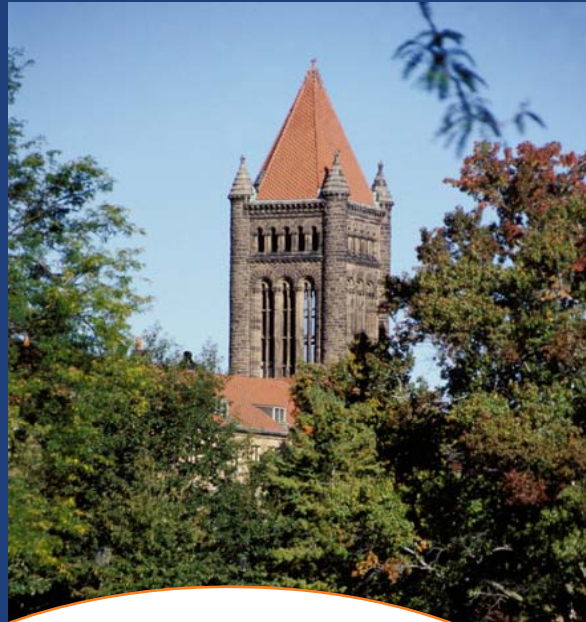




Illinois New Teacher Collaborative

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Illinois New Teacher Collaborative
@InductionIL



Recommend
this conference!
intc.education.illinois.edu/



Illinois New Teacher Collaborative



"It changed my career trajectory. I have a plan of how to address the achievement gap in my district."

11th Annual Induction & Mentoring Conference

February 21st & 22nd

iHotel and Conference Center
University of Illinois



COLLEGE OF EDUCATION AT ILLINOIS

Message from the College of Education and INTC

Dean James Anderson & Dr. Annie Insana, Director

Greetings!

On behalf of the Illinois New Teacher Collaborative and the College of Education at Illinois, welcome to Champaign-Urbana, the University of Illinois, and the 11th annual INTC Induction & Mentoring Conference! Our College of Education was established in 1905 and was one of the first to be located within a research-based, land grant university. INTC is one of many initiatives through which the College has, over its rich history, provided leadership and innovation to educational improvement in the state. Since 2004, INTC has been a catalyst in the establishment of induction and mentoring programs for first- and second-year teachers across Illinois. In 2006, INTC launched this conference to support schools and districts as they welcomed new teachers into their communities. Teaching is a complex blend of art and science that must be continually refined and developed throughout the career span. The College is committed to supporting its graduates across the career continuum. Therefore, INTC and the College will continue to develop innovative strategies to help teachers at all career stages improve their practice.

Have a great time at the conference! It is our sincere hope that you leave here with new friends, new ideas, and renewed energy as you prepare to return to your schools. Thank you for sharing your time with us.

Thank You Sponsors

The Illinois New Teacher Collaborative would like to extend special thanks to the sponsors that make this conference possible including the University of Illinois, College of Education at Illinois and the State Farm Companies Foundation.



“Yeah, I wanted to quit that day”: The Lived Experiences of African American Teacher Burnout

Brittany Frieson

Knowledge

Building upon research that theorizes teacher burnout among mainstream White teachers, this study explores the dialogue about African-American teacher experiences with teacher burnout using Attribution Theory and Critical Race Theory. African American teachers' experiences with critical racial incidents and the ways which they capitalized on their desire to depart from the profession are highlighted along with practical implications for teachers and administrators. A brief dialogue will follow the presentation where we will discuss the stigma around teacher burnout and ways to manage burnout throughout your teaching career.

Teacher Development, Teachers as Learners

Empowering All Pieces of the Puzzle

Jennie Crownson, Beth Hettinger, Anne Semenske, Mandy Genge

Excellence

A school induction program has many parts that need to work together to bring beginning teachers not only in contact with their mentors but with other veteran teachers and administrators to have a successful program. In order to incorporate the entire school, the program needs to reach out to all new members of the faculty. In this session we will show ideas that have worked well to integrate the PLT culture to be a vital part of our induction program. We will also present ideas for expanding the program to include all certified staff.

Teacher Development, Teachers as Learners

Implementing NGSX in Cook and Champaign Counties

Barbara Hug, Sue Gasper, Meghan McLeary

Quad Room

Hear how we have worked with Cook and Champaign County teachers using the Next Generation Science Exemplar (NGSX) to improve their science teaching practice. In the summer of 2016, we sponsored a study group of fourteen K-12 teachers in Cook County and 24 teachers in Champaign County. In this 9-day extended professional development, they experienced 3-dimensional learning as students, began creating NGSS-aligned curricula, and learned various teaching strategies to align their practice with the vision outlined in the NRC *Framework for K-12 Science Education*. Teacher participants will describe their NGSX experience and talk about how they are applying what they have learned in their classrooms.

