

Excerpts from Community Unit District #205 state approved Mentorship and Induction Plan

Teachers new to the district will complete an induction workshop and be assigned an experienced teacher- mentor during their first two years of employment. Mentors will provide the new teachers (known as protégés) with assistance and support in understanding what is expected of them as professionals and faculty members in District #205 and how to meet those expectations. Mentors will receive training in the Induction for the 21st Century Educator program. Throughout the school year, mentors will make three observations of their protégés, schedule monthly meetings with their protégés, meet informally with their protégés, and keep a log of contacts/activities with their protégés. Protégés will have an opportunity to observe experienced staff and participate in professional development activities.

Protégés will be provided at least one opportunity per semester to observe experienced teachers in the district (this may or may not be the protégé's mentor) and discuss aspects of the teaching process. The district will allocate funds to each school for professional development activities. Each teacher (including those who are new) will have the opportunity to attend appropriate workshops, conferences, etc. outside of the district. The District is heavily involved in the Standards Aligned Classroom (SAC) initiative. Protégés and mentors will have the opportunity to participate on these professional development teams as part of a professional learning community. Additionally, the district will provide in-service training in areas related to the Illinois Professional Teaching Standards.

The district will provide opportunities for mentors to make classroom observations of protégés (with post-conferences) and for protégés to make observations of experienced teachers. There will also be required meetings of mentors and protégés during student non- contact, teacher contract time. Mentor/protégé teams will be allowed 35 hours of meeting time in the first year and 15 hours of contact time in the second year. If mentors and protégés are located at the same school, there will be additional opportunities for interaction during lunch time, preparation period, before and after school and during in-service. Social contacts between protégé and mentor will be encouraged when appropriate, but not required.

Observations and post-observation conferences will be conducted. The process for each observation will include: (1) the protégé participating in a pre- observation conference, identifying the area on which the observation will be focused; (2) the mentor observing instruction and gathering data relative to the agreed upon area; and (3) the protégé and mentor having a post- observation conference at which time the protégé and mentor discuss the observation data in reference to the area of focus. The purpose of the conference is two-fold: the protégés will reflect on the lesson and the mentor will offer advice and suggestions for improvement. Together, the protégé and mentor decide on a plan of action for the protégé and identify ways in which the mentor can support that plan.