

New Teacher Induction Handbook

A Guide for
Principals, Mentors
and New Teachers

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LETTER FROM THE CHIEF EXECUTIVE OFFICER:



CHICAGO PUBLIC SCHOOLS • 125 S. CLARK STREET, 5th FLOOR • CHICAGO, ILLINOIS 60603

Arne Duncan
Chief Executive Officer

August, 2007

Dear New Teacher:

Welcome to the Chicago Public Schools (CPS)! The goal of the CPS is to ensure that every Chicago public school student receives the best instruction possible. To that end, we make a concerted effort to only hire those individuals who we believe will be outstanding teachers for our students and strive to provide our new hires with effective induction and mentoring programs.

Currently, the induction program for the vast majority of teachers new to the CPS is *G.O.L.D.E.N. Teachers*, a two-year, state-approved support program, in which experienced classroom teachers serve as mentors to new teachers. *G.O.L.D.E.N. mentors* provide new teachers with guidance, training, and constructive observations. A professional development component also accompanies the program.

As part of the *G.O.L.D.E.N. Teachers* expansion of induction support, a CPS Online Induction Community is now available. Through the Online Induction Community, new teachers and mentors will have 24-hour access to a range of teaching strategies, will be able to participate in peer discussions online, and will be linked to a network of teaching resources. Additional information on the website (<http://cps.ed.uiuc.edu>) is found in this handbook.

Recognizing that every school and every teacher has unique needs, the CPS has designated additional resources for providing differentiated induction programs and providing a more intensive level of new teacher support. Our vision is to secure the resources necessary to expand this level of support for new teachers even more in the future.

Once again, welcome to the CPS and best wishes in this challenging, yet truly rewarding, profession.

Sincerely,

A handwritten signature in black ink that reads "Arne Duncan".

Arne Duncan
Chief Executive Officer
Chicago Public Schools

A handwritten signature in black ink that reads "Barbara Eason-Watkins".

Barbara Eason-Watkins
Chief Education Officer
Chicago Public Schools

PROGRAM OVERVIEW:

“Others research on teacher attrition suggests that salary levels, supportive leadership, student discipline, basic working conditions (including class size, facilities, availability of textbooks), and teachers’ relationships with each other and their principal are important factors influencing teachers decisions to stay in a school.”

- DeAngelis and Presly, *Leaving School or Leaving the Profession: Setting Illinois’ Record Straight on New Teacher Attrition*,
- IERC (2007)

This guidebook is intended to present a framework for the new teacher induction and mentoring program and to guide new teachers, principals, and mentors throughout the two-year program. Specific roles and responsibilities of all participants are delineated, as well as suggestions for successful participation in the program.

Coordinated by the Professional Development Unit of the Department of Human Resources, the *G.O.L.D.E.N. Teachers Induction and Mentoring Program* is a state-approved induction and mentoring program, and fulfills a major component of the Illinois State Board of Education requirements for advancing from an Initial Teaching Certificate to a Standard Teaching Certificate.

Enhancements to the 2007-2008 G.O.L.D.E.N. Teachers Program

- Substitute funding for Lead Mentors to attend 3 required trainings
- Substitute funding for Mentors to attend 2 required trainings
- Professional development for principals on Teacher Development through the Illinois Administrators Academy (IAA) - anticipated to begin in November 2007
- Professional Development workshops for new teachers:
 - Accommodations and Modifications
 - Behavior Management
 - Classroom Management
 - Community and Culture
 - Navigating CPS: Policies & procedures new teachers need to know
 - Data Driven Instruction
 - Differentiated Instruction
 - Learning Centers
- New CPS Online Induction Community provides 24 hour access to support network for new teachers, Mentors and Lead Mentors

New Teacher Support Plan

The principal, Lead Mentor and school leadership team should develop and periodically review the school’s New Teacher Support Plan which includes the following components:

- Orientation to school culture
- Peer support – formal and informal
- Integrating new teachers into the schools professional learning community
- Professional development opportunities
- Celebration of successes

The template for the New Teacher Support Plan is available on the CPS Online Induction Community at <http://cps.ed.uiuc.edu>. The New Teacher Support Plan should meet the unique needs of each school and should be reviewed and updated every spring for the following school year.