Teacher Development, Teachers as Learners

2017 EdChat Speakers

Sharon Roth

Consultant with LOCI LLC

Sharon formally served on staff with the National Center for Literacy Education and as Division Director of Professional Development at the National Council of Teachers of English. With experiences in elementary education, instructional technology, and administration, Sharon has contributed to the field of education for twenty seven years. In her current consulting work, she works with school leaders to evaluate and develop the collective capacity of teaching and learning for both the adults and students in schools.

Dr. Dean Cantu

Professor and Chair of Teacher Education at Bradley University in Peoria, Illinois and the Executive Director of the Illinois Council for the Social Studies

Professor Cantu has over 20 years of experience in professional education from high school through the graduate level, during which he has taught the following: American history, world history, economics, psychology, geography, sociology, social studies education, multicultural education, educational research, and instructional technology. Dean is a past president of the Illinois Association for Teacher Education in Private Colleges.

Betsy Alderman

Fifth-year math teacher at Centennial High School in Champaign, Illinois and ISBE's 2017 Outstanding Early Career Educator

Betsy began teaching in 2012 at Centennial High School. She earned her Bachelor of Science degree in Mathematics and minor in Secondary Education from the University of Illinois at Urbana-Champaign in 2012.

Dr. Sandra Osorio

Assistant Professor at Illinois State University

Dr. Osorio teaches courses in early childhood and bilingual/English as a second language endorsement. She is a former bilingual educator who worked with children from diverse, racial, ethnic and linguistic backgrounds for 9 years. Her own personal narrative growing up bilingual and having a deficient-based identity placed upon her because of her linguistic differences has served as source of motivation to become an educator and researcher. Dr. Osorio's research continues to look at how children as well as pre-service teachers develop critical consciousness.

Session C | Tuesday 1:45 – 2:55

Developing your PLN

Lauren Slanker

Humanities

In this session, new teachers will learn about and begin to develop their PLN – personal learning network. They will be introduced to various social media outlets for continued learning, such as Twitter, Snapchat, Blogger, and Voxer. We will explore the different options for learning online and go over the best practices for getting the most out of each one. Teachers will be given time to set up and explore the outlets that speak to them.

Teacher Development

Using Social Media to Influence Policies and Practices

Alex Valencic

Excellence

Early career teachers are often told to stay away from social media, to scrub their online presence, hide their identities, and avoid standing out. Alex T. Valencic has taken a different approach. Leveraging the power of social media, especially Twitter, he has been able to connect with school leaders in his own community and across the nation. Learn how you can use social media to influence policies and practices without violating acceptable use policies!

Teachers as Influencers

New Teacher Networks: Leveraging Networks for Success in Small Schools

Eliza Bryant, Gretchen Geerts, Antoinette Greengard, Shauntae Parram, Kevin Powers, Katie Thompson

Knowledge

Big Shoulders Fund initiated a new teacher development program that focuses in part on building strong professional networks among teachers in their first through third years, mentor teachers, coaches, and administrators. Using a comprehensive set of supports, program leaders and induction coaches leverage the value of these networks to ensure our new teachers continue to develop in spite of challenging circumstances and a small school context.

Teachers as Learners

Supporting Specialists with Mentoring and Induction

Kara Thorstenson & Elena Menicocci

Quad Room

Please join a school district's mentor chair who has worked in multiple specialist roles, along with a first-year school librarian and participant in the year-one mentor program, to discuss ways that a school or district's mentoring and induction program can best support specialists (i.e. teachers not in the traditional classroom). This session will review online resources created for the District 74 mentor program along with a discussion of best practices. Attendees will be welcome to ask questions and discuss issues related to their own mentor programs.

Teacher Development, Teachers as Learners

Reflections of a Mentor-Inductee-Coordinator

Roxanne Williams, Nicole Steel, Erica Bishop

Loyalty

Join us in our open discussion of how our paths have crossed as teacher learners, influencers, and developers. Perspectives from a mentor, her inductee, and their induction-mentor coordinator on the same teacher induction program evoke questions about professional learning. Each presenter will share her perspective on the impact of the program as it relates to meeting needs, networking professionally and technologically, empowering self and others to achieve self-efficacy, and engaging in inquiry. We will invite audience inquiry.

