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CHAPTER I: STATE BOARD OF EDUCATION
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PART 65
NEW TEACHER INDUCTION AND MENTORING

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SUBPART A: GENERAL PROVISIONS

Section 65.5 Definitions

"Anti-Bias" means to acknowledge and actively work against your own biases while also actively challenging biases, stereotyping, and all forms of discrimination in schools and communities. It is a recognition that everyone has biases that we are culturally socialized to internalize. Biases are learned beginning with early childhood and are messages that children receive about their identities and the identities of others. These messages can be subtle or explicit and come from multiple sources, including family members, news media, books, and entertainment media. Our biases influence our judgments, decisions, and actions. Anti-bias work provides teachers a way to examine and transform their understanding of their students' lives and do self-reflective work to more deeply understand their own lives.

"Anti-Racist" means a recognition that disparities exist between white people and Black, indigenous, people of color (BIPOC) due to inherently racist policies, practices, procedures, guidelines and beliefs (both written and unwritten) and is based on the outcomes, not the intended goal or purpose. To be antiracist means to actively disrupt racist policies, practices, procedures, and guidelines and push for alternatives that promote positive outcomes for BIPOC and marginalized groups. Antiracism is intersectional in that it also works against classism, sexism, trans- and homophobia, etc.

"Dedicated Time" means time set aside specifically for mentors to become mentors, in order to allow them to learn about, develop, and plan their mentoring roles, processes, and procedures. This process is continuous, allowing for sustained growth for the mentor.

"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. [105 ILCS 5/21A-5]

"Equity" means an equitable educational system that values and embraces students and adults of diverse racial, ethnic, ability, linguistic, socioeconomic status, and gender identities. This system acknowledges the impact of systemic and historical inequities that have limited progress,

opportunity, and access. Systems, policies, and practices that have perpetuated systemic and historical inequities are dismantled and redesigned to promote educational justice for students from diverse backgrounds. Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and not further disadvantaged.

"Evidence-Based Practices" or "Evidence-Based Programs" means practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research.

"Induction" means a distinct phase of teacher development that occurs upon an individual's entry into the profession, a period of socialization and enculturation into the norms and practices of the teaching profession, or a formal program for beginning teachers of guided entry into the profession of teaching.

"Induction Program" means a locally developed comprehensive and systemic program aimed to accelerate the effectiveness of beginning teachers (or those new to the district) through ongoing, job-embedded mentoring and professional learning.

"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.

"Protected Time" means time set aside specifically for the interaction of mentors with beginning teachers. It means the explicit creation of spaces, within or beyond the confines of the school day, that allow for the teaching and learning relationship between the mentor and the beginning teacher to actually happen.

"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.

"Resources" include assets or materials that support induction and mentoring program goals, such as people, time, training, money, or technology. This Part specifically is concerned with the equitable allocation of resources to program participants.

"School Code" means 105 ILCS 5.

"Teacher Leadership" means the development of teachers so they can have an influence that extends beyond their own classrooms to others within their own school community and elsewhere. This includes developing teachers to serve as catalysts to build the profession, mobilize, and energize others in support of the critical responsibilities of strengthened teaching and learning, both formally and informally, and developing teachers to have specific expertise and skill in engaging others in complex work and confronting obstacles within the school context. Within a school structure, a teacher leader may or may not be a formalized role or position.

(Source: Added at 46 Ill. Reg. 13208, effective July 13, 2022)

Section 65.10 Purpose and Scope

This Subpart A establishes the fundamental requirements that shall apply to each program of induction for new teachers for which approval or grant funds pursuant to Article 21A of the School Code [105 ILCS 5/Art. 21A] are sought. For the purposes of this Part, “beginning teacher” shall have the same meaning as that set forth for “new teacher” in Section 21A-5 of the School Code [105 ILCS 5/21A-5].

