



Many Needs, Little Time? Reimagine Your Mentoring Model!

Janelle Hockett, Wheeling, IL CCSD21

INTC 2024 Leadership Conference

Reflect. Reimagine. Rejoice: Supporting Excellence in New Teachers

in·clu·sion



noun

1. The action or state of including or of being included within a group or structure.

Beginning with the person who traveled the farthest to get here:

1. Introduce yourself to table-colleagues with name, role, and district/organization.
2. Share one gem from the Ignite Talks/Roundtable Discussions or Session A.

Thinking Collaborative: Adaptive Schools

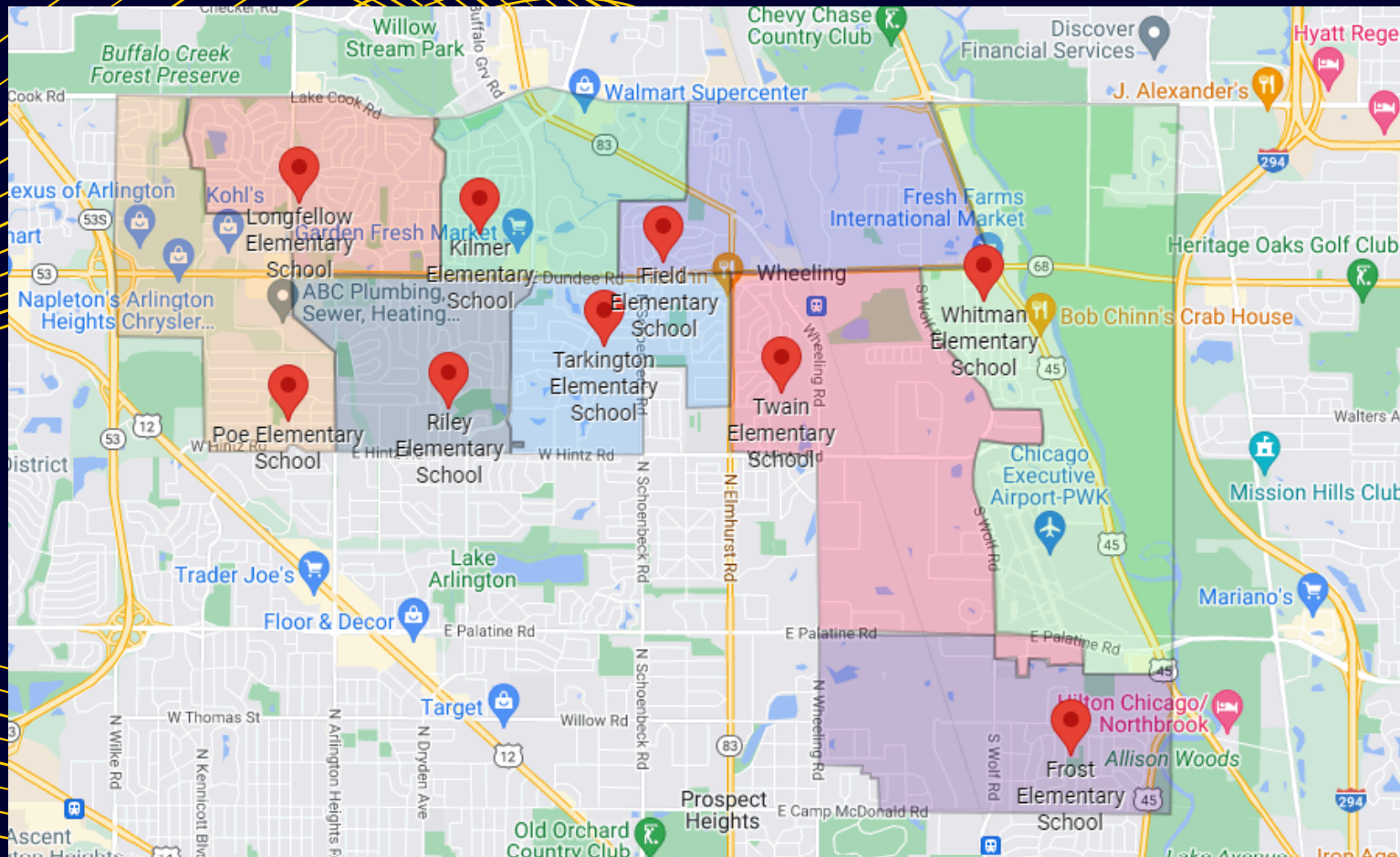


My Why



Community Consolidated School District 21

Wheeling, IL



Northwest Suburbs of Chicago

PreK - 8th Grade

6,426 Students

1 - Early Childhood Center

9 - Elementary Schools (2 with PreK)

