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ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: ILLINOIS STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 65
NEW TEACHER INDUCTION AND MENTORING

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AUTHORITY: Implementing Article 21A of the School Code [105 ILCS 5/Art. 21A] and authorized by Section 21A-35 of the School Code [105 ILCS 5/21A-35].

SOURCE: Emergency rules adopted at 30 Ill. Reg. 11783, effective June 26, 2006, for a maximum of 150 days; adopted at 30 Ill. Reg. 17425, effective October 23, 2006; amended at 33 Ill. Reg. 15258, effective October 20, 2009; amended at 36 Ill. Reg. 16098, effective October 25, 2012; amended at 37 Ill. Reg. 15925, effective September 27, 2013; emergency amendment at 45 Ill. Reg. 11344, effective August 26, 2021, for a maximum of 150 days; amended at 46 Ill. Reg. _____, effective _____.

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SUBPART A: GENERAL PROVISIONS

Section 65.5 Definitions

“Eligible Applicant” or “Eligible Entity” means a regional office of education, an intermediate service center, an Illinois institution of higher education, a statewide organization representing teachers, a local education agency, or a public or private not-for-profit entity with experience providing professional learning, including mentoring, to early childhood educators.

“New Teacher” means the holder of a professional educator license who is employed by a public school and who has not previously participated in a new teacher induction and mentoring program required by Article 21A of the School Code, except as provided in Section 21A-25 of the School Code.

“Public School” means any school operating pursuant to the authority of the School Code, including, but not limited to, a school district, charter school, cooperative or joint agreement with a governing body or board of control, or a school operated by a regional office of education or State agency.

“School Code” means 105 ILCS 5.

(Source: Added at 46 Ill. Reg. _____, effective _____)

Section 65.20 Requirements of the Plan; Program Specifications

- a) When State funding is available to support new proposals for any initiative under Article 21A of the School Code, the State Superintendent of Education shall issue application materials in order to solicit applications from eligible entities. -As used in this Part, a "proposal" or "application" means relevant portions of a plan for an induction and mentoring program that meets the requirements of Section 21A-20 of the School Code ~~[105 ILCS 5/21A-20]~~, accompanied by the additional materials applicants will be required to submit, as described in Subpart B of this Part.
 - 1) When the level of funding is insufficient to provide grants to each eligible entity in the State, a Request for Proposals (RFP) will be issued to solicit applications from eligible entities, and applications will be considered for funding based on the extent to which they meet the criteria set forth in Section 65.150 of this Part.

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- 2) When the level of funding is sufficient to fund all eligible entities in the State, a request for applications will be issued and each school district whose plan meets the requirements of Article 21A of the School Code and this Part will receive a grant in an amount equal to at least the amount specified in Section 21A-25 of the School Code.

- b) In accordance with Section 21A-20 of the School Code, each new plan-approved for a beginning teacher induction and mentoring program must align with the standards established under Section 21A-20.5 of the School Code and grant shall be based on a plan that at least does all of the following:
 - 1) *assigns a mentor teacher to each new beginning teacher for a period of at least 2 school years, providing sufficient time for the beginning teacher and mentor to engage in mentoring activities;*

 - 2) *aligns with the Illinois Culturally Responsive Teaching and Learning Standards (see 23 Ill. Adm. Code 24), the Illinois Professional Teaching Standards, content area standards (see 23 Ill. Adm. Code 20, 21, 26, 27, and 28 as applicable) and applicable the employing entity's existing local school improvement and professional development plans, if any.- In order to demonstrate the alignment required by this subsection (b)(2), each plan shall discuss the relationship among the services and experiences that will be available to beginning teachers, the content-area standards applicable to their respective fields of licensure endorsement or assignment (see 23 Ill. Adm. Code 20, 21, 26, and 27); and the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24);*

 - 3) ~~*address all of the following elements and how they will be provided:*~~
 - A) ~~*mentoring and support of the beginning teacher;*~~

 - B) ~~*professional development specifically designed to ensure the growth of the beginning teacher's knowledge and skills and accelerate the beginning teacher's practice; and*~~

 - C) ~~*formative assessment designed to ensure feedback and reflection, which must not be used in any evaluation of the beginning teacher; and*~~

 - 34) *describes the role of mentor teachers, the criteria and process for their selection, and how they will be trained, provided that each mentor teacher*

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shall demonstrate the best practices in teaching his or her respective field of practice. A mentor teacher may not directly or indirectly participate in the evaluation of a new teacher pursuant to Article 24A of the School Code or the evaluation procedure of the public school; and-

- 4) *is designed to be available for both in-person and virtual participation.*
- c) Each plan shall meet the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs set forth in Appendix A of this Part and further amplified in Section 65.150 of this Part.
- d) *The State Board of Education shall contract with an independent party, using funds from the relevant appropriation for new teacher induction and mentoring programs, to conduct a comprehensive evaluation of the new teacher induction and mentoring programs established pursuant to Article 21A of the School Code. Reports from the evaluation shall be made available to stakeholders after 3 years of program implementation (see Section 21A-30 of the School Code).*

