



**STATE-FUNDED INDUCTION AND MENTORING
PROGRAMS IN ILLINOIS
REPORT**

NOVEMBER 2009

Prepared for
Illinois State Board of Education

Prepared by
Chris Roegge
Mary Elin Barnish
Patricia Brady
Lara Hebert
Jeff Kohmstedt
Christine Murphy-Lucas
Hilarie Welsh

Illinois New Teacher Collaborative
College of Education
University of Illinois at Urbana-Champaign
Children's Research Center, Room 196
51 Gerty Drive
Champaign, IL 61820

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EXECUTIVE SUMMARY

Purpose of the Report

This report includes information regarding activities conducted within state funded induction and mentoring programs in Illinois from October 1, 2008 to May 31, 2009. Similar reports are submitted biannually to the Illinois State Board of Education (ISBE) by the Illinois New Teacher Collaborative (INTC) as evidence of the projects and progress within the individual sites funded by the ISBE Beginning Teacher Induction Program grants. These funded program sites are located throughout the state and represent the varying demographics found within school locations (urban, urban fringe, suburban, mid-sized and small town, and rural).

Content of the Report

INTC staff collected and analyzed data for this report from 39 funded program sites which serve 198 school districts, 2,881 beginning teachers (first- and second-year teachers) and 1,813 mentors. Twenty-three funded programs are within single districts; 16 programs use a consortium structure. Funded programs submitted data electronically using survey questions referred to as Common Data Elements (CDE). In the spring of 2009, ISBE awarded 28 more program grants; however, no CDE data are available from them as yet. Their planned funding use is articulated in an appendix to the report.

The report includes data about specific work done as well as reflections by individual site representatives on their program progress and their plans for continued improvement during the 2009-2010 school year.

The report is divided into six sections based on specific CDE responses: conditions impacting programs; overviews of program structure, variations, and funding sources; professional development for beginning teachers, mentors, and administrators; and program evaluation. Perceived impact and planned improvements were included in each of these sections. The report concludes with a summary of promising practices found across programs, common challenges faced, and recommendations for further action.

Promising Practices/Common Threads

The report documents several continuous improvement efforts of the programs since their initial funding, including:

- The importance and benefits of increased networking between beginning teachers and experienced teachers
- Formative assessments as an integral aspect of new teacher development
- Professional development opportunities for beginning teachers (both first- and second-year)

- Collaborative leadership increases across program sites
- An increased emphasis on data use in determining program effectiveness and in planning for continued program improvement

Challenges

Common challenges were also mentioned by a number of funded programs including:

- Differentiation in induction and mentoring topics for new teachers can lead to greater understanding of developmental stages of teachers, revisions in training programs for mentors and administrators, and potential increase in program cost
- Differences in formative assessment, program evaluation and data collection and use across programs
- Improving or proving student achievement
- Budgetary and funding concerns

Recommendations

This report makes three recommendations using the *Illinois Standards for Quality and Effectiveness for Beginning Teacher Induction Programs* as an important resource document.

Recommendation #1: Program assistance as well as teacher and administrator development should be organized around the *Illinois Standards for Quality and Effectiveness for Beginning Teacher Induction Programs*. The standards should be used as a resource for program self-assessment and as a basis for action planning in regards to the following recommendations.

Recommendation #2: Strong administrator professional development programs in relation to induction and mentoring should be articulated and shared throughout the state. Online training can be a component of this professional development. Training should include topics such as administrative roles in induction and mentoring, responsibilities of stakeholders, mentor activities, mentor tools, developmental stages of new teachers, funding, and research.

Recommendation #3: INTC, ISBE, SRI, and Illinois Education Research Council (IERC) can coordinate efforts in data collection and analysis. Currently, INTC, SRI International, and the IERC all function as agencies of data collection and analysis in relation to the ISBE induction and mentoring funded programs. While INTC examines the data collected by SRI and IERC, they are not used in the biannual reports. A collaborative effort among these three organizations could establish common expectations for data reporting that result in organized, synchronized results that are more practical and timely for funded program and INTC use.

INTRODUCTION

This is the fifth in a series of reports on the status of Illinois State Board of Education funded induction and mentoring programs and contains information from thirty-nine sites, nine of which received initial funding in Fall 2006 and thirty of which received initial funding in Winter 2008. The document describes program activities occurring between October 1, 2008 and May 31, 2009, internal reflections on program progress, and planned modifications for 2009-2010. The programs served a total of 198 districts, 998 schools, and 2,881 beginning teachers. Sixteen programs (referred to as consortia) work with multiple districts. These consortia served 177 school districts.

Table 1. 2008-2009 Program Statistics

Program Type	Programs	Districts Served	ISBE Approved Funded Programs	ISBE Approved Districts	Mentors	First-Year Teachers Served	Second-Year Teachers Served	Total Beginning Teachers Served
Consortium	16	177	13	114	943	850	450	1,300
Single District	23	21	17	17	870	909	672	1,581
Total	39	198	30	131	1,813	1,759	1,122	2,881

Note: Three separate programs are within Chicago Public Schools District #299

In spring 2009, 28 additional program sites were funded and had not become operational at the time these data were collected. Appendix A provides a list of all programs (including the new programs) and their original funding date. A detailed analysis of how the new (2009) programs planned to use their funds is contained in Appendix C. With the addition of these new programs, a total of 311 school districts and 1,551 schools will have some form of state funded induction and mentoring support.

METHODOLOGY

Data for this report are based, in part, on a revised and updated Common Data Elements (CDE) protocol that was pilot tested by six funded programs in May 2009. Minor revisions to the data survey were made, and all funded programs responded to the web-based survey by June 15, 2009. Illinois New Teacher Collaborative (INTC) staff members then downloaded and read the survey responses. They then contacted programs by telephone or email to clarify answers or to obtain more detailed information.¹

Data Analysis

Staff members downloaded quantitative data from Qualtrics, a web-based survey tool, into Microsoft Excel spreadsheets and calculated descriptive statistics separately for single-district

¹ While survey data from May and June, 2009 were used for this report, the Statewide Co-coordinators for the ISBE Beginning Teacher Induction Programs are in continual contact with funded programs through e-mails, phone calls, site visits, regional meetings, and other networking methods. The co-coordinators used reflections from those communications to interpret portions of this report.

programs and consortia. Qualitative responses were also downloaded in Microsoft Word and separated by single-district programs and consortia. INTC staff members analyzed the qualitative responses by identifying themes, commonalities, and anomalies. Finally, the quantitative and qualitative findings were combined, compared, and contrasted to findings from the previous two reports to identify continuing themes, challenges, and successes and to identify changes and lack of change over time.

PROGRAM CONTEXTS

This grant services high-need districts with some of the highest poverty rates in Illinois. Without this grant, these districts would not be able to provide this high level of quality induction/mentoring programs and professional development. In one year, this grant has touched over 350 first and second year teachers; over 250 mentors; and approximately 200 administrators. – Funded Program

In some cases, conditions outside the control of the local induction and mentoring program director, coordinator, and/or administrator impacted program development, activities and outcomes. Unfortunately, these conditions most often produced negative effects.

Cost Reimbursement

The economic situation in the State of Illinois continues to impact the ways in which funded programs are able to allocate and spend funds, retain teachers, and maintain high quality new teacher mentoring. This year was especially stressful in part because of the time between programs' requests for funds and the checks issued by the Comptroller's Office. Twenty programs (10 consortia and 10 single districts) reported experiencing difficulties obtaining grant fund disbursements. Single districts appeared to have slightly fewer funding disbursement challenges as compared to consortia with 48% of respondents experiencing challenges compared to 67% of responding consortia. As a result, programs felt that they were not able to implement all of their plans in the spring or in the summer.² As one funded program administrator noted:

We haven't been able to disperse money, so some of the districts are hesitant to launch their summer programs. Anything related to induction is being paid for from other funds, so they are concerned that they might not get reimbursed and something high priority will come along and they will be left without a way to pay for it.

Reductions in Force (RIF)

Budget uncertainty also contributed to 22 programs reporting a reduction in force for FY10. Thirteen consortia and nine single-district programs told beginning teachers that they would not be hired for the coming school year, resulting in a total of 447 first-year (77% of the total) and second-year (23% of the total) teachers being RIFed. There were 220 RIFed teachers in consortia programs and 227 in single-district programs. The losses were disproportional across programs. For example, one program, alone, lost 114 beginning teachers (75 first-year teachers

² Since data for this report were collected, the ISBE issued grant extensions to allow FY09 funding through December 31, 2009. Recent e-mail contact with all funded programs announced that ISBE continuation grants for FY10 will be forthcoming.

and 39 second-year teachers). Three programs were not able to provide information on reduction in force numbers.

Table 2. Reduction in Force (RIF)

	Program Type	First-Year Teachers	Second-Year Teachers	Total Beginning Teachers
Number of Beginning Teachers	<i>Consortium</i>	173	47	220
	<i>Single District</i>	170	57	227
	Total	343	104	447
Average Number per Program	<i>Consortium</i>	11.5 (15)	3.6 (13)	15.1
	<i>Single District</i>	8.1 (21)	3.4 (17)	11.5
	Total	9.5 (36)	3.5 (30)	13

Note: “Average Number per Program” represents the mean number of RIFed teachers. The number in parenthesis represents the number of programs responding to this question (and used as the divisor for calculating the mean). If a program provided a number for second-year teacher RIFs, but the program did not require program participation from these teachers, then this program’s response was removed from the data.