3 - Middle Schools

Multilingual Learners

Approximately 55% of CCSD21 Students are Multilingual Learners.

- 75 different languages
- Top 3 - Spanish, Russian and Ukrainian
- Since March 2022, we have welcomed the majority of our new to the country students from Ukraine (163), Russia (69), India (52) and Mexico (42).

Students with Special Needs



Approximately 1,047 students with IEPs
many of whom are Multilingual Learners

Students with Special Needs

Continuum of Services

Early Childhood	Self-contained classes; Blended classes; Bilingual classes
Academic Instructional Classroom	2nd-8th grade; serving students via small group, specialized instruction in all academic areas
Structured Teaching Classroom	K-8th grade; serving students with autism spectrum disorders or a developmental delay
Educational Life Skills Program (ELSP)	K-8th grade; serving students with a wide range of disabilities using multi-sensory instruction in a highly structured setting
Social Emotional Program (SEP)	K-8th grade; serves students who need daily instruction in self-awareness, self-regulation, social awareness and participation skills



CCSD21 Peer to Peer Mentoring Program

A Journey of Continuous Improvement

An Exemplary Mentor Program...

Creates a Safe Environment

- Promotes a **positive growth mindset**
- Fosters **collaboration**
- Builds **trusting relationships** among adults
- Provides coaching opportunities **based on Danielson domains**

