

MENTORING



**Community
Unit School
District
205**

Makes A Difference!

A Guide for New Teachers



Galesburg Community Unit
School District #205

Helping Students Achieve Their Dreams



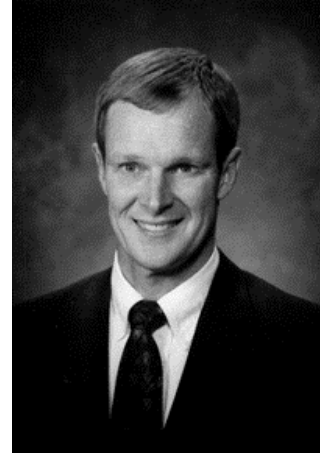
CUSD #205 Board of Education, 2013-2014



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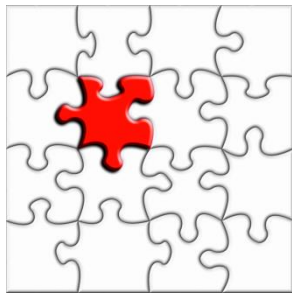
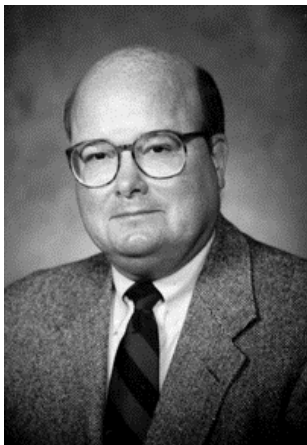


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More information is available at www.galesburg205.org/board/boe.htm

District Office Directory

SUPERINTENDENT'S OFFICE	
<u>Mr. Bart Arthur</u> , Superintendent/Assistant Superintendent for Curriculum and Instruction	Phone: (309) 973-2101 Fax: (309) 343-1319
<u>Ms. Alison Boone</u> , Administrative Assistant to the Superintendent	
<u>Ms. Lisa Unger</u> , District-Wide Information Coordinator / Receptionist / Secretary	Phone: (309) 973-2000
<u>Ms. Brenda Chandler</u> , Administrative Assistant / Instruction	Phone: (309) 973-2103
CURRICULUM AND INSTRUCTION	
<u>Mr. Matt Jacobson</u> , District Technology Curriculum and Staff Development Coordinator	Phone: (309) 973-2108
<u>Ms. Kim Lakis</u> , Coordinator of Instructional Support	Phone: (309) 343-5221
HUMAN RESOURCES	
<u>Ms. Diane VanHootegeem</u> , Director for Human Resources	Phone: (309) 973-2105
<u>Ms. Angela James</u> , Administrative Assistant / Human Resources	Phone: (309) 973-2111
<u>Ms. Laura Dill</u> , Secretary/Human Resources	
<u>Ms. Karen Addis</u> , Administrative Assistant / Insurance	Phone: (309) 973-2112
FINANCE AND OPERATIONS	
<u>Mr. David Black</u> , Assistant Superintendent for Finance and Operations	Phone: (309) 973-2107 Fax: (309) 343-7757
<u>Ms. Karen Peters</u> , Administrative Assistant / Finance	Phone: (309) 973-2114
<u>Ms. Donna Palmer</u> , Treasurer	
<u>Mr. Rick Lawsha</u> , Director of Technology	
<u>Mr. Roger Robinson</u> , Director of Buildings and Grounds	
<u>Mr. Leroy Hutchings</u> , Custodian for the District Office	
<u>Ms. Michelle Baker</u> , Administrative Assistant / Payroll	Phone: (309) 973-2113
<u>Ms. Paulette Earp</u> , Administrative Assistant / Transportation Coordinator	Phone: (309) 973-2115
<u>Ms. Pam Webber</u> , Director of Food Services	Phone: (309) 973-2060
KNOX-WARREN SPECIAL EDUCATION DISTRICT	
<u>Dr. Dawn Michaud</u> , Knox-Warren Special Education District (KWSED) Director	Phone: (309) 343-2143 Fax: (309) 343-2145
<u>Ms. Karen Crawford</u> , Administrative Assistant / KWSED	
<u>Ms. Sherry McIlravy</u> , Secretary / KWSED	
<u>Ms. Lynn Burnham</u> , Secretary / KWSED	
<u>Ms. Sherry Davis</u> , Secretary / KWSED	

Directory of Schools

SPECIAL EDUCATION	
<u>Knox Warren Special Education</u> at Lincoln Education Center Dr. Dawn Michaud 938 Harrison St., Galesburg, IL 61401 (309) 343-2143	
VOCATIONAL	
<u>Galesburg Area Vocational Center</u> at Galesburg High School Mr. Jeff Houston, Director 1135 W Fremont St., Galesburg, IL 61401 (309) 973-2005	
PRE-KINDERGARTEN	
<u>Bright Futures Preschool</u> at Lincoln Education Center Dr. E. Jean Brown, Director 932 Harrison St. Galesburg, IL 61401 (309) 973-2031	
ELEMENTARY	
<u>Cooke Elementary School</u> Dr. E. Jean Brown, Principal 849 S. Henderson St., Galesburg, IL 61401 (309) 973-2010	<u>Gale Elementary School</u> Mr. Jonathan Bradburn, Principal 1131 W. Dayton St., Galesburg, IL 61401 (309) 973-2011
<u>King Elementary School</u> Ms. Joan Hoschek, Principal 1018 S. Farnham St., Galesburg, IL 61401 (309) 973-2012	<u>Nielson Elementary School</u> Mr. Matthew LeClere, Principal 547 N. Farnham St., Galesburg, IL 61401 (309) 973-2014
<u>Silas Willard Elementary School</u> Ms. Angela Stockman, Principal 495 E. Fremont St., Galesburg, IL 61401 (309) 973-2015	<u>Steele Elementary School</u> Mr. Matt Lingafelter, Principal 1480 W. Main St., Galesburg, IL 61401 (309) 973-2016
JUNIOR HIGH/MIDDLE SCHOOLS	
<u>Churchill Jr. High School</u> Mr. Jim Wilson, Principal 905 Maple Ave. Galesburg, IL 61401 (309) 973-2002	<u>Lombard Middle School</u> Mr. Neal Thompson, Principal 1220 E. Knox St. Galesburg, IL 61401 (309) 973-2004
HIGH SCHOOL	
<u>Galesburg High School</u> Mr. Roy VanMeter, Principal 1135 W. Fremont St., Galesburg, IL 61401 (309) 973-2001	<u>GHS North</u> Mr. Jason Spring, Principal 1017 W. Dayton St., Galesburg, IL 61401 (309) 973-2003

This information and more can be found at www.galesburg205.org/schools/schools.htm



Community Unit School District #205

..... *Helping Students Achieve Their Dreams*

District Website:

www.galesburg205.org

Lincoln Education Center:

932 Harrison Street, P.O. Box 1206, Galesburg, IL 61401

Phone: (309) 973-2000

Fax: (309) 343-1319, 343-7757



New Teacher Learning Team 2013-2014 Schedule

Meetings will generally be held every-other Wednesday, 3:45-4:45 pm, in the Board Room at Lincoln Education Center, unless otherwise arranged.