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART B: BEGINNING TEACHER INDUCTION GRANT PROGRAM

Section 65.110 Purpose and Applicability

- a) This Subpart B establishes the application procedure and criteria for selection by the State Board of Education of the applicants that will receive grant funds under the Beginning Teacher Induction Grant Program as authorized by Section 21A-25 of the School Code ~~[105 ILCS 5/21A-25]~~. The purposes of the grant program shall be to provide support for programs of intensive support and mentoring for beginning teachers as specified in Section 65.130 of this Part and to gather information that will permit evaluation of the effects of these programs and provide for ongoing improvement and support of each program funded.
- b) *If funds have been appropriated for this program, then no later than the beginning of the 2022-2023 school year or by no later than the beginning of the 2023-2024 school year for eligible applicants that have been given an extension of time to develop a program under Section 21A-10, each eligible entity or 2 or more eligible entities acting jointly shall establish and implement a new teacher induction and mentoring program required to be developed under Section 21A-10-The program shall be available to eligible entities not less than once every 3 years, subject to appropriation (see Section 21A-15 of the School Code).*

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(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 65.120 Eligible Applicants

Eligible applicants ~~are defined in Section 65.5 for grant funding under this Subpart B shall be the entities identified in Section 21A-5 of the School Code, as well as public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)] (see Section 2-3.109a of the School Code [105 ILCS 5/2-3.109a]).~~

- a) An eligible applicant may also be a partnership of eligible entities.
 - 1) If a joint application is submitted, then an administrative agent shall be designated and the application shall be signed by the authorized official of each entity that is a participant.
 - 2) A school district or other eligible entity shall only participate in one proposal for a specific program.
- b) No application shall be considered unless it includes a written statement by the authorized representative of the collective bargaining unit, if any, of each participating entity concurring with its submission.
- c) Each eligible applicant shall propose to serve at least 10 beginning teachers. Eligible applicants with fewer than 10 beginning teachers may participate as part of a joint application. -(See Section 65.130(b) of this Part.)
- d) ~~An eligible applicant may contract with one or more institutions of higher education, professional associations, regional offices of education, or not for-profit providers of educational services to assist in implementing the program. (See Section 21A-15 of the School Code.)~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 65.130 Program Specifications

- a) Provided that funding is appropriated to the State Board of Education, each eligible applicant shall develop a new teacher induction and mentoring program. Supported~~Each~~ program supported with grant funds under this Subpart B, each program shall incorporate:

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- 1) mentoring for first and second-year beginning teachers that is provided by experienced teachers who have received training to equip them for this role, to assist new teachers in developing the skills and strategies necessary for instructional excellence ~~that is provided by experienced teachers who have received training to equip them for this role;~~
 - 2) professional development for recipient teachers, mentors, and administrators who have roles in the program;
 - 3) formative assessment of beginning teachers' practice with respect to the Illinois Professional Teaching Standards and the content-area standards relevant to their respective fields of assignment; and
 - 4) the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. (See Appendix A of this Part.)
- b) Each program shall serve no fewer than 10 beginning teachers. If fewer than 10 teachers are proposed to be served, the applicant may either:
- 1) participate in a beginning teacher induction program as part of a joint application; or
 - 2) provide in its application a specific rationale for the reduction that demonstrates that the applicant has sufficient resources, in addition to funding received under this Subpart B, and adequate personnel to continue the program and provide each beginning teacher with adequate attention and support comparable to what would be provided in a larger program.
- c) Each beginning teacher shall have, at the time he or she begins the program, less than two years' teaching experience and hold a professional educator license endorsed for early childhood, elementary, secondary, special K-12, or special preschool-age 21 issued pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. An individual seeking a professional educator license under the provisions of Section 21B-35 of the School Code [105 ILCS 5/21B-35] and holding an educator license with stipulations endorsed for provisional educator in early childhood, elementary, secondary, special K-12, or special preschool-age 21 also may participate if he or she has less than two years' teaching experience.
- d) Subject to the exceptions of this subsection (d), each program shall be designed to ensure that each beginning teacher spends no less than 40 hours with the mentor

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assigned, including both classroom observation of the beginning teacher by the mentor and other interactions between these individuals.