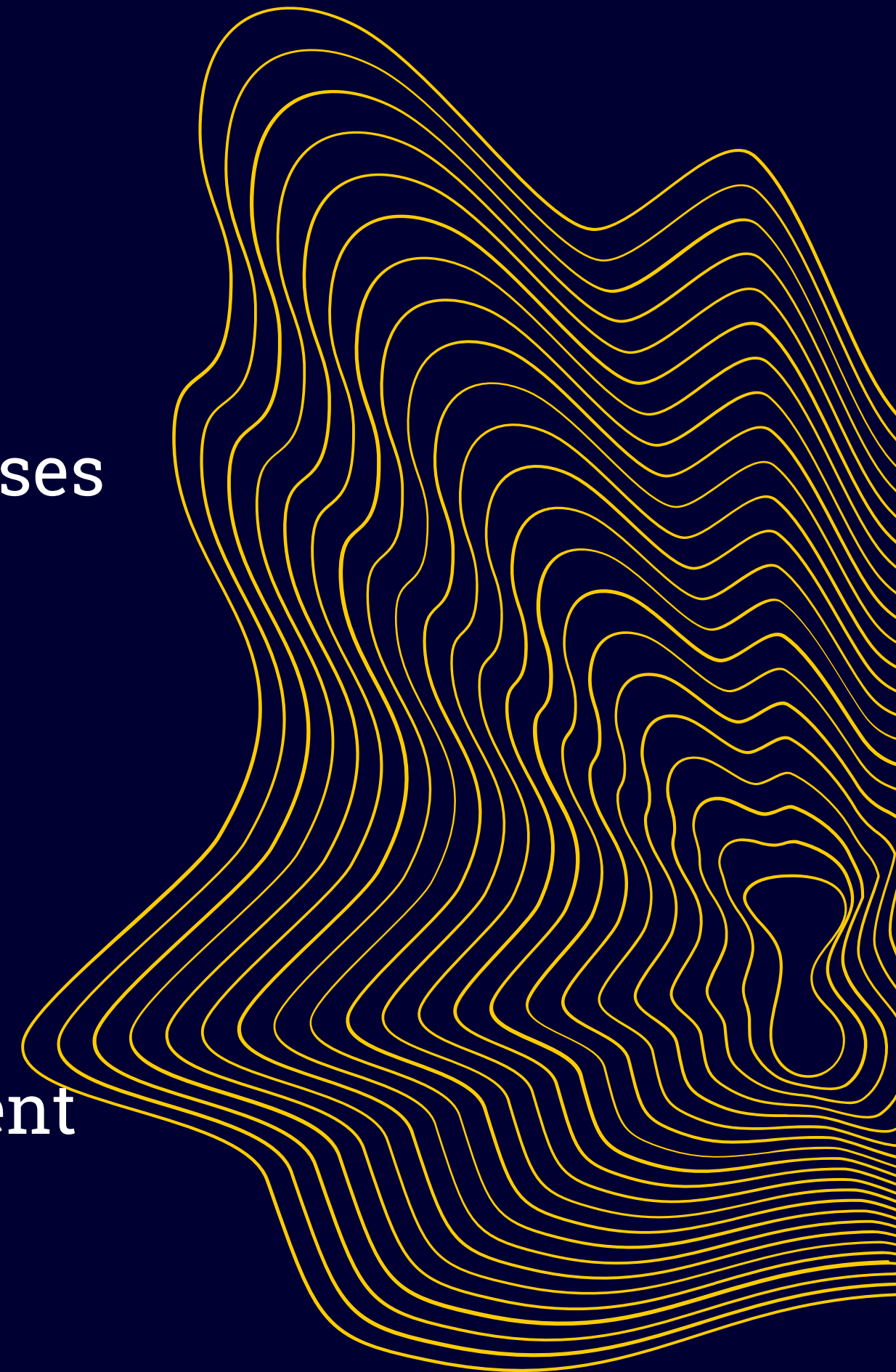
Supports Colleagues

Logistically

- Building Procedures
- Point person for logistics and day to day processes

Instructionally

- CCSD21 Areas of Focus
- Best practices
- Student achievement
- Parent/Community Involvement



Collegial Supports in CCSD21

Multiple Avenues for Support



**Grade Level
or
Role-Based
Team**



**Peer to Peer
Mentor Team**



**Middle School-based
Teacher Leaders
&
Districtwide Instructional
Specialists**

In a Nutshell



Who

Non-tenured staff in teaching and student support service roles are provided support by a building mentor team.

What

A support system focusing on differentiated learning, collaborative relationships, and leadership towards the common goal of student achievement.

Duration

First two years of non-tenured employment with D21

Optional Non-Evaluative Peer Observation Cycles

Collaborative options for observations of teaching practices and feedback

3 Aspects of CCSD21 Peer to Peer Program

2023-2024

Building Mentor Teams

Welcome and building community

Navigating...

- The school
- Processes
- Platforms
- Opportunities
- Growth

IEA Virtual 1:1 Instructional Coaching

- For those new to the profession (years 1,2, or 3)
- Job-alike
- Outside of district
- Supportive
- Focused on standards, instruction, -Danielson
- Sounding board


Classroom Culture Course

Classroom Culture stands on five core principles:


- Calm and consistent
- Sustainable routines
- First attention to best conduct
- Scripted interventions
- Restorative approaches



Time to Reflect and Share



3 – 2 – 1
Mentoring Program Reflection



3 - Strengths of your System's Current Mentoring Program:		

2 - Areas of Needed Growth	

1 - Wondering

-Individual Reflection - 1 to 2 minutes

Sharing:

-Begin with the person who speaks the most languages.

-Share one of your thoughts with table-colleagues.

