

***Realizing the Democratic Ideal Through a
Commitment to Induction and Mentoring:
A 2007-2008 Report from the
Induction and Mentoring Steering Committee***

***Position Paper with Goal and Objectives
MARCH 20, 2008***

***With Additional Input from the July, 2007 Initial Report and the
The 2007 Fall Conference for Induction and Mentoring
Realizing the Democratic Ideal Through a Commitment to Induction and Mentoring***

Induction and Mentoring Steering Committee
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March 20, 2008

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The 2007 Fall Conference for Induction and Mentoring
September 21, 2007- North Prairie Room
Robert G. Bone Student Center
Illinois State University
Normal, Illinois

***Realizing the Democratic Ideal Through a Commitment to Induction and Mentoring:
A Position Paper and Report from the Induction and Mentoring Steering Committee
March 20, 2008***

Introduction

As one of the ten largest producers of teachers in the nation and the largest in the State of Illinois, Illinois State University is committed to supporting our graduates through stages of teacher development that includes the induction period of linking formal preparation and expert practice. Guided by the university's conceptual framework for teacher education, a *professional educator* that has been taught, trained, and acculturated through Illinois State University (ISU) will have a "reverence for learning and a seriousness of personal, professional and public purpose" (Realizing the Democratic Ideal, 2000).

In order to better meet our commitment to growing the professional educators that live this democratic ideal, two understandings must come to the fore. First, induction and mentoring is about more than retaining teachers (Bartell, 2005). And, related, "Teachers should never be considered 'finished products' (Darling-Hammond, 2005). In other words, learning to teach is a life-long process. For example, Mager (1992) advocates thinking about the process of becoming a teacher "as the continuous experience of an individual through which the image of self-as-teacher is formed and refined, and during which knowledge, skills, and values appropriate to the work of teaching, as it is to be practiced in a particular context, are acquired and used" (p.6). Consequently, as well as preparing future teachers with knowledge about content, curriculum, instruction, teaching, evaluation and assessment, we must help them to develop skills and dispositions that under gird authentically-produced reflective practice as a professional. Induction and mentoring programs must be authentically designed to acculturate and welcome new teachers into particular school settings. In other words, meaningful and significant teacher induction and mentoring, for example, must be embedded into the culture of a school (Portner, 2005; Wong, 2002). Thus, our commitment to preparing future reflective teachers is only a part of our obligation to support ISU graduates in their professional growth as new or experienced teachers.

We believe that ISU support for its graduates can be viewed as being guided by three broad characteristics of effective induction and mentoring programs. Induction and mentoring efforts at ISU should be (A) comprehensive, (B) coherent, and (C) sustained in support of our graduates. Outlined below are a few specifics related to each of the three broad characteristics in relationship to the first of two phases of our efforts over time:

- Phase One of the Induction and Mentoring Initiative for the College of Education evolved throughout the 2006-2007 academic year from the concept of how best to organize an initiative for induction and mentoring to support ISU graduates as beginning teachers.
- Phase Two of the Induction and Mentoring Initiative for the College of Education, beginning with the 2007 Fall Semester, began to evolve from how best to implement an initiative for induction and mentoring to support ISU graduates as beginning teachers.

- Phase Three of the Induction and Mentoring Initiative for the College of Education will begin with a meeting with Dean Deborah Curtis on April 17, 2008 whereas the Induction and Mentoring Steering Committee will present an Operational Projection and Action Plan for Induction and Mentoring along with recommendations for the next steps for induction and mentoring initiatives at Illinois State University.