First Semester

August 28	"The First Days of School"
September 11	"Procedures & Routines"
September 25	"The Effective Teacher"
October 9	"Cooperative Learning"
October 23	"Lesson Mastery"
November 6	"The Professional Educator"
December 4	"Positive Expectations"
December 18	"Celebrations"

These meetings will focus primarily on the art and science of teaching in District #205 classrooms, things to expect & do early in the school year, like classroom set-up, discipline, grading practices, etc.

Second Semester

January 22	Book Club Mtg #1
February 5	Book Club Mtg #2
February 19	Book Club Mtg #3
March 5	Book Club Mtg #4
March 19	Book Club Mtg #5
April 23	Book Club Mtg #6
May 7	Book Club Mtg #7
May 21	Make-up (if needed)

Prior to Winter Break you'll receive a copy of a book that relates to professional topic(s) that we'll discuss throughout second semester & apply to our experiences as professional educators.

Meeting dates may be relocated and/or rescheduled as needed
Please bring your Mentoring binder, etc., to each meeting.



NEW TEACHER EXPECTATIONS AND RESPONSIBILITIES

1. Learn all you can about your **school and its community**.
2. Be **proactive** in dealing with day to day problems and seek help when you need it.
3. **Ask questions as often as you need to.**
4. Use your mentor continually throughout the school year.
 - *Meet with your mentor on a **regular** basis.
 - *Observe your mentor at work in the classroom.
 - *Allow your mentor to observe you.
5. Attend **all** new teacher/principal meetings.
6. Strive to add **new teaching strategies** to your repertoire.
7. Participate in New Teacher Learning Team and professional development activities as appropriate.
8. **Be prepared for the first day of school!**



Ten Suggestions for Beginning Teachers

1. ***Before you begin the first year of teaching, decide to teach a second year.*** The first year of teaching is a unique situation. There is so much that is new and so much to learn that it is foolish to make judgments based on only one year's experience. Do not make such an important life decision based on such inadequate data.
2. ***If you are not organized, get organized.*** One of the great surprises of the first year is the amount of paperwork and the number of details that are part of the teacher's life. Besides lesson plans and papers to collect, grade, record, and pass back, there are attendance records, locker assignments, information for emergencies (parents' home and work numbers and family doctors), student record cards, and what seems to the beginner to be a never-ending stream of bits of paper. Unless new teachers learn how to master these details and keep on top of them, they can be smothered.
3. ***Do not look for love in the classroom.*** Look for respect. Look for student achievement. But do not look for appreciation or affection. The new teacher who is looking for love is vulnerable and erodes the authority needed to lead a class. It is perfectly natural for the beginner to be uncertain and desire reassurance and appreciation. If it comes, fine. If it doesn't, wait.
4. ***Love the school secretary.*** Few new teachers realize how central the school's secretary is to the smooth running of the organization. Beginning teachers often think of the secretary as "that person who keeps sending me notes requesting that I turn things in." Not realizing the need for this information and misjudging her power, new teachers often run afoul of the school secretary. This could be terminal. School secretaries are important members of the school community and should be recognized as such.
5. ***Focus of learning.*** With so many things to attend to, it is easy for the first-year teacher to lose focus on the essential task of student learning. The teacher must make a major effort to discover first what the students know and then to develop a program that builds on that knowledge. If this is done, other problems tend to be minor.

6. ***Become a member of the faculty.*** In a formal sense, just by being a teacher you are a member of the faculty. In fact, many new teachers isolate and occasionally alienate themselves from their colleagues. Make a conscious effort to get to know your colleagues. Use the faculty room. Eat lunch with them. Participate in some of the social events. Ask them for information and help. While there are exceptions, one's colleagues can provide a great source of satisfaction and professional learning.
7. ***Pay your body its dues.*** Stress is a fact of life in the first year. The demands of time and energy can lead to a loss of sleep, poor eating habits, and little real exercise. Together these can lead directly to health problems: lingering colds, anxiety, and depression. It is especially important that the new teacher get adequate rest, eat nutritious meals, and exercise regularly. These are not luxuries to be sacrificed to the demands of the job; they are necessities of the job.
8. ***Come to terms with your authority.*** Few young people have had much experience as an authority figure. They would much rather have things run smoothly without them having to tell students what to do or correct their behavior. But as teacher you have authority and you're in charge. Also, your colleagues, your administrators, your parents, and especially your students will want you to exercise your authority responsibly. The alternative is failure and chaos.
9. ***Do not get married the week before school starts.*** One of the strange mating rites of young American teachers is the tendency to get married just before beginning their first teaching experience, thereby taking on two of life's greatest challenges at the same time. Trying to learn to live well with another person and negotiate a new career is a double burden. Those brave souls who do this should be well aware of the extra stresses and strains they are putting on themselves, and of the special supports they may need.
10. ***Find a mentor.*** Find an experienced, older teacher who is willing to act as a guide and confidant through the first year. Senior teachers who have fully mastered their own classrooms often are looking for challenges. Helping new teachers adjust can be a very satisfying challenge. While the choice of a mentor is usually an informal choice, it should be done with great care. The only thing worse than having no mentor is having a poor one.



