

# Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction and Mentoring Programs

## Definition of Terms

**The purpose of these definitions is to establish a shared understanding of key terminology within the standards to ensure the appropriate and intended implementation of programs.**

**Equity:** An equitable educational system values and embraces students and adults of diverse racial, ethnic, ability, linguistic, socioeconomic status, and gender identities. It acknowledges the impact of systemic and historical inequities that have limited progress, opportunity, and access. Systems, policies, and practices that have perpetuated systemic and historical inequities are dismantled and redesigned to promote educational justice for students from diverse backgrounds. Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and not further disadvantaged.<sup>1</sup>

**Anti-bias:** To be anti-biased means to acknowledge and actively work against your own biases while also actively challenging biases, stereotyping, and all forms of discrimination in schools and communities. It is a recognition that everyone has biases that we are culturally socialized to internalize. Biases are learned beginning with early childhood and are messages that children receive about their identities and the identities of others. These messages can be subtle and explicit and come from multiple sources including family members, news media, books, entertainment media, and other sources. Our biases influence our judgments, decisions, and actions. Anti-bias work provides teachers a way to examine and transform their understanding of their students' lives and do self-reflective work to more deeply understand their own lives.<sup>2</sup>

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<sup>1</sup> Adapted from the Illinois Early Learning Council's racial equity definition. For further reading, [see the Illinois State Board of Education's definition of educational equity.](#)

<sup>2</sup> Adapted from the Anti-Defamation League <https://www.adl.org/education/resources/glossary-terms/what-is-anti-bias-education> and the National Association of the Education of Young Children (NAEYC) [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/Chap1\\_Anti-Bias%20Education.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/Chap1_Anti-Bias%20Education.pdf)

**Antiracist:** A recognition that disparities exist between white people and Black, indigenous, people of color (BIPOC) due to inherently racist policies, practices, procedures, guidelines and beliefs (both written and unwritten) and is based on the outcomes, not the intended goal or purpose. To be antiracist means to actively disrupt racist policies, practices, procedures, and guidelines and pushing for alternatives that promote positive outcomes for BIPOC and marginalized groups. Antiracism is intersectional in that it also works against classism, sexism, transphobia, etc.<sup>3</sup>

**Shared leadership:** Shared leadership is the conscious, collaborative, institutionalized practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics beyond the circle of the administrative team.

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

**Evidence-based practices or programs:** Evidence-based practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. (California Department of Education, 2021)

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

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

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<sup>3</sup> Kendi 2019

**Comprehensive Mentor Onboarding Program:** Before and during the process of mentorship, mentors will receive professional learning aligned to program standards that will apply at least the following topics to the mentor-new teacher relationship: equity-based practices, anti-bias practices, anti-racist practices, positive communication skills to provide effective formative feedback, proactive leadership, and tools to analyze student data for the purposes of making instructional decisions.

**Induction:** A distinct phase of teacher development that occurs upon an individual's entry into the profession; a period of socialization and enculturation into the norms and practices of the teaching profession; a formal program for beginning teachers of guided entry into the profession of teaching.<sup>4</sup>

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

**Teacher Leaders:** Teachers who have an influence that extends beyond their own classrooms to others within their own school community and elsewhere. Teacher leaders serve as catalysts to build the profession, mobilize, and energize others in support of the critical responsibilities of strengthened teaching and learning, both formally and informally. Teacher leaders have specific expertise and skill in engaging others in complex work and confronting obstacles. Within a school structure, a teacher leader may or may not be a formalized role or position.<sup>5</sup>

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<sup>4</sup> See *Illinois Induction Program Continuum*- [http://intc-static.education.illinois.edu/sites/default/files/IL\\_Induction\\_Program\\_Continuum\\_FINAL.pdf](http://intc-static.education.illinois.edu/sites/default/files/IL_Induction_Program_Continuum_FINAL.pdf)

<sup>5</sup> Adopted from <http://www.ascd.org/publications/books/105048/chapters/What-Is-Teacher-Leadership%C2%A2.aspx> C. Danielson