Phase One

In April, 2006, Phase one of the induction and mentoring initiative for the College of Education began when the Interim (now) Dean of the College of Education invited a faculty member, Professor Ken Jerich, to provide leadership and to serve as the coordinator for induction and mentoring for the college. One of the first initiatives of the coordinator for induction and mentoring was to create the Induction and Mentoring Steering Committee (IMSC) to begin efforts to sustain and foster induction and mentoring activities. In May, 2006, a three member IMSC was formed consisting of Drs. Robert Fisher, Ken Jerich and Steve Wellinski. In October, 2006, Dr. Lynn Gaddis joined the IMSC. Subsequently, other interested individuals joined the IMSC leading to its 2006-2007 membership:

- Dr. Adel Al-Bataineh, Associate Professor and Coordinator, Curriculum and Instruction Master's Degree Program
- Mr. Tonee Buwana, Graduate Research Assistant, Curriculum and Instruction
- Dr. Pauline Clardy, Assistant Professor and Coordinator, Curriculum and Instruction Bilingual Education Program
- Dr. Robert Fisher, Professor Emeriti, Assistant to the Dean, College of Education
- Dr. Lynn Gaddis, Director, National Board Resource Center, College of Education
- Dr. Ken Jerich, Professor, Curriculum and Instruction, and Coordinator, Induction and Mentoring, College of Education, Chair, IMSC
- Mrs. Molly Muson-Dryer, Associate Director, Clinical Experiences, College of Education
- Mrs. Adrienne Ostermeier, Coordinator, Mentoring and Induction, Springfield Public Schools
- Mrs. JoNancy Warren, Director, Professional Development Schools, College of Education
- Dr. Steve Wellinski, Assistant Professor, Curriculum and Instruction

A. Comprehensive: During Phase one, the IMSC efforts included, but were not limited to, the following:

- the study of research literature on various topic areas such as induction programs in place and the training of mentors,
- data collection and analyses of the Illinois public higher education programs for induction and mentoring as well as for induction and mentoring programs across the United States,
- research and development for induction and mentoring,
- review of graduate coursework and specialized assistance for beginning teachers,
- maintaining contact with ISU graduates as well as our partner schools who work with beginning teachers,

- investigating website sites on induction and mentoring for new teachers and administrators in Illinois, as well as nationally,
- discussions with faculty and staff at various higher education institutions,
- review of programs, for example, Chicago Teacher Education Pipeline, National Resource Center, in the college of education at ISU.

Furthermore, as a compilation of conceptual ideas, programmatic needs, and issues about induction and mentoring of new teachers began to emerge based upon these data collection efforts, the steering committee held regular on-going meetings, throughout 2006-2007, to discuss how best to organize an initiative for induction and mentoring to support ISU graduates as beginning teachers with our partner schools. Again, these efforts are built around the notion of being embedded with particular school cultures. As such, our various external and internal stakeholders are integral and key components to sustain current as well as future efforts for phase two of our efforts to support new teachers.

B. Coherent: Illinois State University teacher education efforts are guided first and foremost by the University's Teacher Education Conceptual Framework. Guiding these efforts is the obligation (as mentioned above) to prepare professional educators who critically examine themselves, others, and societal structures with the goal of equal educational opportunities for all.

C. Sustained: Illinois State University's commitment to the life-long process of teacher development starts as our teacher candidates' progress through their initial teacher education programs and continues throughout the various stages and career levels of their professional development as professional teachers. Furthermore, as a steering committee, we view the following as particular commitments to induction and mentoring efforts that can effectively support Illinois State University teacher education graduates:

Maintain contact with Illinois State University graduates to enable access to resources and support from ISU and other sources (see Parts Three and Eight of the report for details).

1. Provide appropriate graduate level study, for example, courses for new teachers, administrators, and mentors (see Parts Three, Six and Seven of the report for details).
2. Link graduate study to master's and doctoral degree programs (see Parts Three, Seven and Eight of the report for details)
3. Train mentors to assume their complete roles and responsibility as instructional leaders (see Parts Three, Four and Five of the report for details).
4. Provide specialized assistance for support of new teachers, administrators, and mentors (see Parts Three, Four, Six and Seven of the report for details).

Phase Two

In May, 2007, Dean Deborah Curtis met with the IMSC to review this report. As a result, Dean Curtis supported and sponsored the September 21, 2007 Fall Conference for Induction and Mentoring to begin phase two of our work as to how to best support ISU graduates as beginning teachers and the schools who partner with ISU.