**Community
Unit School
District #205**

INSTRUCTIONAL BELIEFS

1. Instruction must be relevant.
2. Instruction must be based on high expectations.
3. The instructional climate must foster and encourage educational risk-taking.
4. Students have the right to a classroom environment conducive to learning.
5. Instruction must address the diversity of our student and community populations.
6. Instruction must meet students at their educational level and provide successes that will advance them.
7. The school needs to provide frequent and consistent positive messages regarding each student's worth and ability to learn.
8. The use of technological skills is essential.
9. All students should learn and practice the skills needed to work cooperatively.
10. All students and staff must respect the physical, emotional, and intellectual well-being of others.
11. Education of the whole child is necessary.
12. Students learn in a variety of ways. Good instruction should incorporate a variety of teaching methods to accommodate these styles.



QUESTIONS NEW TEACHERS MAY WANT TO ASK

The following questions are intended to focus your thinking on typical teacher concerns.

Concerns About Dealing With Administrators and Managing The Classroom:

How do I address the principal (Ms.; Mrs.; Mr.; Miss; Dr.; first name?)

What do I do if I need to be away from school to attend a meeting or conference?

What should I do if I am ill and cannot come to work?

Whom should I talk to about personal concerns involving myself and other staff members?

What should I do if I am having personal problems with a team or department member?

What should I do with a student that I cannot discipline?

How do I get supplies for my room?

May I bring my own chair or rug to put in the room?

Is there any money to buy supplies that are not in the building?

How can I get things like desks or furniture moved in my room?

Am I required to attend parent organization meetings?

What should I do if my room is too hot or too cold?

Where is the Xerox machine?

Are there restrictions on how much I can Xerox?

What can I ask an instructional or clerical aid to do for me?

What are my responsibilities if I have a special education student in my classroom?

What are my responsibilities if I have a gifted student in my classroom?

May I contact people in the district office, or should I go through the principal's office with my request?

Are there funds for workshops outside the district and how do I apply for these funds?

Who will be evaluating me?

How do I get involved with district curriculum projects and other projects that are done on a district-wide basis?

Do I need to purchase liability insurance?

What should I do if I want to take my students on a field trip?

How do I get a bus for a field trip?

What can I do if I get sick in the middle of the school day?

Do I have to join the IEA?

Do I have to get approval before I buy something for my classroom?

Concerns About Dealing With Administrators and Managing The Classroom (Cont.):

If I spend my own money to purchase something for my classroom, is there some way for me to get reimbursed?

If I want to talk to the principal, should I drop in the office, write a note, or ask for an appointment?

If I feel that a student is wearing inappropriate clothing, what can I do?

Is there a building handbook I should use?

What should I do when I don't know what to do?

If a student in my class is experiencing emotional/academic difficulties, whom in the building do I contact?

Who in the building can assist me with a "difficult" parent?

If I am experiencing some personal dilemmas, is there a confidential resource within the building that I may talk to?

If I am aware of a tragedy one of my students is experiencing, to whom do I report my suspicions?

If, in my judgment, one of my students could profit from therapy, with whom do I share my concerns?

Curriculum Questions:

Am I expected to get a certain amount done by the end of the school year?

Can I add or subtract things from the curriculum?

Are there any restrictions on whom I invite to be a guest speaker?

May I have animals in my classroom?

What should I do if I don't have enough books or workbooks?

If I don't quite understand what the curriculum guide suggests, whom should I ask?

Is there a standard for grading that I must follow?

Are there rules about make-up work for students who miss?

What can I ask the media specialist to help me when preparing a lesson?

If I have a substitute teacher, what do I need to do?

What is my relationship to the department head or team leader?

How much of what I am teaching do I need to share with others?

What type of help can I get from a curriculum consultant?

Are department or team meetings required if I have other district duties outside of the building?

What is my role with the specialist in physical education, art, music, etc.?

What should I do when I don't know what to do with a curriculum question?

Building Questions:

How do I know when I am responsible for various building duties?

Do I need to check at the principal's office when I arrive and leave the building?

Where do I make personal telephone calls?

When can I work in the building outside of normal school hours?

May I have a key to the building?

Should I lock my door at night?

May I take school equipment home to use?

What time do I need to arrive in the building on school days?

What time may I leave the building after students leave?

Are there restrictions on who uses which Xerox machines in the building?

Where should I get the paper when I need to copy materials?

What do I need to do if I want a hot lunch from the school cafeteria?

How do I get help when a student throws up in my classroom?

If I have something heavy to carry, may I ask for help from the custodian?

Are the spaces in the parking lot assigned?

May I go to the teachers' lounge during my planning time, or do I need to spend planning time in my classroom?

Is there a building hospitality fund?

What should I do if a window, window shade, door or something else like that is not working properly?

District Questions:

What professional organizations are available to me? How will I receive information about them?

What staff development opportunities will be available?

How will I be evaluated as a new employee?

Am I required to serve on district level committees?

RULES AND PROCEDURES

✓ **When
Complete**

Item

Notes

☐

1. Are your room and materials ready?

☐

2. Have you decided on your class procedures, rules, and associated consequences?

☐

3. Are you familiar with the parts of the school that you or your students may use (cafeteria, office and office phone, halls, lockers, bathroom facilities, resource center, etc.) and any procedures for their use?

☐

4. Do you have a complete class roster?

☐

5. Do you have file information on your students, including information on reading and math achievement levels from previous teachers, test results, and any other information?

☐

6. Do you know if any of your students have handicapping conditions that should be accommodated in your room arrangement or in your instruction?

☐

7. Do you have adequate numbers of textbooks, desks and class materials?

☐

8. Do you have the teacher's editions of your textbooks?

☐

9. Do you know the procedure for the arrival and departure of students on the first day? For every day after that?

☐

10. Are the children's name tags ready? Do you have some blank ones for unexpected children?

☐

11. Do you have your first day's plan of activities ready?

☐

12. Does your daily schedule accommodate special classes (e.g. physical education, music) or "pull-out" programs Chapter 1 reading, LD resource students, programs for the gifted)?

☐

13. Do you have time-filler activities prepared?

☐

14. Do you have a letter ready to send home to parents with information about needed school materials?

☐

15. Do you know when and how you can obtain assistance from school staff members (e.g. LD/BD resource teacher, resource center teacher, school nurse, office personnel, social worker, custodian)?

