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Creating and Implementing a Successful Mentoring Program

INTC

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Introduction

“According to a March 2021 survey by the EdWeek Research Center, 54 percent of teachers said they are somewhat or very likely to leave teaching in the next two years, compared to 34 percent of those surveyed before the pandemic,” (Boogren, 2022, p.3).

Introduction

“More than one-third of teachers, roughly 44 percent, leave the profession within the first five years,” (Boogren, 2022, p.4).

Why are so many new teachers leaving?

Why are so many new teachers leaving?

- ❑ Stress
- ❑ Personal or Family Matters
- ❑ Dissatisfaction with Working Conditions:
 - ❑ Salary
 - ❑ Classroom Resources
 - ❑ Student Behavior and Classroom Management
 - ❑ Accountability Pressures
 - ❑ Decreased Autonomy
 - ❑ Professional Development Opportunities
 - ❑ Autonomy and Input into Decision Making
 - ❑ School Leadership and Administrator Support

How can we help?

“Teachers who are not successful in improving student learning can become disengaged as a result and end up leaving the profession, while those who find success with student achievement stay more engaged and are therefore retained longer,”
(Boogren, 2022, p.4).

“When new teachers are part of a mentoring program, they are more dedicated to and satisfied with their jobs and are more likely to remain in the profession. A 2016 study by the Learning Policy Institute found that if beginning teachers receive mentoring, collaboration, and additional resources, and are part of a strong network, first-year turnover is reduced by more than half,”
(Boogren, 2022, p.6).

“When teachers are successful in increasing student achievement, they like their jobs more, and when they like their jobs, they are much more likely to stay. Therefore, the ultimate goal of a mentoring program should be to generate success for beginning teachers by responding to their unique needs,”
(Boogren, 2022, p.7).

Mission Statement

The purpose of the North Palos School District 117 Teacher Induction program is to focus on beginning teachers' teaching performance, improve student performance, and reflective abilities of new teachers, as well as, teachers new to the district through a two-year formal mentoring program. This teacher induction program will facilitate and promote the highest level of professional development focusing on the Illinois Teaching Standards, district expectations, and the Danielson Framework.



Program Goals

- ❑ Promote a Self-Reflective Practice
- ❑ Support Teachers in Learning and Development
- ❑ Increase Teacher Retention
- ❑ Identify and Train Model Teachers
- ❑ Enhance Teaching Performance
 - ❑ Illinois Teaching Standards
 - ❑ Danielson Evaluation Framework
- ❑ Provide Professional Development and Training

Mentor Coordinator Responsibilities

- ❑ Leads in the Program Design and Creation
- ❑ Creates and Designs Documents
- ❑ Recruits Proficient and Exemplary Teachers as Mentor Teachers
- ❑ Leads Mentor Teacher Training
- ❑ Leads in Creating a Positive Environment for Mentor Teachers and Proteges
- ❑ Collaborates with Mentor Teachers to Support Proteges

Overview of Today's Session

Recruitment and Training
of Exemplary Mentor
Teachers

Differentiated
Training
Targeted to
New Teachers

Reflection
on Teaching
Practices

Participation
in Ongoing
Professional
Learning
Communities



Opening Activity

Take four (4) minutes to list what elements of effective mentoring programs already exist in your school or district by completing the middle column of this [reflection document](#).

	What does this look like in your school or district mentoring program?	After listening to our presentation, what changes will you make in this area?
Recruitment and Training of Exemplary Mentor Teachers		
Differentiated Training Targeted to New Teachers		

Reflection on Teaching Practices		
Participation in Ongoing Professional Learning Communities		