Resources and Links

AIR Center on Great Teachers and Leaders:
Mentoring Toolkitt

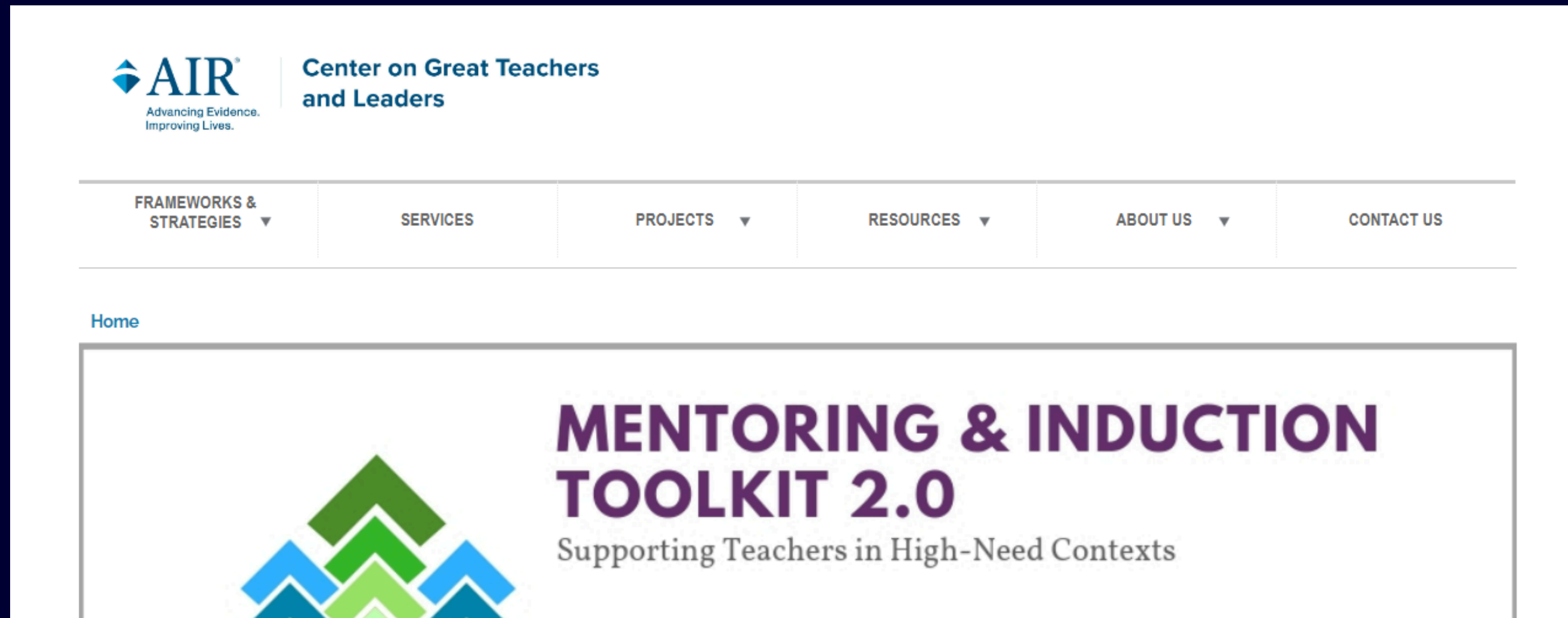


High Quality Mentoring and Induction Practices (from New Teacher Center)s

Resources and Links



AIR Center on Great Teachers and Leaders



Mentor Selection Criteria

Resources and Links

New Teacher Center



NEW
TEACHER
CENTER

About Us Why Partners Count On Us What We Offer Where We Work Impact Re

New Teacher Center Mentor Practice Standards

The goal of NTC's Mentor Practice Standards is to accelerate the development of new teacher effectiveness, improve teacher retention, build teacher leadership, increase student learning, and support equitable outcomes for every learner.

These standards are carefully framed to support maximum impact on teaching and learning, regardless of context.

→ [View **NTC Mentor Practice Standards**](#)

Standard 3.3
Creates strategic mentoring outcomes and plans for meetings with the beginning teacher to advance beginning teacher practice and the learning of every student.