Executive Summary Statement

The information and materials in this document were compiled by the induction and steering committee to examine how Illinois State University (ISU) can support our graduates as they begin their teaching careers. The materials presented in the following pages elaborate on the following points:

1. Public schools in Illinois who offer a mentoring program to move teachers to the standard teaching certificate must have a two-year program to support new teachers and administrators. This is an opportunity for ISU to help schools develop quality initiatives and services for induction and mentoring to continue the education of the new teachers and administrators.
2. There is an emerging research based on the benefits of supporting new teachers and administrators.
3. Three areas of support that can be provided by ISU are: (1) service to new teachers and administrators, (2) service to their mentors, and (3) assistance in development of induction and mentoring initiatives.
4. ISU should support induction initiatives and services at the school district level. ISU can guide the development of such support by working collaboratively with school districts and agencies, for example, Illinois Regional Offices of Education.
5. ISU should provide support to school districts, school administrators, and other school personnel who interact with beginning teachers during their initial years of employment at their respective school districts that partner with ISU.
6. Teachers as clients can be supported by ISU through the organization of initiatives and services through organized activities to support new teachers and administrators and their schools as an ongoing part of a career building experience.
7. ISU offers courses and other services that are already in place to be used for support of new teachers and administrators.
8. The steering committee has identified some activities to support further development of initiatives and services for induction and mentoring.

Below are the eight parts that organize this document:

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Part One: School-Based New Teacher Induction

The initiation of policy and practice in Illinois and other states to support the continuing education of new teachers clearly supports the concept that one does not fully experience and learn to teach only within the context of an initial preservice teacher preparation program. Since 1998, numerous task forces and conferences have addressed the need for support of beginning teachers as they embarked upon their professional teaching careers. For example, The Illinois Educational Research Council initiated studies of retention of beginning teachers. A major policy initiative is being conducted by the Illinois New Teacher Consortium (INTC). The INTC successfully lobbied for funding to conduct pilot programs for teacher induction. In 2006, the Illinois General Assembly approved \$2,000,000 that now supports ten pilot induction programs across Illinois. The discussion of policy development continues to examine the multicomplexity of teaching and learning that occurs in school settings.

Schools in Illinois are required to provide programs for the induction of new teachers and administrators in their schools. New teachers may choose to use the school district's new teacher induction program as one route to the standard teaching license. The induction and mentoring program must be approved by the Illinois State Board of Education in consultation with the State Teacher Certification Board and include three components: observation of the new teacher's classroom practice by an experienced teacher, review and analysis of written documentation prepared by the new teacher, and reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards. In Illinois, only two-year induction and mentoring programs that meet the requirements for approval may be used for eligibility for the issuance of the Standard Teaching Certificate. However, there is an exception for teachers who were issued Initial teaching certificates prior to September 1, 2007. Those teachers may use a one-year induction and mentoring program. As well, teachers can transfer between approved programs, according to the Illinois State Board of Education (for mentoring induction program requirements see the ISBE website).

For illustration purposes, the information below is taken from the ISBE Website for Induction and Mentoring. The ISBE requires that schools submit a plan that describes the formal training program for mentors and show how it will address each of the following areas:

1. content knowledge and pedagogy;
2. adult learning theory;
3. attributes and styles of positive critiques;
4. classroom observation skills related to assessment of performance;
5. strategies for providing constructive feedback and social support;
6. problem-solving skills;
7. formative assessment; and
8. self-assessment.

Part Two: Brief Overview of Literature on Support of New Teachers

Induction and mentoring are organizational components generally associated with the first few years of a beginning teacher's professional development continuum (Anderson and Olsen, 2006; Fuller and Brown, 1975; Johnson, 2004; Liston et al, 2006). These two components can be viewed contextually on a developmental continuum for teacher education preparation first involving the preservice teacher candidate and continuing with the beginning and experienced teacher (Darling-Hammond, 2006; Imig and Imig, 2006; Horn, et al, 2007, Intrator, 2006; Kennedy, 1999; Kortman, 2007, Zeichner, 2006). Furthermore, induction is typically defined as an initial experience. As well, mentoring is when a role model, or mentor, offers support to another person. For illustration, here are five examples of induction and mentoring efforts among mid-western and other national institutions and agencies.