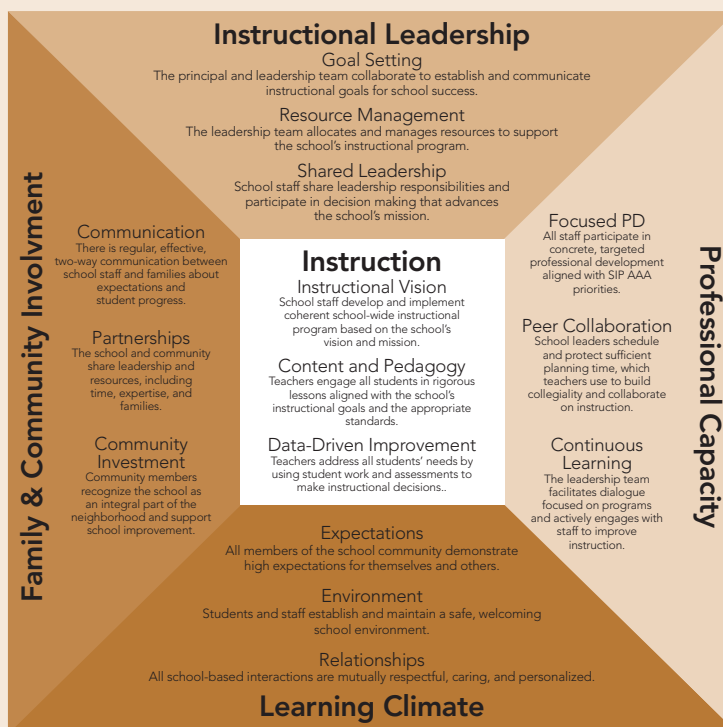
FIVE FUNDAMENTALS FOR SCHOOL SUCCESS

Five Fundamentals for School Success

Successful schools target their improvement efforts to a few key areas. The Five Fundamentals for School Success model helps schools focus their improvement efforts on key areas. These strategies for whole-school improvement are:

The G.O.L.D.E.N. Teachers Induction and Mentoring Program supports the Five Fundamentals through the following:

- 1. Instruction** – Lead Mentors and Mentors assist new teachers by communicating and establishing instructional goals for school success and using student work and assessments to guide instructional decisions.
- 2. Instructional Leadership** – Lead Mentors collaborate with the principal to implement new teacher support which advances the school's mission and success.
- 3. Professional Capacity** – Lead Mentors and Mentors build collegiality and collaborate on instruction with new teachers to improve instruction. New teachers are required to earn 15 continuing professional development credits during Year 1 and Year 2 of *G.O.L.D.E.N. Teachers*. The program provides professional development on high-need topics for new teachers.
- 4. Learning Climate** – Lead Mentors and Mentors demonstrate high expectations for themselves and new teachers and have mutually respectful, caring interactions in a welcoming school environment.
- 5. Family and Community Involvement** – Lead Mentors and Mentors model regular, effective communication about expectations and student progress and provide guidance for new teachers in these areas.



"Few studies have investigated the expenditures associated with teacher turnover, yet it levies three different kinds of costs. First, turnover carries direct instructional costs for the students who would have been taught by the departing teacher. Second, turnover exacts financial costs on the school and/or district exited. Third, a teacher exit presents a potential organizational cost in that turnover may impede its ability to maintain consistent procedures and practices."

PRINCIPALS/ADMINISTRATORS:

“School leadership also proved to be a critical factor for novice teachers. Novices working in schools with weak levels of school leadership are less likely to report a good experience, intend to continue teaching, and plan to remain in the same school than similar teachers at schools with average leadership. A welcoming faculty that assists new teachers and strong school leadership are the two school-level factors that have the greatest influence on novices’ reports of good teaching experiences and intentions to continue teaching.”

- Kapadia and Coca, *Keeping New Teachers: A First Look at the Influences of Induction Programs, Mentoring and Supports in the Chicago Public Schools* (2006)



Area Instruction Officers (AIOs)

G.O.L.D.E.N. Teachers will generate reports for each AIO that document program participation levels for schools in their area. The data from these reports will be utilized to determine the need for additional program support.

Principals

In their pivotal role, principals provide sustained support for new teachers by collaborating with Lead Mentors and assigning Mentors to guide the new teachers’ development.