- 1) During a teacher's first year of the program, at least 30 hours of contact between the teacher and mentor shall be face to face, either one on one or in another configuration, and the remaining interactions may be through electronic means, such as web-based applications, telephone or video.
 - 2) During a teacher's second year of the program, a minimum of 30 hours of contact is required, of which at least 20 hours shall be face to face.
- e) Each program shall provide for the development of an individual learning plan for each beginning teacher served and for the provision of professional development that is directly related to the needs identified in the individual learning plan.
- f) Program standards are set forth in Appendix A of this Part.
- g) *A public school that has a new teacher induction and mentoring program in existence prior to August 20, 2021, that does not meet the requirements set forth in Section 21A-20 of the School Code or this Part may modify the program to meet those requirements and may receive funding as described in Section 21A-25 of the School Code and Section 65.160 of this Part, provided that funding is made available by the State Board of Education from an appropriation made for this purpose (see Section 21A-10(b) of the School Code).*
- h) *Each school district shall decide, in conjunction with its exclusive bargaining representative, if any, whether to forgo modifications to a new teacher induction and mentoring program in existence prior to August 20, 2021. If a district does not have a new teacher induction and mentoring program in existence prior to August 20, 2021, or if a district and the exclusive bargaining representative, if any, agree that an eligible entity would better serve the district's needs, the district and the exclusive bargaining representative, if any, shall jointly decide which eligible entity offers the most suitable program. The eligible entity shall include representatives from both the district and the exclusive bargaining representative in the program development discussions to ensure the program captures local need (see Section 21A-10(c) of the School Code).*

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 65.150 Criteria for the Review of Initial Applications

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Applications for initial funding shall be evaluated by the State Board of Education, and members of the Teaching Induction and Mentoring Advisory group (as necessary), to determine the extent to which each meets the criteria set forth in this Section.

- a) Program Goals and Design and Resources (20 points)
 - 1) The proposal articulates goals for the program that focus on the improvement of beginning teacher practice, retention, and student achievement, as well as the continuous improvement of the program.
 - 2) The proposal articulates the requirements for beginning teachers to successfully complete the program.
 - 3) The proposal contains a plan for effective communication among all stakeholders.
 - 4) The proposal articulates how the program is aligned with school and district improvement plans, other teaching effectiveness initiatives, and other professional learning opportunities.
 - 5) The proposal identifies and allocates adequate resources to ensure the successful implementation of the program design.
 - 6) The proposal provides for specific practices and policies, such as reduced course load for mentors, reduced course load for beginning teachers, release time, substitute pay, mentor stipends and access to resources, that will permit the participants in the program to devote the time necessary to reach the goals of the program.
- b) Induction Program Leadership, Administration and Support (15 points)
 - 1) The proposal identifies the individuals who will lead the program and clearly delineates their roles in planning, implementing, evaluating and refining the program. The roles and responsibilities of the program leaders are appropriate for the scope and complexity of the proposed program.
 - 2) The proposal includes strategies that will be used in providing oversight for the program to permit ongoing analysis of its effectiveness, allow for necessary programmatic modifications and provide communication with all stakeholders.

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- 3) The proposal identifies how the induction program leadership will encourage and facilitate communication and collaboration among all stakeholders to ensure support of the program.
- c) Site Administrator's Roles and Responsibilities (15 points)
- 1) The detailed description of the role and responsibilities of the program's site administrator (e.g., principal) suggests that each administrator will have ongoing participation in and provide leadership for the program so as to engender positive teaching and learning conditions for beginning teachers.
 - 2) The proposal presents a plan for professional development for site administrators that provides a minimum of at least four hours of training specific to the site administrator's role in understanding, designing and implementing high-quality beginning teacher induction programs.
- d) Mentor Selection, Assignment, Training and Ongoing Development (20 points)
- 1) The proposal describes a comprehensive strategy for recruiting teachers who are suited to the role of mentor.
 - 2) The proposal describes the criteria for mentor selection, which shall include at least the following:
 - A) a record of the mentor's effective teaching practice and professional conduct, including at least three years of teaching experience and a performance evaluation rating of "proficient" or "excellent" from each of the mentor's last two performance evaluations conducted pursuant to Section 24A-5 of the School Code and 23 Ill. Adm. Code 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code);
 - B) demonstrated commitment of the mentor to his or her own professional growth and learning, including the ability to be reflective and articulate about his or her teaching practice;
 - C) ability of the mentor to relate and communicate effectively with colleagues;

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- D) the mentor's professional commitment to improving the induction of beginning teachers; and
 - E) knowledge of effective professional development for beginning teachers and effective adult learning strategies.
- 3) The proposal describes the foundational training for mentors, which shall include or incorporate at least the following topics:
- A) adult learning theory and/or instruction relative to the implementation of the Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <http://www.learningforward.org/standards/index.cfm>; no later amendments to or editions of these standards are incorporated by this Section;
 - B) foundations of mentoring;
 - C) formative assessment;
 - D) coaching and observation strategies; and
 - E) analysis of student work and data.
- 4) The proposal provides a plan for mentor training that is ongoing, with at least monthly opportunities for mentors to interact with other mentors via a mentor learning community to build mentors' skills through problem-solving and reflection so that they can better assist beginning teachers in the development of their teaching skills and professional practices. The sessions will enable participating mentors to share experiences and strengthen their ability to employ mentoring tools, protocols and formative assessment to support mentoring effectiveness.
- 5) The proposal provides a detailed description of the process to be used for assessment of mentor practice and mentor accountability.
- e) Beginning Teacher Development and Formative Assessment (15 points)
- 1) The proposal describes plans for the timely orientation of the beginning teachers to the induction program before the start of their teaching

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assignments and for a formal network to provide novice colleagues with at least quarterly learning opportunities and ongoing support.