- Indiana State University received a \$3.9 million Teacher Quality Title II Grant focusing on their ISU/PDS Partnership. It is called Project PRE: Partnering to Reform Education designed to impact teacher quality at the pre-service, induction and professional development levels (http://soe.indstate.edu/project_pre). In 2003, the State of Indiana required that all beginning teachers complete a two-year induction program.
- At Michigan State University, (<http://assist.educ.msu.edu/ASSIST/>), ASSIST Beginning Teachers is a project supported by a partnership with MSU and the Michigan State Board of Education (MSBE) funding provided by the U.S. Department of Education. The ASSIST program at MSU is based on the (MSBE) Michigan's Teacher Induction and Mentoring Standards (six standards) adopted in January 13, 2004.
- At the New Teacher Center at the University of California at Santa Cruz (UCSC), <http://www.newteachercenter.org/>, their Induction Institute, for example, is designed for educators who are responsible for developing and implementing policies and programs that support beginning teachers and for those who oversee and conduct professional development for the mentors who work with beginning teachers.
- At Arizona State University, a program known as BEST: (<http://coe.asu.edu/best/>) Beginning Educator Support Team, provides a "comprehensive induction, mentoring and professional development model to promote quality teaching practice for the ultimate support of student learning. Supporting new teachers is complex and multifaceted work.
- The Kentucky Beginning Teacher Induction Program began in 1985 requiring "All new teachers and out-of-state teachers who have less than two years of experience..." to complete the internship. As well, "The intern is provided a committee made of the intern's principal, a resource teacher (mentor) which is named by the school district, and a teacher educator from a teacher training institution." As well, Kentucky principals must do a year long internship.

Induction and mentoring efforts in higher education teacher education programs are orchestrated to varying degrees during the initial teacher education program phase and further developed during the advanced teacher education program phase, as the teacher candidate becomes a beginning teacher. Moreover, public and private higher education institutions who prepare teachers and administrators throughout the United States, either on an informal or formal basis, have infused the components of induction and mentoring into their teacher education programs such as The Project on the Next Generation of Teachers (2004). This is also the case in Illinois. There are Illinois higher education institutions that have incorporated various induction and mentoring components on an informal basis into their teacher education programs (INTC, 2006; personal communications with Illinois higher education institutions, 2006).

Part Three: Illinois State University (ISU) Support of Beginning Teachers

It is appropriate for ISU to be involved in the continuing education of graduates as they begin their teaching careers. With the large number of graduates from ISU each year it is not practical to be intensely involved with all of them. The committee recommends that priority be given to supporting all beginning teachers in school districts that choose to partner with ISU and that specialized assistance be given to ISU graduates teaching in other schools.

Three areas of support of beginning teachers have been identified: the services that can go directly to beginning teachers; the support that can go to personnel assigned as mentors for the beginning teachers; and the support to districts to develop their induction program. Table one below provides some examples of services that are and could be provided in each of these areas commensurate with phases one and two for induction and mentoring to support ISU graduates as beginning teachers.

Table 1: Support for ISU Graduates and School Induction Programs

The following chart below illustrates examples of services that could be provided to ISU graduates who are beginning teachers and administrators in any school, and to other beginning teachers in schools, that partner with ISU.

Support for Beginning Teachers and Administrators	Support for Beginning and Advanced Mentors	Support for Induction Program Development
<p>Currently In Place at ISU</p> <ul style="list-style-type: none"> • Graduate level courses • Courses designed to assist with earning standard certification • Web-based system giving access to useful information to support teachers and to useful information to access ISU programs <p>Future Projections</p> <ul style="list-style-type: none"> • Electronic Mentoring • Instructional modules for the beginning teacher developed at ISU 	<p>Currently In Place at ISU</p> <ul style="list-style-type: none"> • Training, both initial and advanced levels, for mentors through ISU graduate courses • Training program for National Board Certified teachers to mentor second year teachers <p>Future Projections</p> <ul style="list-style-type: none"> • Partnership-based practicum opportunities involving ISU faculty and school personnel for advanced applications of mentoring for instructional settings 	<p>Future Projections</p> <ul style="list-style-type: none"> • Periodic meetings with representatives from partner schools regarding induction program development and implementation • Promote Scholarship about induction in the form of conference presentations • Promote Scholarship about induction in the form of research projects and papers • Promote Scholarship about induction with Grant Opportunities