Responsibilities

I. Mentor Selection

A critical task is the selection of the Lead Mentor and Mentors. Lead Mentors collaborate with principals and Year 1 and Year 2 Teachers and Mentors to build instructional capacity as a community of learners.

- Choose Lead Mentors and Mentors who possess a valid Illinois Standard or Master Teaching Certificate, have at least 5 years teaching experience and are **exemplary** teachers. Lead Mentors should demonstrate:
 - Exceptional integrity, interpersonal and collaboration skills
 - Outstanding organizational and communication skills

II. Mentor Assignment

When assigning mentors to new teachers, consider the commonality of content areas, grade levels, common planning times, and proximity of classrooms.

- Assign a Year 1 Mentor to work with every teacher new to the profession of teaching within two weeks of employment. **Note: One Mentor can work with a maximum of three Year 1 Teachers.**
- Assign a Year 2 Mentor to work with teachers who have completed Year 1 of G.O.L.D.E.N. Teachers. **Note: Year 2 Mentors can work with up to five teachers.**



III. New Teacher & Mentor Development

- Provide on-site professional development activities that offer continuing professional development units (CPDUs) for new teachers.
- Send Lead Mentors to three required trainings, and Year 1 and Year 2 Mentors to two required trainings (substitute funding provided by *G.O.L.D.E.N. Teachers*).
- Communicate/collaborate with the Lead Mentor to ensure school-based orientation, services, and support are being provided regularly to all Year 1 and Year 2 Teachers.

IV. Accountability

- Approve and sign the quarterly *School Profile and Mentor Compensation Report* and assign responsibility of quarterly payment to school payroll clerk.

NOTE: Teachers new to your school or CPS with one or more years of teaching experience will not be assigned a formal mentor through the *G.O.L.D.E.N. Teachers* program. However, it is highly recommended that the principal identify a "buddy" from whom the new teacher can seek support.

Alternative Certification Program (ACP) Reminders:

Because ACP teachers are completing their teacher preparation courses during their first year of teaching, they may require more support than a traditionally-prepared first-year teacher.

Mentoring is crucial to the development of ACP teachers as effective educators, therefore:

- Each ACP teacher will be assigned a school-based *G.O.L.D.E.N. Teachers* Mentor by the principal on or before Wednesday, August 29, 2007, the opening day for professional development. The school's Lead Mentor is responsible for oversight and coordination of assignments and support activities.
- Each ACP Teacher who requests additional coaching or who is engaged by referral will receive intensive support from a Full-Time Release Mentor who is an experienced CPS teacher. This Full-time Release Mentor does not replace the *G.O.L.D.E.N. Teachers* Mentor.
- A one day Summer Institute on classroom management is required of all ACP teachers, as is the follow-up Institute in the winter.
- All other ACP teachers, including those in Teach for America, will attend a 6-hour professional development workshop, *Community and Culture* offered by *G.O.L.D.E.N. Teachers*.

Additionally, retired CPS educators may be assigned to provide more intensive mentoring through the CPS Retired Mentors Program.

The five support strategies most valued by new teachers are giving new teachers the opportunity to observe other teachers, assigning mentors to new teachers, providing new teachers with feedback from classroom observations, providing new teachers with co-planning time with other teachers, and assigning new teachers to smaller classes.

LEAD MENTORS:



"I take pride in the fact that I had a hand in deciding who should be a mentor, selecting teachers who really want to do it and will do it well. This has resulted in better mentor-teacher matches. It seems to be working. New teachers are getting the support, trust and confidence they need."

- 2006-07 G.O.L.D.E.N. Teachers Lead Mentor

Lead Mentors are selected to collaborate with principals to implement the school's New Teacher Support Plan and facilitate the *G.O.L.D.E.N. Teachers* program.

Responsibilities

- Collaborate with principal to match appropriate Mentors with Year 1 and Year 2 teachers.
- Plan and host a school-based orientation and two professional learning community meetings during the year for new teachers and Mentors.
- Review the school's New Teacher Support Plan with the principal and prepare for implementation.
- Attend three required Lead Mentor workshops (substitute funding provided by *G.O.L.D.E.N. Teachers*).
- Complete the *School Profile and Mentor Compensation Report* at the end of each quarter.
For complete directions, please refer to the form, which is available on the CPS Online Induction Community website at <http://cps.ed.uiuc.edu>

"Being a Lead Mentor gives me another way to make a positive difference in my school."