Changes in Key Personnel

Eight programs reported program related changes in administrators, program coordinators, or mentors, many of which occurred after the school year began. Although most programs indicated that the change was negative, one program mentioned that hiring a new, technology-savvy superintendent enabled increasing use of web-based technologies.

Contractual Obligations

As induction and mentoring programs become more structured and formalized, sites also reported on the impact that these programs may have on local contracts. For example, two programs mentioned mentoring and induction assurances were included in local contracts, and a third program is working to do so. One program, on the other hand, described contracts as impeding program progress stating, “Due to contractual and compensation issues, we have not yet coordinated our pre-existing 1:1 building mentor program with our new full-time release mentor program.”

OVERVIEW

The workshops have given mentors and new teachers the ability to learn and practice new skills with the mentor giving the new teachers feedback on her teaching as well as the mentor learning from the new teacher. – Funded Program Administrator

Program goals were fairly consistent across all programs. Three major goals of “improving teacher quality” (39 programs), “increasing teacher retention” (38 programs), and “raising student achievement” (34 programs) were shared by the majority of programs. Other identified goals included improving school climate and developing teacher leadership. There was considerable variation, however, in the programs’ intensity and expectations, including requirements for participation.

Less than half (44%) of the consortia require participation of beginning teachers in an induction and mentoring program, while 78% of single-district programs require participation. Ten

programs do not require participation. Two programs from the original funded programs do not require participation. Seven programs required only first-year teachers to participate. Future data collection strategies will inquire into why first- and second-year teacher participation is or is not required.

Eleven programs reported more than one mentoring/induction program functioning simultaneously. All of the programs affiliated with higher education had participants involved in more than one program. One funded program administrator felt that their program, “compliments what the other programs are offering. That’s how we choose topics such as using data and curriculum mapping. We look for gaps that occur in partner training.” Another funded program administrator also noted that some of their novice teachers were involved in other complimentary programs, such as a program for alternative certification candidates.

Program Structures and Variations

The 39 funded programs represent a variety of organizational structures and have been classified into two types of organizational structures in this and in previous reports: single districts and consortia. The 23 single-district programs encompass elementary school districts, elementary/middle school districts, high school districts, and unit/unified districts (elementary, middle, and high school). A single district has its own district leadership structure (e.g., board of education, superintendent and district administrators) as well as individual buildings with their own staffs and administrative structures. Grant funding comes directly from the state to the district and is used as the individual district has determined. In addition, teachers within a single district are all under the same contractual agreement. Three funded programs in Chicago are somewhat different from other single-district programs because the administration has created subgroups—called areas—to distribute management responsibilities.

Sixteen funded programs provide induction services for multiple school districts and are administered by regional offices of education (12 programs), colleges or universities (three programs), or educational service providers (one program) such as the Consortium for Educational Change. The leadership structure of consortia differs from single-district programs because of the additional layers of leadership. These programs must negotiate providing induction services across a variety of districts, each with their own individual leadership structures and contractual agreements. Examples of services provided by consortia include trainings and workshops and funding for local activities such as new teacher/mentor meetings.

Consortia typically play one of two roles: a supportive role for district-based programs, or the sole provider of induction and mentoring. Six programs ran their own program for multiple districts. Two programs provided funding to induction and mentoring programs within districts. Eight combine the two roles. Nine consortia described their connections to the district programs as providers of paid workshops, three provide substitute teacher reimbursement, five provide mentor training, four provide technical assistance, and two provide stipends for mentors.

The types of mentoring structures across the funded programs vary depending on the individual program. Building-level mentors and operational mentors are terms used by the programs for one-to-one mentoring relationships. These mentors are often practicing classroom teachers who receive release time and/or stipends to perform their mentoring responsibilities. Instructional

mentors (or coaches), lead mentors, and district mentors provide mentoring services to larger numbers of beginning teachers. These mentors may be released from the classroom or other responsibilities on a full time or part-time basis. Each district and each consortium determine the mentor structure that works best locally. Some programs provide multi-tiered models where beginning teachers are assigned to two or more mentors.

Sources of Funding

Thirteen programs reported using only ISBE funds for their induction/mentoring program. Eight programs use other funding sources for 50% or more of programs' overall cost. Of the six consortia programs that served as the primary induction program for their component districts, only one depended on ISBE for less than 100% of their program costs (13%).

Grant funds are typically used for supplies and materials (33 programs), mentor stipends (32 programs), and professional development (32 programs). Grant funds are less likely to be used for clerical (7 programs), space rental (12 programs), and new teacher benefits (9 programs). Grant expenditure categories most likely to be supplemented from other funding sources included supplies and materials (13 programs), professional development (10 programs) and mentor stipends (8 programs). Supplemental funds were least likely to be used for new teacher benefits (one program). Appendix D provides detailed information on both the sources of funds and how funds were allocated by programs.

OPPORTUNITIES AND REQUIREMENTS FOR BEGINNING TEACHERS

Thirty-seven programs (16 consortia and 21 single districts) offered professional development activities specifically for first-year teachers between October 1 and May 31. Sixteen of these do not require participation. Three programs that made professional development optional for first-year teachers had attendance levels at 80% or above, and four reported between 50% and 79% attendance. Two programs indicated that they did not provide professional development specifically for first-year teachers during this time.

Thirty programs (13 consortia and 17 single districts) reported offering professional development opportunities for second-year teachers, and 17 of those did not require participation. Two programs with optional professional development for second-year teachers reported attendance levels at 80% or above, and seven reported between 50% and 79% of their teachers in attendance. Table 3 provides more detailed information on professional development for first- and second-year teachers.

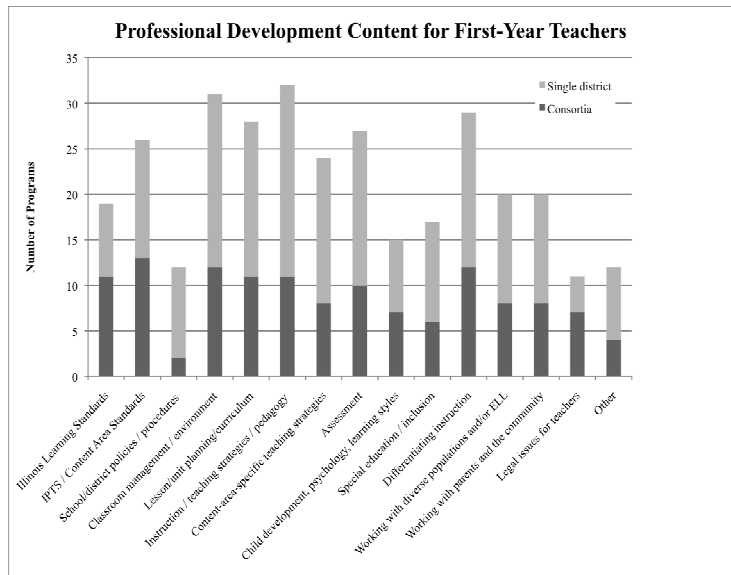
Table 3. Professional Development for Beginning Teachers

	Program Type	Number of Programs Providing	Amount Provided (hours)	Participation levels (Oct 1-May 31)
First-year Teachers	Consortium	16	<u>Total: 889</u> <i>Maximum: 632 *</i> <i>Minimum: 2</i> Mean: 55.5 Mean w/o outlier: 17	5 programs require participation 80-100% attendance (3 programs) 50-79% attendance (3 programs) less than 50% attendance (5 programs)
	Single District	21	<u>Total: 353.5</u> <i>Maximum: 50</i> <i>Minimum: 5</i> Mean: 16.8	16 programs require participation 50-79% attendance (1 program) less than 50% attendance (4 programs)
	Summary	37	Total: 1,242.5 Maximum: 50 Minimum: 2 Mean: 33.6 Mean w/o outlier: 17	21 programs require participation 80-100% attendance (3 programs) 50-79% attendance (4 programs) less than 50% attendance (9 programs)
Second-year Teachers	Consortium	13	<u>Total: 338</u> <i>Maximum: 100 *</i> <i>Minimum: 3</i> Mean: 26 Mean w/o outlier: 19.8	3 programs require participation 80-100% attendance (2 programs) 50-79% attendance (4 programs) less than 50% attendance (4 programs)
	Single District	17	<u>Total: 288</u> <i>Maximum: 60</i> <i>Minimum: 6</i> Mean: 16.9	10 programs require participation 50-79% attendance (3 programs) less than 50% attendance (4 programs)
	Summary	30	Total: 626 Maximum: 100 Minimum: 3 Mean: 20.9 Mean w/o outlier: 18	13 programs require participation 80-100% attendance (2 programs) 50-79% attendance (7 programs) less than 50% attendance (8 programs)

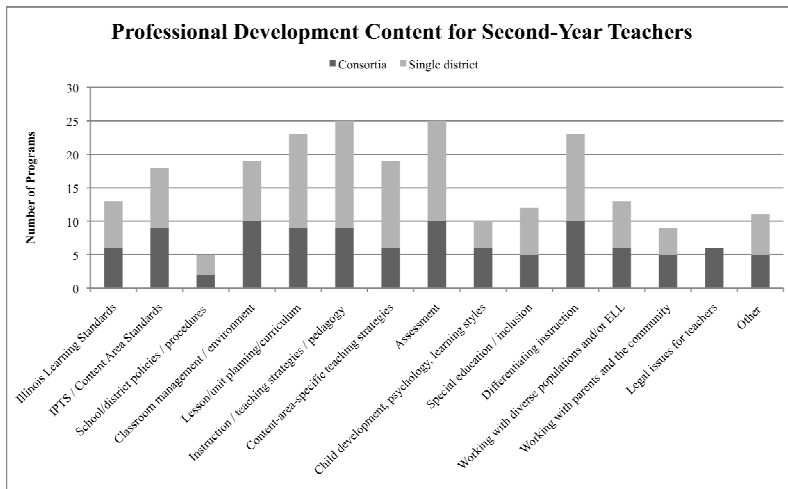
* Hours include professional development provided for all teachers. These are included because beginning teachers are highly encouraged to attend, and the grant pays for their attendance.

