



West Harvey-Dixmoor School District 147

191 West 155th Place, Harvey, IL 60426

Induction and Mentoring Program



Mission Statement

The purpose of the West Harvey-Dixmoor District 147 Induction and Mentoring Program is to train, support, and retain Highly Qualified teachers to provide a quality education for the students of District 147.

Table of Contents

Induction and Mentoring Team	3
Vocabulary	4
Goals	5
Selection of Mentor Teachers	5
Coordinator Responsibilities	5
Confidentiality and Mentoring Relationship Agreement	6

Appendix

Action Plan Checklist: First Year Teacher	7
Action Plan Checklist: Second Year Teacher	8
Action Plan Checklist: New, Experienced Teacher	9
Suggested Topics/Checklist for Weekly Contact	10
Mentor Application	15
Principal Recommendation	16
Mentor Observation Form/Observation Reflection	18
Experienced Teacher Observation	19
Critical Incident Reflection	20
Action Plan/Goal Setting	21
Mentor Contact Log	22
Mentor/New Teacher Contact Information	23
New Teacher Program Evaluation Survey (End of Year)	23
Mentor Program Evaluation Survey (End of Year)	25
Phases of First Year Teaching	27

The West Harvey-Dixmoor School District 147 New Teacher Induction and Mentoring Program is a partnership with the South Cook Intermediate Service Center (SCISC), who provide support, training, technical, and financial assistance.

District 147 Induction and Mentoring Team

Superintendent's Office:

Dr. Lela Bridges, Co-Superintendent

Ms. Kay Giles, Co-Superintendent

Program Director:

Ms. Dana Nichols, Director of Curriculum, Grants, and Technology

Program Coordinator:

Ms. Heather Johnson, Technology Specialist and Induction and Mentoring Coordinator

Approved Mentors: (2016-17 School Year)

Mrs. Gayle Bradburn, Principal, King Elementary School

Ms. Darden-Austin, King Elementary School

Ms. Kim Johnson, King Elementary School, Third Grade

Ms. Jerrilyn Parker, Special Ed Dept.

Ms. Debra Stachovic, Technology, Rosa Parks Middle School

Ms. Michelle Taylor, Washington Elementary School, First Grade

Vocabulary for Induction and Mentoring Program

1. **First year teacher of record:** A first year teacher with no prior teaching experience.
2. **New experienced teacher:** A teacher who is new to the district with previous teaching experience.
3. **Mentor:** A highly competent experienced teacher, supporting the professional growth of the new teacher or an experienced teacher, new to District 147. Mentors must complete mentor training and receive a recommendation from their principal.
4. **Mentee:** A new teacher who is being supported by a mentor.
5. **Mentoring:** The procedures mentors use to support and assist their mentees to become effective educators.
6. **Classroom observations:** Mentors will observe the mentee a minimum of three times a year. Mentees will observe an experienced teacher at least twice a year. Observations are not to be used for formal evaluation.
7. **Reflection:** The mentees will provide at least two formal reflections. Additionally, each mentor observation and experienced teacher observation will require a reflection. Informal reflection on practice is encouraged during weekly contact with mentors.

Goals

The goals of the Induction and mentoring program are to:

1. Support and retain high quality teachers in West Harvey Dixmoor School District 147.
2. Utilize the professional skills of veteran teachers to model best educational practices of classroom management and instructional content.
3. Recognize and meet the needs of beginning teachers and foster the development of teaching skills in order to increase student achievement.

Selection of Mentor Teachers

To be eligible to be a teacher mentor:

1. Must complete a two day mentor training program through South Cook Intermediate Partnership or a similar approved program.
2. Must be recommended and approved by the building principal.
3. Must be able to provide on call/email support and assistance on a weekly basis. (Log all contacts).
4. Must attend all mentor meetings and maintain contact with the Mentoring Coordinator. (Log all contacts).
5. Must be able to complete all requirements of the program for an entire school year, submitting all documentation to the Coordinator.

Induction and Mentoring Program Coordinator Responsibilities

1. The coordinator will issue a pre/post teacher satisfaction and effectiveness survey to all participants.
2. Monitor and collect all contact logs to ensure time commitments are honored.
3. Monitor and maintain all financial records of stipends and payments of all participants.
4. Attend all trainings and provide PD opportunities for participants outside of the required trainings.
5. Submit all records and data to the South Cook Intermediate Partnership Program.
6. Assist and provide additional resources as needed to mentors.