CHECKLIST 3

RULES AND PROCEDURES

✓ **When Complete**

Subject

Procedures & Expectations

1. Room Use

- ☐ Teacher's desk and storage areas
- ☐ Student desks and storage areas
- ☐ Storage for common materials
- ☐ Drinking fountains, sink, pencil sharpener
- ☐ Bathrooms
- ☐ Centers, stations, or equipment areas
- ☐ Chalkboard
- ☐ Classroom computer(s)

2. Seatwork and Teacher-Led Instruction

- ☐ Student attention during presentations
- ☐ Student participation
- ☐ Talk among students
- ☐ Obtaining help
- ☐ Out-of-seat procedures during seatwork time
- ☐ When seatwork has been completed

3. Transitions Into and Out of the Room

- ☐ Beginning the school day
- ☐ Leaving the room
- ☐ Returning to the room
- ☐ Ending the day

4. Procedures During Reading or Other Groups

- ☐ Getting the class ready
- ☐ Student movement
- ☐ Expected behavior in the group
- ☐ Expected behavior of students out of the group

5. General Procedures

- ☐ Distributing materials
- ☐ Classroom helpers
- ☐ Interruptions or delays
- ☐ Bathrooms
- ☐ Library, resource room, school office
- ☐ Cafeteria
- ☐ Playground
- ☐ Fire and disaster drills

ACCOUNTABILITY PROCEDURES

✓ When Complete	Item	Notes
	Communicating Assignments and Work Requirements	
<input type="checkbox"/>	A. Where and how will you post assignments?	
<input type="checkbox"/>	B. What will be your standards for form and neatness?	
	___ Pencil, color of pen	
	___ Type of paper	
	___ Heading	
	___ Due dates	
	___ Erasures	
<input type="checkbox"/>	C. How will absent students know what assignments to make up?	
<input type="checkbox"/>	D. What will be the consequences of late or incomplete work?	
	Monitoring Progress On and Completion of Assignments	
<input type="checkbox"/>	A. What procedures will you use to monitor work in progress?	
<input type="checkbox"/>	B. When and how will you monitor projects or longer assignments?	
<input type="checkbox"/>	C. How will you determine whether students are completing assignments?	
<input type="checkbox"/>	D. How will you collect completed assignments?	
<input type="checkbox"/>	E. What records of student work will you retain?	
	Feedback	
<input type="checkbox"/>	A. What are your school's grading policies and procedures?	
<input type="checkbox"/>	B. What kinds of feedback will you provide and when?	
<input type="checkbox"/>	C. What will you do when a student stops doing assignments?	
<input type="checkbox"/>	D. What procedure will you follow to send materials home to parents?	
<input type="checkbox"/>	E. Where will you display student work?	
<input type="checkbox"/>	F. What records, if any, of their own work will the students maintain?	
<input type="checkbox"/>	G. How will you handle grading disputes?	

PLANNING FOR INSTRUCTION

✓ **When
Complete**

Before Each Lesson Ask Yourself

Notes

<input type="checkbox"/>	1. What are the most important concepts or skills to be learned?	<hr/>
<input type="checkbox"/>	2. What kind of learning is your goal (memorization, application?)	<hr/>
<input type="checkbox"/>	3. Are there difficult words or concepts that need extra explanation?	<hr/>
<input type="checkbox"/>	4. How will you help students make connections to previous learning?	<hr/>
<input type="checkbox"/>	5. What activities will you plan to create interest in the lesson?	<hr/>
<input type="checkbox"/>	6. What materials will be needed? Will students need to learn how to use them?	<hr/>
<input type="checkbox"/>	7. What procedures will students need to know to complete the activities?	<hr/>
<input type="checkbox"/>	8. How much time will you allocate to the lesson? For different parts of the lesson?	<hr/>
<input type="checkbox"/>	9. If activities require students to work together, how will groups be formed? How will you encourage productive work in groups?	<hr/>
<input type="checkbox"/>	10. What example and questioning strategies will you use? Prepare a list of examples for explanations and list higher order questions.	<hr/>
<input type="checkbox"/>	11. How will you tell during and after the lesson what students understand?	<hr/>
<input type="checkbox"/>	12. Are there any extra or special help students?	<hr/>
<input type="checkbox"/>	13. How will you make sure that all students participate?	<hr/>
<input type="checkbox"/>	14. How will you adjust the lesson if time is too short or long?	<hr/>
<input type="checkbox"/>	15. What presentation alternatives are there if students have trouble with concepts? (Peer explanation, media, etc.?)	<hr/>
<input type="checkbox"/>	16. What kind of product, if any, will you expect from students at the end of the lesson?	<hr/>
<input type="checkbox"/>	17. What will students do when they finish?	<hr/>
<input type="checkbox"/>	18. How will you evaluate students' work and give them feedback?	<hr/>
<input type="checkbox"/>	19. How will the concepts you present be used by students in future lessons?	<hr/>



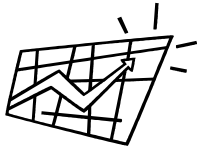
Community
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District #205

Gardner's Seven Intelligences



Visual/Spatial: SHOW ME!

Images, graphics, drawings, sketches, maps, charts, doodles, pictures, spatial orientation, puzzles, designs, looks, appeal, mind's eye, imagination, visualization, dreams, nightmares, films, and videos.



Logical/Mathematical: WHY BOTHER?

Reasoning, deductive and inductive logic, facts, data, information, spreadsheets, databases, sequencing, ranking, organizing, analyzing, proofs, conclusions, judging, evaluations, and assessments.



Verbal/Linguistic: WHO SAYS?

Words, wordsmiths, speaking, writing, listening, reading, papers, essays, poems, plays, narratives, lyrics, spelling, grammar, foreign languages, memos, bulletins, newsletters, newspapers, E-mail, FAXes, speeches, talks, dialogues, and debates.



Musical/Rhythmic: I HEAR IT!

Music, rhythm, beat, melody, tunes, allegro, pacing, timbre, tenor, soprano, opera, baritone, symphony, choir, chorus, madrigals, rap, rock, rhythm and blues, jazz, classical, folk, ads, and jingles.



Bodily/Kinesthetic: JUST DO IT!

Art, activity, action, experiential, hands-on, experiments, try, do, perform, play, drama, sports, throw, toss, catch, jump, twist, twirl, assemble, disassemble, form, reform, manipulate, touch, feel, immerse, and participate.



Interpersonal/Social: CAN WE TALK?

Interact, communicate, converse, share, understand, empathize, sympathize, reach out, care, talk, whisper, laugh, cry, shudder, socialize, meet, greet, lead, follow, gangs, clubs, charisma, crowds, gatherings, and twosomes.



Intrapersonal/Introspective: WHAT'S IN IT FOR ME?