Professional Development Content and Materials

Professional development content for first-year teachers included instructional strategies (32 programs), classroom management (31 programs), differentiation of instruction (29 programs), lesson planning (28 programs), and assessment (27 programs). Single districts were much more likely to address content specific instructional strategies and district policies. Consortia were more likely to discuss the Illinois Professional Teaching Standards, Illinois Learning Standards, and legal issues for teachers.



Professional development for second-year teachers typically covered assessment (25 programs), instructional strategies (25 programs), lesson and curriculum planning (23 programs), and differentiation of instruction (22 programs). Single districts were more likely to offer their second-year teachers professional development in content specific instructional strategies. Consortia were more likely to offer professional development focused on classroom management, child



development/learning styles, and the Illinois Professional Teaching Standards. Professional development about legal issues for teachers was addressed by 46% of the consortia, but no single districts offered sessions on the topic. Presenters for second-year teachers' professional development sessions relied much more on program or presenter prepared materials than presenters for first-year teachers.

Twenty-nine programs reported that in addition to mentoring and professional development they provided time for new teachers to network with teachers outside their own buildings. Twenty-seven programs provided time for new teachers to network with each other. While not occurring program-wide, 14 programs indicated that some buildings ensured that beginning teachers were given fewer course preparations than their veteran colleagues, and 13 programs prohibited or discouraged teachers from leading extra-curricular activities, assigned beginning teachers a classroom aide, and avoided assigning beginning teachers the most demanding or undesirable classes. More detail is provided in Appendix E.

Formative Assessment of Beginning Teachers

Formative assessment relates to the assessment of beginning teachers for professional growth purposes. This is not related to retention decisions, and it is distinct from program evaluation. Thirty-two programs (13 consortia and 19 single district) included some type of formative assessment as a component of the induction program for first-year teachers, and 26 of these programs (12 consortia and 14 single district) included formative assessment as part of the program for second-year teachers. However, only 18 programs reported having a formal, formative assessment process for first-year teachers, and nine reported a formal process for second-year teachers.

Typically, building level mentors were responsible for formative assessments for first- and second-year teachers (21 programs), but 19 programs encouraged self-assessment for first-year teachers, while eight programs encouraged self-assessment for second-year teachers. In 11 programs, mentor coordinators or district level mentors provided formative assessments for first-year teachers. Seven programs reported that mentor coordinators or district level mentors provided formative assessments for second-year teachers.

Formative assessment measures included mentor observations (31 programs), beginning teacher reflections (31 programs), and analysis of student work (22 programs). Other measures included analysis of teacher artifacts (14 programs), analysis of student assessment data (14 programs), mentor logs coupled with Collaborative Assessment Logs (one program), Cognitive Coaching conversations (one program), roles and goals checklists (one program), and the cumulating of all protégé-mentor work (one program).

Perceived Impact

All programs struggled to provide evidence that professional development improved teaching quality. Nine of the consortia and three single districts reported receiving positive feedback on the professional development sessions they offered. Several programs responded to this question by claiming higher retention rates. No program, however, provided specific data to support these claims, and this is something future reports should address.

One example of an attempt to connect teacher professional development to improved teaching quality includes:

When asked to respond to ten statements related to the extent to which supports provided improved their knowledge and skills, more than one-half of the Year 1 respondents indicated professional growth in nine of the ten categories. When responding to the same ten statements, 90% of the Year 2 respondents indicated that supports provided improved their classroom management to an extensive or moderate extent. This was followed [by] three other areas (ability to adapt instruction to meet the needs of students at varying academic levels; ability to adapt instruction for students with individualized education programs; and, knowledge of instructional techniques appropriate for the grade level/subject matter taught) for which 80% of the Year 2 respondents indicated that the supports provided improved their knowledge and skills to a extensive or moderate extent.

Only one of the programs cited any evidence of the impact of formative assessment:

Each of our new teachers is able to show evidence of improved academic achievement in their classrooms. They cite evidence from various standardized and localized assessments that indicate successful impact on their students' growth and development. Our new teachers also tell us they intend to remain teaching in high-need schools and all want to continue in our alumni coaching program.

Improvements Planned for Next Year

Sixteen sites planned to differentiate their programs for new teachers in 2009-10 (e.g. first-year vs. second-year programs, high school versus elementary, and teachers vs. other certified staff). For example, one program plans to, “develop alternate trainings for new certified staff with more diverse needs such as speech therapists, counselors, etc.” Another program plans to, “divide the first- and second-year teachers into elementary and secondary groups to develop programs more specific to teachers’ needs.” A third program is planning for “differentiated topic choices at four of the monthly district meetings.”

Eight consortia and four single districts plan to provide more frequent or longer professional development sessions for their novice teachers. To cater to busy teacher schedules, one program will, “add an additional opportunity to attend seminars during lunch hours.” Another program will add Saturday professional development sessions in addition to the after school sessions they currently offer.

Three consortia and three single districts will design a plan to better support second-year teachers. Two of these programs plan to improve services, and the rest plan to expand their programs to include services for second-year teachers. Additionally, three consortia cited their intent to refine the training they provide to their first-year teachers.

Fourteen programs planned to improve formative assessment. Two programs will begin to require or formalize formative assessment for second-year teachers. Two programs will begin online goal setting and online journaling. Two other programs will create an expectations document that will guide coaches for when certain tools should be used with a teacher. Another program will initiate a portfolio system to improve formative assessment.

OPPORTUNITIES AND REQUIREMENTS FOR MENTORS

Twenty-four programs (14 consortia and 10 single districts) provided initial mentor training between October 1, 2008 and May 31, 2009. All of these programs required their mentors to attend. Training times averaged 22.4 hours and ranged from 3 hours to 63 hours. Single-district programs provided slightly more training to their mentors than did consortia (mean of 24.5 hours as compared to 21 hours). Four programs, all single-district programs, provided fewer than 10 hours of training, while five programs provided more than 30 hours.

The content of consortium-provided initial mentor training typically focused on: the continuum of teacher development, providing feedback, keeping records, mentoring vs. evaluation, and

observation strategies and tools. Single districts were more likely to focus on: mentor language and roles, mentoring year activities, and qualities of excellent mentors. Both types of programs also emphasized conferencing skills and stages of beginning teacher development. Neither type of program was likely to reference the state context, the “Moving Toward Quality Induction” document, or the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction.

Presenters were much less likely to prepare their own materials for mentor training than they were for administrator or beginning teacher training. Consortia most often reported using ICE21; single districts reported using materials from the New Teacher Center and Charlotte Danielson. With the exception of one program, no consortium program reported using Consortium for Educational Change materials.

Ongoing Mentor Training

Thirty-three programs provided ongoing mentor professional development between October 1 and May 31. Five consortia and one single-district program (none of which were the original 10 programs) did not provide ongoing training. Programs offered, on average, 30.2 hours of mentor professional development, spread across 10 sessions. Five programs offered 90 or more hours, while 12 programs offered fewer than 10 hours.

Consortia emphasized record keeping and qualities of excellent mentors more in their ongoing training than single districts; single-district programs emphasized the analysis of student work, mentor language and roles, and mentoring vs. evaluation more often than consortia. Both program types included: program-specific expectations, observation strategies and tools, providing feedback, establishing trust and relationships, conferencing skills, and mentoring year activities

Eleven programs provided content on meeting the specific needs of second-year teachers (five consortia and six single districts), including the use of lesson study and portfolios in working with second-year teachers.

Additional Support for Mentors

In addition to professional development for mentors, 30 programs provide other ongoing mentor support activities (see Table 4). Opportunities include networking with other mentors (29 programs), observation or analysis of mentoring artifacts (20 programs), and mentoring of mentors (18 programs). Seven programs reported involving mentors in study groups.

