehensive strategy for recruiting and training experienced teachers who are suited to the role of mentors, including:
 - the involvement of parties with an interest in teacher quality and retention;

- thorough outreach and communication regarding the availability of positions for mentors;
 - clear criteria for the skills and experience sought; and
 - consideration of multiple sources of information in identifying the candidates to be selected.
- b. The proposal provides for formal orientation of the mentors selected, for fundamental training of these individuals at the beginning of the program, and for professional development during the course of the program that is designed to strengthen their ability to employ mentoring tools, protocols, and formative assessment in response to the needs of beginning teachers.
 - c. The proposal describes a systematic approach to establishing a “community of mentoring practice” that will enable the participating mentors to share experiences and strategies and support each other’s work within the induction program.

3. Evaluation Design (20 points)

- a. The proposal identifies information to be collected and reported on the performance and retention of new teachers that will add to an understanding of the effects of more intensive induction programs as compared to the results of more typical models.
- b. The proposal suggests how the effects of particular initiatives or components of the program will be measured.
- c. The applicant proposes a method for tracking the continued service of the teachers served after the project ends so that longitudinal data can be compiled.

4. Leadership and Direction (10 points)

- a. The proposal demonstrates that the individuals who will direct or coordinate the induction program have experience in this endeavor or a commitment to it, as evidenced by their history of involvement or professional development.
- b. The management structure described is appropriate to the scope and complexity of the program, the specific responsibilities of the on-site administrator are evident, and the roles and contributions of collaborating entities, if any, are clearly delineated.
- c. The proposal includes strategies that will be used in providing oversight for the program to permit ongoing analysis of its effectiveness, necessary programmatic modifications, integration of various relevant professional development plans, and communication structures that respect the need for confidentiality when applicable.