Teacher Development, Teachers as Influencers,

Teachers as Learners

Session D | Wednesday 9:30 – 10:40

Making It Work: Expanding and Enhancing A Small Size Program

Dan Jones

Humanities

In this session, we will share procedures and resources used in expanding a small size program (less than 20 new teachers) from one to two years with limited financial means. Mount Vernon City Schools, District 80 has had an Induction and Mentoring Program for 1st year PK-8 teachers for over 10 years in the four schools of the district. In 2016 the program was expanded to 1st and 2nd year teachers using district resources and ISBE Mentoring Grant. The two-year program includes both teachers new to the district with prior experience and teachers new to the profession.

Teacher Development

Schedule of Events

Tuesday, February 21

7:30 – 9:00	Conference Check-in	Illinois Ballroom Hall
8:00 – 8:45	Breakfast Buffet	Illinois Ballroom
8:45 – 9:00	Opening Session Welcome – Dr. Insana	Illinois Ballroom
9:00 – 9:20	EdChat #1 – Sharon Roth	Illinois Ballroom
9:20 – 9:55	Work Session #1	Illinois Ballroom
10:00 – 11:10	Critical Issues Session A	Breakout Rooms
11:20 – 12:30	Critical Issues Session B	Breakout Rooms
12:30 – 1:15	Lunch	Illinois Ballroom
1:15 – 1:35	EdChat #2 – Dean Cantu	Illinois Ballroom
1:45 – 2:55	Critical Issues Session C	Breakout Rooms
2:55 – 3:10	Dessert Break	Illinois Ballroom Hall
3:10 – 3:50	Roundtable Role-alike Work Sessions	Breakout Rooms
3:55 – 4:20	EdChat #3 – Betsy Alderman	Illinois Ballroom
4:20 – 5:00	Work Session #2	Illinois Ballroom
5:00 – 6:00	Complementary Reception	Illinois Ballroom Hall

Wednesday, February 22

7:30 – 8:45	Conference Check-in	Illini Ballroom Hall
8:00 – 8:45	Breakfast Buffet	Illinois Ballroom
8:45 – 9:00	Welcome – Interim Dean Anderson	Illinois Ballroom
9:00 – 9:20	EdChat #4 – Sandra Osorio	Illinois Ballroom
9:30 – 10:40	Critical Issues Session D	Breakout Rooms
10:45 – 11:55	Work Session #3	Illinois Ballroom
12:00 – 12:45	Lunch Buffet, Door Prizes, & Send-off	Illinois Ballroom

Critical Issues Sessions

Session A | Tuesday, 10:00 - 11:10

Making the Time and Making it Worthwhile

Jennifer Dalrymple, Carol Mertes, Saul Olivas
Humanities

This presentation will include an introduction and summary of program enhancements aligned with the Illinois Induction Program Standards that were made possible with support from the ISBE New Teacher Mentoring grant received for FY16 and FY17. Participants will learn directly from mentors and their mentees how they have scheduled their time together in both traditional and innovative ways, including goal setting, weekly meetings, using video, and making every meeting a valuable use of time. The presentation will conclude with an outline of evaluating the program and future planning.

Teacher Development

Give a “Shout Out!”

Kimberly Creasey
Knowledge

The purpose of the session is meant to encourage tenured teachers and administrators to utilize the strengths of non-tenured or new teachers while building relationships that foster trust and community that will benefit the teaching and learning environment. Often time new teachers feel overwhelmed and underappreciated which leads to teacher attrition. Therefore, participants would discover and discuss what is working and what is not and acquire strategies to assist in building strong, lasting learning communities.

Teachers as Influencers

Framing children’s Behavior: “Naughty” or “Ineffective”

Marcia Burns & Mary Lyons
Alma Mater

When new and experienced teachers talk with each other about student behaviors, they are able to reflect on their own feelings and biases when faced with ineffective behaviors, to think about individual children apart from their behaviors, and to share successful strategies. Presenters will share their own experiences of being new teachers who sought advice and engagement from seasoned teachers, as well as strategies for fostering teacher dialogue. Participants will share experiences and work together to develop strategies for teacher collaboration.

Teachers as Learners

Differentiated Mentoring: A Tiered Plan

Beth Stuckey & Pam Shattuck
Quad Room

Meeting the needs of ALL new teachers takes a differentiated approach. We will share a tiered plan of support which allows inclusion of novice teachers all the way to veterans new to our district. The tiers outline frequency of support, criteria for tier placement and movement, and core mentor practices at each level. We will also share how regular administrator communication and evaluation impact the tiered system. This tiered system has allowed us to maximize the impact of mentoring.