Table 4. Components of Ongoing Mentor Support

Program Type	Refresher of initial training	Networking with other mentors	Mentoring of mentors (e.g. by a mentor coordinator)	Book or research study group	Online discussion forum for mentors	Observation or analysis of mentoring artifacts	Formal professional development sessions	Other
Consortium	8	12	6	3	0	7	7	0
Single District	13	17	12	4	0	13	16	7
Total	21	29	18	7	0	20	23	7

Record Keeping

Thirty-seven sites (15 consortia and 22 single districts) discussed documentation of the quality of mentors’ interactions with beginning teachers in some form. When all funded programs were considered together, surveys were the most commonly used method of record keeping (22 out of 37 total sites). However, record keeping differences are apparent when consortia and single districts are viewed separately. Ten single district sites, but no consortia, specified the use of Collaborative Assessment Logs. Two programs did not report collecting records related to the nature, quality, or impact of mentor assistance.

Perceived Impact

Evidence that professional development offerings improved mentoring quality was based on mentor surveys (10 programs), new teacher surveys (eight programs), and administrator surveys (two programs). Sixteen programs (nine consortia and seven single districts) determined impact on mentoring quality from workshop and training evaluations; eight programs relied on mentors’ reflections.

Some programs described mentors satisfaction with the training they received. However, sites were not necessarily able to explain the impact of mentor trainings on mentoring activities or the quality of their interactions with beginning teachers. One program was an exception stating, “Impact statements by mentors cited improvements which came about as a result of knowledge and skills mentors gained through training and on-going professional development and support.” Another program also was able to link mentor quality with programmatic elements stating, “The administrators’ surveys are telling us that the depth of the service and growth of mentors as professionals could not have happened without the program.”

Improvements Planned for Next Year

Twenty-two programs (10 consortia and 12 single districts) plan to have advanced training for mentors with more in-depth and differentiated training for experienced mentors. In particular, seven programs will provide training on analyzing student work. Two programs plan to increase their training on data collection. Similarly, 14 programs (five consortia and nine single districts) will be improving their mentor training by differentiating between the topics provided for mentors of first-year versus second-year teachers.

Six programs are planning on increasing opportunities for mentor networking and establishing mentoring communities. Two programs would like to formalize and increase the frequency of their partner coaching experiences. These experiences allow coaches to learn from each other by “observing each other in the field, discussing problems of practice and reviewing coaching tools together.”

OPPORTUNITIES AND REQUIREMENTS FOR ADMINISTRATORS

The Spring 2009 data suggest that there is greater administrator involvement with induction and mentoring programs than in previous rounds of data collection. Twenty-three programs provided administrator training between October 1, 2008, and May 31, 2009. Sixteen programs (five consortia and 11 single districts) also provided ongoing learning opportunities throughout this time period. More broadly, since the funded programs have been in operation, 32 programs reported providing administrator training at some point. Four programs have not provided training.

Hours of training ranged from 2.5 to 32 hours. In the 28 programs that have trained district administrators, the percentage of district administrators who received training ranged from 5% to 100%. In the 31 programs who have trained building administrators, the percentage of building administrators who received training ranged from 5% to 100%. Consortia reported training an average of 28% of their district administrators and 41% of their building administrators; single-district programs reported training an average 50% of their district administrators and 62.5% of their building administrators. One consortium was the only program to have a school board member at any of the trainings.

Professional Development Content and Materials

There is a wide variance in administrator professional development content, materials, and processes. In the 23 programs providing training between October 1 and May 31, presenter-prepared materials were used most frequently (13 programs). Variance in processes ranged from single-session Administrator Academies to regularly occurring networking and professional learning community sessions.

Consistency in administrator training has been an advantage to one program:

The administrative staff development programs were used to help develop a common language of performance expectations. This allowed administrators to provide new teachers with a better understanding of the expectations for instruction, assessment, learning environment, and professional conduct. New teachers expressed a better understanding of their performance expectations due to the more reflective nature of the observation process used by the principals as a result of the administrative training.

Content for administrator training most often included teacher development (20 programs), the administrators’ roles in induction (20 programs), supporting beginning teachers (19 programs) and supporting mentors (16 programs). Single-district programs were more likely to cover content related to the evaluation of beginning teachers and the creation of supportive and collaborative school environments. Only consortia addressed induction in the Illinois context, specifically the requirements for approved programs. Consortia were also more likely than

single districts to address the *Standards for Quality and Effective Induction Programs*, the *Illinois Professional Teaching Standards*, the National Board's *Professional Teaching Standards*, and the *Moving Toward Quality Induction* document.

Appendix F provides more detail on administrator training.

Perceived Impact

The programs tended to identify the methods (surveys and administrators' feedback) they used for assessing the impact of administrator training rather than to provide evidence of impact. Fifteen programs (five consortia and 10 single districts) reported that this training helped improve beginning teacher mentoring and induction. Any specific examples of impact evidence were mostly anecdotal observations. For example, one program administrator said:

Principals that were trained provided more time for mentor observation, face-to-face meeting time, and other forms of building-level support. Other principals tend to abdicate responsibility to mentor leaders who might not be able to make key decisions and allocate resources, e.g. providing release time.

Also, another program coordinator observed that during mentor focus groups, mentors from districts with higher proportions of trained administrators experienced fewer program implementation challenges.

Improvements Planned for Next Year

With the exception of three programs, all programs planned to improve their administrator training. Four programs are considering making administrator training mandatory in an attempt to increase participation. Two programs plan to add administrator professional development as a component of their programs. Additional plans included providing the training before new hires begin work, modifying program content based on data obtained from pre- and post-training induction knowledge surveys, using in-house instead of external trainers, and hiring an educational consultant to provide trainings throughout the year.

PROGRAM EVALUATIONS

*Success can be shown through an increase of teacher retention (this is the third year) throughout the first few years of service. Surveys of organizational results (i.e., how principals see their practice) and other survey data support this. Almost 100% of those completing questionnaires strongly support the induction and mentoring program. –
Funded Program*

Across programs, beginning teacher surveys (14 consortia and 19 single districts) and feedback from new teachers on their professional development (13 consortia and 20 single districts) are the most commonly used methods of assessing program impact. Feedback from administrators and mentors regarding their professional development was the third most common (13 consortia and 15 single districts), followed by mentor and administrator surveys (12 consortia and 15 single districts). Exit interviews, examination of the formal evaluations of new teachers, and the examination of student test scores were also used to assess impact. Consortia were less likely to use exit interviews (13% consortia and 30% single districts), examine student test scores (6%

consortia and 22% single districts), or examine teacher evaluations (6% consortia and 30% single districts).

Three programs used data from the SRI International survey to help evaluate their progress. One program also used action plan goals for teachers and administrators as a measure of program impact. Other data sources included focus groups (22 programs); baseline data and follow-up data on new teachers; case studies; and logs maintained by beginning teachers or mentors (26 programs).

Using Data for Continuous Improvement

Thirty-eight sites specifically mentioned using data to improve their programs, and 34 sites mentioned a specific data collection tool. Nine sites reported using more than one data collection instrument. As mentioned above, surveys were the most commonly mentioned method for assessing goal achievement. Forty-six percent of the programs reported using surveys of new teachers, 36% reported using surveys of mentors, and 21% reported using surveys of administrators.

Six consortia worked with external evaluators to document whether they were achieving their goals. Three consortia used teacher retention data to track achievement of their goals.

Sixteen single-district programs tracked teacher retention as a way of documenting whether they had achieved their goals; 10 programs used survey data. Nine single-district programs (41%) used feedback from professional development workshops to track goal achievement. Six programs (27%) used student achievement data. Only six of the single district sites and no consortia reported differentiated record keeping between first- and second-year teachers.

Responsibility for Program Evaluation and Data Analysis

A majority of the funded programs (28) indicated that the analysis of program data is a team effort. Program staff was most often responsible for program evaluation data in both single-district programs and consortia (31 programs), followed by an external evaluator/consultant (23 programs). Consortia are least likely to have building administrators, building personnel, district administrators, or building-level mentor coordinators analyze program data.

The Role of the External Evaluator

Ten consortia and 12 single-district programs hired an external evaluator. The most common responsibilities for the external evaluators were creating various reports (12 single districts and six consortia) and data collection activities (eight single districts and four consortia). The next most frequently mentioned responsibility was to provide recommendations and suggestions for program improvement (four single districts and five consortia). Analysis or review of data was the least frequently mentioned responsibility for the external evaluators (five consortia and three single districts). One consortium provided the most comprehensive job description for the external evaluator, noting 14 separate tasks.

Program Strengths

Programs were most likely to identify their training and professional development for new teachers (17 programs) and for mentors (13 programs) as strengths. Programs funded in 2006

were disproportionately likely to list mentor training and professional development as strengths. Five programs, all consortia, also identified partnerships among participants as strengths. Programs were also proud of their formative assessment components and system; and the release time they provided to new teachers for observations, professional development, and meeting with mentors.

Eight single-district programs described having full-release mentors or coaches as a strength, and four programs described their capacity for one-to-one mentoring as a strength. Six programs identified administrator training as a strength, and four highlighted the number of administrators who had been trained.

Three programs reported using technology to support their beginning teachers. One program's website allowed new teachers to review professional development sessions and see examples of strategies and tools in use. Another's website provided a central location for documents and announcements. A third program used a web-based system to monitor mentor/mentee interactions.