- 2) The proposal provides for the professional development of beginning teachers, which includes at least the development of an individual learning plan for each beginning teacher served and for the provision of professional development that is directly related to the needs identified in the individual learning plan.
 - 3) The proposal clearly articulates a method for the formative assessment of beginning teachers' practice and describes how that information will be used in the individual learning plan.
 - 4) The proposal includes quarterly plans for incorporating issues of pedagogy, classroom management and content knowledge into professional development for beginning teachers and for ensuring alignment of this material with the Illinois Professional Teaching Standards, the participants' specific identified needs and local instructional priorities.
 - 5) The program is designed to afford at least one opportunity during each semester to observe teaching practices modeled by experienced teachers and discuss selected aspects of teaching practice with these teachers.
- f) Program Impact and Implementation (Evaluation) (15 points)
- 1) The proposal identifies information to be collected and reported on the performance and retention of beginning teachers that will add to an understanding of the effects of more intensive induction programs as compared to the results of more typical models.
 - 2) The evaluation is designed to assess the effectiveness of particular initiatives or components of the program and will likely produce data that can be used to improve the program.
 - 3) The applicant identifies a method for tracking the continued service of the teachers served after the project ends so that longitudinal data can be compiled.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 65.155 Application Content and Approval for Continuation Programs

The requirements of this Section shall apply to those applicants seeking funding to continue beginning teacher induction programs beyond the initial grant period. Continuation of funding shall be based on available appropriations to the State Board of Education for this purpose.

- a) In order to continue to operate a Beginning Teacher Induction Grant Program, a grantee each year shall submit an application for continuation. The application shall include at least the following:
 - 1) a description of expenditures and activities conducted during the year just concluded, demonstrating that the project has been implemented in conformance with the approved grant agreement and that the recipient continues to exhibit a need for grant funds for this purpose (i.e., the expected number of beginning teachers to be served);
 - 2) an overview of the program to be conducted in the continuation period, addressing the program components outlined in Section 65.130 of this Part;
 - 3) a summary of progress the applicant has made in implementing the standards and criteria listed in Appendix A of this Part during the previously funded grant period. The summary shall:
 - A) be based on the induction program continuum contained in Appendix B of this Part; and
 - B) list any strategies to be employed during the continuation period to improve the induction program and advance the applicant along the induction program continuum for one or more standards or criteria;
 - 4) budget summary and payment schedule as well as a budget breakdown, i.e., a detailed explanation of each line item of expenditure; and
 - 5) the certifications and assurances and program-specific terms of the grant referred to in Section 65.140(f) of this Part applicable to the continuation period.
- b) A Beginning Teacher Induction Grant Program shall be approved for continuation provided that:

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- 1) a need continues to exist for the program, as evidenced by the number of beginning teachers to be served;
- 2) the program components proposed will be effective in assisting and improving the practice of beginning teachers and are based on the areas identified for program improvement pursuant to subsection (a)(3) of this Section;
- 3) the proposed budget is cost-effective, as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided; and
- 4) in the year previous to the continuation application, the applicant complied with the terms and conditions of any grant it received pursuant to this Subpart B.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 65.160 Allocation of Funds

- a) The State Superintendent of Education shall approve initial applications for competitive funding and make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative, the amounts necessary to fund the top-ranked proposals, and the need to distribute the benefits of innovative induction models on a statewide basis. *The State Board of Education shall prioritize funding based on the needs of students and school districts as it relates to teacher retention (see Section 21A-15 of the School Code).* ~~The minimum grant to be awarded will range from \$1,200 to \$1,500 for each teacher served in a program that has been approved for funding under this Part.~~
- b) It is the intention of the State Board of Education to approve continuation funding for projects under this Part prior to providing funding for new applicants. Funding for existing grantees for each year shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals that the projects have been implemented in accordance with the approved grant agreements and that the recipients continue to need additional State resources in order to implement their programs. If funds remain available for new programs, an RFP shall be issued as provided in Section 65.140 of this Part.

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- c) In accordance with Section 21A-25 of the School Code, in years when sufficient funding is available for a statewide implementation of the ~~new beginning~~ teacher induction grant program, the State Board of Education shall pay the eligible entity for the duration of the grant for the purpose of providing the following: the minimum grant to be awarded will be \$1,200 for each teacher served in a program approved for funding under this Part.
- 1) Mentor teacher compensation and new teacher compensation.
 - 2) Mentor teacher professional learning or new teacher learning or both.
- d) If the appropriation is not included in the State budget, the State Board of Education is not required to implement programs established by Article 21A of the School Code or this Part.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 65.170 Terms of the Grant

- a) In accordance with Section 21A-25 of the School Code, each school district shall decide, in conjunction with its exclusive bargaining representative, if any, which eligible applicant offers the most suitable program. If a mentor teacher receives release time to support a new teacher, the total workload of other teachers regularly employed by the public school shall not increase in any substantial manner.
- b) The grantee shall participate in external reviews and statewide data collection, as determined by the State Superintendent of Education, to be used to assess the overall effectiveness of induction and mentoring in the State and to understand the effects of intensive induction programs on beginning teacher practice and effectiveness.
- c)b) The grantee shall participate in State-provided technical assistance activities and State-developed trainings related to the use of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Programs and the Illinois Induction Program Continuum. (See Appendix A and Appendix B of this Part.)
- d)e) Reporting. The grantee shall submit data and information about the beginning teacher induction program each year to the State Superintendent of Education in a format specified by and according to the timeline set forth by the State Superintendent. The report shall include, at a minimum, an assessment of the

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grantee's progress towards meeting any locally established goals for the program, as set forth in the approved application, and the number of beginning teachers and mentors served during the grant period.