Mentor Practice Standards

Resources and Links



**Illinois Virtual
Instructional
Coach and
Building Mentor
Program**



**Virtual
Instructional
Coach**
(Paid Stipend)
monthly

**Supporting
1st - 2nd - 3rd
Year Teachers
Clinicians**
(\$500 Stipend)
Receive PD Hours

**In-Building
Mentor**
paid max of
\$200/month for
9 months

Supporting New Educators

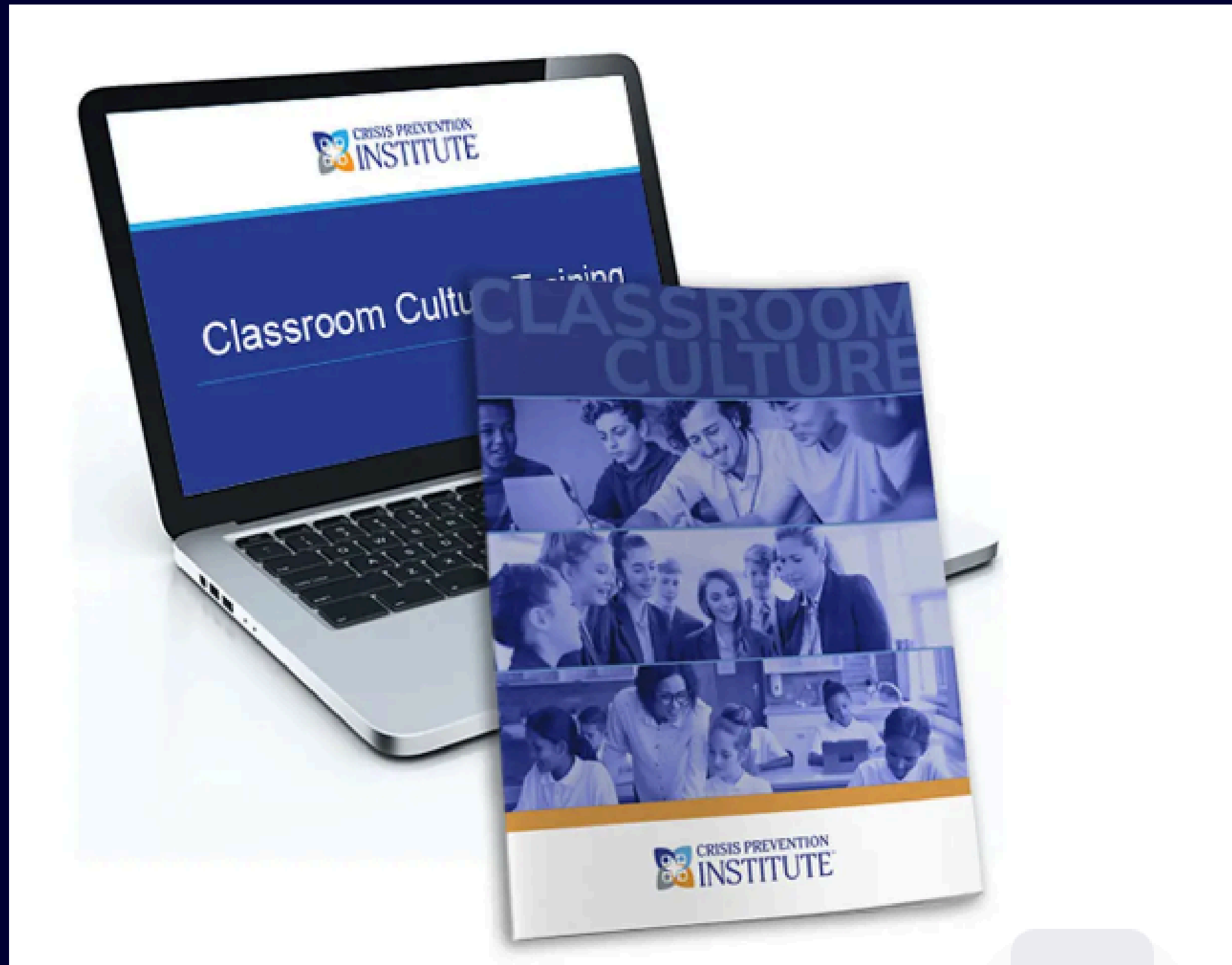
- Collaboration with District or Program
- Leadership roles for Members
- No Cost To District
- Training for Coaches
- Monthly forums for participants
- ISBE Funded from ESSER Dollars
- Email IEA at IEA_CoachingAndMentoring@ieanea.org
- Or Mary Jane Morris at Maryjane.morris@ieanea.org