Augmenting these cross-program characteristics are several unique, individual program strengths. One program praised the relationships between their faculty participants and new teacher alumni. A second program reported that their novice teacher workshops provided content that they could not get through their school and district trainings. Mentors in a third program conducted 10-20 classroom observations and provided feedback for each beginning teacher during the year. In addition, mentors and mentees meet one-on-one for between 3 and 5 hours each week.

Some successful novice teacher workshops included the following content:

- Panels of parents, administrators, and veteran teachers
- Sessions on data use, assessment, curriculum mapping
- Sessions on collaborative teaching, teaching ELLs and children of poverty, brain research, cooperative learning, inquiry-based learning, CRISS strategies, technology, behavior management, inquiry-based learning, book talks on Danielson framework, research in school improvement, lesson study, classroom organization, classroom management, and PBIS
- K-5 Trimester Overviews, Junior High - Core Workshops on Differentiation in the Math Classroom, and High School Induction Programs
- Cultural competency program

Progress Since State Funding was Awarded

The predominant use of funds has been for improving trainings and professional development for mentors (15 programs), new teachers (11 programs), and administrators (six programs). Nine programs reported that the mentor/mentee relationship had improved or intensified, with more release time, more structure, and/or more time together. Eight programs were able to become more structured and to clarify expectations. Consortia were more likely than single districts to describe improvements in mentor and administrator trainings, and their assistance in their districts developing state-approved programs.

Other areas of progress included: providing full-release mentors; providing more books and supplies for new teachers and mentors; growth in the quality and nature of participation from component districts or other stakeholders; better documentation of new teacher progress or formative assessment; creation of second-year program; and development of better online technologies for the program.

Plans for Program Improvement

In addition to the plans for improvement described in the previous sections, seven programs planned to improve internal communication with all stakeholders (from new teachers to school board to component districts—including newsletters, email, one-to-one contact, and group meetings).

The programs varied in how prepared they seemed to implement these proposed changes. Twenty-nine sites (10 consortia and 19 single-districts) were able to articulate at least vague plans for their targeted improvement. Eight said they were going to make improvement plans over the summer, typically through meetings with various stakeholders; four said they would use new materials or outside consultants; two were planning to hire new internal personnel, who would lead the change efforts; and one did not discuss plans for improvement.

PROMISING PRACTICES/COMMON THREADS

In the past we had a one size fits all program. This year we really tried to provide a wide variety of differentiation of activities, workshops, and reporting methods. One consistent area of praise this year was for our efforts in differentiating the program. – Funded Program

Overall, this report documents the continuous improvement efforts of programs since their original funding. Twenty-seven programs have increased networking opportunities for new teachers with experienced teachers. The experienced teachers may be in the same building as the new teacher or may be in a different building. A number of programs report increased formative assessment through discussions with mentors, observations of and by mentors, the use of collaborative assessment logs, and analysis of student work. These formative assessment techniques have been found beneficial to new teachers.

The programs also report increased professional development for beginning teachers. Training for first-year teachers included information on instructional strategies, classroom management, differentiated instruction, lesson planning, and assessment. Training for second-year teachers often focused on assessment and analysis of student work. The move toward differentiated program content for first- and second-year teachers and mentoring for both first- and second-year teachers is increasing across the programs.

There is also an increase in collaborative leadership across programs. Collaborative leadership typically refers to administrators, teacher/mentor representatives, and union officers working together to ensure that a mentoring and induction program is designed to best meet the needs of new teachers, the district, and ultimately the students.

The number of programs referring to data as a basis for making decisions and refining the local program has also increased. Emphasis on and understanding of the importance of data collection appeared in a number of areas throughout the survey, including program evaluation, record keeping, and evidence of the impact that various program components have on teacher quality and effectiveness. Programs also mentioned an interest in designing data collection tools/methods to examine program improvement and progress. With some funded programs, external evaluators have designed the tools, collected the data, analyzed the data, and shared it with program administrators and coordinators. With other program sites, the data design is done internally. Regardless of how the data collection and analysis is conducted, there is consistent emphasis on the use of data throughout funded programs.

CHALLENGES

We have grown tremendously in our knowledge and experience through this process. Our program will never be the same--it was once just a "buddy" program and it is truly a quality mentoring program now. – Funded Program

The flip side of differentiating professional development and mentoring for first- and second-year teachers is the challenge of designing relevant programs. New teachers need pragmatic information about classroom management, planning, and school culture. Second-year teachers are ready to focus on curriculum, pedagogy, and the analysis of student work. Consequently, mentors need to understand, address, and support the different needs of the first- and second-year teachers. While this necessary differentiation is consistent with ISBE program goals, it requires more planning, more training, and potentially greater cost.

There appears to be a lack of constancy in reporting use of formative assessments. While formative assessment is an ISBE/legislative expectation as well as an important component in the professional development of new teachers, not all programs reported its use. However, some of these programs did mention reflections, observations, and analysis of student work. All these strategies are used as formative assessment of new teachers. Program evaluation, which entails the collection and analysis of relevant data, continues to be a challenge—even as programs are beginning to rely on such data. Some programs successfully employed external evaluators and depended upon them to assist with creating appropriate data collection and analysis tools. Others are still searching for appropriate tools—and the time to analyze and reflect on data.

Another important assessment task is relating professional development for mentors and administrators to new teacher quality and effectiveness. If the ultimate program goal is to increase new teacher development and thereby improve student achievement, there must be a connection with various program components such as mentor and administrator training. Creating a link between mentoring and induction for new teachers and their students' achievement is a very important goal for almost any educational initiative and may be used to determine program success.

Timely funding and the assurance that funding will continue from year to year is still a challenge for many programs. In addition, the economic situation in the state and the nation may greatly impact teacher hiring, retention, mentoring, and induction. Local districts may choose to cut

budgets by increasing class size and hiring fewer teachers. Consequently, true retention rates may be difficult to calculate if this cost-saving technique is employed.

RECOMMENDATIONS

This grant has enabled us to extend our network of support and services to our program graduates by following them into the classroom in their first professional positions. The new teachers tell us how helpful and valuable it is to have an extra layer of support and guidance as they begin their teaching careers – particularly if that guidance is coming from someone with whom they feel a committed relationship and a connection to their alma maters. In turn, we are also using the experiences of our coaches to better inform our teacher preparation programs. – Funded Program

The *Illinois Standards for Quality and Effectiveness for Beginning Teacher Induction Programs*, along with corresponding continua for each standard, can be used as a tool for program self-evaluation, program planning, and program development. The standards can be of value locally to allow programs to determine their progress in each of the nine standards areas. The standards can also provide some consistency in induction and mentoring goals and activities throughout the state. While the standards are not designed as the basis for external evaluation, they can inform new teachers, mentors, administrators, school boards, and legislators about criteria for exemplary programs.

Recommendation #1. We recommend that assistance to programs be organized around unpacking the standards and their relationship to all aspects of teacher and administrator development.

While many funded programs report an increase in administrator training, it is important that all district and building administrators receive information about mentoring and induction. Administrators play a key role in the success of induction and mentoring programs. They need to recognize this; actively support local programs; and participate as new teachers, mentors, and coordinators working toward teacher excellence and student success. Training content should include topics such as mentoring and induction roles, responsibilities of various stakeholders, mentor activities, tools used by mentors, new teacher development, funding, and research.

Recommendation #2. We recommend identifying strong administrator professional development programs, within individual school districts and within consortia, and making those programs widely available throughout the state, possibly through developing online training opportunities.

Cross-program data collection and analysis has been established, but programs do not necessarily collect the same information internally, nor do they use common terms or data collection strategies. Data collection methods are not all the same, making comparison and contrast difficult. Consistency of data tools would also assist with establishing longitudinal data that would suggest program changes and progress. INTC can work more closely with ISBE, SRI International and the Illinois Education Research Council (IERC) to establish common reporting expectations and to more closely synchronize activities. Presently, each organization collects different data using different methodologies. While this is a strength in many ways, evaluation activities do not necessarily provide programs with data they need in a timely fashion.

Recommendation #3. ISBE should work with INTC, SRI, and IERC to establish a coordinated, integrated plan for data collection and analysis across programs and within programs.

In summary, the Illinois initiative is unprecedented across the country and, at present, is on course to provide a wealth of information on how we might support new teachers given a less than desirable financial climate across a wide variety of schools and districts. There is evidence that programs are continuously improving and that they are learning from one another. There is also evidence that considerable work remains to be done within and across programs.