- 2006-07 G.O.L.D.E.N. Teachers Lead Mentor



Lead Mentor Compensation

Lead Mentors are compensated \$500 per year for working with up to nine Year 1 and Year 2 Teachers or \$800 per year if working with ten or more Year 1 and Year 2 Teachers.

Lead Mentors will be paid 25% of the yearly compensation each quarter.

Quarter	Lead Mentor Submission Dates	Quarter	Lead Mentor Submission Dates
1	Friday, November 9, 2007	3	Friday, April 18, 2008
2	Friday, February 2, 2008	4	Friday, May 30, 2008

Year round schools may follow different calendar tracks but should adhere to same submission and pay dates.

Lead Mentor payroll is approved by principal and processed by school payroll clerk. Any payroll concerns should be addressed to the school payroll clerk.

NOTE: If necessary, Lead Mentors can request interaction logs three days prior to submission deadlines.

Need forms? All *G.O.L.D.E.N. Teachers* program information and documents can be found at <http://cps.ed.uiuc.edu>

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Because ACP teachers are completing their teacher preparation courses during their first year of teaching, they may require more support than a traditionally-prepared first-year teacher.

Mentoring is crucial to the development of ACP teachers as effective educators, therefore:

- Each ACP teacher will be assigned a school-based *G.O.L.D.E.N. Teachers* Mentor by the principal on or before Wednesday, August 29, 2007, the opening day for professional development. The school's Lead Mentor is responsible for oversight and coordination of assignments and support activities.
- Each ACP Teacher who requests additional coaching or who is engaged by referral will receive intensive support from a Full-Time Release Mentor who is an experienced CPS teacher. This Full-time Release Mentor does not replace the *G.O.L.D.E.N. Teachers* Mentor.

Additionally, retired CPS educators may be assigned to provide more intensive mentoring through the CPS Retired Mentors Program.

For more information on the ACP, please contact Joy Stratton at 773-553-6749.

Teacher leadership is defined as “the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider doing without the influence of a leader.”

Year 1 Mentors are selected to work with a maximum of three new to the profession Year 1 Teachers.

Responsibilities

- Attend school-based orientation and two learning community meetings with Year 1 teacher(s).
- Coordinate, document, and submit documentation of at least six hours of interactions (should include observations) with Year 1 Teacher each quarter (refer to Interaction Logs for more detailed information).
- Attend two required Mentor training sessions (substitute funding is provided by *G.O.L.D.E.N. Teachers*).

Compensation

Mentors will be paid 25% of the yearly compensation each quarter.

Number of teachers	1	2	3
Year 1 Mentor Compensation (per year)	\$500	\$1000	\$1500

Mentor payroll is approved by principal and processed by school payroll clerk. Any payroll concerns should be addressed to the school payroll clerk.

Quarterly Submission Deadlines

In order to be compensated in a timely way, the Lead Mentor may request documentation three days prior to quarterly deadlines.

Quarter	Lead Mentor Submission Dates	Quarter	Lead Mentor Submission Dates
1	Friday, November 9, 2007	3	Friday, April 18, 2008
2	Friday, February 2, 2008	4	Friday, May 30, 2008

Alternative Certification Program (ACP) Reminders:

In Year 1, ACP teachers will be enrolled in specialized professional development tailored for the needs of ACP teachers.

- A one day Summer Institute on classroom management is required of all ACP teachers, as is the follow-up Institute in the winter.
- The Chicago Teaching Fellows will attend quarterly seminars on teaching practices.
- All other ACP teachers, including those in Teach for America, will attend a 6-hour professional development workshop, Community and Culture offered by *G.O.L.D.E.N. Teachers*.

Other *G.O.L.D.E.N. Teachers* workshops are optional, but encouraged for all ACP teachers.

For more information about ACP, please contact Joy Stratton (jstratton@cps.k12.il.us).

Y1

Research on induction identified mentoring as a way to shape new teacher perspectives of and interactions with students (see Wang and Odell, 2002). Mentors may intervene at this critical phase, influencing novices' beliefs about students and teaching practices.