## **STANDARDS SUMMARY**

### **Comprehensive New Teacher Induction & Mentoring Programs Will:**

- Standard 1.0** Establish an Equity-Focused Program Design, Vision, and Goals
- Standard 2.0** Engage Local Leadership Teams for the Systematic Coordination and Support of Induction, Mentoring, and Teacher Leadership
- Standard 3.0** Allocate Resources Equitably
- Standard 4.0** Collaborate in the Implementation of Induction, Mentoring, and Teacher Leadership Practices
- Standard 5.0** Establish Mentor Roles, Responsibilities, Selection, and Assignment Based on Evidence-Based Practices
- Standard 6.0** Create Professional Learning and Learning Communities Focused on Development of Mentors
- Standard 7.0** Create Professional Learning Communities Focused on Development of New Teacher Practice
- Standard 8.0** Enhance Collaborative Experience of Mentor and Beginning Teacher Through Systems of Formative Assessment and Feedback
- Standard 9.0** Implement A Program Evaluation and Continuous Improvement Process

## **New Draft Standards 2021**

Programs will take into consideration local contexts and must:

### **1.0 Establish an Equity-Focused Program Design, Vision, and Goals**

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

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

and other related culturally responsive issues.
1.3 - Work to improve conditions that affect beginning teacher success, their students' learning, and teacher retention with a specific focus on equity.
1.4 - Provide adequate time for implementation and sufficient financial resources to accomplish program goals, support continuous improvement, and ensure long-term sustainability.
1.5 - Develop and implement a comprehensive system of program evaluation and continuous improvement based upon data, vision and mission, goals, induction program standards, and program design.
1.6 - Ensure that a broad coalition of stakeholders are well-informed, collaborate on and advocate for effective, evidence-based program implementation that aligns with the institution's vision, mission, and instructional priorities.

**Programs will take into consideration local contexts and must:**

<b>2.0 Engage Local Leadership Teams for the Systematic Coordination and Support of Induction, Mentoring, and Teacher Leadership</b>
2.1 - Utilize a team that includes teachers and administrators with equal and collaborative voice to provide time, fiscal resources, plan, implement, evaluate, and refine the program.
2.2 - Collaborate to create a culture of commitment to teacher induction, mentoring, leadership, and improving student achievement through culturally responsive instruction and an optimal learning environment that is equitable for each child.
2.3 - Identify program leadership to be responsible for program implementation, including daily operation, oversight, and use of data. Program leadership will be given the time, fiscal resources, trust, and authority to implement and support induction, mentoring, and teacher leadership development.
2.4 - Provide time and resources for collaboration and coordination of induction and mentoring and train all members of the district organization including central office, building and school board leadership, to ensure that the program's vision and mission, goals, design, and practices align with teacher preparation, professional learning, leadership development programs, and teacher/school leader evaluation.

**Programs will take into consideration local contexts and must:**

**3.0 Allocate Resources Equitably**

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

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

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

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

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

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

**Programs will take into consideration local contexts and must:**

**4.0 Collaborate in the Implementation of Induction, Mentoring, and Teacher Leadership Practices**

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

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

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

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

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

**Programs will take into consideration local contexts and must:**

**5.0 Establish Mentor Roles, Responsibilities, Selection, and Assignment Based on Evidence-Based Practices**

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

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

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

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

Programs will take into consideration local contexts and must:

## **6.0 Create Professional Learning and Learning Communities Focused on Development of Mentors**

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

6.2 - Ensure that mentors are highly trained in the areas of evidence-based equitable and inclusive learning practices, and anti-bias and anti-racist practices, to support beginning teachers to advocate for and foster learning environments which embrace and build on students' race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.

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

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

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

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

6.7 - Develop systems to support mentors to collaboratively build beginning teacher instructional capacity through application of new learning, grounded in analysis of



student learning and formative feedback of teaching practice that meets the variable needs and fosters strength-based partnerships with each student.

6.8 - Provide tools for mentors to support the beginning teachers' collaboration and partnership with all stakeholders, specifically including families, colleagues, instructional leadership teams, and the broader education community.

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

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

**Programs will take into consideration local contexts and must:**

### **7.0 Create Professional Learning Communities Focused on Development of New Teacher Practice**

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

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

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

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

7.5 - Develop the capacity of beginning teachers in utilization of Culturally Responsive Teaching and Leading Standards to ensure students' access to an equitable and rigorous education, as well as to ensure educators themselves are aware of their own identities, actions, interactions, and biases, as they relate to their broader educational community.

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

**Programs will take into consideration local contexts and must:**

**8.0 Enhance Collaborative Experience of Mentor and Beginning Teacher Through Systems of Formative Assessment and Feedback**

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

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

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

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

**Programs will take into consideration local contexts and must:**

**9.0 Implement A Program Evaluation and Continuous Improvement Process**

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

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

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

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

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