APPENDIX A
ISBE Induction and Mentoring Programs

Program	Funded Since	Oversight Organization Type	Schools Served	Districts Served
Academy for Urban School Leadership	2009	Supporting Organization	8	1
Adams/Pike ROE #1	2009	Regional Office of Education	26	8
Alton CUSD #11	2009	Unit School District	1	1
Associated Colleges of Illinois-Chicago	2008	College/University	8	1
Belleville Twp. H. S. Dist. #201-Belleville	2008	High School District	2	1
Belvidere CUSD #100-Belvidere	2008	Unit School District	10	1
Berwyn South School Dist. #100-Berwyn	2008	Elementary School District	8	1
Bond County CUSD #2	2009	Unit School District	1	1
Bond/Fayette/Effingham ROE #3	2009	Regional Office of Education	25	11
Boone/Winnebago Kishwaukee Intermediate Delivery System (KIDS)	2009	Supporting Organization	59	17
Bureau/Henry/Stark ROE #28-Atkinson	2008	Regional Office of Education	51	26
Calhoun/Greene/Jersey/Macoupin ROE#40-Carlinville	2008	Regional Office of Education	51	15
Carroll/ JoDaviess/Stephenson ROE #8-Stockton	2008	Regional Office of Education	49	14
Champaign CUSD #4 - Champaign	2006	Unit School District	16	1
Chicago Dist. #299, Literacy- Areas 13 & 17	2008	Elementary School District	47	1
Chicago PSD #299 - Office of New Schools	2009	Unit School District	14	1
Chicago PSD #299--Area 7	2009	Elementary School District	21	1
Chicago Public Schools #299, GOLDEN-Area 3	2008	Elementary School District	21	1
Chicago Public Schools, Instructional Area 14	2006	Elementary School District	25	1
Consortium for Educational Change - Marion Expansion	2009	Supporting Organization	11	6
Consortium for Educational Change-Marion	2008	Supporting Organization	40	16

Program	Funded Since	Oversight Organization Type	Schools Served	Districts Served
Danville CCSD #118	2009	Unit School District	11	1
Decatur Public School District #61-Decatur	2008	Unit School District	20	1
DeKalb CUSD #428-DeKalb	2008	Unit School District	12	1
DePaul University- Chicago	2008	College/University	5	2
Des Plaines CCSD #62-DesPlaines	2008	Elementary School District	11	1
DeWitt/Livingston/McLean ROE#17-Normal	2008	Regional Office of Education	82	23
DuPage County ROE #19-Wheaton	2008	Regional Office of Education	25	5
Elgin School District U-46	2009	Unit School District	58	1
Evanston/Skokie SD #65	2009	Elementary School District	17	1
Geneseo CUSD #228-Geneseo	2008	Unit School District	6	1
Georgetown-Ridge Farm CVSD #4	2009	Unit School District	4	1
Glenview Public School Dist. #34-Glenview	2008	Elementary School District	8	1
Governors State University-University Park	2008	College/University	66	10
Harlem Unit Dist. #122-Machesney Park	2008	Unit School District	11	1
Hawthorn SD #73	2009	Unit School District	6	1
I-KAN (Iroquois/Kankakee) ROE #32-Kankakee	2008	Regional Office of Education	64	23
J. Sterling Morton HSD #201	2009	High School District	4	1
Lake County ROE #34-Grayslake	2008	Regional Office of Education	33	8
LaSalle County ROE #35	2009	Regional Office of Education	22	14
Lee/Ogle ROE #47 - Dixon	2006	Regional Office of Education	37	14
Lindop School District #92-Broadview	2008	Elementary School District	1	1
Madison County ROE #41	2009	Regional Office of Education	13	2
Marquardt SD #15	2009	Elementary School District	5	1

Program	Funded Since	Oversight Organization Type	Schools Served	Districts Served
McLean County CUSD #5-Normal	2008	Unit School District	20	1
Mid-Illini Educational Cooperative, Professional Development Provider for ROE's 22, 38 and 53	2009	Supporting Organization	46	14
Monroe/Randolph ROE #45-Waterloo	2008	Regional Office of Education	25	11
Naperville CUSD #203-Naperville	2008	Unit School District	21	1
National-Louis University	2009	College/University	2	1
Oswego CUSD #308-Oswego	2008	Unit School District	17	1
Peoria District #150	2009	Unit School District	37	1
Peoria ROE #48	2009	Regional Office of Education	29	10
Plainfield School District #202 - Plainfield	2006	Unit School District	23	1
Quincy School District #172 - Quincy	2006	Unit School District	11	1
Rock Island County ROE #49-Moline	2008	Regional Office of Education	48	8
Rockford School District #205 - Rockford	2006	Unit School District	47	1
ROE SchoolWorks Champaign-Ford ROE #9 & Vermilion ROE #54 - Rantoul	2006	Regional Office of Education	4	3
Round Lake Area Schools District #116	2009	Unit School District	9	1
South Cook Intermediate Service Center #4	2009	Intermediate Service Center	37	11
Springfield School District #186 - Springfield	2006	Unit School District	31	1
St. Clair ROE #50 - Belleville	2006	Regional Office of Education	48	10
Township High School District #214	2009	High School District	10	1
Urbana School District #116-Urbana	2008	Unit School District	8	1
West 40 Intermediate Service Center #2	2009	Intermediate Service Center	25	5
Will County ROE #56 - Professional Development Alliance	2009	Regional Office of Education	7	1
Woodstock CUSD #200-Woodstock	2008	Unit School District	9	1
Yorkville CUSD #115	2009	Unit School District	8	1

APPENDIX B
INTC PROGRAM NAMING PROTOCOL

Short Name	Long Name
ACI	Associated Colleges of Illinois-Chicago
Adams/Pike ROE #1	Adams/Pike ROE #1
Alton CUSD #11	Alton CUSD #11
AUSL	Academy for Urban School Leadership
B/W KIDS	Boone/Winnebago Kishwaukee Intermediate Delivery System (KIDS)
Belleville SD #201	Belleville Twp. H. S. Dist. #201-Belleville
Belvidere SD #100	Belvidere CUSD #100-Belvidere
Berwyn SD #100	Berwyn South School Dist. #100-Berwyn
BFE ROE #3	Bond/Fayette/Effingham ROE #3
BHS ROE #28	Bureau/Henry/Stark ROE #28-Atkinson
Bond County CUSD #2	Bond County CUSD #2
CEC-Marion	Consortium for Educational Change-Marion
CFV ROE #54	ROE SchoolWorks Champaign-Ford ROE #9 & Vermilion ROE #54 - Rantoul
CGJM ROE #40	Calhoun/Greene/Jersey/Macoupin ROE#40-Carlinville
Champaign SD #4	Champaign CUSD #4 - Champaign
Chicago Area 14	Chicago Public Schools #299, Instructional Area 14
Chicago Golden	Chicago Public Schools #299, GOLDEN-Area 3
Chicago Literacy Areas 13 & 17	Chicago Public Schools #299, Literacy- Areas 13 & 17
Chicago ONS	Chicago PSD #299 - Office of New Schools
CJS ROE #8	Carroll/ JoDavieess/Stephenson ROE #8-Stockton
Danville CCSD #118	Danville CCSD #118
Decatur SD #61	Decatur Public School District #61-Decatur
DeKalb SD #428	DeKalb CUSD #428-DeKalb
DePaul (WeTEAM)	DePaul University- Chicago

Short Name	Long Name
Des Plaines SD #62	Des Plaines CCSD #62-DesPlaines
DLM ROE #17	DeWitt/Livingston/McLean ROE#17-Normal
DuPage ROE #19	DuPage County ROE #19-Wheaton
Elgin SD U-46	Elgin School District U-46
Evanston/Skokie SD #65	Evanston/Skokie SD #65
Geneseo SD #228	Geneseo CUSD #228-Geneseo
Glenview SD #34	Glenview Public School Dist. #34-Glenview
G-RF CVSD #4	Georgetown-Ridge Farm CVSD #4
GSU	Governors State University-University Park
Harlem SD #122	Harlem Unit Dist. #122-Machesney Park
Hawthorn SD #73	Hawthorn SD #73
I-KAN ROE #32	I-KAN (Iroquois/Kankakee) ROE #32-Kankakee
JSM HSD #201	J. Sterling Morton HSD #201
Lake County ROE #34	Lake County ROE #34-Grayslake
LaSalle County ROE #35	LaSalle County ROE #35
Lee/Ogle ROE #47	Lee/Ogle ROE #47 - Dixon
Lindop SD #92	Lindop School District #92-Broadview
Madison County ROE #41	Madison County ROE #41
Marquardt SD #15	Marquardt SD #15
McLean SD #5	McLean County CUSD #5-Normal
MEC ROEs	Mid-Illini Educational Cooperative, Professional Development Provider for ROE's 22, 38 and 53
Monroe-Randolph ROE #45	Monroe/Randolph ROE #45-Waterloo
Naperville SD #203	Naperville CUSD #203-Naperville
NLU	National-Louis University
Oswego SD #308	Oswego CUSD #308-Oswego

Short Name	Long Name
Peoria District #150	Peoria District #150
Peoria ROE #48	Peoria ROE #48
Plainfield SD #202	Plainfield School District #202 - Plainfield
Quincy SD #172	Quincy School District #172 - Quincy
Rockford SD #205	Rockford School District #205 - Rockford
Rock Island ROE #49	Rock Island County ROE #49-Moline
Round Lake SD #116	Round Lake Area Schools District #116
South Cook #4	South Cook Intermediate Service Center #4
Springfield SD #186	Springfield School District #186 - Springfield
St. Clair ROE #50	St. Clair ROE #50 - Belleville
Township HSD #214	Township High School District #214
Urbana SD #116	Urbana School District #116-Urbana
West 40	West 40 Intermediate Service Center #2
Will County ROE #56	Will County ROE #56 - Professional Development Alliance
Woodstock SD #200	Woodstock CUSD #200-Woodstock
Yorkville CUSD #115	Yorkville CUSD #115

APPENDIX C
BUDGET ANALYSIS 2009 PROGRAMS
APRIL 1 – AUGUST 31, 2009

In April, the Illinois State Board of Education granted \$2,520,305 to 28 new programs to be used in the time period of April 1 through August 31, 2009. Fifteen of the new programs are single district and 13 are consortium or university programs. The 15 single district programs received a total of \$1,200,488 (48% of total allotted funds); the 13 consortia-based received \$1,321,817 (52%). Table 1 provides a breakdown of the amounts and percentages of money being spent by the 28 new programs on salaries (29%), employee benefits (4%), purchased services (53%), and supplies and materials (14%).