- Betty Achinstein and Adele Barrett (2004)
New Teacher Center, Santa Cruz, California

Year 2 Mentors are selected to work collaboratively with a maximum of five Year 2 Teachers.

Responsibilities

- Attend school-based orientation and two learning community meetings with Year 2 teacher(s).
- Coordinate, and document, and submit documentation of at least two hours of quarterly interactions.
- Discuss and assist in completion of the three-part Individual Growth Plan: goal statement, professional development activities, and analysis and reflection statements.
- Arrange and document a minimum of two observations (one per semester).
- Attend two required Mentor training sessions (substitute funding is provided by *G.O.L.D.E.N. Teachers*).

Compensation

Mentors will be paid 25% of the yearly compensation each quarter.

Number of teachers	1	2	3	4	5
Year 1 Mentor Compensation (per year)	\$300	\$600	\$900	\$1200	\$1500

Mentor payroll is approved by principal and processed by school payroll clerk. Any payroll concerns should be addressed to the school payroll clerk.

Quarterly Submission Deadlines

In order to be compensated in a timely way, the Lead Mentor may request documentation three days prior to quarterly deadlines.

Quarter	Lead Mentor Submission Dates	Quarter	Lead Mentor Submission Dates
1	Friday, November 9, 2007	3	Friday, April 18, 2008
2	Friday, February 2, 2008	4	Friday, May 30, 2008

Alternative Certification Program (ACP) Reminder:

In Year 2, all ACP teachers are required to complete at least one *G.O.L.D.E.N. Teachers* professional development workshop in addition to the activities outlined in the Year 2 *GOLDEN Teachers* Program. To register for classes, go to pdcentral.cps.k12.il.us

If you would like more information about ACP, please contact Joy Stratton (jstratton@cps.k12.il.us).



Mentoring has a significant positive effect on new teacher satisfaction if the mentor teaches in the same school and grade as the novice and if the pair had at least three conversations about classroom management in the course of the year.

- *Who Stays in Teaching and Why*, 2005

Mentors help novices learn by doing - applying theory in practice - and also inspire them, keeping them motivated to persevere.

- George Lucas, Filmmaker

Content, procedures, and behavior are the functional trinity of the classroom, and students want to learn them all.

- Rick Smith, *Conscious Classroom Management*, 2004

After emotional support and classroom management, new teachers most frequently reported being assisted with instructional strategies.

- Results from New Teacher Survey of New Teachers in CPS (2007)

Year 1 Teachers - Beginning teachers, new to the profession, in their first year of teaching, who hold a Provisional or Initial State of Illinois Teaching Certificate, and who will have full-time classroom or school-based responsibilities.

Responsibilities

- Attend a school-based new teacher orientation facilitated by the Lead Mentor.
- Participate in four observations during Year 1 (one per quarter).
- Meet with assigned Mentor for a minimum of 360 minutes per quarter.
- Acquire 15 continuing professional development units (CPDUs) by the end of fourth consecutive quarter
 - 6 hours should include *Classroom Management* **or** *Community and Culture*
 - 9 hours can be self-selected activities (refer to the Professional Development and CPS Online Induction Community sections of this booklet to access the schedule of new teacher workshops offered by *G.O.L.D.E.N. Teachers*)
- Review Year 1 challenges with Mentor during Quarter 4 in preparation for completing Year 2 Individual Growth Plan (IGP).

Alternative Certification Program (ACP) Reminders:

In Year 1, ACP teachers will be enrolled in specialized professional development tailored for the needs of ACP teachers.

- A one day Summer Institute on classroom management is required of all ACP teachers, as is the follow-up Institute in the winter.
- The Chicago Teaching Fellows will attend quarterly seminars on teaching practices.
- All other ACP teachers, including those in Teach for America, will attend a 6-hour professional development workshop, *Community and Culture* offered by *G.O.L.D.E.N. Teachers*. Log onto <http://pdcentral.cps.k12.il.us> to view offerings and register for classes.

Other *G.O.L.D.E.N. Teachers* workshops are optional, but encouraged for all ACP teachers. For more information about ACP, please contact Joy Stratton (jstratton@cps.k12.il.us).