West Harvey Dixmoor District 147
Confidentiality and Mentoring Relationship Agreement



- I will seek to establish and maintain a confidential and trusting relationship with my mentor/mentee.
 - All information shared between the partnership will remain confidential.
 - Set clear boundaries and limits to the type of information that will be shared.
 - The mentor relationship will not be evaluative, only constructive.
- I will work collaboratively with my mentor/mentee.
- I agree to complete all program requirements and responsibilities as a mentor/mentee.
- I agree to submit all program logs and documents by their due dates.
- I agree to meet weekly for 1 ½ hours with my partner and log all contacts.
- I agree to attend all required trainings and program meetings.
- If I have difficulty meeting the program requirements, I will contact the program coordinator to seek additional support or clarification.

Mentor Signature

Date

Mentee Signature

Date

(Signature indicates agreement of all statements)

Action Plan Checklist
First Year Teacher of Record

Requirement:

To be completed by:

_____ 1 ½ hour contact using Topics of Discussion Timeline/Checklist	Weekly
_____ Attend Introductory/Informational mtg	(TBD) August, 2016
_____ Classroom Set-up Planning/Assistance 2016	September 15,
_____ Mentor Observation #1	November 1, 2016
_____ Reflection #1 with Mentor Response	December 1, 2016
_____ Mentor Observation #2	December 20, 2016
_____ Experienced teacher observation #1	January 30, 2017
_____ Mentor Observation #3	February 1, 2017
_____ Experienced teacher observation #2	March 1, 2017
_____ Reflection #2 with Mentor Response	April 1, 2017
_____ End of school year “Wrap-Up” Mtg	(TBD) May 2017
• submit all logs, documentation, forms, etc.	
• Celebration	

Action Plan Checklist
Second Year Teacher

Requirement:

To be completed by:

_____ 1 ½ hour contact using Topics of Discussion Timeline/Checklist	Weekly
_____ Attend Introductory/Informational mtg	(TBD) August, 2016
_____ Classroom Set-up Planning/Assistance 2016	September 15,
_____ Mentor Observation #1	November 1, 2016
_____ Reflection #1 with Mentor Response	December 1, 2016
_____ Experienced teacher observation #1	January 30, 2017
_____ Mentor Observation #2	February 1, 2017
_____ Experienced teacher observation #2	March 1, 2017
_____ Reflection #2 with Mentor Response	April 1, 2017
_____ End of school year "Wrap-Up" Mtg	(TBD) May 2017
• submit all logs, documentation, forms, etc.	
• Celebration	

Action Plan Checklist

New Experienced Teacher (previous teaching experience/new to district)

Requirement:

To be completed by:

_____ 1 ½ hour contact using Topics of Discussion Timeline/Checklist	Monthly
_____ Attend Introductory/Informational mtg	(TBD) August, 2016
_____ Classroom Set-up Planning/Assistance 2016 (Only as needed or requested)	September 15,
_____ Mentor Observation #1	November 1, 2016
_____ Reflection #1 with Mentor Response	December 1, 2016
_____ Experienced teacher observation #1	January 30, 2017
_____ Reflection #2 with Mentor Response	April 1, 2017
_____ End of school year "Wrap-Up" Mtg	(TBD) May 2017
• submit all logs, documentation, forms, etc.	
• Celebration	

Suggested Topics/Checklist for Weekly Contact

Mentor Name:

Mentee Name:

Indicate any topics covered in weekly contact and the date they were discussed. This list serves as suggested topics and is by no means an exhausted or required list.

August/September Creating an Effective Learning Environment

Date:	Mentor/Mentee Initials:	Topic:
_____	_____/_____	Where to get classroom supplies in the bldg
_____	_____/_____	Tour the bldg/introductions to staff
_____	_____/_____	Appearance/Professionalism
_____	_____/_____	Classroom set up/resource mgmt
_____	_____/_____	School procedures and routines: a.m. pick up, dismissal, lunch, attendance, etc
_____	_____/_____	PBIS Expectations/Discipline Plans
_____	_____/_____	Emergency procedures: fire, tornado, lockdown