Self, solitude, meditate, think, create, brood, reflect, envision, journal, self-assess, set goals, plot, plan, dream, write, fiction, nonfiction, poetry, affirmations, lyrics, songs, screenplays, commentaries, introspective, and inspection.



MENTOR/PROTÉGÉ PARTNERSHIP SEPARATION PROCESS

- ❖ Requests for the separation of the mentor/protégé relationship cannot be initiated until after October 15 of the current school year.
- ❖ **Steps in the separation process:**
 - A **request for intervention** must be made by contacting the Teacher Induction Facilitator/Trainer. *(This can occur any time after the first two weeks of school.)*
 - An effort must have been made by both parties to make accommodations necessary to maintain the mentor/protégé relationship.
 - Assistance can be requested from district resources. (i.e. facilitator, teacher leader, building principal, subject area coordinator, union president, IEA Uniserve Director, or any other appropriate person.)
 - After the intervention, **either party can initiate the separation process** by contacting the Teacher Induction Facilitator/Trainer.
- ❖ The mentor and protégé will receive **formal verification** that the relationship has been dissolved.
- ❖ The Teacher Induction Facilitator/Trainer will serve as **interim mentor** until a suitable mentor can be identified.
- ❖ **The result of this procedure will cause neither party to be held at fault or blame.** In fact, you will be respected for your courage, consideration, and efforts towards making the mentor/protégé relationship work well for everyone.

August/September – Activities and Ideas

Topics to discuss:

- Classroom management strategies
- Plan to visit the first 10 minutes of your Mentor's class
- Setting up sub folder
- Review supply needs
- Review disciplinary procedure forms
- Review curriculum guides & expectations
- Confidential files, IEPs, health records
- Introduce protégé to custodians, explain how to submit work orders
- Tips for keeping grades
- Inclusion
- Review procedure for contacting sub service
- Classroom rules
- Support staff
- Lesson planning & daily schedules
- Parent Open House
- Review student handbook
- Review dates to remember and note in calendar
- Discuss the process for working at events/games (extra \$\$)

With your Mentor, discuss an activity one of you has used recently. *Explain why it is good, how it helps kids learn, what you expect students to learn and how you could make it better.*

School Climate

- Review school procedures & policies
- Discuss dress code/expectations
- Review how to send interschool mail, email, & US mail
- Review where various forms can be found (planned absence, professional leave, field trip requests, etc.)
- Introduce yourself to other staff
- Discuss field trip procedures
- Review Xerox copy procedures
- Get involved in school activities by attending sporting event, after-school activity, etc.

Ask your Mentor to help you get to know the names of all staff in your department/grade level.

Assessment

- Discuss procedures for midterm reports & grade reports
- Set up goals/targets for 1st quarter curriculum
- Give overview of homework, makeup work policies

Dates to Remember: August/September 2013

- 8/14 Opening Day @ GHS - 8 am
- 8/15 First Day of Student Attendance
- 15-30 55-minute early dismissal daily (heat schedule)
- 08/28 New Teacher Learning Team - 3:45 pm
- 9/02 Labor Day - No School!
- 9/11 55-minute early dismissal, K-12, RTI Meetings
- 9/11 New Teacher Learning Team - 3:45 pm
- 9/12 55-minute early dismissal, K-12, Department/Grade Level Meetings
- 9/12 GHS Parent/Teacher Conferences
- 9/25 New Teacher Learning Team - 3:45 pm

August/September 2013 Log

Mtg. Date	Discussion	Duration

New Teacher Log: Participating in this Induction and Mentoring Program is a contractual requirement for all 1st & 2nd year teachers in District #205. Completing a log like this shows evidence of your participation. It will also document your participation for the Illinois State Board of Education & help new teachers move from Initial to Standard Certification. Keep this in a safe place, and keep it up-to-date monthly, recording all meeting with your Mentor.

October 2013 - Activities and Ideas

Topics to discuss

- Discuss "difficult" students and helpful strategies
- Discuss classroom management strategies
- Discuss effective instruction
 - Communicating effectively
 - Questioning techniques
 - Engaging students
 - Providing feedback to students
 - Demonstrating flexibility & responsiveness
- Discuss methods for parent contacts after midterms are sent
- Discuss how to handle students
- Discuss how to adjust lesson plans for alternative schedule days
- Look at sample lesson plans
- Discuss possibility of getting involved in committee work
- Share materials and ideas

School Culture:

- Continue to review school procedures & policies
- Review supervision of students during assemblies
- Visit the school nurse

Assessment

- Discuss 1st quarter grades and report card comments

Dates to Remember - October 2013

- 09 55-minute Early Dismissal - RTI Meetings
- 09 New Teacher Learning Team - 3:45 pm
- 11 Galesburg Teachers' Institute @ GHS - 8AM-1PM - No Classes PK-12
- 14 Columbus Day - No School
- 18 End of 1st Quarter - early dismissal
- 23 New Teacher Learning Team - 3:45 pm

October 2013 Log

Mtg. Date	Discussion	Duration

Observation? Has your Mentor observed at least one of your lessons by the end of October? Have you & your Mentor gone through the Observation Protocol Meetings before and after your observation? Have you noted these in your log entries?

November 2013 – Activities and Ideas

Topics to discuss:

- Review classroom management strategies
- Prepare for Parent-Teacher conferences
 - Handouts
 - Procedures
 - Schedules
 - Ideas
- Recall that this is about the time that the “survival” phase shifts into the “disillusionment” phase for a new teacher. Do a “reality check” with your Mentor to assess “where you are” in this process.
- This is a good time to discuss pacing of the curriculum. With your Mentor, assess if you are at an appropriate point in the curriculum since the first semester is half finished.
- Review plans for follow-up with parents as needed after parent conferences
- Share materials and ideas.

Mentor Activity:

If you choose, discuss your evaluation(s) with your Mentor. Concentrate on areas of success and concern. How can you improve? You and your Mentor might plan visits to one another's classrooms or other classrooms to gain ideas, insights, and perspectives.

Dates to Remember – November 2013

01	Parent/Teacher Conferences - PK-8 - No School PK-12
06	New Teacher Learning Team
11	Veterans' Day - No School
13	55-minute Early Dismissal for RTI Meetings
14	55-minute Early Dismissal for Grade Level & Department Meetings
14	GHS Parent/Teacher Conferences (3:15-7:15 PM)
27	558-minute Early Dismissal
28-29	Thanksgiving Break - No School

November 2013 Log

Mtg. Date	Discussion	Duration

Have you scheduled an observation of your Mentor or other teacher yet?

