

P.R.I.D.E.

Induction Program

**Promoting
Relationships to
Increase the
Development of
Educators**

Marseilles Elementary School

District 150

January 2009

Table of Contents

Introduction	Page 1
Vision	Page 2
Mission Statement	Page 2
Goals	Page 3
Orientation	Page 4
Mentoring by a Veteran Teacher	Page 5
Mentor Qualifications	Page 6
Novice Teachers' Tasks	Page 6
Mentors' Tasks	Page 7
Mentor and Novice Compensation	Page 7
Administration's Responsibilities	Page 8
Peer Coaching	Page 9
Teachers' Responsibilities	Page 9
Administration's Responsibilities	Page 9
Panther Cubs – New Teachers Group	Page 10
Administration's Responsibilities	Page 10
Veteran Teacher's Responsibilities	Page 10
Professional Development	Page 11
Telementoring and Other Online Resources	Page 14
Program Evaluation	Page 16
Appendix	

Introduction

P.R.I.D.E. is a comprehensive two-year, induction program designed to provide novice teachers with the experiences, guidance, support, and feedback to advance to an educator that demonstrates proficiency in meeting the Illinois Professional Teaching Standards. The program consists of six components, orientation, mentoring by a veteran teacher, peer coaching, support of fellow novice teachers, professional development, and telementoring.

The program was designed to capitalize on professional relationships. Participants in these relationships, both novice teachers and veteran teachers, are afforded opportunities for feedback, reflection, and on-going growth of their teaching skills and practices. These relationships are facilitated and supported by administration.

Vision

Promoting and supporting professional relationships to enhance student learning.

Mission Statement

The mission of the P.R.I.D.E. Induction Program is to provide the best learning environment and opportunities for the students of Marseilles Elementary School District 150 by promoting and supporting professional relationships that aim to create, support, and retain high quality educators.

Goals

- Enhance student achievement
- Acclimate novice teachers to Marseilles Elementary School and to the Marseilles community
- Develop teacher capacity as defined by the Illinois Professional Teaching Standards
- Encourage a sense of collaboration and develop collegial relationships
- Appreciate and support life-long learning

Orientation

All first year teachers will be required to attend two days of orientation. The first day will be scheduled for approximately one week before the start of the school year. During this session, teachers will meet the administrators and various support personnel. They will receive a tour of the building. Matters regarding payroll, insurance benefits, and various employment-related procedures will be discussed. The day will conclude with a luncheon provided by the district.

The second day of orientation is the all personnel meeting which will take place the day before the first day of student attendance. At this session, new employees will be introduced to the staff. Information on the school year will be provided. All attendees will watch a video on blood born pathogens.

Responsibilities as a mandated reporter of child abuse will be discussed. Usually, time is allowed for Marseilles Education Association (MEA) to meet. Lunch is usually a potluck.

Mentoring by a Veteran Teacher

Each new teacher will be appointed a veteran teacher mentor for a period of two years. The mentor will facilitate the novice teacher's initiation into the school and the community. It will be expected that the mentor introduce the new teacher to other teachers, support staff, and related service providers. It is also expected that the mentor will familiarize and assist the new teacher with various school procedures, operations, and traditions.

Guidance and support will be provided as the mentor helps the novice teacher meet the expectations set forth by the Illinois Professional Teaching Standards. The relationship between the mentor and the novice is meant to be nurturing and trusting. All evaluation conducted during this process will be formative. Nonjudgmental feedback and dialogue between the parties is encouraged. Documentation through the use of reflection logs and meeting logs is required.

Mentor Qualifications:

- Tenure
- Completion of Mentor Training Program offer by the ROE
- Exhibits knowledge of pedagogy, context, and the needs of diverse learners and beginning teachers
- Understands formative assessment processes
- Willing and able to work collaboratively with others
- Excellent communication and organization skills
- Strong intra-and interpersonal skills
- Responsive to the needs of beginning teachers
- Respected by peers
- Model of a continuous learner
- Pride in and respect for the teaching profession
- Two-year commitment to participation in the program

Novice Teachers' Tasks:

(All forms are available in the Appendix)

- Before work with mentor begins – complete the New Teacher's Need Assessment. Your mentor will need a copy of this
- Throughout the year
 - Be prepared to meet with your mentor
 - Complete Reflection Journal monthly as documentation of your work on your work on the Illinois Professional Teaching Standards
 - Complete Mentor/New Teacher Meeting Log
 - For each meeting, please remember questions are expected and encouraged. Help your mentor help you!
- End of the year complete the New Teacher Evaluation of P.R.I.D.E. form
- Copies of all completed forms, reflections, observation logs, and any other documentation should be placed in a folder and submitted to administration by May 15th

Mentors' Tasks:

