

S P R I N G 2 0 1 5

Induction and Mentoring



Our Mission

The Chicago Teacher Education Pipeline is grounded in social justice and works to cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities.

There are many steps that factor into our mission: Urban Teacher Prep, STEP-UP, PDS/Student Teaching, and Induction and Mentoring.

If you want to learn more about our mission and program, visit us at:

[Chicago Teacher Education Pipeline](#)

Welcome to our first CTEP Newsletter

Maria Owens, Senior Program Manager of Induction and Mentoring, and Joanna M. Ocegueda, Induction and Mentoring Assistant Coordinator, have come together to create this newsletter. It has been tailored to suit your needs: short and to the point, professional topics, important dates, resources, program spotlights, etc. Maria was concerned about the long gap of time that would occur between the last mentor training and the next professional development. Thus, this newsletter will serve as an extended form of communication between the program and each of you. We encourage you to reach out and add to our list of resources and celebrations.

Save the Date!

Professional Development

Saturday, April 25th

Double session:
8:30am – 2:30pm
Location: TBD
*Working lunch will be provided.

Professional Development

Saturday, May 16th

Double session:
8:30am – 2:30pm
Location: TBD
*Working lunch will be provided.

Summer PD in Bloomington-Normal, Illinois

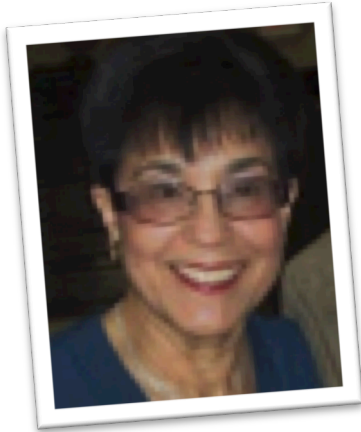
August 2015

We will have our 3rd annual Summer PD. More information will follow soon.



Professional Development

The Induction and Mentoring component of CTEP provides professional development for our teachers. The PDs are tailored to the teachers based on the data that is collected in the PD evaluations.



Carole Einhorn

Mentor Training: 1st and 2nd Year Mentors

*Delivered by Carole Einhorn - September 27, 2014

Carole Einhorn has many accomplishments, but first and foremost is her dedication to ensuring that new teachers get the support they need to become effective teachers. Some of her other accomplishments include:

- New Teacher Induction Facilitator
- Teacher for 25 years
- Designed and coordinated Teacher Induction & Mentoring Program for CCSD15
- Mentor trainer for Governors State University's Alternative Teacher Certification Program
- Contributed to the creation of the ICE 21 Mentor Training

Engagement in the Classroom

*Delivered by Walter Taylor - October 25, 2014

Walter Taylor is the Professional Development Facilitator at the Chicago Teacher's Union Quest Center. He provides graduate level PD to teachers on Classroom Management, RTI, Differentiated Instruction, Least Restrictive Environment, Student Engagement, Assessment, and many more crucial topics. Walter also has many accreditations including a National Board Certification in Early Adolescent Science and Administrative certificate (Type 75).



Walter Taylor

Moral and Legal Issues in Education

*Delivered by Libby Massey - October 25, 2014

Libby Massey is the Assistant General Counsel in the Labor and Employment Unit of the Board of Education of the City of Chicago's Law Department. Libby prosecutes tenured teacher dismissal hearings before the Illinois State Board of Education, defends grievance and just-cause arbitrations filed by multiple unions, and defends unfair labor practice charges in front of the Illinois Educational Labor Relations Board. She has experience as a Law Clerk in the Board's Talent office and the Law Department. Beyond these roles, Libby has a multitude of knowledge and experience in educational law and practice.



Libby Massey

Mentor Training - 1st and 2nd Year Mentors

*Delivered by Jodi Bouris - December 6, 2014

Jodi Bouris is a Regional Induction Specialist for the Illinois New Teacher Collaborative (INTC) at the University of Illinois and a Race to the Top District Collaboration Network Coordinator. She has 30 years of classroom teaching experience and is a certified trainer for ICE 21. Jodi has also served as a professional development consultant, both privately and for the Peoria Regional Office of Education at Two Rivers Professional Development Center where she coordinated the Induction and Mentoring Grant.



Jodi Bouris

Congratulations Chicago Foundation for Education Small Grant winners!

On October 25, 2014, Maria Owens and all of our mentors and mentees attended the Annual Teachers as Leaders and Learners Workshop at Whitney Young High School. This workshop, run by the Chicago Foundation for Education, had over 50 CPS teachers present their CFE award-winning projects, a resource fair and so much more. Many of our beginning and mentor teachers applied and won small CFE grants worth up to \$600.

The Chicago Foundation for Education is founded on the idea that, “Teacher quality is a fundamental factor in providing the rich educational experience that all Chicago students deserve.” The CFE has supported CPS teachers for 25 years, funding “687 grants and worked with 1,022 teachers across 344 schools during the past year alone.” The CFE, “honors exemplary Chicago Public School (CPS) teachers with leadership, learning, and grant opportunities that enhance teacher quality and stimulate professional growth.”