Part Four: Constructs for Supporting New Teachers

To be unique as a leading induction and mentoring provider, the Induction and Mentoring Steering Committee recommends for consideration the following representative salient points. The salient points below are not meant to be exhaustive in nature nor be limited to the following:

1. Maintain contact with Illinois State University graduates to enable access to resources and support.
2. Provide appropriate graduate level study (e.g., courses) for new and veteran teachers, administrators and mentors.
3. Link graduate study to possible master's and doctoral degree programs.
4. Prepare and train mentors to assume their complete roles and responsibilities as instructional leaders and supervisors.
5. Provide specialized assistance for support of new and veteran teachers, administrators, and mentors.

To guide the work of this effort, there is need to develop a set of overarching constructs that are the consensus of ISU faculty, academic professionals, partnership personnel from school districts and administration, and other interested parties. Table two below illustrates sample constructs.

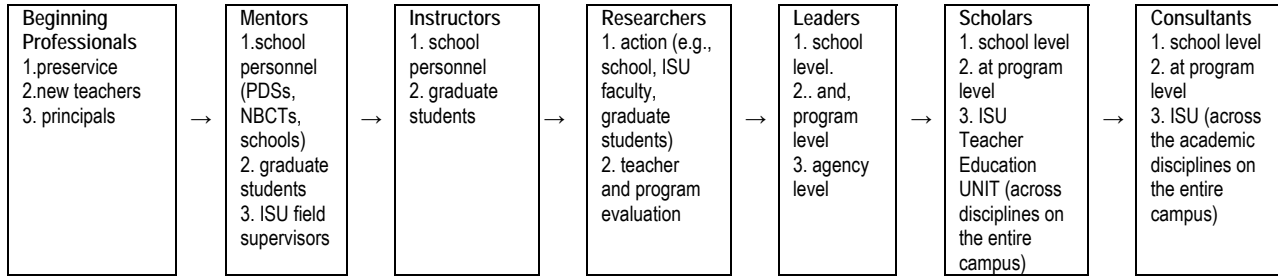
Table 2: Constructs for the Professional Development of Teachers and Administrators

- Comprehensive professional development curricular opportunities for teachers and administrators to become as well as to continue to grow as professional mentors.
- Comprehensive based research study on teaching and curriculum for schools, instructional and supervisory strategies, teaching models and assessment strategies, induction and mentoring initiatives for new and veteran teachers as well as other cooperating personnel with Illinois State University faculty in the conduct of action research studies.
- Comprehensive professional development opportunities for teachers and administrators to work with ISU teacher candidates, for example, Illinois State University's Mentorships/Partnerships Action Collaborative on Teacher Education (IMPACT), Professional Development Schools (PDSs), as well as other school sites.
- Comprehensive action research opportunities to study the effectiveness of the mentor's instructional supervisory coaching strategies with teacher candidates' professional growth and success as future teachers.
- Comprehensive professional development opportunities for full time Illinois State University graduate students to become mentors and instructional supervisors to assist Professional Development Schools.
- Comprehensive professional development curricular opportunities at the advanced graduate studies level for IMPACT and other Professional Development School teachers and administrators to become well qualified instructors to assume roles and responsibilities as non-tenure track instructional assistant professors.
- Comprehensive teacher and program evaluation research opportunities to study the effectiveness of induction and mentoring initiative and services efforts aligned with national accreditation and professional association standards.

Part Five: Classification of Areas for Initiative and Services Narrative

Illinois State University can offer services to a variety of clients engaged in accessing, implementing, and evaluating induction and mentoring programs, resources, and courses. Table 3 below shows the classification of initiatives and services outlined by client roles.

Table 3: Induction and Mentoring Academic Initiatives and Services Flow Chart



Beginning Professionals: New teachers and principals are the primary clients for induction and mentoring activities.

Mentors: ISU can design, implement and expand high quality learning experiences for mentors of new teachers and principals. Mentors include personnel at Professional Development Schools, partner schools, National Board Certified Teachers, graduate students in residence, school administrators and ISU cooperating teachers and field supervisors.

