



# Overview of D214 Mentor and Induction Program for Non- tenured Staff

District 214's ISBE-approved Mentor and Induction Program includes intensive mentor training aligned to Charlotte Danielson's Framework for Teaching with a focus on Coaching. Mentors provide non-tenured licensed staff regular and ongoing individual support each week with a mentor/new staff ratio of 1:1. It is designed to improve licensed staff quality and retention while raising student achievement.

## **Mentor Expectations**

The role of the mentor includes the following: resource, problem-solver, advocate, facilitator, **coach**, collaborator, learner, assessor, trusted listener, and teacher.

Year One mentor responsibilities include: participation in initial 6-hour training (in the summer) and Quarterly Mentor Meetings (during the school year), face-to-face (or virtual) contact with the mentee on a weekly basis, monthly checklist review, reciprocal peer observations, helping the mentee to focus and reflect on instructional decisions via Coaching Conversations, and documenting activities on Collaborative Assessment Logs (CALs).

Year Two mentor responsibilities include: facilitating two Coaching Conversations with the mentee (one each semester), documenting activities on CALs, monthly checklist review, reciprocal peer observations, participation in two half-day sessions on the framework for Teaching Clusters, as well as ongoing support of the mentee as needed.

## **Mentor Selection Criteria**

Mentors are selected based on the degree to which they exhibit the following qualifications: demonstrated record as an exemplary staff member, strong communication skills, trustworthiness, accessibility, responsibility, empathy, a supportive attitude, and resourcefulness. A mentor is not required to have a course-alike (or job-alike) assignment and should have a schedule that allows for regular meetings/interactions (during the school day) with the assigned mentee.

## **Compensation**

Year One mentors and mentees are paid at the workshop rate for 8 contact hours (2 in the summer, 6 during the school year); mentors also earn 15 PD Hours.

Year Two mentors and mentees are paid at the workshop rate for contact hours (4 for mentors - Coaching Conversations and 7 for mentees – Coaching Conversations and Instructional Coaching with TLF Team); mentors also earn 15 PD Hours.

## D214 Mentor and Induction Program Requirements

<b><u>Mentor Year One</u></b>	<b><u>Mentee Year One</u></b>
<p>Attend Mentor Training</p> <p>Attend Quarterly Mentor Meetings (QMM)</p> <p>Participate in observations (be observed by mentee and observe mentee)</p> <p>Meet with mentee on a regular basis</p> <p>Provide at least 8 hours of face-to-face (or virtual) mentoring</p> <p>Document Mentoring Activities (CALs)</p> <p>Submit Google form for Monthly Checklist Review</p>	<p>Attend New Licensed Staff Orientations and Technology Training</p> <p>Attend Non-tenured Staff Induction Program</p> <p>Participate in observations (be observed by mentor and observe mentor)</p> <p>Meet with mentor on a regular basis</p> <p>Participate in at least 8 hours of face-to-face (or virtual) mentoring</p>
<b><u>Mentor Year Two</u></b>	<b><u>Mentee Year Two</u></b>
<p>Participate w/Mentee in two Coaching Conversations (submit CALs)</p> <p>Participate in two half-day sessions on the Framework for Teaching Clusters</p> <p>Meet with mentee on an ongoing basis</p> <p>Participate in observations (be observed by mentee and observe mentee)</p> <p>Submit Google form for Monthly Checklist Review</p>	<p>Participate w/Mentor in two Coaching Conversations</p> <p>Participate in one Instructional Coaching Cycle with building TLF</p> <p>Meet with mentor on an ongoing basis</p> <p>Participate in observations (be observed by mentor and observe mentor)</p>