Recruitment and Training
of Exemplary Mentor
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Differentiated
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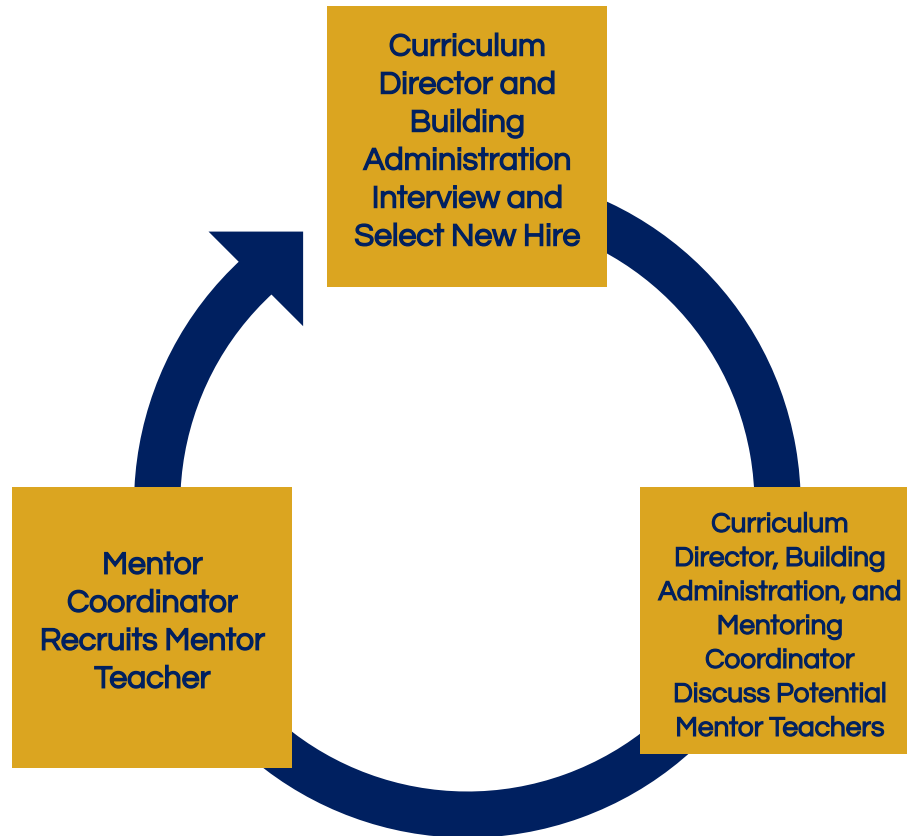
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Illinois Induction Program Standard 5: Mentor Selection and Assignment

Recruitment of Mentor Teachers



Qualifications of Mentor Teachers

- ❑ Proficient or Exemplary Evaluations
- ❑ Excellent Student Achievement Data
- ❑ Professionalism
- ❑ Strong Interpersonal Skills
- ❑ Experience in the Grade Level, Department, or Content Area
- ❑ Leadership Skills/Ability to Coach Others
- ❑ Reflective
- ❑ Highly Recommended by Administration

Mentor Teacher Training

- ❑ The Importance of Confidentiality
- ❑ Discuss Program Goals
- ❑ Responsibilities of Mentor Teachers and Proteges
- ❑ Program Expectations
- ❑ Monthly Responsibilities
- ❑ Standards
- ❑ Danielson Framework
- ❑ Building Relationships with Your Protege

Goals for Mentor Teachers

Help To:

- ❑ Develop Collaborative Teams
- ❑ Create and Develop a Self-Reflective and Analytical Teaching Practice
- ❑ Guide the Implementation of Effective Planning and Preparation (Domain #1), Classroom Management (Domain #2), Instruction (Domain #3), and Professional Responsibility (Domain #4)
- ❑ Assist in Developing Teaching Strategies
- ❑ Develop Teaching Performance

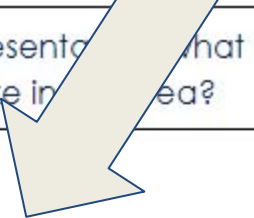
Model Teacher Responsibility

- Conduct Formal Observations
- Lead Pre- and Post-Observation Conferences
- Provide Observation Feedback on Danielson Components
- Provide Feedback on Reflections
- Analyze Reflections
- Document Evidence for Specific Lessons

Reflection

Take two (2) minutes to complete section 1 of [your reflection document](#).