2009 Programs April 1 – August 31, 2009
Table 1. FY'09 Budget Summary: Expenditure Accounts

Programs		Salaries	Employee Benefits	Purchased Services	Supplies/ Materials	Total Budget Amounts
Type	Number					
Single District	15	\$388,615 (33%)	\$ 50,688 (4%)	\$ 588,485 (49%)	\$172,700 (14%)	\$1,200,488
Consortia	13	\$344,628 (26%)	\$ 49,867 (4%)	\$ 751,635 (57%)	\$175,687 (13%)	\$1,321,817
TOTAL	28	\$733,243 (29%)	\$100,555 (4%)	\$1,340,120 (53%)	\$348,387 (14%)	\$2,522,305

The single district programs allocated a total of 33% of their budgets on salaries; whereas, consortia allocated a total of 26%. The consortia programs budgeted 57% of their monies on purchased services versus the 49% budgeted by single district programs. There is little difference between the two groups in the amounts budgeted on employee benefits (4% for both groups) and supplies and materials: 14% by single district programs and 13% by consortia.

Table 2 provides a breakdown of the amounts and percentages of money being spent on improvement of instruction services (79%); planning, research, development, and evaluation services (7%); and payments to other governmental units (14%).

2009 Programs April 1 – August 31, 2009
Table 2. Budget Summary by Function Number

Programs		Improvement of Instruction Services 2210		Planning, Research, Development, Evaluation Services 2620		Payments to Other Government Units 4100		Total Budget Amounts
Type	Number							
Single District	15	\$ 1,139,223	(95%)	\$ 61,265	(5%)	\$ 0	(0%)	\$1,200,488
Consortia	13	\$ 861,266	(65%)	\$105,840	(8%)	\$354,711	(27%)	\$1,321,817
TOTAL	28	\$2,000,489	(79%)	\$167,105	(7%)	\$354,711	(14%)	\$2,522,305

The largest difference between the single district programs and the consortia is that single district programs have budgeted 95% of their monies to improvement of instruction while consortia have budgeted only 65% of their funds to that category. Consortia, on the other hand, have budgeted 27% of their funds to payments to other government units while single district programs have budgeted no money to that category. There is little difference between the two groups in planning, research, development, and evaluation services: 8% of funds by consortia and 5% by single district programs.

The total of \$2,522,305 is to be spent in the following areas:

Training	23.60%
Mentor Stipends	22.80%
Supplies/Materials	13.10%
New Teacher Stipends	13.00%
Coordinator Salaries	10.10%
Substitutes	6.40%
Meals	3.10%
Evaluation	3.10%
Mentor Benefits	1.50%
Coordinator Benefits	0.90%
Mileage	0.80%
New Teacher Benefits	0.70%

Administrator Stipends	0.50%
Space Rental	0.40%

In comparing how single school districts and consortia are spending the funding, it is seen that the major difference is that single districts are spending a larger percentage (35.2%) of their budgets on training than are consortia (13%). Consortia are spending greater amounts of their monies (29.4%) on mentor stipends than are single districts (15.6%). Single district programs are spending greater percentages on substitutes (9.5% vs. 3.5%) and evaluation (3.5% vs. 2.5%). Consortia are spending greater percentages of their budgets on new teacher stipends (15.5% vs. 10.3%), coordinator salaries (14.6% vs. 5.3%), and meals (4.2% vs. 1.9%). There is little difference between the two groups on the percentages being spent on supplies/materials, administrator stipends, mileage, or space rental. A breakdown of the differences can be seen in Table 3.

2009 Programs April 1 – August 31, 2009
Table 3. FY'09 Differences in Expenditures of Single Districts and Consortia

Budget Category	Single District	Consortia
Training	35.2%	13.0%
Mentor Stipends	15.6%	29.4%
Supplies/Materials	13.9%	12.3%
New Teacher Stipends	10.3%	15.5%
Substitutes	9.5%	3.5%
Coordinator Salaries	5.3%	14.6%
Evaluation	3.7%	2.5%
Meals	1.9%	4.2%
Mentor Benefits	1.4%	1.6%
New Teacher Benefits	1.2%	0.3%
Space Rental	0.7%	0.1%
Administrator Stipends	0.6%	0.4%
Mileage	0.4%	1.1%
Coordinator Benefits	0.2%	1.5%

The sum of \$2,522,305 for use between April 1 and August 31, 2009 was divided between 28 new programs with a range from \$286,990 to \$17,675. The following chart shows the number of programs in each range:

<u>Amount</u>	<u>Single Districts</u>	<u>Consortia</u>
\$17,675-99,999	11	7
\$100,000-199,999	3	5
\$200,000+	1	1

The budgets of the 28 programs averaged \$90,082. Single district programs averaged \$80,032; consortia programs averaged \$101,678.

Geographically, the funded programs are located throughout the state. The amount of funds given to the various regions include:

<u>Locale</u>	<u># (%) Programs</u>	<u>% of Funding</u>
Chicago	4 (14.28%)	33.28%
Chicago suburbs	6 (21.43%)	19.46%
North, northwestern, Chicago fringe	7 (25.00%)	16.88%
Central	6 (21.43%)	14.06%
Southern	5 (17.86%)	16.32%

Conclusion

The time frame of April 1-August 31 dictates that the majority of the grant money will be spent by the various new programs on training of mentors. The costs of workshops, supplies and materials for that training, and mentor stipends for their time spent in training absorb most of the funds provided by the state. It is interesting to note that for the first time, administrator stipends are provided. This is for the obvious reason of providing training for administrators in induction and mentoring. It is well established that administrator support is crucial to the success of new and continuing mentoring programs. Whether or not funds, especially if large, which are spent on evaluation of such a brief period are needed is something that could be questioned.

APPENDIX D
SOURCES AND ALLOCATIONS OF FUNDING

Distribution of Program Funding Sources

	ISBE induction/ mentoring grant money	District funds	IDEA funds	Title I funds	University funds	Title II	Corporations/ Foundations	Other
Mean %	77.90	14.78	0.38	0.80	0.13	2.48	2.30	1.26
Maximum %	100.00	87.00	10.00	10.00	5.00	50.00	50.00	45.20
Minimum %	12.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Expenditure Categories

	Evaluation	Coordinator stipends	Coordinator benefits	Mentor stipends	Mentor benefits	New teacher stipends	New teacher benefits	Substitute teachers	Induction related professional development	Supplies & materials	Mileage	Space rental	Meals	Clerical
Number of programs spending grant funds in this category	24	27	18	32	15	18	9	29	32	33	29	12	27	7
Number of programs spending in this category and supplementing ISBE grant funds from other funding sources	15	14	9	20	11	10	6	19	20	20	17	8	15	2
Number of programs utilizing other funding sources to supplement grant funds for this category	2	5	3	8	6	3	1	8	10	13	4	4	4	2

Note: Five programs are omitted from these calculations due to inability to provide this information before the deadline for data submission.

ISBE Contributions toward Expenditure Categories when Multiple Funding Sources Used for the Category

	Evaluation	Coordinator stipends	Coordinator benefits	Mentor stipends	Mentor benefits	New teacher stipends	New teacher benefits	Substitute teachers	Induction related professional development	Supplies & materials	Mileage	Space rental	Meals	Clerical
Number of programs utilizing other funding sources for this category	2	5	3	8	6	3	1	8	10	13	4	4	4	2
Minimum, non-zero ISBE contribution (%)	4	3	1	5	5	50	30	50	3	2	1	3	10	20
Maximum, non-zero and non-100% ISBE contribution (%)	73	75	60	81	60	90	30	83	90	90	50	50	80	35
Mean funding contribution from ISBE (%)	91.8% (15)	77.7% (14)	76.8% (9)	80.4% (20)	67.6% (11)	91.5% (10)	88.3% (6)	92% (19)	79.6% (20)	75.3% (20)	80.2% (17)	71.6% (8)	88.3% (15)	27.5% (2)

Note: “Mean funding contribution from ISBE” calculation does not include programs funded solely by ISBE.