(Source: Amended at 36 Ill. Reg. 16098, effective October 25, 2012)

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, accompanied by the additional materials applicants will be required to submit, as described in Subpart B.
 - 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.
 - 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 teacher induction and mentoring program must align with the standards in Appendix A and shall be based on a plan that at least does all of the following:*
 - 1) *assigns a mentor teacher to each new teacher for a period of at least 2 school years, providing sufficient time for the new teacher and mentor to engage in mentoring activities;*
 - 2) *aligns with the Illinois Culturally Responsive Teaching and Leading 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 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 new 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);*
 - 3) *describes the role of mentor teachers, the criteria and process for their selection, and how they will be trained, provided that each mentor teacher*

shall demonstrate the best practices in teaching the mentor teacher's 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. (Section 21A-20 of the School Code).*
- c) Each plan shall meet the Illinois Standards of Quality and Effectiveness for New Teacher Induction Programs set forth in Appendix A and further amplified in Section 65.150.
- 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. (Section 21A-30 of the School Code)*

(Source: Amended at 46 Ill. Reg. 13208, effective July 13, 2022)

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. The purposes of the grant program shall be to support programs of intensive support and mentoring for new teachers as specified in Section 65.130 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).*

(Source: Amended at 46 Ill. Reg. 13208, effective July 13, 2022)

Section 65.120 Eligible Applicants

Eligible applicants are defined in Section 65.5.

- 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 new teachers. Eligible applicants with fewer than 10 new teachers may participate as part of a joint application. (See Section 65.130(b).)

(Source: Amended at 46 Ill. Reg. 13208, effective July 13, 2022)

Section 65.130 Program Specifications

- a) Provided that funding for the program is appropriated to the State Board of Education, each eligible applicant shall develop a new teacher induction and mentoring program. Supported with grant funds under this Subpart B, each program shall incorporate:
 - 1) mentoring for first and second-year 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;
 - 2) subject to the availability of funding, continued mentoring supports for third-year and fourth-year teachers;
 - 3) professional development for recipient teachers, mentors, and administrators who have roles in the program;
 - 4) formative assessment of new teachers' practice with respect to the Illinois Professional Teaching Standards and the content-area standards relevant to their respective fields of assignment; and
 - 5) the Illinois Standards of Quality and Effectiveness for New Teacher Induction Programs. (See Appendix A.)
- b) Each program shall serve no fewer than 10 new teachers. If fewer than 10 teachers are proposed to be served, the applicant may either:
 - 1) participate in a new 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 new teacher with adequate attention and support comparable to what would be provided in a larger program.
- c) Each new teacher shall have, at the start of 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 22 issued pursuant to Article 21B of the School Code. An individual seeking a professional educator license under Section 21B-35 of the School Code and holding an educator license with stipulations endorsed for provisional educator in

early childhood, elementary, secondary, special K-12, or special preschool-age 22 also may participate if the individual 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 new teacher spends no fewer than 40 hours with the mentor assigned, including both classroom observation of the new 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.
 - 3) During a teacher's third or fourth year of the program, a minimum of 20 hours of contact is required, of which at least 10 hours shall be face-to-face.
- e) Each program shall provide for the development of an individual learning plan for each new 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.
- 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. (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. (Section 21A-10(c) of the School Code)

(Source: Amended at 46 Ill. Reg. 13208, effective July 13, 2022)

Section 65.140 Initial Application Procedure

Each applicant that is proposing a program that has not received funding in the year previous to the current application, to include all applications from eligible entities that received funding under this Part previous to FY 2012, shall submit to the State Board of Education an application that includes the components specified in this Section.

