

## **Induction and Mentoring Programs**

The induction and mentoring program must be approved by the Illinois State Board of Education in consultation with the State Teacher Certification Board and include three components: observation of the new teacher's classroom practice by an experienced teacher, review and analysis of written documentation prepared by the new teacher, and reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards.

Only two-year induction and mentoring programs that meet the requirements for approval may be used for eligibility for the Standard teaching certificate. There is an exception for teachers who were issued Initial teaching certificates prior to September 1, 2007. Those teachers may use a one-year induction and mentoring program. Teachers can transfer between approved programs.

Time teachers spent in induction and mentoring programs prior to the program's approval may be creditable if the requirements listed below are met.

To see a list of approved programs, click on "Professional Development Providers" from [www.isbe.net](http://www.isbe.net) and on the next page, "Professional Development Provider System" and then "Enter as a Guest."

### **Initial Certificate Holders--Induction and Mentoring Program**

The Initial certificate holder must ensure that the program has been approved before submitting the Statement of Assurance. Only participation in approved programs is creditable for this purpose.

New teachers who participate in an approved induction and mentoring program will receive

- formal mentoring from an experienced teacher;
- three observations with prior preparation;
- a response from the mentor with feedback, suggestions, and techniques for each observation;
- opportunities for contact so that the new teachers have professional and social support in the school environment;
- orientation to the school improvement and professional development plans that apply;
- help in understanding their employer's expectations regarding the Illinois Professional Teaching Standards and the relevant content-area standards;
- at least one opportunity each semester to observe experienced teachers and discuss aspects of teaching practice with these teachers or to participate in workshops, conferences or similar events or trainings to increase the teacher's skills relative to the Illinois Professional Teaching Standards or their area of certification or assignment;
- a review from the mentor with written feedback on at least one of their written reflections on their teaching practice for each quarter of a school year.

### **Evidence of Completion for Induction and Mentoring Program**

The approved provider is responsible for issuing the evidence of completion form from the provider website. The form must be signed by an administrator of the program.

## **Requirements for Applicants Seeking Approval of an Induction and Mentoring Program**

A single district or two or more school districts or other organizations or entities may jointly offer a program. Applicants seeking approval must submit an online application through the Professional Development Provider System at [www.isbe.net](http://www.isbe.net). The application must demonstrate that the requirements listed below will be met. To get to the provider application, click on “Professional Development Providers” from our main page [www.isbe.net](http://www.isbe.net). On the next page, click on “Professional Development Provider System.” If you are already an approved provider for workshops or conferences for CPDUs or one of the approved courses, you may use your existing login and password. Otherwise, you must create a login and password and a provider account.

The mentors and their assigned teachers must have contact so that the new teachers have professional and social support in the school environment. The program must orient teachers to the school improvement and professional development plans that apply and help them understand their employer’s expectations with regard to the Illinois Professional Teaching Standards and relevant content-area standards.

New teachers must have at least one opportunity each semester to participate in professional development activities that involve

- observing experienced teachers and discussing with them aspects of their teaching practices; and
- participating in workshops, conferences, symposia, seminars or other similar training events designed to increase their knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards relevant to their areas of certification or teaching assignment.

The program must collect and maintain information for evaluation and that will contribute to an overall assessment of the effectiveness of the induction and mentoring including

- the length of time the new teachers remain employed as teachers (if known) or remain employed as teachers in the district in which they were mentored;
- the percentage of new teachers who were rated “satisfactory” or “excellent” each year since completing the program;
- any savings realized in the cost of recruiting new teachers due to increased retention; and
- any decrease in the number or percentage of teachers teaching outside their respective fields.

## **Mentors**

Mentor teachers must hold or have retired while holding a Standard or Master certificate that should, to the extent possible, be the same type of certificate held by the new teachers to whom they are assigned. Mentors cannot be assigned to more than five new teachers during any given school year and must complete a training program that addresses

- content knowledge and pedagogy,
- adult learning theory,
- verbal and non-verbal communication skills,
- attributes and styles of positive critiques,
- classroom observation skills related to assessment of performance,
- strategies for providing constructive feedback and social support,
- problem-solving skills, and
- formative assessment and self-assessment.

### **Mentor Responsibilities**

The mentor teacher must set up a sequence of sessions with no fewer than three observations, all of which may be conducted electronically through videoconferencing or videotaping. The mentor must

- prepare the new teacher prior to the classroom observation;
- observe the new teacher's teaching practice;
- provide feedback, suggestions, and techniques after the observations.

The mentor must provide in writing

- feedback after observing the new teacher's performance, and
- an analysis of the teacher's written reflections on his or her teaching practices focusing on relevant Illinois Professional Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to issues identified in the feedback from the mentor teacher for each quarter of a school year.