**Coaching &
Mentoring
Platform**

**Training &
Resources**
aligned to
Danielson Six
Clusters

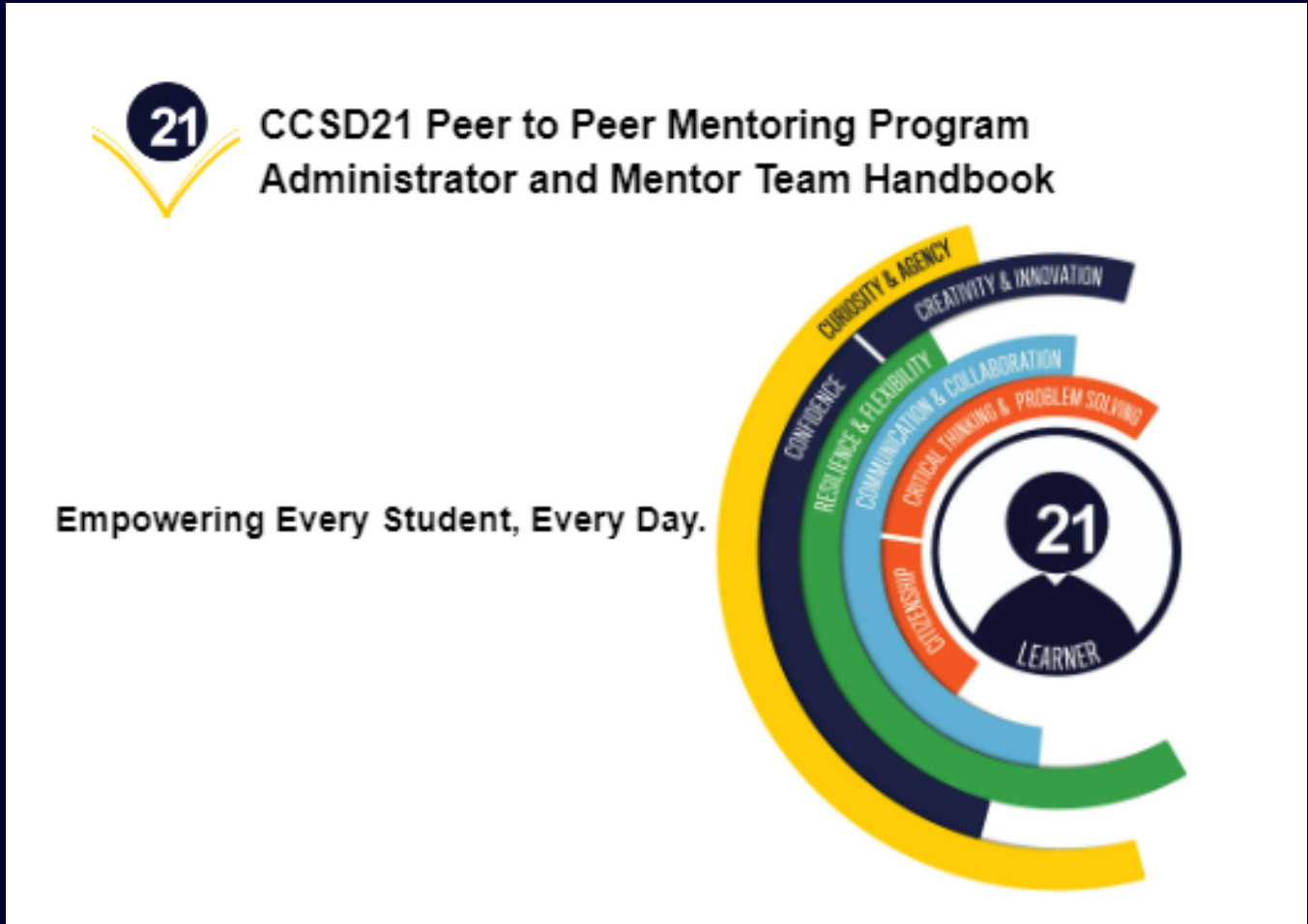
Please check out the program video at www.IEACoachingandMentoring.org

Resources and Links



Crisis Prevention Institute's
Classroom Culture Training

Resources and Links



[CCSD21
Peer-to-Peer Handbook](#)

