

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER b: PERSONNEL

PART 65  
NEW TEACHER INDUCTION AND MENTORING

SUBPART A: GENERAL PROVISIONS

Section

- 65.10 Purpose and Scope  
65.20 Requirements of the Plan; Program Specifications

SUBPART B: BEGINNING TEACHER INDUCTION GRANT PROGRAM

Section

- 65.110 Purpose and Applicability  
65.120 Eligible Applicants  
65.130 Program Specifications  
65.140 Application Procedure  
65.150 Criteria for the Review of Initial Applications  
65.160 Allocation of Funds

AUTHORITY: Implementing Article 21A of the School Code [105 ILCS 5/Art. 21A] and authorized by Section 21A-35 of the School Code [105 ILCS 5/21A-35].

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## SUBPART A: GENERAL PROVISIONS

**Section 65.10 Purpose and Scope**

This Subpart A establishes the fundamental requirements that shall apply to each program of induction for new teachers for which approval or grant funds pursuant to Article 21A of the School Code [105 ILCS 5/Art. 21A] are sought.

**Section 65.20 Requirements of the Plan; Program Specifications**

- a) When State funding is available to support new proposals for any initiative under Article 21A of the School Code, the State Superintendent of Education shall issue a Request for Proposals (RFP) (or, in the case of noncompetitive funding, other application materials) in order to solicit applications from eligible entities. As used in this Part, a “proposal” or “application” means relevant portions of a plan for an induction and mentoring program that meets the requirements of Section 21A-20 of the School Code [105 ILCS 5/21A-20], accompanied by the additional materials applicants will be required to submit, as described in the relevant Subpart of this Part.
- b) Each plan shall conform to the requirements of Section 21A-20 of the School Code. In order to demonstrate the alignment required by Section 21A-20(2) of the School Code, each plan shall discuss the relationship among the services and experiences that will be available to new teachers, the content-area standards applicable to their respective fields of certification or assignment (see 23 Ill. Adm. Code 26 and 27), the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24), and the employing entity’s existing plans for school improvement and professional development.

(Source: Amended at 33 Ill. Reg. 15258, effective October 20, 2009)

**SUBPART B: BEGINNING TEACHER INDUCTION PILOT PROGRAM****Section 65.110 Purpose and Applicability**

This Subpart B establishes the application procedure and criteria for selection by the State Board of Education of the applicants that will receive grant funds under the Beginning Teacher Induction Pilot Program as authorized by Section 21A-25 of the School Code [105 ILCS 5/21A-25]. The purposes of the Pilot Program shall be to provide support for programs of intensive support and mentoring for new teachers as specified in Section 65.130 of this Part and to gather information that will permit evaluation of the effects of these programs.

**Section 65.120 Eligible Applicants**

Eligible applicants for grant funding under this Subpart B shall be the entities identified in Section 21A-5 of the School Code [105 ILCS 5/21A-5], as well as public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)] (see Section 2-3.109a of the School Code [105 ILCS 5/2-3.109a]). An eligible applicant may also be a partnership of eligible entities or a partnership of one or more eligible entities and one or more institutions of higher education, professional associations, regional offices of education, or not-for-profit providers of educational services. No application shall be considered unless it includes a written statement by the authorized representative of the collective bargaining unit, if any, concurring with its submission.

**Section 65.130 Program Specifications**

- a) Each program supported with grant funds under this Subpart B shall incorporate:
  - 1) mentoring for new teachers that is provided by experienced teachers who have received training to equip them for this role;
  - 2) professional development for recipient teachers, mentors, and administrators who have roles in the program; and
  - 3) formative assessment of new teachers' practice with respect to the Illinois Professional Teaching Standards and the content-area standards relevant to their respective fields of assignment.
- b) Each program shall serve no more than 75 new teachers, unless a specific rationale is provided that demonstrates how each new teacher will receive comparable and adequate attention and support.
- c) Each new teacher shall, at the time he or she begins the program, have less than two years' teaching experience and hold an initial or a provisional early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate.
- d) Each program shall be designed to ensure that each new teacher spends no less than 60 hours in face-to-face contact with the mentor assigned, either one on one or in another configuration, including both classroom observation of the new teacher by the mentor and other interactions between these individuals. Each mentor who provides at least 60 hours of mentoring service in a grant year shall be paid \$1,200 from grant funds awarded pursuant to this Part.
- e) Each program shall provide for the development of an individual induction plan for each new teacher served and for the provision of professional development that is directly related to the needs identified in the individual plan.

(Source: Amended at 33 Ill. Reg. 15258, effective October 20, 2009)

### **Section 65.140 Application Procedure**

For purposes of this Subpart, the terms “proposal” and “application” shall have the same meaning.