Teacher Development, Teachers as Learners



21st Century Impact:

Developing Practitioners Who Become Reflective,

Collaborative Leaders

Karen Hess, Soul Stanley, Amy Irvin
Loyalty

The Valley View School District Mentoring and Induction Program focuses on using and transferring 21st century skills to new and veteran teachers. Learn how our program uses the principles of reflection and collaboration to engage new teachers in learning experiences that enhance their professional practice. Key topics include social-emotional learning, classroom management, peer visitations, and action research cycles. Come see how you can use technology and collaboration to build powerful, impactful future leaders!

Teachers as Influencers, Teachers as Learners

Resources for Coaches

Jill Uhlman
Excellence

In education we use the term, "beg, borrow, and steal" to talk about how we gather resources. In this session teacher coaches will be given a variety of resources from coaching logs to coaching session documents. Attendees will also be able to share their favorite resources with others.

Teachers as Learners

Reception: INTC will host a reception for conference participants in the Illinois Ballroom Hallway on Tuesday at 5:00 PM

Session B | Tuesday, 11:20 - 12:30

Improving Student Achievement Through NCT’s Proven Induction Model

Rhonda Dubin & Diana Richie
Humanities

Thanks to funding from a federal Investing in Innovation (i3) Validation grant, Chicago Public Schools and other participating districts were able to prove and refine an innovative model of teacher induction that resulted in a statistically significant improvement in teacher practice, teacher retention and student achievement. Come learn about these best practices and the key components needed to accelerate teacher effectiveness and increase student learning. As part of our discussion, NTC will provide video examples of experienced teacher mentors working with beginning teachers in the classroom.

Teacher Development

Leadership Within and Beyond the Classroom Walls

Melissa Murphy, Kevin Buscemi, Natalie Profita
Knowledge

North Palos District 117 has many opportunities for teacher leadership that includes equal opportunities for new teachers. During this presentation, we will highlight several opportunities in our district including the positions of Curriculum Team Leader and Technology Instruction Coordinator and committee membership. We will also give tips and suggestions to new teachers on how to contribute more to their organizations through leadership in PLCs, leading professional development sessions in the areas of curriculum development and technology integration.

Teachers as Influencers

Beginning Teachers’ Acclimation to Teaching Students in Poverty

Pamela Barnes & Timothy Richards
Alma Mater

In this session, the presenters will address research based insight into working with students in poverty. Beginning teachers often face a harsh reality in their first few years of teaching: that they are responsible for teaching children who live in poverty. This session will be interactive and will engage attendees in describing their personal/professional experiences with impoverished students and culminate in a list of best practices for successfully working with students in situational and generational poverty.

Teachers as Learners

Instructional Coaching Cycles and Peer Collaboration – A Winning Combination

Nancy Havlin & Linda Wagner
Loyalty

Your district can meet the various needs of all new teachers through the use of on-the-job instructional coaching cycles (designed after the Charlotte Danielson Framework for Teaching), as well as peer collaboration and observations. By identifying and building upon the assets of both experienced and early career educators your district can solidify an action plan for improving your induction program so that support for all new teachers is natural and comprehensive. This session will include practical tools and examples.

Teacher Development, Teachers as Learners

Good to Great: Lesson Study and Collaborative Revision with ReadWriteThink.org

Lisa Fink & Lara Hebert
Quad Room

Lesson study involves a group of teachers coming together to identify a teaching issue they want to address and they do so with careful study and revision of a single lesson. In this session, the attendees will engage in a mock lesson study process around a resource from ReadWriteThink.org, thinking together about the role of the strategies in teacher induction, teacher learning, and teacher growth. Learn more about what’s available on ReadWriteThink.org as well as how to take the results of your lesson study to the next level through publication on the site.

Teachers as Learners, Teachers as Influencers

From Reading Buddies to Learning Buddies

Alex Valencic
Excellence

In 2011, Alex T. Valencic and Ashley Cunningham began partnering their classes once a week for Reading Buddies. This collaboration morphed into “Learning Buddies” and has resulted in nearly every teacher in the building partnering with another teacher at a different grade level. Learn how these teachers took on the role of influencers in changing the climate in their building from one of “independent contractors” to a team of educators with shared responsibility for all.

Teachers as Influencers