Parent Partnerships

_____	_____/_____	Open House/Parent Night
-------	-------------	-------------------------

_____ / _____ Parent communication: newsletter,
website,
remind101, etc. email, phone calls, class dojo,

_____ / _____ Documentation of family contact

Lesson Plans/Curriculum

Date: _____ Mentor/Mentee Initials: _____ Topic: _____

_____ / _____ Plans for first days/weeks

_____ / _____ School/Principal requirements and
templates

_____ / _____ Curriculum: textbooks, resources,
workbooks

_____ / _____ Set up weekly meeting schedule
(mentee/mentor)

Record Keeping/Technical Support

_____ / _____ School District email log in

_____ / _____ Equipment Orientation (copy machines,
device Cart check out systems, ect.)

_____ / _____ Paycheck schedule, sick leave bank,
etc.

_____ / _____ Permanent student folders, school
handbooks, substitute folders

October/November

Classroom Management

_____ / _____ Classroom procedures, expectations,
rewards

Lesson Plans/Instruction

_____ / _____ Using benchmarks and state standards

_____ / _____ Co-Plan/Prepare a lesson for
observation or

Evaluation

_____ / _____ Progress Monitoring, Benchmark testing

Date: Mentor/Mentee Initials: Topic:

_____ / _____ Progress Reports/Grade Cards

_____ / _____ Referral Process

_____ / _____ Pacing chart

Parent/Teacher

_____ / _____ Parent Teacher Conference preparation

_____ / _____ Class parties/celebration procedures

December/January

Classroom Management

_____ / _____ Engaging lessons and seasonal
activities

_____ / _____ Share "New Teacher Survival Phase"
chart and

Encouragement

_____/_____
(January) Review classroom rituals/reteach

Lesson Plans/Instruction

_____/_____ Differentiation. Learning styles

_____/_____ Preparing for state assessments

_____/_____ Holiday program planning/ideas

_____/_____ Integrating technology into lessons

February/March

Classroom Management

Date: Mentor/Mentee Initials: Topic:

_____/_____ Intrinsic/Extrinsic motivation for students

Lesson Plans/Instruction

_____/_____ Using data driven instruction/analyzing
data

_____/_____ Preparing for state assessments

_____/_____ Integrating STEM into lessons

Misc

_____/_____ Share concerns or weaknesses

_____/_____ Set goals

_____/_____ Turning in/complete all program
paperwork

WHD 147 MENTOR APPLICATION

Description of Mentor Duties: The mentor will aid in the induction of new teachers into the school and help the mentee in the process of integration. The mentor will participate in mentor training activities and new-teacher orientation in the summer before school begins, will follow district requirements for the mentoring program, will provide peer evaluations of new-teachers, written feedback, and aid in the collection and documentation of required activities along with other duties as needed.

Mentor Characteristics: Good attendance, strong interpersonal skills, a positive attitude, organizational knowledge of district, teaching competence, patience, trustworthiness, flexibility, confidence, ability to work with other adults, professionalism, sensitivity to other viewpoints, an active and open listener, a good role model, and has a strong commitment to the school and the mentoring program.

What personal and professional qualities would you bring to mentoring a new teacher?

What steps have you taken to stay current on PERA, Common Core, technology and other Ideal School and district initiatives?

What do you hope to gain from becoming a mentor?

Applicant Signature:

School Name: _____ **Date:** _____

FOR OFFICE USE ONLY

MENTOR APPLICATION
Principal Recommendation

Page 2

Characteristic	Max Pts.	Rating	Comments
Good attendance	3		
Strong interpersonal skills	3		
Positive attitude	3		
Organizational knowledge of district	3		
Teaching competence	3		
Patience	3		
Trustworthiness	3		
Flexibility	3		
Confidence	3		
Ability to work with other adults	3		
Professionalism	3		
Sensitivity to other viewpoints	3		
Active and open listener	3		
Good role model	3		
Excellent communication skills	3		
Strong commitment to the school and mentoring program	3		
Total	51		

Principal's Signature: _____

School Name: _____ **Date:** _____

Mentor Observation Form

Mentor Name: _____

Mentee Name: _____

School Building Name: _____

Pre-Observation Discussion/Planning

Date: _____

Please summarize your discussion, noting the topic of the lesson, activities planned, the focus of the observation, and the observation tools being used.

Observation

Date: _____ Time: _____ Class/Block: _____

Lesson Topic:

Observation Focus (questioning strategies, proximity, calling on students charting, etc):

Data Gathering Tool (Student Behavior Response Chart, Student Teacher Interaction Form, etc.):

(Attach all tools and recording forms.)

Observation Reflection

Mentee Reflection-Reflect on the results of your data gathering tool. Were you surprised by the results? How did you feel about the success of the lesson? What would you do differently next time?

Mentor Response-Respond to the reflection of the mentee. What successes did you see? Offer encouragement and constructive notes/strategies for next time.

Critical Incident Reflection

Mentee Name: _____

Date:

Reflect on a critical incident that has occurred. A critical incident can be an event that was important, either negative or positive, that impacted your classroom, students, or instruction.