Instructors: Those who teach the courses and professional development experiences for induction and mentoring will include tenured and non-tenured faculty, and when appropriate, school personnel and graduate teaching assistants. These courses and experiences will be delivered (a) on-campus, (b) at PDS sites, (c) online, and (d) in combinations of each.

Researchers: Action research and evaluation research studies in induction and mentoring should be developed by tenured and non-tenured faculty, school personnel, and graduate students.

- Comprehensive action research opportunities for schools, agencies and ISU faculty.
- Comprehensive action research opportunities to study the effectiveness of the mentor’s instructional supervisory coaching strategies with teacher candidates’ and beginning teachers’ professional development, growth and success as teachers.
- Comprehensive evaluation research opportunities to study the effectiveness of induction and mentoring initiative and services efforts aligned with national accreditation and professional association standards.

Leaders: In each school district, in various educational agencies, and at ISU, there are personnel who are responsible for providing services to support new teachers and administrators. ISU can provide support for those who have leadership positions to implement these programs.

Scholars: Support of new teachers and administrators is a relatively recent addition to the literature. ISU can provide support for the individuals who strive to conduct and disseminate the research and best practices used in these programs.

Consultants: There are individuals who engage in activities to assist school districts and others to design and implement programs. These individuals also require support.

Part Six: A Potential Model Curriculum Planning to Support New Educational Personnel

Although there are a variety of services to help schools support beginning teachers and administrators, it is useful to organize these activities as a *career pathway development scheme*. The following model is presented here as an example of how the careers of new teachers as well as their mentors develop over time.

Component A: The continuum from initial preservice teacher education followed by the induction years for beginning teachers leading to advanced teacher education and professional career development/certification for teachers

Beginning teachers complete a state approved preservice teacher education curriculum or an alternative certification program. It is logical that there should be a program for beginning teachers to continue their education and career advancement to become accomplished teachers.

Component B: Standards for teacher preparation

Preservice preparation programs in Illinois must adhere to the Illinois Professional Teaching Standards (IPTS) which emulated from the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. Other states may have also created similar standards for their programs. IPTS deals with learning the multifaceted factors involved with teaching.

Component C: Assessment and/or evaluation of teacher candidates

During their preservice programs, teacher candidates are assessed and/or evaluated in a wide variety of ways to judge their effectiveness in meeting these standards. This measurement process provides evidence as to how they meet the standards, typically organized as a teaching portfolio and/or teacher work sample. Beginning teachers will find it useful and appropriate to continue this assessment/evaluation process in their early years of teaching, both in the forms of (a) providing assessment and/or formative evaluation feedback with regards to their ongoing development as teachers as well as (b) addressing summative evaluation judgments made about their ability to continue teaching were they are employed as teachers.

Component D: Mentoring beginning teachers

School faculty personnel who mentor beginning teachers as well as administrators who supervise induction programs can be seen as teacher educators because they are responsible for the continuing professional growth of the beginning teacher. Support should be provided for these types of school personnel to develop the knowledge and skills needed for their role as effective mentors/instructional leaders. Also, they can develop into highly qualified cooperating personnel who supervise preservice teacher candidates throughout their clinical experiences and/or student teaching experience/practicum/internship.

Developing an Induction Program

The recommendation here is to develop an ongoing program that (a) builds on the new teacher's preservice program, (b) uses the standards advocated by the State of Illinois, (c) includes a component of assessment and/or formative evaluation, and (d) provides substantive professional development for those who serve as instructional leaders in their capacities as mentors, administrators and others associated with the program.