- | e)† Each grantee shall submit to the State Board of Education by December 31 of each grant year a final count of the teachers to be served in the beginning teacher induction program for the respective grant period. In instances in which the final count is less than the number of teachers proposed to be served in the approved application, the State Board of Education shall reduce grant proceeds not yet received by an amount equal to the difference between the proposed and actual number of teachers served multiplied by the per teacher amount awarded pursuant to either Section 65.160(a) or (c) of this Part, as applicable.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

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Section 65.APPENDIX A Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

This Appendix A sets forth a clear framework to assist in the development of research-based programs that meet local needs and are responsive to local contexts. -The standards are broad and interdependent, describing a vision of a comprehensive and dynamic program for beginning teachers and those who support them. -The intent of these standards is to foster thoughtful, high-quality growth and development. -Each program funded under this Part shall meet the standards set forth in this Section. Any changes made to the standards must be approved by the Teaching Induction and Mentoring Advisory Group (see Section 21A-20.15 of the School Code). **Programs must take into consideration local contexts and must:**

Standard 1: Establish an Equity-Focused Program Design, Vision, and Goals

Criterion 1.1: Create an equity-focused, comprehensive program and goals to advance student learning and accelerate teacher effectiveness. The program vision and mission are guided by current research on induction, mentoring, coaching, and teacher leadership, as well as evidence-based practices, Illinois professional educator competencies and legislation, and local context.

Criterion 1.2: Address the unique needs of beginning teachers of color and beginning teachers from historically underrepresented groups by intentionally developing structures, processes, professional learning and supports which emphasize racial equity, the role implicit biases play in the educational system, affirming the backgrounds and identities of beginning teachers of color and those from other marginalized groups, and other related culturally responsive issues.

Criterion 1.3: Work to improve conditions that affect beginning teacher success, their students' learning, and teacher retention with a specific focus on equity.

Criterion 1.4: Provide adequate time for implementation and sufficient financial resources to accomplish program goals, support continuous improvement, and ensure long-term sustainability.

Criterion 1.5: Develop and implement a comprehensive system of program evaluation and continuous improvement based upon data, vision and mission, goals, induction program standards, and program design.

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Criterion 1.6: Ensure that a broad coalition of stakeholders are well-informed, collaborate on and advocate for effective, evidence-based program implementation that aligns with the institution's vision, mission, and instructional priorities.

Standards 2: Engage Local Leadership Teams for the Systematic Coordination and Support of Induction, Mentoring, and Teacher Leadership

Criterion 2.1: Utilize a team that includes teachers and administrators with equal and collaborative voice to provide time, fiscal resources, plan, implement, evaluate, and refine the program.

Criterion 2.2: Collaborate to create a culture of commitment to teacher induction, mentoring, leadership, and improving student achievement through culturally responsive instruction and an optimal learning environment that is equitable for each child.

Criterion 2.3: Identify program leadership to be responsible for program implementation, including daily operation, oversight, and use of data. Program leadership will be given the time, fiscal resources, trust, and authority to implement and support induction, mentoring, and teacher leadership development.

Criterion 2.4: Provide time and resources for collaboration and coordination of induction and mentoring and train all members of the district organization including central office, building and school board leadership, to ensure that the program's vision and mission, goals, design, and practices align with teacher preparation, professional learning, leadership development programs, and teacher/school leader evaluation.

Standard 3: Allocate Resources Equitably

Criterion 3.1: Distribute allocated funds to ensure that sufficient and equitable program resources are available for induction, coaching, mentoring, leadership, and professional learning for all participants.

Criterion 3.2: Monitor resources to ensure an adequate and equitable distribution of funds to support components defined in the program design and in alignment with the district's improvement plan.

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Criterion 3.3: Monitor resource allocations on a regular basis in order to make necessary adjustments as needed during the year.

Criterion 3.4: Access, align, and coordinate existing professional learning resources with the induction program.

Criterion 3.5: Allocate sufficient, sanctioned, protected time for mentoring to foster high quality support for beginning teachers.

Criterion 3.6: Support the development of fiscal reports to document allocations of resources as necessary for accountability and to promote continuous program improvement.