Brief summary of incident:

Reflective analysis of the incident :

(How did this impact you or the environment? What factors led to the incident that were under your control? How would you respond differently next time? What resources or support would have assisted you in the situation? What questions did this event raise for you?)

Mentor Response:

Action Plan/Goal Setting

This Action Plan is designed to be a collaborative guide for mentors and partner teachers as they plan instruction and reflect on professional growth goals.

Focus Goal #1

Using the Danielson Framework Continuum, please note:

Standard #'(s) Ranking	Element(s)	Beginning
---------------------------	------------	-----------

Possible activities and strategies to meet the goal:

Evaluation of the Goal #1

Using the Danielson Framework Continuum, please note:

Standard #'(s) Ranking	Element(s)	Ending
---------------------------	------------	--------

Ranking: NA=Needs Attention, B=Basic, A=Acceptable, N=Noteworthy

School _____

School Year _____2015-16_____

May 2016

Beginning Teacher/Mentor Contact Log

(Make copies as needed)

Beginning Teacher (BT) Name _____

Mentor _____

Date of Meeting	Start Time	Ending Time	Topics / Description of Activity	BT Signature	Mentor Signature

Principal Signature:

West Harvey Dixmoor School District 147

Induction and Mentoring Program Evaluation Survey New Teacher Response Form

This program evaluation survey is a tool intended to define important issues regarding the Induction and Mentoring Program and suggest areas of strength and weakness. It is not an evaluation of specific individuals but an evaluation of the program components. All responses will remain confidential. Thank you for taking the time to complete the survey at the end of the school year.

- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree

How compatible was your Mentor/New Teacher team in these areas? Please circle the number that corresponds with your feelings about the program.

- 1 2 3 4 5 Grade Level/Building Assignment
- 1 2 3 4 5 Schedule/Availability
- 1 2 3 4 5 Personality/Teaching Style
- 1 2 3 4 5 My mentor provided support based on my needs
- 1 2 3 4 5 My mentor provided resources and classroom support
- 1 2 3 4 5 My mentor respected the confidentiality of our relationship
- 1 2 3 4 5 I felt oriented to the school policies and procedures
- 1 2 3 4 5 Mentor observation and data gathering tools were helpful
- 1 2 3 4 5 Program reflections helped me to improve my teaching practice

Induction and Mentoring Program Evaluation Survey

New Teacher Response Form

Page 2

How did the Mentor Program tools improve your teaching practice? Please specify which tools were most helpful and why. (Contact Log, Action Plan Checklist, Suggested Topics for Discussion, Observations, Reflections, Data Gathering Tools, etc)

What components of the program would you adjust, change, or eliminate? Be specific.

Please share additional comments here:

West Harvey Dixmoor School District 147

Induction and Mentoring Program Evaluation Survey

Mentor Response Form

This program evaluation survey is a tool intended to define important issues regarding the Induction and Mentoring Program and suggest areas of strength and weakness. It is not an evaluation of specific individuals but an evaluation of the program components. All responses will remain confidential. Thank you for taking the time to complete the survey at the end of the school year.

- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree

How compatible was your Mentor/New Teacher team in these areas? Please circle the number that corresponds with your feelings about the program.

- 1 2 3 4 5 Grade Level/Building Assignment
- 1 2 3 4 5 Schedule/Availability
- 1 2 3 4 5 Personality/Teaching Style
- 1 2 3 4 5 As a mentor, I provided weekly contact and support
- 1 2 3 4 5 As a mentor, I provided resources and classroom support
- 1 2 3 4 5 My mentee respected the confidentiality of our relationship
- 1 2 3 4 5 I oriented the mentee to the school policies and procedures
- 1 2 3 4 5 Mentor observation and data gathering tools were helpful
- 1 2 3 4 5 Program reflections helped improve my mentee's teaching practice

Induction and Mentoring Program Evaluation Survey

Mentor Response Form

Page 2

Do you feel the Mentor Program tools assisted with improving the instruction of your mentee? Please specify which tools were most helpful and why. (Contact Log, Action Plan Checklist, Suggested Topics for Discussion, Observations, Reflections, Data Gathering Tools, etc)

What components of the program would you adjust, change, or eliminate? Be specific.

Did you feel prepared and supported as a mentor by the professional development opportunities and resources/tools provided?

Please share additional comments here:

Phases of First-Year Teaching



Ellen Moir, 1990

<http://newteachercenter.org/blog/phases-first-year-teaching>

Copyright © 2013 New Teacher Center. All Rights Reserved.