December 2013 - Activities and Ideas

Topics to discuss:

- Review classroom management strategies
- Review procedures for obtaining materials for second semester
- Discuss plans for semester exams
- Discuss the holiday period, plans, special events, things to expect
- Share materials & ideas
- ENJOY A WELL-DESERVED HOLIDAY BREAK!

Mentor Activity:

- Discuss your evaluation(s) to date with your Mentor. Areas of concern and needed improvements must be addressed immediately. If you still have not been observed by your Mentor in your classroom, try to schedule one as soon as possible.
- Work with your Mentor to set up a schedule for visiting classrooms of other teachers. Assist in this by contacting colleagues if they are willing to host your visit.

Dates to Remember - December 2013

04	New Teacher Learning Team
18	New Teacher Learning Team
11	55-minute Early Dismissal for RTI Meetings
19-20	GHS Final Exams
20	End of 2 nd Quarter
12/21- 01/05	Winter Break

December 2013 Log

Mtg. Date	Discussion	Duration

January 2014 - Activities and Ideas

Topics to discuss

- Review first semester highlights. Review growth experiences.
CELEBRATE!
- Review activities for upcoming semester/term
- Review classroom management strategies
- Promote positive classroom relationships
- Discuss, prepare, and plan for annual reviews (students with IEPs)
- Discuss student course recommendation process
- Discuss need for further observation times
- Share materials & ideas

Dates to Remember - January 2014

12/20- 01/05	Winter Break
06	Teachers' Institute - Teachers report - No classes
07	Students Report; first day of Third Quarter
15	55-minute Early Dismissal for RTI Meetings
20	No School - Martin Luther King Day
22	New Teacher Learning Team - 3:45 pm

January 2014 Weekly Log

Mtg. Date	Discussion	Duration

Observations: You should have been observed at least twice by your Mentor by now. You should go through the Observation Protocol Meetings with your Mentor before and after each of these observations. Have you recorded these observations & meetings in your log entries?

You can also observe your Mentor or other teachers in the District!

February 2014 - Activities and Ideas

Topics to discuss:

- Review classroom management strategies
- Review curriculum guides & expectations
- Review evaluation process & goals
- Brainstorm some ways to alleviate/reduce stress levels. Pick one that you think will help... and then do it!
- Share a "difficult" experience with a student, colleague, or parent from some previous year. Discuss possible responses to the experience.
- Share materials and ideas

Assessments:

- Discuss ISAT/PSAE administration procedures

Mentor Activities:

- Reserve a meeting time to discuss a particular classroom teaching strategy that you or your Mentor uses that works well for students. Discuss the benefits to the students and the teacher. List ways to enhance the experience to reach the kids that are being missed.
- Help improve the Mentor Program "Topic for Discussion" for next year. On your log sheet, list two items that you have discussed recently that were not on the checklists that you think would be helpful to other mentor/protégé pairs.
- Set time for another class visit, if needed. Suggest that any opportunity taken to observe peers is an investment in one's teaching career.

Dates to Remember - February 2014

05	New Teacher Learning Team - 3:45 pm
06	GHS Parent/Teacher Conferences
12	55-minute Early Dismissal for RTI Meetings
13	55-minute Early Dismissal for Grade Level/Department Meetings
17	Presidents' Day - No School
19	New Teacher Learning Team - 3:45 pm

February 2014 Log

Mtg. Date	Discussion	Duration

March 2014 - Activities and Ideas

Topics to discuss

- Discuss professional organizations and publications
- Discuss parent-teacher conferences
- Continue discussions of ISAT/PSAE
- Begin a discussion about long-range planning for the remainder of the school year
- Be sensitive to the fact that the contract renewal process usually begins now
- Share materials and ideas
- Discuss summer school referrals/forms
- Discuss retention policies & procedures

Dates to Remember - March 2014

3-14	ISAT Testing, Grades 3-8
05	New Teacher Learning Team - 3:45 pm
14	3 rd Quarter Ends
19	55-minute Early Dismissal for RTI Meetings
19	New Teacher Learning Team - 3:45 pm
21	Parent/Teacher Conferences - No School
31- 04/04	Spring Break

March 2014 Log

Mtg. Date	Discussion	Duration

Observations: By now you should have completed a minimum of 3 observations by your Mentor, and 1 or more observations of your Mentor or another teacher. The Observation Protocol Meetings should have taken place before and after each of those observations, and all of these should be noted in your log entries.

April 2014 - Activities and Ideas

Topics to discuss

- Discuss professional organizations and publications
- Begin end-of-year closure procedures
- SPRING is here! Discuss strategies to help keep the students (and ourselves) focused on learning
- Help establish a schedule for the rest of the year.
- Review procedures for seniors.
- Check to be sure that grade book formats are correct for checkout.
- Share materials and ideas
- Discuss summer school referrals & forms
- ENJOY A WELL-DESERVED SPRING BREAK! ☺

Dates to Remember - April 2014

03/21-04/04	Spring Break - No School
07	School Resumes
09	55-Minute Early Dismissal for RTI Meetings
10	GHS Parent/Teacher Conferences (3:15-7:15 PM)
18	No School - Contractual Holiday
23	New Teacher Learning Team - 3:45 pm
23-24	PSAE Testing, Grade 11

April 2014 Log

Mtg. Date	Discussion	Duration

May/June 2014 - Activities and Ideas

Topics to discuss

- Discuss procedures for ending the school year
- Discuss exam schedules
- Discuss graduation procedures
- Discuss procedures for students who are moving over the summer
- Discuss completion of cumulative records
- Discuss building check-out procedures
- Share materials and ideas
- Discuss summer school referrals/forms
- ENJOY SUMMER VACATION! ☺

Dates to Remember - May/June 2014

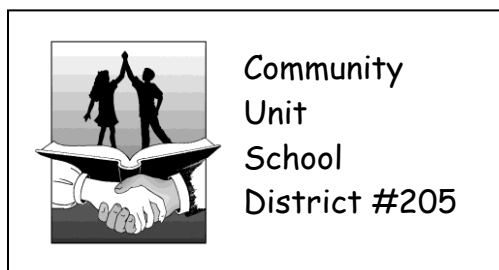
07	New Teacher Learning Team
07	55-minute Early Dismissal for RTI Meetings
08	55-minute Early Dismissal for Grade Level/Department Mtgs
21	New Teacher Learning Team
22	55-minute Early Dismissal
22	55-minute Early Dismissal - Last Day of School - if no Emergency Days are used
23	Institute Day - Teachers report
26	Memorial Day
05/27- 06/02	Emergency Day make-up days (if needed)

At the end of May, make sure all your log entries are up-to-date and kept in a safe place where you can find them easily.

