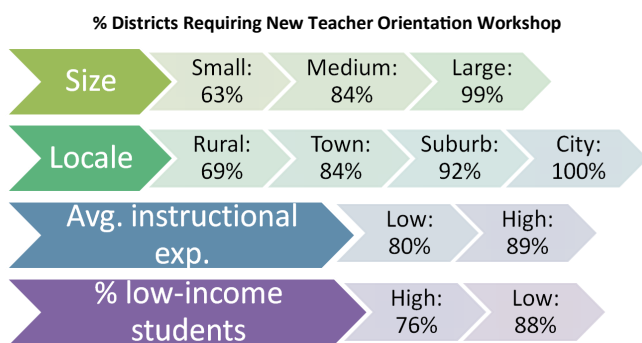


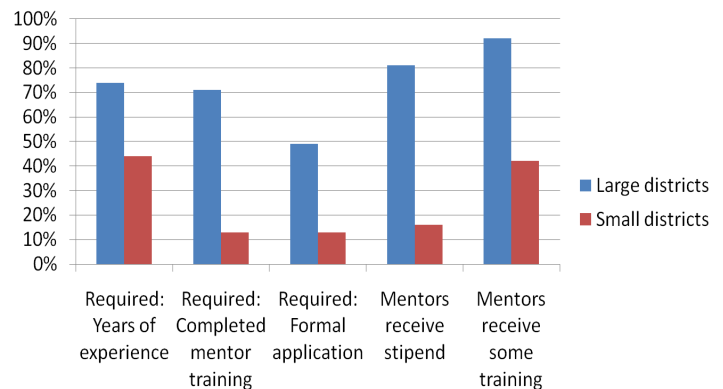
## INDUCTION FUNDING IS IMPORTANT!

INTC surveyed all 536 Illinois districts that do not receive targeted state funding for induction and mentoring programs. Of the 290 districts that responded, all but three reported some level of induction and mentoring activity. However, the survey data revealed several important distinctions:

*There is a vast discrepancy between what supports beginning teachers receive depending on size and location of their district.*

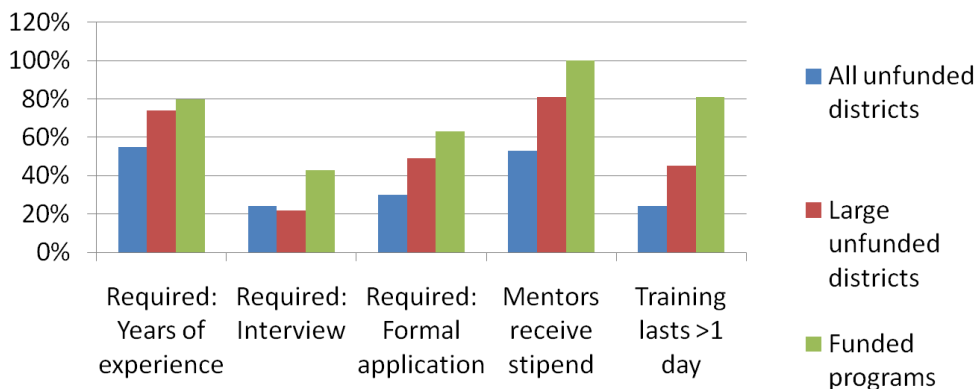


**Mentor Selection Requirements, Compensation, and Training**



*Large, suburban districts provide more supports than smaller and rural districts, yet they still provide less support than the average grant-funded induction program—even though the funded programs include small and rural districts in proportion with the state averages.*

**Mentor Selection Requirements, Compensation, and Training**



Funded programs have stronger leadership, as they are more likely to have a full-time coordinator or a team in charge. This leadership enables more intensity: more mentor training and support; more rigorous mentor selection; and more required time and accountability from mentors. In return, mentors and new teachers in funded programs are more likely to be paid stipends to ensure their commitment to the program's many requirements.



The Illinois New Teacher Collaborative (INTC) is at the forefront of providing statewide leadership for promoting new teacher induction and mentoring programs and supplying resources for those who support new teachers. INTC Online offers resources for preservice teachers, new teaching professionals, teacher mentors, K-12 school administrators, service providers, and higher education professionals.