Do you have a mentor? I am a mentor in our school system. We have been trained how to problem solve with our mentees, going into their rooms to observe and help troubleshoot big problems as well as small issues with our mentees.

- Chris, Mentor, Chicago, IL

Each teaching situation provides us with the opportunity to “look in the mirror,” put ourselves on the continuum, and mark our progress.

- Rick Smith, Conscious Classroom Management, 2004

Year 2 Teachers – those having successfully completed Year 1 of the G.O.L.D.E.N. Teachers program

Responsibilities

To comply with the *G.O.L.D.E.N. Teachers* guidelines, **Year 2 Teachers must:**

- Attend a minimum of 120 minutes of group meetings per quarter with assigned Year 2 Mentor
- Observe Year 2 Mentor or another exemplary teacher once during the year.
- Be observed by Year 2 Mentor once during the year.
- Complete the three part IGP: goal statement, professional development activities, and analysis and reflection statements with assistance from your Mentor, obtain principal’s signature, submit to your Lead Mentor at the end of the fourth quarter.

Alternative Certification Program (ACP) Reminder:

In Year 2, all ACP teachers are required to take at least one *G.O.L.D.E.N. Teachers* workshop in addition to the activities outlined in the Year 2 *G.O.L.D.E.N. Teachers* program. Log onto <http://pdcentral.cps.k12.il.us> to view offerings and register for classes.

“The mentor relationship is one of the most developmentally important relationships a person can have.”

- Daniel Levinson, 1986

A large percentage of new teachers also report that the teacher preparation programs they went through did not provide enough help for them to cope with their first-year experience, which intensifies the need for proper mentoring, professional development.

- Tapper, 1995

Year 1 and Year 2 Teachers participate in and document 15 hours of professional development activities, measured by continuing professional development units (CPDUs).

Year 1 Teachers must complete 15 hours of self-selected professional development/CPDUs:

- 6 CPDUs should be earned from CPS Professional Development Workshop Classroom Management or Community and Culture and
- 9 CPDUs should be earned from self-selected professional development

Year 2 Teachers must complete 15 hours of self-selected professional development/CPDUs that are aligned with their Individual Growth Plan goal and selected Illinois Professional Teaching Standard.

CPS websites for professional development for G.O.L.D.E.N. Teachers participants:

- Log onto <http://pdcentral.cps.k12.il.us> to view and register for G.O.L.D.E.N. Teachers professional development offerings for new teachers and required trainings for Lead Mentors and Mentors. Online pre-registration at pdcentral is required for all G.O.L.D.E.N. Teachers offerings.
- Log onto the CPS Online Induction Community at <http://cps.ed.uiuc.edu> to share resources and peer discussions for new teachers, Mentors and Lead Mentors, and to view other possible professional development offerings.

"The G.O.L.D.E.N. Teachers professional development classes provided a lot of great activities and information for us."

- Year 1 Teacher, 2007 New Teacher Survey

"I enjoyed the professional development classes because they gave me an opportunity to discuss ideas and strategies with other new teachers".

- Year 1 Teacher 2006-07

The *G.O.L.D.E.N. Teachers* program offers professional development on high-need topics for new teachers which are taught by CPS teachers and are offered at CPS sites throughout the city.

Accommodations and Modifications: Teachers will learn in depth how to select and apply appropriate accommodations and modifications for different disabilities. This class will focus on the legal necessity of accommodations and modifications. (Participants earn 6 CPDUs.)

Behavior Management: Teachers will learn more specific management techniques for working with students with challenging behaviors. Also included are ways to identify the causes of disruptive behavior and determine which interventions are most suitable. (Participants earn 6 CPDUs.)

Classroom Management: Teachers will gain knowledge of tools and strategies to enhance their classroom management skills and increase the quality of instruction. Specific topics include creating a learning environment, engaging students in instruction, and working with preventions and interventions. In class activities, hands-on and action assignments will be used to engage participants. Classes are targeted to Pre-K through 6th Grade teachers **or** 7th through 12th Grade teachers. (Participants earn 6 CPDUs.)

Community and Culture: Chicago's children bring an extensive range of backgrounds, beliefs, and experiences to school everyday. This workshop topic will help teachers acquire skills in becoming culturally responsive in their teaching practice, as well as, gain insight on their students. During the class, participants will examine their role in working with parents and students while creating a plan of action on how to work with the entire community. (Participants earn 6 CPDUs.)