- a) Grants for initial programs shall be offered in years in which the level of available funding is such that one or more new programs can be supported, along with those currently funded programs that seek continuation funding in accordance with Section 65.155 of this Part.
- b) When State funding is available for new grants under this Subpart, the State Superintendent of Education shall issue the applicable application materials (see Section 65.20(a) of this Part) in order to solicit applications from eligible entities.
- c) The application materials shall describe the format that applicants will be required to follow and the information they will be required to submit, including a description of the proposed program, identification of the specific schools in which the induction program will be conducted, and the number of beginning teachers and mentors involved. (Also see Section 65.150 of this Part for information relative to the contents of the proposal.)
- d) The application materials shall indicate the amount or expected amount of the appropriation for the program and shall describe the allowable expenditures and the basis for awarding grants. If matching funds or resources will be required of applicants, the application materials shall describe these requirements.
- e) The application materials shall include a budget summary and payment schedule, as well as a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure.
- f) The application materials shall identify the data recipients will be required to collect and report regarding the activities conducted with grant funds and the results of those activities, as well as the timelines for reporting.
 - 1) The applicant shall propose a specific method for collecting and maintaining data specific to program implementation and the induction program's impact on beginning teachers' performance, based on the induction program standards and continuum (see Appendices A and B of this Part), for the purpose of program improvement and evaluation.
 - A) Program records shall at least include a roster of mentors and

beginning teachers that includes the frequency (number of interactions) and duration (number of hours) of contact between each mentor and beginning teacher.

- B) Program records shall at least include information about each beginning teacher's performance evaluation rating awarded pursuant to Section 24A-5 of the School Code [105 ILCS 5/24A-5] and 23 Ill. Adm. Code 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code) and retention status of each beginning teacher during his or her participation and after completion of the program.
- 2) The applicant shall describe a process that is consistent with continuous program improvement for using any data collected under subsection (f)(1) of this Section.
- g) The application materials shall include certifications and assurances and program-specific terms of the grant as the State Superintendent may require, to be signed by each applicant that is a party to the application and submitted with the proposal. (Also see Section 65.170 of this Part.)
 - h) The application materials shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 30 days to respond.
 - i) Incomplete proposals shall not be considered.

(Source: Amended at 36 Ill. Reg. 16098, effective October 25, 2012)

Section 65.150 Criteria for the Review of Initial Applications

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 new teacher practice, retention, and student achievement, as well as the continuous improvement of the program.
 - 2) The proposal articulates the requirements for new 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 new 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.

- 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 at least four hours of training specific to the site administrator's role in understanding, designing and implementing high-quality new 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 the mentor's own professional growth and learning, including the ability to be articulate and reflective about personal teaching practice;
 - C) ability of the mentor to relate and communicate effectively with colleagues;
 - D) the mentor's professional commitment to improving the induction of new teachers; and

- E) knowledge of effective professional development for new 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 new 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 to assess mentor practice and mentor accountability.
- e) New Teacher Development and Formative Assessment (15 points)
- 1) The proposal describes plans for the timely orientation of the new teachers to the induction program before the start of their teaching 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 new teachers, which includes at least the development of an individual learning plan for each new 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 new 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 new 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. 13208, effective July 13, 2022)

Section 65.155 Application Content and Approval for Continuation Programs

The requirements of this Section shall apply to those applicants seeking funding to continue new 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 new 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;
 - 3) a summary of progress the applicant has made in implementing the standards and criteria listed in Appendix A during the previously funded grant period. The summary shall:
 - A) be based on the induction program continuum contained in Appendix B; 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) applicable to the continuation period.
- b) A Beginning Teacher Induction Grant Program shall be approved for continuation provided that:
 - 1) a need continues to exist for the program, as evidenced by the number of new teachers to be served;

- 2) the program components proposed will be effective in assisting and improving the practice of new teachers and are based on the areas identified for program improvement pursuant to subsection (a)(3);
- 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. 13208, effective July 13, 2022)

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.* (Section 21A-15 of the School Code)
- 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.
- 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 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:
 - 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.* (Section 21A-25(b) of the School Code)

(Source: Amended at 46 Ill. Reg. 13208, effective July 13, 2022)

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.* (Section 21A-25(b) of the School Code)
- 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 new teacher practice and effectiveness.
- c) 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 New Teacher Programs and the Illinois Induction Program Continuum. (See Appendix A and Appendix B.)
- d) Reporting. The grantee shall submit data and information about the new 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 grantee's progress towards meeting any locally established goals for the program, as set forth in the approved application, and the number of new 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 new 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), as applicable.

