Bloomington D87 Mentoring: Building a Solid Foundation

Collaboration, Sustainability, and Transparency
Cultivating Relationships to Foster Staff Growth
In District 87, the Induction and Mentoring program is defined by a concerted team effort of teachers and administrators collaborating to form sustainable partnerships.

Cindy Helmers
Assistant Superintendent for C&I

Suzy Dees
Instructional Support Coordinator

Leslie Alappattu
Assistant Principal

Michelle Nauman
6th Grade Teacher
When you hear the words “mentor” and “mentoring,” what one word comes to your mind?
9 Team members include:

- Union representation
- Administrators (building and district)
- Teachers

Success: Training priority!

- Variety of resources used to train trainers
- ICE 21, INTC, PEG, CEC
Building and Training the Induction/Mentoring (I/M) Team

CHALLENGE:
## Mentor Selection Process – Success!

*Not all applicants were selected*

<table>
<thead>
<tr>
<th>Desired Components</th>
<th>Preferred</th>
<th>Meets</th>
<th>Does Not Meet</th>
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<tbody>
<tr>
<td>Collaboration and Communication</td>
<td>Takes initiative to collaborate and communicate with colleagues</td>
<td>Has participated in collaboration and communication with colleagues</td>
<td>Limited evidence of collaboration and communication</td>
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<td>Examples could include:</td>
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<td></td>
<td>- On various district/school committees</td>
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<td>- Self-identified collaboration and communication – specifically identifies how things are done on the application</td>
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<td>- Actively listens</td>
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<td>- Willing to be observed in practice and observe others; comfortable with and open to feedback</td>
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<td>- Respectfully encourages self-reflection with colleagues</td>
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<td>Continuous professional development</td>
<td>Regularly does two or more examples and is able to articulate how the PD has directly impacted instruction/student achievement</td>
<td>Has participated in at least one professional development opportunity in the last few years</td>
<td>Limited evidence of continuous professional development</td>
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<td>Examples could include:</td>
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<td>- Actively participates in in-district classes</td>
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<td>- Attends other PD opportunities</td>
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<td>- Presents to faculty/staff</td>
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<td>- Enrolled in college/grade</td>
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<td>- Shares with colleague(s)</td>
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<td>Connectedness to school or Community</td>
<td>Takes initiative to identify and implement use of community/school resources to improve students' experience with learning</td>
<td>Has participated in activities that facilitate a connection between home, school and the community and available resources</td>
<td>Limited evidence of connectedness</td>
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<td>Examples could include:</td>
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<td>- Runs study clubs</td>
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<td>- Engages family and community members to school</td>
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<td>- Actively in civic/community organizations</td>
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<td>Positive attitude</td>
<td>Welcoming, optimistic, refrains from negative comments about staff, insightful, enters situations with a problem-solving mentality</td>
<td>Equally optimistic and pessimistic, more often than not willing to try new ideas</td>
<td>Consistently displays a less-than-positive attitude</td>
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Mentor Selection Process - Challenges:
I/M team created 30 hours worth of training modules to be delivered over 5 days

2 summer sessions offered

Interactive learning included coaching cycle, observations, confidentiality, reproducible activities mentors could teach their mentees and the implementation of reflective journals

Formative sessions – sessions created based on feedback from mentors
Training Activities – Success!
CHALLENGE:

WORK IN PROGRESS
“Meet your Mentee” – Success!
Pairing Mentors with Mentees

CHALLENGE
LIST IT HERE! - 1 MINUTE
Monthly, hour-long sessions

1st class – used feedback from mentors’ latest exit slip

Lesson plans, differentiated instruction, coaching cycle and appraisal
Development of Mentor Class – Success!

- Class design based on highest identified need(s) from exit slips
- Videos created and sent to supplement additional identified needs
- Maximize class time for interactive activities
Development of Mentor Class – Success!

- Honor requests for work time
- 15 class hours per semester (5 used at staff members’ discretion)
- Must complete one observation of each other
- Wiki site
Development of Mentor Class – Success!
MEASURING PROGRAM SUCCESS

- Pre- and post-assessments
- New staff retention rate
- Data collection via exit slips
- Differentiating for needs

New staff retention rate

Data collection via exit slips
Questions?

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