Standard 4: Collaborate in the Implementation of Induction, Mentoring, and Teacher Leadership Practices

Criterion 4.1: Develop and clearly communicate clearly defined roles and responsibilities of principals and other school administrators, through a clearly articulated, open process that utilizes specific evidence-based criteria, is centered upon the specific roles principals and other school administrators play in supporting an induction and mentoring program, beginning teachers, and the confidential nature of mentor/teacher relationship.

Criterion 4.2: Ensure that the mentoring process is separate from the performance evaluation process and employment decisions.

Criterion 4.3: Support school leaders to implement policies, provide resources, and create conditions that promote teacher learning, development, and success for beginning teachers and that align to policies and practices supporting teachers across the continuum.

Criterion 4.4: Provide opportunities for all stakeholders to participate with school leaders, as learners, in ongoing professional learning that builds and sustains the education community's capacity to advance beginning teacher development and mentor effectiveness.

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Criterion 4.5: Collaborate and cross-check with evidence-based practices to ensure positive mentoring experiences and to uphold the confidential relationship between mentor and beginning teacher.

Standard 5: Establish Mentor Roles, Responsibilities, Selection, and Assignment Based on Evidence-Based Practices

Criterion 5.1: Develop and communicate to all stakeholder groups clearly defined mentor roles and responsibilities through a clearly articulated, open process that utilizes specific evidence-based criteria and is centered upon the advancement of beginning teacher practice, student learning, and teacher leadership in a manner reflective of best practices.

Criterion 5.2: Implement and continuously improve an equitable, formal, clear, and rigorous process for mentor selection and criteria that is evidence-based, consistent with mentor roles and responsibilities, and ensures that beginning teachers will receive high quality mentoring throughout their participation in the induction and mentoring program.

Criterion 5.3: Establish expectations for effective mentor practice and accountability that are evidence-based and aligned with program vision and mission, and district instructional priorities.

Criterion 5.4: Match and manage the assignments of beginning teachers and mentors on the basis of multiple relevant factors, including individual teacher identities, to establish effective pairings.

Standard 6: Create Professional Learning and Learning Communities Focused on Development of Mentors

Criterion 6.1: Support mentors to meet the needs of beginning teachers. Focus must be placed on the unique needs of teachers of color and teachers from other historically underrepresented groups by integrating professional learning regarding racial equity, implicit bias, and other related culturally responsive issues throughout the course of the mentors' work with beginning teachers.

Criterion 6.2: Ensure that mentors are highly trained in the areas of evidence-based equitable and inclusive learning practices, and anti-bias and anti-racist

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practices, to support beginning teachers to advocate for and foster learning environments that embrace and build on students' race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.

Criterion 6.3: Design and implement initial formal orientation and foundational mentor professional learning as the centerpiece of mentor onboarding, commencing before mentors start work with beginning teachers and continuing over the course of the mentors' work with beginning teachers.

Criterion 6.4: Provide foundational mentor professional learning that is guided by research and evidence-based mentoring practices, district instructional priorities, and the developmental needs of mentors and beginning teachers. This professional learning will develop the basic knowledge, skills, and attitudes for continuous improvement in quality mentoring, ensure the mentor has an understanding of program vision, mission, and goals, as well as provide sufficient foundational knowledge and skills to establish initial trust and credibility with both beginning teachers and school leaders.

Criterion 6.5: Provide dedicated time, resources, and institutional support for mentors to engage in ongoing professional learning, opportunities to collaboratively apply and extend new learning, reflect on and continuously improve their mentoring practice, and provide feedback to beginning teachers through in-field observations.

Criterion 6.6: Implement a system of continuous improvement and accountability for mentors that is based on reflective processes and informed by qualitative and quantitative data from mentor/beginning teacher interactions.

Criterion 6.7: Develop systems to support mentors to collaboratively build beginning teacher instructional capacity through application of new learning, grounded in analysis of student learning and formative feedback of teaching practice that meets the variable needs and fosters strength-based partnerships with each student.

Criterion 6.8: Provide tools for mentors to support the beginning teachers' collaboration and partnership with all stakeholders, specifically including

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families, colleagues, instructional leadership teams, and the broader education community.

Criterion 6.9: Ensure that mentors have been adequately engaged in professional learning to provide the knowledge, skills, tools, and resources to help beginning teachers provide every student access to relevant, evidence-based, culturally responsive, standards-aligned lessons and curriculum.

Criterion 6.10: Ensure the capacity of mentors to support beginning teachers in the utilization of blended learning, working to develop instructional supports through an equity lens, in order to meet the diverse needs of every student.

Standard 7: Create Professional Learning Communities Focused on Development of New Teacher Practice

Criterion 7.1: Develop and implement a comprehensive induction program for beginning teachers emphasizing their participation in ongoing professional development that is focused on their continuous professional growth to support student learning.

Criterion 7.2: Provide time, resources, and institutional support for beginning teachers to participate in ongoing professional learning opportunities that collaboratively apply and extend new learning, reflect on and continuously improve their practice, and seek feedback through in-field observations or collaborative affinity groups.