APPENDIX E
MATERIALS AND SUPPORTS FOR FIRST- AND SECOND-YEAR TEACHERS

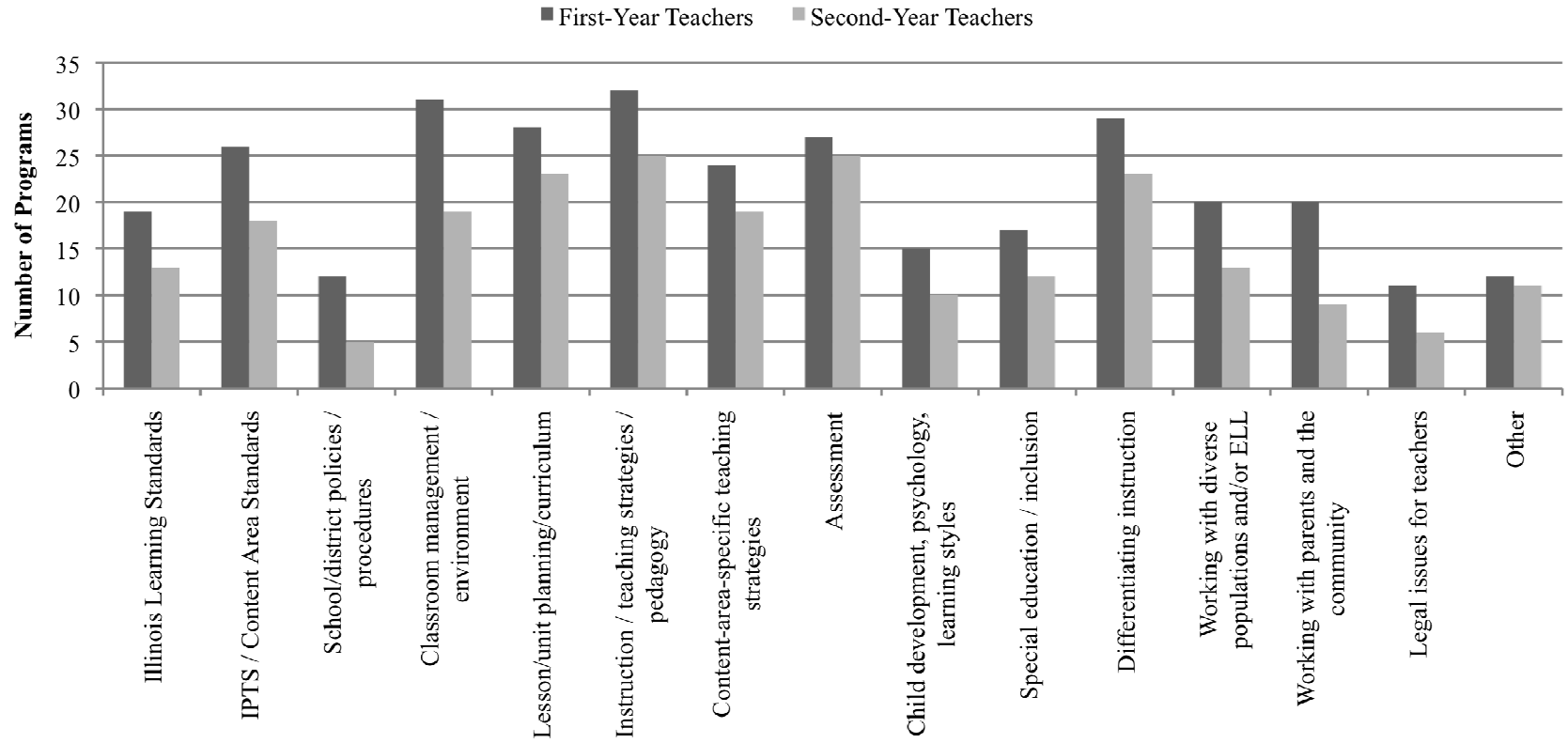
First-Year Teacher Training Materials

Program Type	Presenters prepared own materials	Induction for the 21st Century Educator	New Teacher Center	Consortium for Educational Change	Charlotte Danielson	Other
Consortium	13	8	3	2	4	1
Single District	19	1	12	7	13	6
Total	32	9	15	9	17	7

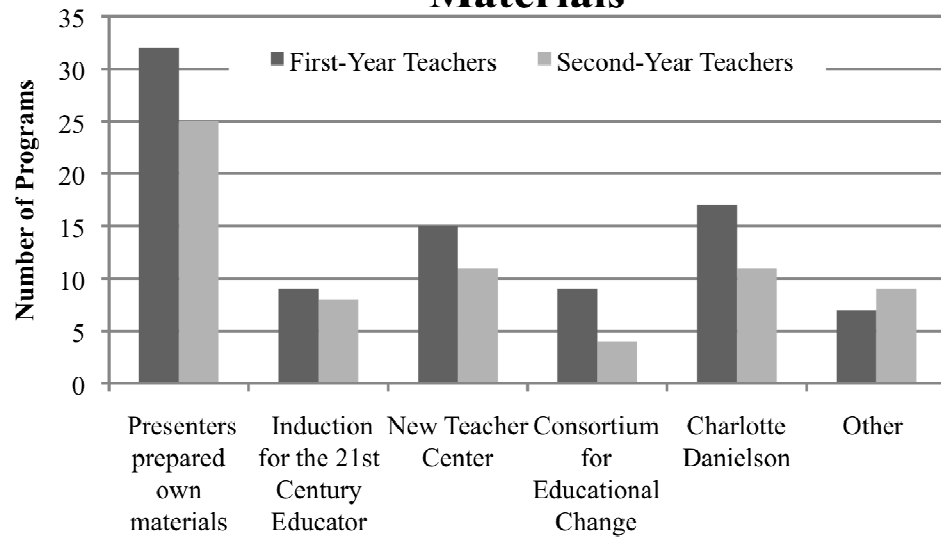
Second-Year Teacher Training Materials

Program Type	Presenters prepared own materials	Induction for the 21st Century Educator	New Teacher Center	Consortium for Educational Change	Charlotte Danielson	Other
Consortium	11	7	3	1	3	2
Single District	14	1	8	3	8	7
Total	25	8	11	4	11	9

Beginning Teacher Professional Development Content



Beginning Teacher Professional Development Materials



Additional Support Provided to Beginning Teachers

Program Type	Time set aside to network with each other		Opportunity to network with teachers outside of their individual schools		Reduced number of course preparations		Assigned a classroom aide		Prohibited or discouraged from teaching the most demanding / undesirable courses		Prohibited or discouraged from leading extra-curricular activities		Other	
	Program-wide	Some buildings/ districts only	Program-wide	Some buildings/ districts only	Program-wide	Some buildings/ districts only	Program-wide	Some buildings/ districts only	Program-wide	Some buildings/ districts only	Program-wide	Some buildings/ districts only	Program-wide	Some buildings/ districts only
Consortium	10	6	11	3	0	6	0	6	0	5	0	6	1	3
Single District	17	5	18	3	0	8	0	7	0	8	0	8	5	6
Total	27	11	29	6	0	14	0	13	0	13	0	14	6	9

APPENDIX F ADMINISTRATOR TRAINING

Professional Development for Administrators (October 1-May 31)

Program Type	Number of Programs Providing	Amount Provided (hours)	Percentage of administrators who have received training	
			District Level	Building Level
Consortium	10	Total: <u>120.5</u> Maximum: 26 (1 program) Minimum: 4.5 (1 program) Mean: 12.1	Maximum: 98% (1 program) Minimum: 0% (4 programs) Mean: 28% (14 programs)	Maximum: 99% (1 program) Minimum: 0% (3 programs) Mean: 41% (14 programs)
Single District	13	Total: <u>132.5</u> Maximum: 32 (1 program) Minimum: 2.5 (1 program) Mean: 10.2	Maximum: 100% (6 programs) Minimum: 0% (4 programs) Mean: 50% (22 programs)	Maximum: 100% (7 programs) Minimum: 0% (2 programs) Mean: 62.5% (22 programs)
Summary	23	Total: 253 Maximum: 32 (1 program) Minimum: 2.5 (1 program) Mean: 11	Maximum: 100% Minimum: 0% Mean: 41.7%	Maximum: 100% Minimum: 0% Mean: 54% (36 programs)

Administrator Training Content

Program Type	Beginning teacher development	Induction (in general--research, theories, definitions)	Mentoring	Supporting beginning teachers	Supporting mentors	Effective teaching	Leadership	Administrator's role in induction/mentoring	Creating a welcoming/supportive environment	Evaluating beginning teachers	Induction in Illinois (approved programs)	Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs	Illinois Professional Teaching Standards and/or Content Area Standards	NBPT Standards	Moving Toward Quality Induction document	Other
Consortium	9	8	7	10	8	6	6	10	6	3	7	5	7	1	7	4
Single District	11	8	8	9	8	7	7	10	10	6	0	2	3	0	5	6
Total	20	16	15	19	16	13	13	20	16	9	7	7	10	1	12	10

Administrators Training Materials

Program Type	Presenters prepared own training materials	New Teacher Center	Consortium for Educational Change	Induction for the 21st Century Educator	Charlotte Danielson	Other
Consortium	5	2	1	7	2	2
Single District	8	6	5	0	8	4
Total	13	8	6	7	10	6

APPENDIX G

ILLINOIS STANDARDS OF QUALITY AND EFFECTIVENESS FOR BEGINNING TEACHER INDUCTION PROGRAMS

*Approved by the Illinois State Teacher Certification Board
December 5, 2008*

Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

Standard 1: Induction Program Leadership, Administration, and Support

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.

Standard 2: Program Goals and Design

Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the district/school improvement plan and local concerns/context.

Standard 3: Resources

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

Standard 4: Site Administrator 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.

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.

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.

Standard 7: Development of Beginning Teacher Practice

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.

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.

Standard 9: Program Evaluation

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