

# Bloomington D87 Mentoring: Building a Solid Foundation



Collaboration, Sustainability, and Transparency  
Cultivating Relationships to Foster Staff Growth

# Bloomington District 87

**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**

**6<sup>th</sup> Grade Teacher**



# STAND AND DELIVER

**When you hear the words  
“mentor” and “mentoring,”  
what one word comes to your  
mind?**



# **Building and Training the Induction/ Mentoring (I/ M) Team**

## **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!

DESIRED COMPONENTS	PREFERRED	MEETS	DOES NOT MEET
<b>Collaboration and Communication</b>	Takes initiative to collaborate and communicate with colleagues Examples could include: <ul style="list-style-type: none"> <li>On various district/school committees</li> <li>Self-identifies collaboration and communication - specifically identifies how this is done on application</li> <li>Active listener</li> <li>Willing to be observed in practice and observe others; comfortable with and open to feedback</li> <li>Respectfully encourages self-reflection with colleagues</li> </ul>	Has participated in collaboration and communication with colleagues	Limited evidence of collaboration and communication
<b>Continuous professional development</b>	Regularly does two or more examples and is able to articulate how the PD has directly impacted instruction/student achievement Examples could include: <ul style="list-style-type: none"> <li>Actively participates in in-district classes</li> <li>Attends other PD opportunities</li> <li>Presents to faculty/staff</li> <li>Enrolled in college classes</li> <li>Shares with colleague(s)</li> </ul>	Has participated in at least one professional development opportunity in the last few years	Limited evidence of continuous professional development
<b>Connectedness to school or Community</b>	Takes initiative to identify and implement use of community/school resources to improve students' experiences with learning Examples could include: <ul style="list-style-type: none"> <li>Run study clubs</li> <li>Brings in family and community members to school</li> <li>Active in civic/community organizations</li> </ul>	Has participated in activities that facilitate a connection between home, school and the community and available resources	Limited evidence of connectedness
<b>Positive attitude</b>	Welcoming, optimistic, refrains from negative comments about staff, insightful, enters situations with a problem-solving mentality	Equally optimistic and pessimistic, more often than not willing to try new ideas	Consistently displays a less-than-positive attitude

**\*Not all applicants were selected**





# Mentor Selection Process - Challenges:





LIST IT HERE! - 1 MINUTE



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**Mentors**



# **Sustainability – Success!**

Phase 1



I/M team created 30 hours worth of training modules to be delivered over 5 days

Phase 2



2 summer sessions offered

Phase 3



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

Phase 4



Formative sessions – sessions created based on feedback from mentors

**Safety**



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# Training Activities – Success!



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**Mentors**



**CHALLENGE:**



# **“Meet your Mentee” – Success!**



# Pairing Mentors with Mentees

## CHALLENGE





LIST IT HERE! - 1 MINUTE



# Development of Mentor Class – Success!



- Monthly, hour-long sessions
  - 1<sup>st</sup> 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!

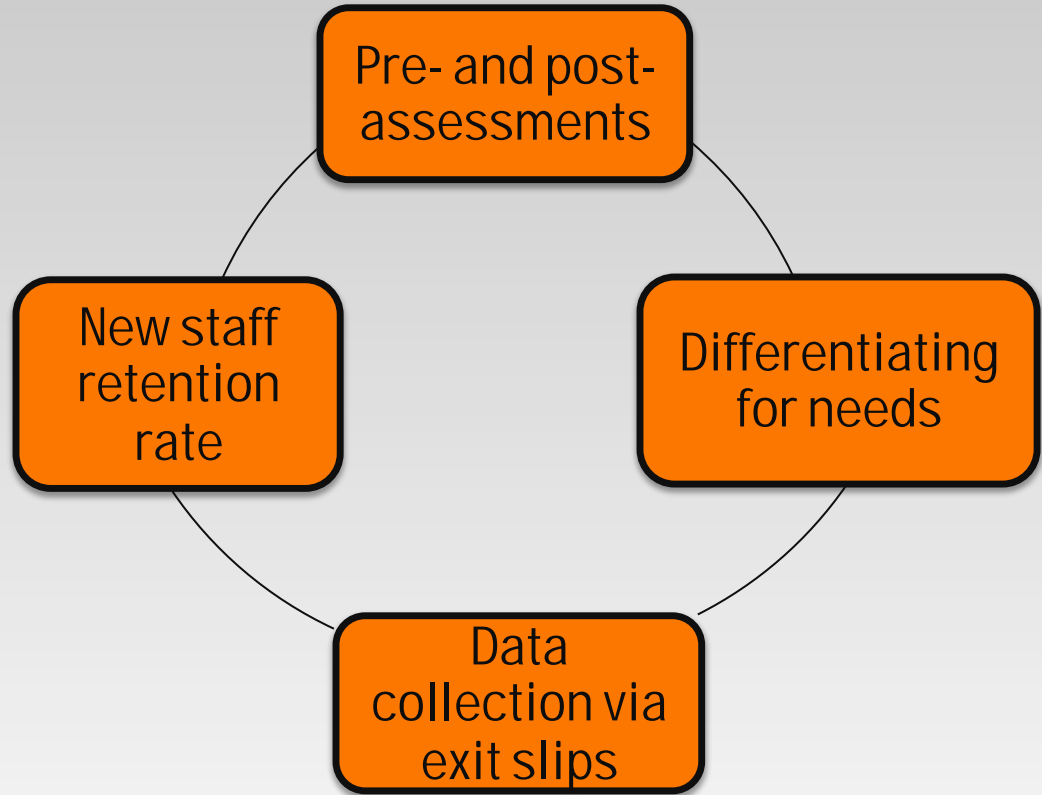
- Honor requests for work time
  - 15 class hours per semester (5 used at staff members' discretion)
  - Must complete one observation of each other
  - Wiki site



# Development of Mentor Class – Success!



# MEASURING PROGRAM SUCCESS





LIST IT HERE! - 1 MINUTE



# Questions?

## Bloomington Public School District 87 Bloomington, Illinois

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