The Illinois New Teacher Collaborative is developing standards for beginning teacher development programs. Consideration should be given when these standards become available. The standards for teacher education should also be part of this planning. Listed below are the Illinois Professional Teaching Standards:

Illinois Professional Teaching Standards (IPTS)

1. *Content Knowledge.* The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
2. *Human Development and Learning.* The 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 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 teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, the community and curriculum goals.
5. *Learning Environment.* The 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 teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
7. *Communication.* The teacher uses knowledge of effective written, verbal nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. *Assessment.* The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
9. *Collaborative Relationships.* The 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 teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professional in the learning community and actively seeks opportunities to grow professionally.
11. *Professional Conduct.* The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Part Seven: Elements of the Support Already in Place

Below is a brief partial listing of conversations and services offered in the college of education lead by faculty and others. The induction and steering committee fully realizes that this brief partial listing below is just a beginning one with many more services to be identified at the Fall Semester 2007 Conference for Induction and Mentoring: ***Realizing the Democratic Ideal Through a Commitment to Induction and Mentoring.***

1. Conversations with personnel from our College of Education Professional Development Schools indicate that they welcome our involvement and participation in their induction and mentoring programs.
2. Courses are already offered by ISU that provide support for mentors. Some examples include, for example, C&I 473, Mentoring Student Teachers; C&I 477, Supervision of Instruction; C&I 577, Advanced Supervision of Instruction; SED 454, Consultation and Collaboration in Special and General Education.
3. The National Board Resource Center has a program for training mentors who work with future national board certified teachers in Illinois school districts.
4. The Curriculum and Instruction Master's Degree includes coursework that enables experienced teachers to learn to reflect on their teaching, advance their knowledge, skills and dispositions as teachers, and provides a culminating capstone experience that engages them in a year long action research study to investigate the impact that occurs in their classrooms.
5. ISU offers the following graduate level (non-degree credit) four credit hour course for teachers to move from initial to standard teacher certification and to achieve full certification status: C&I 429.07, Self-Assessment of Teaching.
6. ISU has created a new website to provide new teachers with easy access to services at ISU and to other resources. The website is located on the College of Education Server under Alumni. The main URL is: <http://www.teachereducation.ilstu.edu/classroom/>. For more in depth information, the URL is: <http://www.teachereducation.ilstu.edu/classroom/classroomhelp.shtml>.
7. The website for the Induction and Mentoring Steering Committee URL is: <http://www.coe.ilstu.edu/committees/inductionmentoring/index.shtml>.

8. Part Eight: Current Status of Development

Here is a listing of services that have been created by the IMSC, including the following:

1. WEB-BASED RESOURCE CENTER FOR BEGINNING TEACHERS

Additions to the ISU College of Education website have been designed to support ISU graduates as beginning teachers. The two primary purposes are to provide access to specific resources to address issues likely to be encountered and to provide easy access to information about graduate work at ISU. The URL website is:

2. ILLINOIS NEW TEACHER COLLABORATIVE (INTC)

Representatives of the IMSC have been participating in meetings sponsored by the INTC. Anyone can join in the conversation on the INTC website: <http://intc.ed.uiuc.edu>

3. INFORMATION SHARING RELATED TO BEGINNING TEACHERS

On Friday, September 21, 2007, on the campus of Illinois State University, the College of Education held the 2007 Fall Conference for Induction and Mentoring: *Realizing the Democratic Ideal Through a Commitment to Induction and Mentoring*. A Fall Conference Planning Committee formulated the theme and details for the 2007 Fall Conference.

In closing, we want to share with you that the purpose of the document (provided above) is to present for discussion, among ISU faculty, administrators, partner schools, school personnel, and other interested parties, the various types of concerns and issues related to how ISU can continue to support our graduates in the early years of teaching and assist schools that partner with ISU in their support of all of these beginning teachers.

Our goal is to promote a comprehensive scheme for supporting Illinois State University graduates and all beginning teachers in schools that work and partner with Illinois State University.

We look forward to working collaboratively with all interested parties across the ISU campus and our partner schools in Illinois.