	What does this look like in your school or district mentoring program?	After listening to our presentation, what changes will you make in your area?
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Illinois Induction Program Standard 7: Development of Beginning Teacher Practice

New Teacher Training

- New Hire Week
- Monthly Support



New Hire Week

- **Welcome Presentation**
 - Vision, Mission, Core Values
 - Professional Learning Community
- **Technology Overview**
 - Devices, Platforms, Learning Management System



New Hire Week

- **Curriculum Overview**
 - Instruction, PLC Process, Content Specific Instruction and Assessments
- **Mentoring Program**
 - Overview of Program
 - Meet Mentor Teachers
- **EL Support, ACCESS, IAR, Building Tours, Evaluations**

Monthly Support

- **Ongoing Support**
 - Review Topics or New Learning
 - Vision, Mission, core Values
- **Monthly Meetings**
 - [Diagnostic and Small Group Instruction](#)

Monthly Support

- **Monthly Meetings**

- SEL (Social Emotional Learning)
- Cooperative Learning
- ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners)
- IAR (Illinois Assessment of Readiness)

Reflection

Take two (2) minutes to complete section 2 of [your reflection document](#).

	What does this look like in your school or district mentoring program?	After listening to our presentation, what changes will you make in this area?
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*Illinois Induction Program Standard 7:
Development of Beginning Teacher Practice*

“Reflection is an important strategy for lifelong learning, because it leads to the development of autonomy and self-directed professionals. It stimulates personal growth and closes the gap between theory and practice.”

Center for Learning and Teaching



NORTH PALOS
SCHOOL DISTRICT 117

Reflective Practice

- Three opportunities for proteges to reflect per quarter
 - Model Teacher Observation Reflection
 - Protege teaching practice reflection
 - Quarterly Reflection Statement

Model Teacher Observation Reflection

Proteges are subbed out once a quarter to observe their mentor teacher

Reflections are based on:

- Mentor's classroom environment (Domain 2)
- Teaching Practice (Domain 3)
- Planning process (Domain 1)

Proteges reflections can include:

- Compare their observation to their own teaching practices
 - What can the protege incorporate into their lessons
 - What effect did the model teachers practice have on student learning

Protege Teaching Practice Reflection

Through the use video technology, proteges record their lessons to reflect on their practice.

Reflections are based on:

Instructional delivery

- Teacher clarity (Domains 1 & 3)
- Classroom management/ environment (Domain 2)
- Formative assessment practice (Domain 3)

Reflections can include:

- Strengths and weaknesses of the lesson
- What can be improved or changed
- Student learning: did the teacher accomplish their goal?

Quarterly Reflections

Once a quarter proteges are asked to reflect on their teaching practice throughout the quarter

Reflections are based on:

- Teaching practice over an extended period of time
 - Improvement from the beginning to the end of the quarter.
- Goals for the future

(Domain 4)

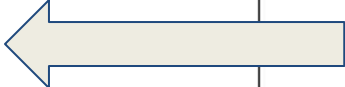
Proteges' reflections can include:

- Challenges and successes of the quarter
- Their understanding of content knowledge
- Areas of improvement for the next quarter/school year
- Professionalism

Reflection

Take two (2) minutes to complete section 3 of [your reflection document](#).

Reflection on Teaching Practices		
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Illinois Induction Program Standard 8: Formative Assessment

Professional Learning Community

“The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school-- the commitment and persistence of the educators within it” (DuFour).



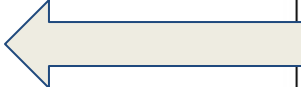
Weekly Meetings

Through the collaborative analysis of fresh data

- Reflect on teaching practice
- New teachers are integral in creating student goals to track progress and review student learning
- Determine target students who need remediation & determine students who will benefit from extension activities
- Teachers collaborate to develop reteaching opportunities and use assessments to determine effectiveness of the intervention.
 - Build new knowledge of standards
 - Discuss new teaching strategies
 - Learn how to differentiate instructions

Reflection

Take two (2) minutes to complete section 4 of [your reflection document](#).

Participation in Ongoing Professional Learning Communities		
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NORTH PALOS

SCHOOL DISTRICT 117

*Investing in our Future, One
Child at a Time*

Questions

