

OAK PARK ELEMENTARY SCHOOL DISTRICT 97
Oak Park, IL

February 8, 2011

Mentoring and Teacher Induction Update

Strategic Plan:

- 3.5 Develop a highly qualified staff that reflects broad diversity with an emphasis on the demographics of the district.**
- 6.5 Maintain a high-caliber staff, at each school and across the district, that is well balanced in terms of subject matter expertise, differentiation of instruction, racial and ethnic diversity, experience, leadership skills, energy, and creativity.**
- 6.6 Enroll all new-to-the-district teachers in a mentoring/support system.**
- 6.7 Enroll all new hires in orientation/training sessions.**

The Teacher-Leader for Mentoring and Teacher Induction position was revised to reflect a full time position for working with new teachers across the district in 2008. The previous description called for release time of a half day daily from regular teaching duties. It was determined that this position required increased time in order to conduct the required meetings with new teachers, to coordinate building mentoring efforts with building leaders, and to plan for appropriate staff development. In addition, this position is intended to support probationary teachers in years 2-4 in Oak Park District 97. Therefore, the job description was revised to a full time position, with the majority of funding for the position coming from Title II money earmarked for improving teacher quality under NCLB and the remainder from District 97 funds.

Under Title II funding, \$75,000 is earmarked for use in mentoring and teaching induction. In order to fully fund the position for a veteran District 97 teacher during the 2008 - 2009 school year, it was necessary to supplement this Title II amount with an additional amount from District funds. It was anticipated that approximately \$35,000 in additional District funds was needed to fund the position. This funding has continued for the initial teacher-leader for mentoring, but an additional position was added for the 2010 – 2011 school year. Funding for this additional position comes completely from District funds. The additional position was added in response to the large number of probationary teachers who have entered the District in the past three years. This year, 56 new teachers were added, requiring a great deal more support from the mentoring program.

The attached job description for the position of Teacher-Leader for Mentoring and Teacher Induction outlines the general duties of the two teacher-leaders.

At the February 8 Board meeting, Lynne Beauprez and Faith Cole will present an update on the status of the mentoring program, including topics covered in the Best Practices classes for new teachers.

Kevin M. Anderson, Ed.D.
Assistant Superintendent for Teaching and Learning

Attachment A: Job Description: Teacher-Leader for Mentoring and Teacher Induction

Job Description

Teacher-Leader for Mentoring and Teacher Induction

The Oak Park District 97 teacher-leader for mentoring and teacher induction will report to the Assistant Superintendent for Teaching and Learning and will have the following job responsibilities:

1. Collaborate with the Elementary School Coordinator to facilitate the selection and training of mentors by ...
 - Soliciting potential mentors on an annual basis
 - Meeting with representatives from the Department of Teaching and Learning, Human Resources, school principals, and the OPTA to select and train mentors
 - Develop and annually distribute a list of teachers eligible to be mentors based on the recommendations of the above-named committee
 - Developing periodic training sessions for the mentors
 - Working with the mentors to annually assess program progress and effectiveness
 - Collecting information on open staff positions and new employed faculty
 - Providing principals and supervisors with updated mentor/mentee information at the start of each school year

2. Train and support mentors and mentees by ...
 - Planning, conducting and assessing the orientation/training program, including coordinating classes for mentors and mentees through University 97
 - Designing and facilitating the Best Practices class for new teachers
 - Working with the Department of Teaching and Learning to provide training support, classroom visitations, and coaching opportunities
 - Meeting with new first-year teachers to provide support and classroom observations, monitor the effectiveness of the program, and to determine individual and group needs
 - Meeting, as time allows, with other probationary teachers (years 2-4) to provide support for instructional needs.

3. Work and communicate with Administration, OPTA, and the District 97 community by ...
 - Regularly consulting with the Dept. of Teaching and Learning, the Human Resources Dept., and the OPTA about:
 - a. Setting goals for the mentoring program
 - b. Reporting on activities of the program
 - c. Setting appropriate budgetary expectations

4. Coordinate the daily operation of the program by ...
 - Preparing and distributing publicity and policy materials
 - Maintaining records on mentor and mentee training, participation, and performance
 - Providing input about the overall effectiveness of the program
 - Assist in preparing reports and plans necessary for local and state approval
 - Modeling continuous learning and effective practice in instruction and staff development, specifically in the area of mentoring.
 - Representing the district at appropriate local and state meetings and mentoring workshops/conferences

The teacher-leader for mentoring will be a full time teaching position funded by Title II and District funds. The teacher-leader for mentoring will also be paid a stipend in accordance with the OPTA Collective Bargaining Agreement for extra duties outside the contract day (Best Practices, U97 classes, etc.).