If this is your 2nd year in District #205, make photocopies of your two years of logs and mail the copies to the Human Resources Department at the Central Office. These will be examined by administration and be returned along with a certificate of completion.

May/June 2014 Log

Mtg. Date	Discussion	Duration



PHASES OF OBSERVATION SCHEDULE

Planning Conference

Date: _____

Room: _____

Time: _____

Observation

Date: _____

Room: _____

Time: _____

Reflecting Conference

Date: _____

Room: _____

Time: _____

List any additional resources used _____

Protégé Name _____

Coaching Cycle 1 2 3

Mentor Name _____

Date _____

PLANNING CONFERENCE PROTOCOL

A. Clarify goals and context for the lesson

Tell me about this lesson and its context.
How does it address content and performance standards?
What has led up to this lesson?
How does it meet students' needs?
Where does it fit in the curriculum?

B. Determine evidence of success/student achievement

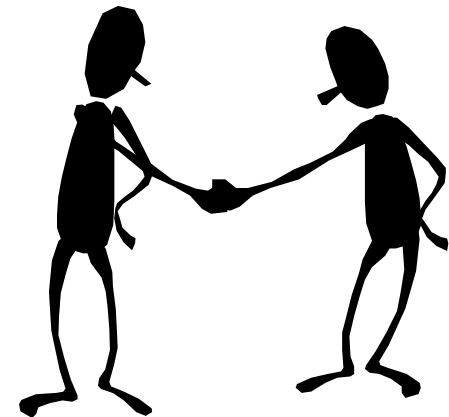
What do you want the students to learn?
How will your students know your expectations?
How will you assess their learning?

C. Explore teaching strategies and decisions made

How do the instructional strategies and resources support the goals of the lesson?
How will you scaffold or differentiate instruction or expectations for special needs students?

D. Identify focus for data collection

How can I focus my observation to support your learning?
Let's agree on what data will be collected.



Protégé Name _____

Planning Conference

1 2 3

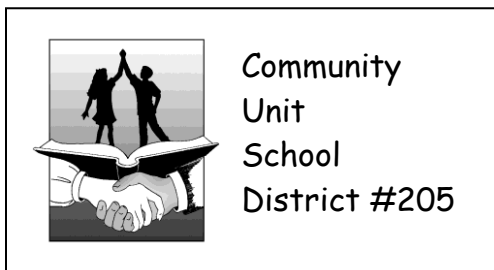
Mentor Name _____

Date _____

Planning Conference Protocol

1. Where are you going?
2. How will you know when you get there?
3. How will you get there?
4. What will we document along the way?
5. What might the protégé reflect upon prior to the observation?





Planning Conference

Mentor: _____ Protégé: _____

Title of Lesson: _____ Planning Conference 1 2 3

Content Goal and Standard: _____ Date: _____

1. What will be the goal of this lesson?
2. What strategies/steps will you use to achieve this goal?
3. What evidence will be necessary to demonstrate successful completion of the goal?
4. What will be the format of this lesson? (Circle One)
 - a. Direct Instruction (Lecture)
 - b. Facilitation (Cooperative, Inquiry Learning)
5. What element of the lesson would you like to be observed?
6. What student/teacher element would you like to be observed?
7. What difficulties might arise during the lesson?
8. Where will the observer sit?
9. Based on the above elements, what observation tool will be used?

Circle items needed or fill in here:

Seating Chart/Proximity Analysis
 Class Name List
 Verbal/Behavioral Checklist
 Collaborative Log
 Verbal Flow
 Nametags

Copy of Lesson Plans
 Portfolio
 Copy of Management Procedures
 Video/Audio Taping
 Scripting/Free Writing



Reflecting Conference Preparation

Given what you know about this teacher and his/her focus, to what do you want to draw attention?

How might you do that?

What questions might you pose?

What suggestions do you want to be ready to make?

List any additional resources used _____

Protégé Name _____

Reflecting Conference Preparation

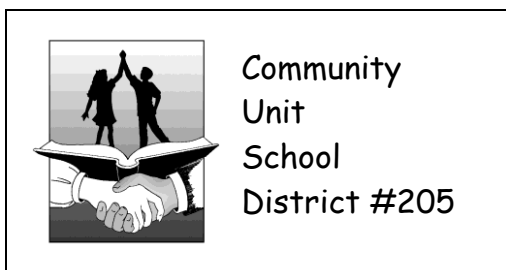
1

2

3

Mentor Name _____

Date _____



Reflecting Conference Guide

Mentor _____ Protégé _____

Title of Lesson _____ Reflecting Conference 1 2 3

Content Goal and Standard _____ Date _____

What element(s) of the lesson went well and what data supports that?

What conclusions can you draw from this data?

How did you feel about your instructions of the lesson?

What difficulties do you think arose during the lesson?

Based on the above what will you change, if anything, for next time?

What are your next steps?

Adapted from Mentoring Guidebook Level 1 - SkyLight Professional Development

Illinois Professional Teaching Standards

Preamble:

We believe that all students have the potential to learn rigorous content and achieve high standards. A well-educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy. The Illinois Professional Teaching Standards should reflect the learning goals and academic standards which are established for Illinois students.

We believe that the Illinois educational system must guarantee a learning environment in which all students can learn. The environment should nurture their unique talents and creativity; understand, respect, and incorporate the diversity of their experiences into the learning process; and cultivate their personal commitment to enduring habits of life-long learning. The Illinois Professional Teaching Standards should reflect the increasing diversity of the Illinois student population which requires greater understanding by teachers of learning theories, developmental levels and cultural backgrounds.