- Attend monthly mentors' meetings
- Meet with the novice teacher, one time per month will be scheduled by administration
- Be approachable and available to answer questions in between scheduled meetings
- Address any weaknesses the novice teacher indicated on the needs assessment form
- Provide the novice teacher with experiences, guidance, and feedback to help the new teacher meet the expectations outlined in the Illinois Professional Teaching Standards (copy of Standards is available in the appendix)
- Observe the novice teacher one time each semester, complete observation log, give a copy to the novice teacher
- Help novice teacher reflect on teaching skills and practices
- Provide specific, nonjudgmental feedback
- Engage novice teacher in formative assessment activities
- Invite novice teacher to observe you teaching
- When your novice teacher has a substitute teacher, introduce yourself and be a source of support and guidance
- Other things that may be helpful
 - Help set up classroom
 - Prepare for parent-teacher conferences
 - Help with entering grades
 - Help with grade reporting, midterms and report cards
 - Help with lesson plans
 - Etc.
- Finally celebrate accomplishments!

Mentor & Novice Compensation:

- CPDU's
- Release time to meet during the school day
- Credit for use in the Teachers' PRIDE Store

Administration's Responsibilities:

- Inform faculty and staff of the school's mentoring program and how it fits in with other forms of professional development
- Explain the mentoring program to new teachers
- Match veteran and novice teachers
 - Considerations:
 - Similar teaching assignments
 - Similar interests
 - Compatible personalities, philosophies
- Request teachers' participation as mentors
- Advise mentors of their roles and responsibilities
- Provide on-going training for mentors
- Schedule meeting times
- Provide substitute teachers for meeting times
- Arrange for veteran and novice to have a common plan time
- Assign rooms so that mentor and novice are near each other
- Respect the confidentiality of the veteran/novice relationship
- Provide CPDU's
- Collect and review all documentation at the end of the year
- Appoint a replacement mentor should the original mentor be unable to continue in this capacity or if either party feels the relationship is not effective

Peer Coaching

Peer coaching is essentially peer observation. Peer coaching should involve time where the novice teacher is observing the veteran teacher and time where a veteran teacher is observing the novice teacher. After each occurrence the two teachers engage in discussion and reflection. It is required that each novice teacher observes another teacher at least one time per semester and is observed by another teacher at least one time per semester. The veteran teacher that participates in this process may be the assigned mentor. However, if the novice chooses, observations may involve another veteran teacher who is willing to participate in this process.

Veteran and Novice Teachers' Responsibilities:

- Advise administration of partners and preferred meeting time
- Complete Observation Log

Administration's Responsibilities:

- Schedule meeting time
- Provide substitute teacher
- Respect confidentiality

Panther Cubs

Panther Cubs is a new teachers group that gives first and second year teachers the opportunity to meet with each other once per month. The main focus on the meetings of this group is to build collegial relationships. However, professional development opportunities will also be available. It is important for the MES new teachers to know they are not alone in their feelings and experiences as a new teacher. When they come together as a group, they can voice their concerns and share their experiences in a setting that is nonthreatening, supportive, and confidential. To each other they can serve as a source of support and guidance.

Administration's Responsibilities:

- Schedule meeting times
- Arrange for substitute teachers
- Appoint a veteran teacher to attend meetings

Veteran Teacher's Responsibilities:

- Provide an agenda
- Facilitate meetings
- Provide professional development opportunities that address the concern voiced by the new teachers

Professional Development

MES is committed to the growth and development of its staff. All staff members are encouraged to participate in professional development experiences, such as attending workshops and conferences, enrolling in graduate classes, pursuing additional degrees or certifications, etc.

For information regarding the reimbursement and compensation on the salary schedule for graduate classes, please refer to the teachers' contract. All the forms necessary for the approval of attending workshops, conferences, graduate classes, are available in the teachers' lounge. Should you need assistance in completing these forms, or the procedures necessary to attend a professional development event, please feel free to seek the assistance of your mentor, another teacher, or an administrator.

For our new teachers, at orientation or sooner, you will be provided with a flyer on the "Training Series for Initial

Certificate Holders” sponsored by the Regional Office of Education (ROE). This series includes six, two hour workshops designed to support new teachers with initial certificates. Also, for our new teachers, a variety of workshops based on the needs you indicated on your initial needs assessment, programs we are using in the building, or anything that we might feel may benefit you, may be recommended to you throughout the year. Also, you may want to check the ROE’s web site (<http://www.roe35.k12.il.us/>) for the professional development opportunities they are offering. You can get to ROE’s web site through a link on the MES web site, on their home page, click on “Professional Development Activities.”

Remember to keep track of your Continuing Professional Development Units (CPDU’s). You will need them to move from an initial certificate holder to a standard certificate holder and for certificate renewal. If you need

help, please do not hesitate to talk to your mentor, another teacher, or administration.

Telementoring and Other Online Resources

According to the Illinois New Teacher Collaborative (INTC), currently there are no online mentoring sources available to the general population of new teachers. Some universities, however, do offer online mentoring to the participants and graduates of their programs. So, you should contact the university that you attended or are currently attending to see if this service is offered.