Criterion 7.3: Provide professional learning for beginning teachers that integrates evidence-based practices, teaching and content standards, district instructional priorities, and the developmental needs of beginning teachers, specific to their identities, to advance quality instruction and the learning of every student.

Criterion 7.4: Provide protected time and institutional support for high-quality induction and mentoring and professional development experiences for beginning teachers.

Criterion 7.5: Develop the capacity of beginning teachers in utilization of Culturally Responsive Teaching and Leading Standards to ensure students' access to an equitable and rigorous education, as well as to ensure educators themselves

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are aware of their own identities, actions, interactions, and biases, as they relate to their broader educational community.

Criterion 7.6: Develop the capacities of beginning teachers to meet the diverse learning needs and social and emotional needs of every student, including students with diagnosed and undiagnosed learning differences, and to uphold related laws.

Standard 8: Enhance Collaborative Experience of Mentor and Beginning Teacher Through Systems of Formative Assessment and Feedback

Criterion 8.1: Ensure that mentors and beginning teachers utilize tools and protocols. These tools should include research-based activities that may include, but are not limited to, mentor observations and formative feedback, evaluation of student work, analyzing student data, engaging in reflective conversations, and coaching cycles.

Criterion 8.2: Support mentors in guiding beginning teachers into the development of instructionally focused goals. These goals should be reflective of the district's vision, the teacher's individual strengths and areas of growth, and previously explored data points.

Criterion 8.3: Create structures to ensure that mentors engage in confidential formative feedback and documentation processes.

Criterion 8.4: Mentors must ensure support for beginning teachers in navigating their district's evaluation process in support of helping them to prepare.

Standard 9: Implement A Program Evaluation and Continuous Improvement Process

Criterion 9.1: Implement an ongoing cycle of continuous improvement toward equitable outcomes and evidence-based program evaluation that utilizes formal and informal measures based on multiple sources of information and involves all program participants and other stakeholders.

Criterion 9.2: Maintain collaborative implementation, evaluation, and continuous program improvement through data analysis, program evaluation, and stakeholder communication linked to relevant standards and evidence-based research.

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Criterion 9.3: Solicit stakeholder input through the development of various reciprocal communication systems.

Criterion 9.4: Include fiscal reports as part of the evaluation to document allocations of resources as necessary for accountability and to promote continuous program improvement.

Criterion 9.5: Systematically collect programmatic aggregated data for the purposes of informing program decision-making, improvement, and accountability.

~~Standard 1: Induction Program Leadership~~

~~The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation and stakeholder communication linked to relevant standards.~~

~~Criterion 1.1: Program leadership is selected and the leaders' role is clearly defined to include being responsible for program planning, operation, oversight and use of data.~~

~~Criterion 1.2: Program leadership, program partners and all stakeholders have the time, fiscal resources and authority to implement and support the program.~~

~~Criterion 1.3: Program leadership, program partners and all stakeholders create a culture of commitment to beginning teacher induction and improving student achievement.~~

~~Criterion 1.4: Program leadership engages in initial and ongoing professional development to understand, design and implement high-quality induction and mentoring.~~

~~Standard 2: Program Goals and Design~~

~~Local program design is focused on beginning teacher development, support and retention and improved student learning. The goals are guided by current induction research, effective practices, standards contained in this Section, the district and school improvement plans and local concerns and context.~~

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~~Criterion 2.1: Program design includes learning outcomes for beginning teacher participants that recognize a continuum of teacher development and a focus on student learning with clearly defined participant expectations for program completion.~~

~~Criterion 2.2: Program design provides for effective communication among program leadership, mentors, beginning teachers and site administrators and is consistently integrated into district and school improvement goals and ongoing professional development initiatives.~~

~~Criterion 2.3: Program design includes high quality mentor selection, training, assessment and evaluation, and ongoing support in a mentor learning community.~~

~~Criterion 2.4: Program design defines essential activities, including beginning teacher formative assessment, written documentation of beginning teacher and mentor work, analysis of beginning teacher instruction and student learning, and professional development for all stakeholders.~~

~~Criterion 2.5: Program goals and outcomes for teacher development, retention and support and student learning are reviewed and revised as necessary by designated program leaders and stakeholders based on the analysis of multiple sources of program evaluation data.~~

~~Standard 3: Resources~~

~~Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.~~

~~Criterion 3.1: Program leadership, program partners and all stakeholders allocate adequate resources to ensure an appropriate distribution of funds to support components defined in the program design and in alignment with the district's improvement plan.~~

~~Criterion 3.2: Program leadership, program partners and all stakeholders access and coordinate existing professional development resources to effectively align and coordinate those resources with the induction program.~~

~~Criterion 3.3: Program leadership, program partners and all stakeholders allocate sufficient, sanctioned, protected time for mentoring to foster high quality mentoring for beginning teachers.~~

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~~Criterion 3.4: Formative program leadership, program partners and all stakeholders monitor resource allocations on a regular basis in order to make necessary adjustments as needed during the year.~~

~~Criterion 3.5: Summative program leadership, program partners and all stakeholders support the development of fiscal reports to document allocations of resources as necessary for accountability and to promote ongoing program improvement.~~