- a) When State funding is available for new grants under this Subpart, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities.
- b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including a description of the proposed program, identification of the specific schools in which the induction program will be conducted, and the number of new teachers and mentors involved.
- c) The RFP shall indicate the amount or expected amount of the appropriation for the program and shall describe the allowable expenditures and the basis for awarding grants. If matching funds or resources will be required of applicants, the RFP shall describe these requirements.
- d) The RFP shall include a budget summary and payment schedule, as well as a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure.
- e) The RFP shall identify the data recipients will be required to collect and report regarding the activities conducted with grant funds and the results of those activities, as well as the timelines for reporting.
- f) The RFP shall include such certifications and assurances as the State Superintendent may require.
- g) The RFP shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 30 days to respond.
- h) Separate applications shall be required for renewal of grant funding. Each application for renewal shall include at least:
  - 1) a description of expenditures and activities during the year just concluded, demonstrating that the project has been implemented in conformance with the approved grant agreement and that the recipient continues to exhibit need for grant funds for this purpose; and

- 2) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.
- i) Incomplete proposals shall not be considered.

(Source: Amended at 33 Ill. Reg. 15258, effective October 20, 2009)

### **Section 65.150 Criteria for the Review of Initial Applications**

Applications for initial funding shall be evaluated in accordance with the criteria set forth in this Section. When considering substantially equal proposals, the State Superintendent of Education shall give preference to programs that will take place in hard-to-staff schools, i.e., Illinois public schools that rank in the upper third among public schools of their type (e.g., elementary, middle, secondary) in terms of the rate of attrition among teachers.

- a) Program Design (45 points)
  - 1) The proposal identifies specific practices and policies such as reduced course load for mentors, release time, and access to resources that will permit the participants in the program to devote the necessary time to induction and mentoring.
  - 2) The proposal describes plans for timely orientation of the new teachers to the induction program and for a formal network of the novice colleagues that will provide them with ongoing learning opportunities and support.
  - 3) The proposal clearly articulates methods for collecting evidence related to the new teachers' practice and describes how that information will be used in planning for professional development and other support for the new teachers.
  - 4) The proposal includes specific plans for incorporating issues of pedagogy, classroom management, and content knowledge into professional development for the new teachers and for ensuring alignment of this material with the Illinois Professional Teaching Standards, the participants' specific identified needs, and local instructional priorities.
  - 5) The proposal presents coherent allocation and scheduling of the participants' time and is cost-effective in light of the level of resources requested and the number of new teachers to be served.
- b) Mentor Recruitment and Support (25 points)
  - 1) The proposal describes a comprehensive strategy for recruiting experienced teachers who are suited to the role of mentors, including:
    - A) the involvement of parties with an interest in teacher quality and retention;

- B) thorough outreach and communication regarding the availability of positions for mentors;
  - C) clear criteria for the skills and experience sought; and
  - D) consideration of multiple sources of information in identifying the candidates to be selected.
- 2) The proposal provides for formal orientation of the mentors selected, for fundamental training of these individuals at the beginning of the program, and for professional development during the course of the program that is designed to strengthen their ability to employ mentoring tools, protocols, and formative assessment in response to the needs of beginning teachers.
- 3) The proposal describes a systematic approach to establishing a “community of mentoring practice” that will enable the participating mentors to share experiences and strategies and support each other’s work within the induction program.
- c) Evaluation Design (20 points)
- 1) The proposal identifies information to be collected and reported on the performance and retention of new teachers that will add to an understanding of the effects of more intensive induction programs as compared to the results of more typical models.
  - 2) The proposal suggests how the effects of particular initiatives or components of the program will be measured.
  - 3) The applicant proposes a method for tracking the continued service of the teachers served after the project ends so that longitudinal data can be compiled.
- d) Leadership and Direction (10 points)
- 1) The proposal demonstrates that the individuals who will direct or coordinate the induction program have experience in this endeavor or a commitment to it, as evidenced by their history of involvement or professional development.

- 2) The management structure described is appropriate to the scope and complexity of the program, the specific responsibilities of the on-site administrator are evident, and the roles and contributions of collaborating entities, if any, are clearly delineated.
- 3) The proposal includes strategies that will be used in providing oversight for the program to permit ongoing analysis of its effectiveness, necessary programmatic modifications, integration of various relevant professional development plans, and communication structures that respect the need for confidentiality when applicable.

**Section 65.160 Allocation of Funds**

- a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative, the amounts necessary to fund the top-ranked proposals, and the need to distribute the benefits of innovative induction models on a statewide basis.
- b) It is the intention of the State Board of Education to approve continuation funding for projects under this Part prior to providing funding for new applicants. Funding for existing grantees for each year shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals that the projects have been implemented in accordance with the approved grant agreements and that the recipients continue to need additional State resources in order to implement their programs. If funds remain available for new programs, an RFP shall be issued as provided in Section 65.140 of this Part.

(Source: Amended at 33 Ill. Reg. 15258, effective October 20, 2009)