Navigating CPS: Policies and Procedures New Teachers Need to Know: All teachers should be familiar with key CPS policies and procedures regarding employment, induction, work and learning environments, as well as health, safety and legal issues. (Participants earn 3 CPDUs.)

Data Driven Instruction: Teachers will assess, analyze, and plan using authentic assessment tools. The data from the assessments will then be used to carefully examine student work and align it to their specific learning needs. This class will also look at formative versus summative assessments and how to decide which assessments are best for your instruction. (Participants earn 6 CPDUs.)

Differentiated Instruction: It is important for teachers to learn how to meet a variety of educational and emotional needs within the classroom. Teachers will learn about building a differentiated classroom by creating authentic assignments and assessments, curriculum compacting and grouping, and adjusting assignments. In addition, teachers will learn instructional strategies to address learning styles and multiple intelligences. (Participants earn 6 CPDUs.)

Individual Growth Plan Workshops I and II: Year 2 Teachers are required to submit a three-part Individual Growth Plan (IGP) to successfully complete the *G.O.L.D.E.N. Teachers* program. These two workshops are designed to assist teachers in completing their IGP. **Workshop I** addresses developing a professional Goal Statement aligned to an Illinois Professional Teaching Standard. **Workshop II** guides the teachers through documentation of professional development activities which support their goal and the Analysis and Reflection of progress made in achieving the goal. (Participants earn 2 CPDUs for each IGP workshop)

Learning Centers: Teachers will learn how to create specific areas in the classroom for learning across the curriculum. Teachers will receive hands-on guidance, time, and materials to create a center during each session. The Learning Centers class is appropriate for Pre-K through 8th Grade. (Participants earn 6 CPDUs.)



The purpose of this website is to give new teachers access to a range of ideas and resources, even when their mentor is not available. It is also intended to build an online learning community where many of the exchanges are from other teachers, with collaboration from mentors.

The free website offers ways for teachers to:

- collaborate with each other
- share lessons plans and ideas
- get advice from colleagues and trained mentors 24 hours a day
- access induction program information
- review professional development offerings for new teachers
- explore resources for new teachers

The website is <http://cps.ed.uiuc.edu>. When you visit the website for the first time, follow these directions:

- When prompted for your name or e-mail address: Type in your first and last name
- Create a Password
- Type in your CPS e-mail address and click register

To protect site participants, you will automatically be taken to the new registrations folder where you must post a message which identifies your induction program. Within 48 hours, you will have full-access to the site.

If you encounter any problems, please contact ementoringhelp@cps.k12.il.us

Title	New	Author	Views	Last Man
Gayle Gregory's Differentiated Instruction	23 Jan 2007 12:10 pm	Meghan Zefran		
Classroom Management	4 May 2007 12:40 pm	Meghan Zefran		
ST2	8 Jun 2006 11:31 am	sysop		
Lead Mentors		sysop		
Alternative Certification	8 Jun 2006 11:33 am	sysop		
Golden Guidelines and Questions		sysop		
Authentic Assessment		sysop		
Special Education & Inclusion	8 Jun 2006 2:00 pm	sysop		
Grade Level Concerns	8 Jun 2006 2:01 pm	sysop		
Subject/Content Areas	8 Jun 2006 2:02 pm	sysop		
Community and Culture		sysop		
Mentor Interaction Logs	8 Sep 2006 1:56 pm	sysop		

"I love this website!"

-2006-07 Lead Mentor

Differentiated Models of New Teacher Support

The district's required induction program for teachers new to the profession is the *G.O.L.D.E.N. Teachers Induction and Mentoring Program*. The program meets the district and state requirements for mentoring and induction, and also addresses Goals 1-3 of the CPS Education Plan: 1) Building instructional capacity; 2) High quality teaching and leadership; and 3) Learning communities and professional development. *G.O.L.D.E.N. Teachers* serves as the framework for many of the "differentiated models of new teacher support" which offer customized support at the school level.

Any teacher new to the profession employed at a school with a differentiated induction model is exempt from G.O.L.D.E.N. Teachers participation because he/she will receive another CPS-approved induction program.