The Illinois New Teacher Collaborative (INTC) provides new teachers with opportunities to connect with other new teachers and veteran teachers through “INTC Online Interactive.” This is sort of an online professional community where teachers can come together to share ideas, discuss concerns, and provide support. You must register to participate in their discussion forums. There is no cost. To sign up access the INTC’s home page through Illinois State Board of Education’s (ISBE) home page. From their home page, you click on “INTC Online Interactive.” They will provide

you with additional information on the services they provide, as well as direction for setting up your account.

On the MES web site we have provided links to the following sites, Classroom 2.0, Kappa Delta Pi, and New Teachers Online. These sites seem like they could be very helpful to our new teachers. You may access these sites by going to the MES home page and click on “MES Teacher Links.” You will find the links for these sites listed under “Sites for New Teachers.” Should you come across any additional sites that you find helpful, please let Traci know.

Program Evaluation

The success and effectiveness of P.R.I.D.E. is dependent upon your input! In the appendix, you will find the “New Teacher Evaluation of P.R.I.D.E.” form. In the spring of your first and second years of teaching, we would like you to complete this form and include it in your folder. This form will be used to monitor and evaluate the P.R.I.D.E. Induction Program. Through your input, we are hoping to make this program more effective by making it more responsive to the needs of our new teachers. All responses included on this form will be kept confidential.

Thank you in advance for your cooperation.

Appendix

Illinois Professional Teaching Standards:

[24.100]

#1 Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

#7 Communication

The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The competent teacher understands the role of the community in education and develops and maintains

collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

See <http://www.isbe.net/profprep/PDFs/ipts.pdf> for additional information on knowledge indicators and performance indicators for each standard.

Reproduced from: <http://dupage88.net/dist88/staffdevel/prfstandards.pdf> January 24, 2009

New Teachers' Needs Assessment

The following checklist will help your mentor and MES to create and advise you of professional development opportunities that will meet your needs. So, please take a few minutes to check all items that you feel you would benefit from additional training. All information gathered through this assessment is for the purpose of training. It will not be used for evaluation purposes.

- Classroom Management
 - Student Discipline
 - Motivating Students
 - Understanding the Curriculum
 - Lesson Planning
 - Time Management
 - Communicating with Parents
 - Communicating with Colleagues
 - Communicating with Administration
 - Communicating with Related Service Providers
 - District Procedures
 - STI – Grading, Attendance, etc.
 - Standardized Testing Procedures
 - Issues Pertaining to Special Education
 - P.B.I.S.
 - RtI
 - AIMSWeb Testing
 - Technology Skills
 - Internet Skills
 - Community Resources
 - School-Related Organizations, Boosters Club, PTA, Community Relations Committee
 - Understanding Teacher Evaluation
 - Union Issues
 - Other Needs (Please write in) _____
-

Thank you for your time and cooperation.

Reflection Journal

Date _____

Choose one or two of the Illinois Professional Teaching Standards that you addressed with your mentor over the past month. Your reflection should be related to the standard or standards that you have indicated.

Standards # _____

What would you consider the most valuable thing you learned this month?

As a result of this new information, what new thing did you do?

Was the new thing successful? How do you know?

The next time you do this, what might you do different?

Peer Coaching Observation Log

Semester 1 – Observation of New Teacher

Date of observation _____

Period observed _____

Subject observed _____

Observation completed by _____

Semester 2 – Observation of New Teacher

Date of observation _____

Period observed _____

Subject observed _____

Observation completed by _____

Semester 1 – Observation of Veteran Teacher

Date of observation _____

Name of teacher observed _____

Period observed _____

Subject observed _____

Signature of new teacher _____

Semester 2 – Observation of Veteran Teacher

Date of observation _____

Name of teacher observed _____

Period observed _____

Subject observed _____

Signature of new teacher _____

New Teacher Evaluation of P.R.I.D.E.

P.R.I.D.E is an ever-growing and evolving program. In order for MES to make P.R.I.D.E as responsive as possible to the needs of our new teachers, input regarding the experiences our new teachers going through the program is extremely valuable. So, if you please complete this survey and include it in your final folder, we would be most appreciative. All responses will be kept confidential.

Please rate how helpful you found each component of P.R.I.D.E. to be

Component	Very helpful	Adequately helpful	Not at all helpful	Component was not available to me
Orientation				
Mentor				
Peer Coaching				
Panther Cubs				
Professional Development				
Telementoring				

What would you like to see us add to any of the components of P.R.I.D.E.?

Please provide the following information regarding your experiences with your mentor

	Most of the time	Sometimes	Never
My mentor and I met on a regular basis throughout the year			
My mentor was helpful in introducing to others in the school			
My mentor was helpful in guiding me through interactions with parents			
My mentor helped me grow in my competency in meeting the Illinois Professional Teaching Standards			
I received helpful feedback from my mentor			
My mentor encouraged me to be more reflective of my teaching skills and practices			
I am satisfied with the level of support my mentor provides			
I feel my mentor and I have built a relationship that will help me continue to grow as a teacher in the future			

Additional comments:

Thank you for your time and cooperation.