Mentor Selection Criteria	Scale: To what degree?				
Attitude and Character	Seldom	Occasionally	To a Considerable Degree	Almost Always	
1. Does the potential mentor exhibit a strong commitment to the teaching profession?					
2. Is this person willing to serve as a role model for other teachers?					
3. Is this person eager to share information and ideas with colleagues?					
4. Is this person reflective and able to learn more mistakes?					
5. Is this person willing to advocate on behalf of colleagues?					
6. Is this person flexible, persistent, resilient and open-minded?					
7. Does this person exhibit good humor and resourcefulness?					
8. Is this person willing to participate in training to improve her mentoring skills?					
Professional competence and experience	Seldom	Occasionally	To a Considerable Degree	Almost Always	
1. Does the potential mentor have expert knowledge of pedagogy and subject matter?					
2. Does this person demonstrate excellent classroom management skills?					
3. Is this person regarded by colleagues as an outstanding teacher?					
4. Does this person have confidence in his own instructional skills?					
5. Does this person understand the policies and procedures of the school, district and teacher association?					
6. Does this person collaborate well with other teachers and administrators?					

[Mentor Selection Criteria](#)
Modified from AIR Center

Click image to create your own copy. Click title to view PDF.

Investigation



1. Identify a tool you'd like to review.
2. Take 1 or 2 minutes to individually investigate.
3. Gather with others at or near your table and discuss:
 - What intrigues you about this tool/resource/partner?
 - How might you use this moving forward?



What's Next for Peer-to-Peer?

Strategic Pathways

1:1 Pathway (In addition to participation in School Mentor Team)	New Staff Member Role
Student Services Pathway - Special Education Teachers <ul style="list-style-type: none">• 3 Role-based Meetings per year• Paired with 1:1 role-based mentor	<ul style="list-style-type: none">• Special Education Resource Teacher• Special Education Specialized Program Teacher
Student Services Pathway - Related Services <ul style="list-style-type: none">• Monthly Role-based Meetings• Paired with 1:1 role-based mentor	<ul style="list-style-type: none">• Special Education Expertise and Related Services Roles<ul style="list-style-type: none">◦ Psychologists◦ Social Workers◦ Speech Language Pathologists◦ Occupational Therapists◦ Physical Therapists◦ Assistive Technology Specialists
Student Services Pathway - Preschool <ul style="list-style-type: none">• Role-based Meetings throughout the year<ul style="list-style-type: none">◦ Institute Days◦ School Improvement Days◦ Student Non-Attendance Days• Paired with PFA Coach or 1:1 role-based mentor	<ul style="list-style-type: none">• Preschool Teachers
Language Services Pathway - Classroom Teachers <ul style="list-style-type: none">• 3 Role-based Meetings per year• Paired with 1:1 role-based mentor	<ul style="list-style-type: none">• General Education Language Services Role<ul style="list-style-type: none">◦ Bilingual Teacher◦ Dual language Teacher
Language Services Pathway - Related Services <ul style="list-style-type: none">• 3 Role-based Meetings per year• Paired with 1:1 role-based mentor	<ul style="list-style-type: none">• Language Services Related Services Roles<ul style="list-style-type: none">◦ EL Interventionist◦ Language Services Teacher-Facilitator (middle school)
IEA 1:1 Virtual Instructional Coach Pathway <ul style="list-style-type: none">• Monthly virtual Forums• Paired with 1:1 Virtual Role-based mentor	<ul style="list-style-type: none">• General Education Core Grade Level Teacher• Exploratory/Special Area Teacher<ul style="list-style-type: none">◦ Art, Music, PE, etc.





What's Next for Peer-to-Peer?

- Classroom Culture Course - strongly encouraged; open to all staff
- Increase collaboration with administrators
 - District Level
 - Connecting with Mentor Teams
- Increase support/training for Mentor Teams



What's Are your Next Steps?



Mentoring Program
Initial Thoughts about Next Steps

Challenge/Need	Possible Solution/Action Steps

1. Take 1 or 2 minutes to individually capture thoughts.
2. Share one idea with table colleagues.



Thank you!

Janelle Hockett

Director of Professional and Community Learning

847-419-3052

janelle.hockett@ccsd21.org