Review the program descriptions below to determine if your school participates in a differentiated model:

Academy for Urban School Leadership (AUSL) recruits a cohort of mid-career professionals and recent college graduates to participate in an intensive 12-month teacher preparation program. Program participants, called residents, spend one-year working full-time in the classroom of a Chicago Public School Mentor teacher to gain clinical classroom experience and earn a Master of Arts in Teaching from National-Louis University. Graduates of AUSL contract to work in a Chicago Public School for a minimum of five years. The current schools in this program are Chicago Academy, Chicago Academy High School, Dodge Renaissance, Harvard, Sherman School of Excellence, and Tarkington Scholastic Academy.

Autonomous Management and Performance Schools (AMPS) have been given increased autonomy from CPS' central office, including the principal's option to choose to participate in induction and other system-wide curricular initiatives, and exemption from regular oversight and monitoring by Area Instructional Officer (AIO). The criteria, which vary slightly for elementary and high schools, include student performance, management, school climate, special education and recommendation by a representative of the Chief Education Office. Many AMPS schools choose to participate in *G.O.L.D.E.N. Teachers*. Check with your school administration to determine induction program participation.

Chicago New Teacher Center (CNTC) is a high-intensity mentoring model which incorporates systematic support to new teachers, through the use of full-time mentors and formative assessment tools, the primary components of the New Teacher Center in Santa Cruz, California. CNTC works with all schools in Areas 8, 13, 14 & 15.

Fresh Start Peer Evaluation Model is a collaboration between CPS and Chicago Teachers Union (CTU) to assist schools that are in need of improvement under the federal No Child Left Behind guidelines. This program is both a mentoring and teacher evaluation model which uses full-time release mentors to assist new teachers in the first year of teaching. Currently, the Fresh Start Peer Evaluation Model is implemented in the following schools: Attucks, Bass, Burke, Chalmers, Hamline, Piccolo, Richards High School, and Wells High School.

Comprehensive induction proves most effective at keeping good teachers in the classroom. Studies demonstrate that new teacher turnover rates can be cut in half through comprehensive induction: a combination of high-quality mentoring, professional development and support, scheduled interaction with other teachers in the school and in the larger community, and formal assessments for new teachers during at least their first two years of teaching.

ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS)

The Illinois Professional Teaching Standards are the framework for discussions between new teachers and their mentors, and the new teacher's reflections in *GOLDEN Teachers' First Steps to Reflective Journaling*. More information about the Illinois Professional Teaching Standards is available at: <http://www.isbe.state.il.us/profprep/ipts.htm>

What Illinois Teachers Should Know and Be Able To Do

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.

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.

Standard #3 Diversity

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

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.

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.

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.

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.

Standard #8 Assessment

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

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.

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.

Standard #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.

YEAR AT-A-GLANCE:

During the first two weeks:













-  Assign a Lead Mentor and Mentors
-  Set up a first meeting with Year 1 Teacher
-   Talk to your Lead Mentor about mentor assignment
-       Attend all orientation meetings
-   Plan and Implement school-based orientation
-  Convene group meeting with all Year 2 teachers

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4

	Collaborate with Lead Mentor to assign mentors to new teachers within 2 weeks of employment at school		
	Attend Lead Mentor training	Attend Lead Mentor training	Attend Lead Mentor training
Complete and submit <i>School Profile and Mentor Compensation Report</i> at end of each quarter			
	Attend Mentor training		Attend Mentor training
Meet with Year 1 Teachers for at least 6 hours each quarter Participate in observation process each quarter Submit completed interaction logs to Lead Mentor for compensation at end of quarter			
	Attend Mentor training		Attend Mentor training
Meet with Year 2 Teachers for at least 2 hours per quarter Participate in one observation process per semester			
	Meet with Mentor for at least 6 hours per quarter Participate in observation process each quarter Write reflective journal entry each quarter Attend Professional Development Classes recommended by <i>G.O.L.D.E.N. Teachers</i>		
	Meet with Mentor for at least 2 hours per quarter Participate in observation process each semester Complete Part 1 of IGP		Complete IGP Parts 2 & 3 Submit completed IGP Lead Mentor
Attend Professional Development Classes that align with goal statement per quarter			
     	Participate in on-going Learning Community Meetings per quarter		

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