Sincerely, for the Induction and Mentoring Steering Committee,

Dr. Ken Jerich, Professor, Curriculum and Instruction,
Coordinator, Induction and Mentoring, College of Education
Chairperson, Induction and Mentoring Steering Committee, College of Education

Citations

Introduction

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***Realizing the Democratic Ideal Through a Commitment to Induction and Mentoring:
Goal, Objectives and Actions Statements
May, 2007***

Goal: *Promote a comprehensive scheme for supporting Illinois State University (ISU) graduates and all beginning teachers in schools that work and partner with ISU.*

Objective 1: *Develop an operational plan for support of ISU graduates as beginning teachers through the completion of their Illinois Standard Teaching Certificates as well as advancement in graduate studies during their first five to seven years as a professional teacher.*

- A. Identification of the components now in place and those that are needed.
- B. Present the information to the faculty and ISU partner school personnel and then engage them to identify additional needs of the future.
- C. Develop the operational plan.
- D. Work with the Council for Teacher Education to implement the operational plan.
- E. Conduct a conference for ISU faculty, partner school personnel, and other interested individuals and organizations that includes
 - a. research conducted by ISU faculty and the schools,
 - b. induction activities conducted with partner schools,
 - c. prominent keynote speaker,
 - d. discussion of issues related to support for beginning teachers.

Objective 2: *Seek funding to enable ISU support of graduates as beginning teachers.*

- A. Collaborate with current externally funded grants to support beginning teachers and mentors.
- B. Develop new proposals external sources that include support of this initiative
- C. Identify general education funds that support beginning teachers and mentors
- D. Establish with IBHE approval a Center for the Support of Beginning Teachers

Objective 3: *Develop a progressive continuum for teacher development from initial pre-service teacher education through the induction years and beyond as teachers advance in their careers.*

- A. Research how others have articulated outcomes of pre-service programs with knowledge, skills and dispositions needed by successful beginning teachers.
- B. Facilitate discussion among ISU faculty and partner schools about how the needs of beginning teachers are related to pre-service teacher education programs.
- C. Facilitate discussion among ISU faculty and partner schools about how pre-service teacher preparation is continued during the beginning years of teaching.
- D. Collaboratively develop the continuum of teacher preparation that is ongoing and progressive as teachers advance in their careers.
- E. Enhance the connection between the student teaching experience and support of beginning teachers.

Objective 4: *Provide support services to ISU graduates and all beginning teachers in ISU Partner Schools.*

- A. Maintain a website that links a beginning teacher to services from ISU and other sources.
- B. Provide courses to fulfill requirements for the standard certificate.
- C. Work with ISU master's degree programs to support beginning teachers and their mentors.
- D. Create an organizational structure to coordinate services to beginning teachers.

Objective 5: *Provide professional growth experiences for mentors who work with beginning teachers.*

- A. Identify courses at ISU that will provide professional growth opportunities for mentors of beginning teachers and student teachers.
- B. Work with partner schools to identify other staff development activities and resources to train and support mentors.

Objective 6: *Establish partnerships with schools for support of beginning teachers.*

- A. Collaborate with existing PDS partner schools to enhance support of beginning teachers.
- B. Identify additional schools that conduct beginning teacher support programs.
- C. Facilitate the development of induction and mentoring programs in schools.

Objective 7: *Partner with others to support mentoring and induction.*

- A. Partner with other higher education institutions to provide services that support beginning teachers.
- B. Partner with the Illinois New Teacher Collaborative (INTC) to provide services that support beginning teachers and mentors.

Objective 8: *Establish evaluation and assessment systems to manage and interpret data about mentoring and induction of ISU graduates.*

- A. Integrate with the ISU Performance based assessment system.
- B. Identify data needed to understand the support of beginning teacher needs.
- C. Disseminate the results of studies to faculty, school partners, and others involved in ISU teacher education programs and beginning teacher support work.
- D. Involve interested parties in the identification of data needs (meetings, workshops).

Objective 9: *Engage in initiatives and activities to deliver the Induction and Mentoring program message to all concerned parties at ISU.*

- A. Inform faculty and other parties of the ISU website that supports beginning teachers.
- B. Encourage faculty and other parties to consider ways that each teacher education program can support beginning teachers.

Objective 10: *Engage in policy development at the state and national level.*

- A. Participate in and provide leadership to groups such as the Illinois New Teacher Collaborative (INTC).
- B. Consider how other institutions and organizations have made such contributions, for example, (1) The Beginning Teacher Center at the University of California at Santa Cruz, (2) the BEST Program at Arizona State University, (3) Northern Arizona University, and (4) Michigan State University, and (5) others.