(Source: Amended at 46 Ill. Reg. 13208, effective July 13, 2022)

Section 65.APPENDIX A Illinois Standards of Quality and Effectiveness for New 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 new 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 new teachers of color and new 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 new teachers of color and those from other marginalized groups, and other related culturally responsive issues.

Criterion 1.3: Work to improve conditions that affect new 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.

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

Standard 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.

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 new 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, new teachers, and the confidential nature of the 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 new 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 new teacher development and mentor effectiveness.

Criterion 4.5: Collaborate and cross-check with evidence-based practices to ensure positive mentoring experiences and to uphold the confidential relationships between mentors and new teachers.

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 uses specific evidence-based criteria and is centered upon the advancement of new 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 that ensures new 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 new teachers and mentors based on 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 new 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 new 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 practices, to support new teachers in advocating for and fostering 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 new teachers and continuing over the course of the mentors' work with new 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 new 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, and provide sufficient foundational knowledge and skills to establish initial trust and credibility with both new 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 new 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/new teacher interactions.

Criterion 6.7: Develop systems to support mentors to collaboratively build new 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 new teachers' collaboration and partnership with all stakeholders, specifically including 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 new 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 new teachers in using 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 new teachers that emphasizes their participation in ongoing professional development and is focused on their continuous professional growth to support student learning.

Criterion 7.2: Provide time, resources, and institutional support for new 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 new teachers that integrates evidence-based practices, teaching and content standards, district instructional

priorities, and the developmental needs of new 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 new teachers.

Criterion 7.5: Develop the capacity of new teachers to use the Culturally Responsive Teaching and Leading Standards to ensure students' access to an equitable and rigorous education and to ensure educators themselves 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 new 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 New Teacher Through Systems of Formative Assessment and Feedback

Criterion 8.1: Ensure that mentors and new teachers use tools and protocols. These tools should include research-based activities such as mentor observations and formative feedback, evaluation of student work, analysis of student data, and engagement in reflective conversations and coaching cycles.

Criterion 8.2: Support mentors in guiding new teachers into the development of instructionally-focused goals. These goals should reflect 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 provide support to new teachers in navigating their district's evaluation process by 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 of 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.

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.

(Source: Amended at 46 Ill. Reg. 13208, effective July 13, 2022)

Section 65.APPENDIX B Illinois Induction Program Continuum

- a) The Illinois Induction Program Continuum describes four levels of program implementation for each criterion of the standards set forth in Appendix A of this Part. The levels outline the progress of improvement new induction programs are expected to make and provide the basis for the development, support and evaluation of induction programs. The levels of program implementation are as follows.
 - 1) Establishing Programs are learning about the induction program standards and establishing program components. Limited involvement of all stakeholders occurs at this level.
 - 2) Applying Programs have some experience and are applying knowledge of induction program standards and moving toward full implementation of program components. The program is shared with additional stakeholders.
 - 3) Integrating Programs are more experienced with induction program standards and accomplished in implementation of program components. They are working collaboratively with an expanded group of stakeholders on a regular basis.
 - 4) Systematizing Programs collaborate regularly with all stakeholders to integrate induction program standards and program components throughout the district or consortia. The program is beyond compliance and embodies innovative practices by contributing to the broader educational community.
- b) The Illinois Induction Program Continuum assists with continuous program improvement through:
 - 1) the provision of a common language to describe and discuss program development and ongoing improvement;
 - 2) assistance to program leadership and partners to collaboratively design, implement and assess the quality and effectiveness of their programs;
 - 3) assistance to program leadership in setting clear, evidence-based goals and planning for program development and improvement; and
 - 4) identification of program needs for resources and supports.

(Source: Added at 36 Ill. Reg. 16098, effective October 25, 2012)