~~Standard 4: Site Administrators Roles and Responsibilities~~

~~Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well-prepared to assume their responsibilities for supporting beginning teachers in the induction program.~~

~~Criterion 4.1: Program leadership, program partners and all stakeholders collaborate to design effective professional development for site administrators and promote their full involvement in program operations to maximize ongoing program improvement.~~

~~Criterion 4.2: Program leadership, program partners and all stakeholders collaborate with site administrators to ensure positive working environments for beginning teachers.~~

~~Criterion 4.3: Program leadership, program partners and all stakeholders collaborate with site administrators to foster the development of collaborative learning communities to promote a program of support for all staff.~~

~~Criterion 4.4: Program leadership, program partners and all stakeholders support site administrators to provide ongoing high-quality communications regarding induction program design and implementation.~~

~~Criterion 4.5: Program leadership, program partners and all stakeholders engage with site administrators to ensure positive mentoring experiences and to uphold the relationship between mentor and beginning teacher as confidential.~~

~~Criterion 4.6: Program leadership, program partners and all stakeholders collaborate with the site administrator to align their work in support of beginning teachers with the standards for administrators.~~

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~~Standard 5: Mentor Selection and Assignment~~

~~Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.~~

~~Criterion 5.1: Program leadership, program partners and all stakeholders are guided by clear rigorous selection criteria and processes to ensure that beginning teachers will receive high-quality mentoring throughout their participation in the induction program.~~

~~Criterion 5.2: Program leadership, program partners and all stakeholders ensure that the matching of beginning teachers and mentors is based on multiple relevant factors to establish effective pairing of mentors with beginning teachers.~~

~~Criterion 5.3: Program leadership, program partners and all stakeholders define and implement a process to address changes or make necessary adjustments in mentor and beginning teacher matches.~~

~~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.~~

~~Criterion 6.1: Program leadership, program partners and all stakeholders collaborate to provide foundational training for mentors to develop basic knowledge, skills and attitudes for high-quality mentoring.~~

~~Criterion 6.2: Program leadership, program partners and all stakeholders facilitate the development of a professional learning community for mentors to regularly reflect on, improve and refine their practice.~~

~~Criterion 6.3: Program leadership, program partners and all stakeholders collaborate to provide ongoing professional development for mentors to advance induction practice and promote beginning teacher development.~~

~~Standard 7: Development of Beginning Teacher Practice~~

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~~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.~~

~~Criterion 7.1: Program leadership, program partners and all stakeholders collaborate to provide beginning teacher orientation to clarify district school and induction programs and ensure high levels of beginning teacher participation.~~

~~Criterion 7.2: Program leadership, program partners and all stakeholders collaborate to design and implement formal support of networking opportunities for beginning teachers to ensure their participation in collaborative cultures focused on professional learning and ongoing support.~~

~~Criterion 7.3: Program leadership, program partners and all stakeholders implement ongoing professional development to ensure high-quality beginning teacher development.~~

~~Criterion 7.4: Program leadership, program partners and all stakeholders provide and support sanctioned time for induction and mentoring processes to ensure sufficient support for high-quality professional development experiences for beginning teachers.~~

~~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. The formative assessment is an ongoing, non-evaluative, evidence-based measurement of growth over time, involving a variety of sources of data, that is used to inform ongoing professional development.~~

~~Criterion 8.1: Program leadership, program partners and all stakeholders ensure that mentors use formative assessment tools collaboratively with beginning teachers for initial self-assessments and development of individual learning plans to guide weekly visits and determine the scope, focus and content of professional development activities.~~

~~Criterion 8.2: Program leadership, program partners and all stakeholders ensure that mentors utilize a wide range of formative assessment tools in order to~~

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~~establish multiple measures of teaching from which to promote further professional development.~~

~~Criterion 8.3: Program leadership, program partners and all stakeholders establish and maintain procedures for documenting confidential use of formative assessment to gather evidence of reflective processes that impact student learning and practice.~~

~~Criterion 8.4: Program leadership, program partners and all stakeholders develop and follow policy regarding use of formative assessment and documentation to protect their use for program purposes only and not for evaluation of beginning teachers or for employment decisions.~~

~~Standard 9: Program Evaluation~~

~~Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.~~

~~Criterion 9.1: Program leadership, program partners and all stakeholders develop and implement an ongoing process for program evaluation based on multiple internal and external sources with formal and informal measures to ensure ongoing program improvement.~~

~~Criterion 9.2: Program leadership, program partners and all stakeholders analyze multiple sources of data and share results with stakeholders in a systematic way.~~

~~Criterion 9.3: Program leadership, program partners and all stakeholders implement a process for mentor accountability in a supportive environment through a defined process of communication and documentation.~~

~~Criterion 9.4: Program leadership, program partners and all stakeholders participate in external reviews and statewide data collection designed to examine and improve program quality and effectiveness and to inform policymakers and stakeholders.~~

(Source: Amended at 46 Ill. Reg. _____, effective _____)