We believe that Illinois must strive to ensure excellence in teaching for all students by establishing professional licensing standards and learning opportunities which will enable all teachers to develop and use professional knowledge and skills on behalf of students. The Illinois Professional Teaching Standards should reflect the changing resources available for teaching, such as technology and community options and the new expectations for accountability and the accompanying need for an understanding of assessment strategies.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, ethical, and physical development of students, to respond with flexibility and professional judgment to students' different needs; and to actively engage students in their own learning so that they can use and generate knowledge in effective and powerful ways. The Illinois Professional Teaching Standards should reflect the changing role of the teacher, from instructor to learning guide and coach.

We believe that teaching and learning should connect ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, community, and curriculum to create a bridge between learning goals and students' lives. The Illinois Professional Teaching Standards should reflect the changing character of the curriculum, from isolated subjects to an integration of knowledge areas and thinking strategies.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students. The Illinois Professional Teaching Standards should reflect the changing character of the school as a workplace from individual isolation to collegiality and a learning community. These Standards should reflect the need for collaboration, cooperation, and shared responsibility between the school and the family, and between the school and the community.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Illinois and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.

Illinois Professional Teaching Standards

#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 upon 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 professionals 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.

ILLINOIS PROFESSIONAL TEACHING STANDARDS

STANDARD 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.

Knowledge Indicators: *The competent teacher*

- 1A. Understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
- 1B. Understands the processes of inquiry central to the discipline.
- 1C. Understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- 1D. Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

Performance Indicators: *The competent teacher*

- 1E. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- 1F. Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- 1G. Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- 1H. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- 1I. Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- 1J. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
- 1K. Facilitates learning experiences that make connections to other content areas and to life and career experiences.

STANDARD 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.

Knowledge Indicator: *The competent teacher*

- 2A. Understands how students construct knowledge, acquire skills, and develop habits of mind.
- 2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2C. Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
- 2D. Understands that differences in approaches to learning and performance interact with development.
- 2E. Understands how to include student development factors when making instructional decisions.

Performance Indicators: *The competent teacher*

- 2F. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
- 2G. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- 2H. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

STANDARD 3 – Diversity

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

Knowledge Indicator: *The competent teacher*

- 3A. Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
- 3B. Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
- 3C. Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- 3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- 3E. Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Performance Indicators: *The competent teacher*

- 3F. Facilitates a learning community in which individual differences are respected.
- 3G. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
- 3H. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- 3I. Uses cultural diversity and individual student experiences to enrich instruction.
- 3J. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- 3K. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- 3L. Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

STANDARD 4 - Planning for Instruction

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

Knowledge Indicator: *The competent teacher*

- 4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.

- 4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- 4C. Understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
- 4D. Understands when and how to adjust plans based on student responses and other contingencies.
- 4E. Understands how to integrate technology into classroom instruction.
- 4F. Understands how to review and evaluate educational technologies to determine instructional value.
- 4G. Understands how to use various technological tools to access and manage information.
- 4H. Understands the uses of technology to address student needs.

Performance Indicators: *The competent teacher*

- 4I. Establishes expectations for student learning.
- 4J. Applies principles of scope and sequence when planning curriculum and instruction.
- 4K. Creates short-range and long-term plans to achieve the expectations for student learning.
- 4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- 4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.
- 4N. Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- 4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 4P. Develops plans based on student responses and provides for different pathways based on student needs.
- 4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
- 4R. Accesses and uses a wide range of information and instructional technologies to enhance student learning.

STANDARD 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.

Knowledge Indicator: *The competent teacher*

- 5A. Understands principles of and strategies for effective classroom management.
- 5B. Understands how individuals influence groups and how groups function in society.
- 5C. Understands how to help students work cooperatively and productively in groups.
- 5D. Understands factors that influence motivation and engagement and how to help students become self-motivated.

Performance Indicators: *The competent teacher*

- 5E. Maintains proper classroom decorum.
- 5F. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
- 5G. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- 5H. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.

- 5I. Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- 5J. Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

STANDARD 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.

Knowledge Indicator: *The competent teacher*

- 6A. Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
- 6C. Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
- 6D. Understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

Performance Indicators: *The competent teacher*

- 6E. Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
- 6F. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- 6G. Monitors and adjusts strategies in response to learner feedback.
- 6H. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- 6I. Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- 6J. Uses a wide range of instructional technologies to enhance student learning.
- 6K. Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

STANDARD 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.

Knowledge Indicator: *The competent teacher*

- 7A. Understands communication theory, language development, and the role of language in learning.
- 7B. Understands how cultural and gender differences can affect communication in the classroom.
- 7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.
- 7D. Understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators: *The competent teacher*

- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

- 7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- 7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- 7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 7I. Uses a variety of communication modes to effectively communicate with a diverse student population.
- 7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 7K. Communicates using a variety of communication tools to enrich learning opportunities.

STANDARD 8 – Assessment

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

Knowledge Indicator: *The competent teacher*

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- 8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
- 8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

Performance Indicators: *The competent teacher*

- 8F. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- 8G. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8H. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- 8I. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 8J. Uses appropriate technologies to monitor and assess student progress.

STANDARD 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.

Knowledge Indicator: *The competent teacher*

- 9A. Understands schools as organizations within the larger community context.
- 9B. Understands the benefits, barriers and techniques involved in parent/family relationships.
- 9C. Understands school and work-based learning environments and the need for collaboration with business organizations in the community.
- 9D. Understands the collaborative process.
- 9E. Understands collaborative skills which are necessary to carry out the collaborative process.

Performance Indicators: *The competent teacher*

- 9F. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 9G. Works with colleagues to develop an effective learning climate within the school.
- 9H. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 9I. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
- 9J. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
- 9K. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
- 9L. Acts as an advocate for student needs.

STANDARD 10 - Reflection and Professional Growth

The 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.

Knowledge Indicator: *The competent teacher*

- 10A. Understands that reflection is an integral part of professional growth and improvement of instruction.
- 10B. Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
- 10C. Understands major areas of research on the learning process and resources that are available for professional development.

Performance Indicators: *The competent teacher*

- 10D. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10E. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- 10F. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- 10G. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

STANDARD 11 - Professional Conduct and Leadership

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

Knowledge Indicator: *The competent teacher*

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11B. Understands how school systems are organized and operate.
- 11C. Understands school policies and procedures.
- 11D. Understands legal issues in education.
- 11E. Understands the importance of active participation and leadership in professional education organizations.

Performance Indicators: *The competent teacher*

- 11F. Contributes knowledge and expertise about teaching and learning to the profession.
- 11G. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11H. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- 11I. Initiates and develops educational projects and programs.
- 11J. Actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
- 11K. Participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.