The following participants in our induction and mentoring program were awarded the small CFE grant:

Hana Ayele – Gary
Melissa Cisneros – Gary
Kathleen Rentz – Gary
Meghan Gorman – Chavez
Holly Ortiz – Bridge
Sharon Arnowitz – Prussing
Alyssa Jones – Fulton
Rebecca Hacker – South Shore Fine Arts

Laura McGrath – South Shore Fine Arts
Miriam Perez – Talman
Rob Neuman – Ortiz de Dominguez
Zack Yaeger – Ortiz de Dominguez
Gabby Goodstein – Gothe
Lauren Gryczewski – Burr
Jessica Kendall – Greene

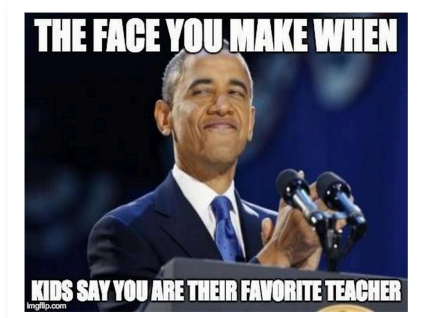
Congratulations!

For more information please visit [Chicago Foundation for Education](#)

Beginning Teachers

An excerpt from “I’m On Your Side” by Diane Ravitch

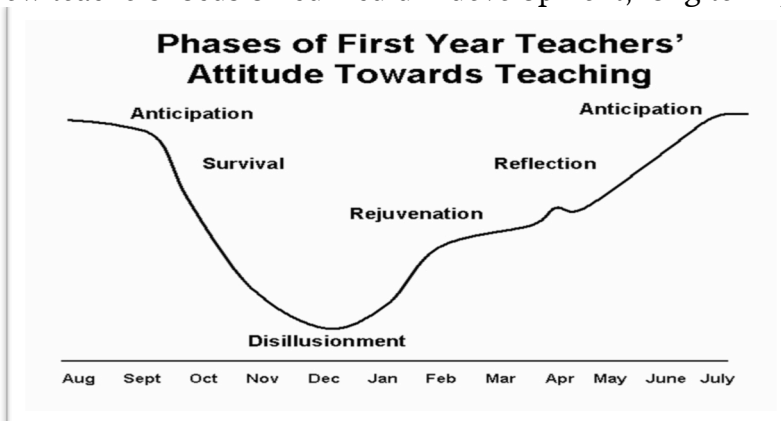
“There is no more important job in society than teaching. Teaching prepares for the future and preserves the past. Teaching is the one profession, as a now popular saying goes that makes all other professions possible. Teachers take on the most wonderful students and make them better, and teachers take on the most indifferent students and make them better.”



New Teacher Center Phases of First-Year Teaching Rejuvenation

The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning and teaching strategies.



Visit [Phases of First-Year Teaching](#) by New Teacher Center for the full article.

Beginning Teacher Spotlight Kyle Schulte – Gunsaulus Elementary School

We visited Gunsaulus Elementary School to catch up with Kyle Schulte, an ISU alumnus and a mentor to Brandon Grijalva. Kyle has taught Physical Education at Gunsaulus for 6 years, and continues to grow and advance the P.E. program.

We saw Kyle in action using his GoPro Hero 4 HD Camera/Camcorder, a camera he received as a participant in the CTEP Induction/Mentoring Program. The GoPro Hero is a waterproof “action” camera that can be mounted on a person to capture the action from the wearer’s point of view.

Here is a synopsis of a brief interview with Kyle:

J: How do you think the GoPro could help you differentiate instruction?

K: It gives us evidence of individual- where students are at, their ability. Watching 60 kids at a time is kind of hard to do, so we could always refer to the video and see what kids are involved...what students have their skills already developed.

J: What was your goal when you first requested it?

K: For the video clips...the reviewing aspect – coaching and how that benefits a team, because now they have evidence. Now they see it.

J: What’s your next goal with the camera?

K: Just thinking of other ways to use it. Kind of research and see what other teachers have done. I was thinking of not just capturing what the students do and have them reflect on it, but kind of like, showcase the work that we do here and then share it with other colleagues, like that P.E. Exchange website where you could share stuff. I was thinking of uploading it there so, like, other P.E. Teachers could see what the Sport Ed. model is and what we do here.

Kyle’s classroom (gym) ran like a top. When they walked into the gym the students knew exactly where to go, what equipment to grab, and what their role was in the game; whether it be score keeper, goalie, player for team XY or Z, referee, etc. The routines were well understood by the students and they took initiative in running the class.

I spoke with student Jacob Zapolsky, who had the GoPro strapped to his chest. I asked Jacob what the purpose of using the GoPro camera was and he said, “I think it is so they could record our mistakes and see what went well and what went wrong.” The class had been working on a Sport Ed. Model and learning to play Handball. In reference to Handball, Jacob said, “Say like you hold it for more than 3 seconds or you only made like 2 passes.”

Continued...

Formative assessment was used to check for understanding with the 60+ students. Small groups formed circles as Kyle explained that each group they would do a “whip around”, allow each person to say, “one thing they could improve on.” I heard things like, “Defense”, “Positioning”, and “Maybe we could give other people a chance.” The students appeared confident, knew the game vocabulary and had a good grasp on how they could improve their individual performance and their overall performance as a team, after reviewing game footage.

Another ISU alumnus and Kyle Schulte’s co-teacher is Brandon Heider, . Brandon spoke about his co-teaching experience with Kyle, “I went to the same school as Kyle, we went to college together, so we have the same kind of background and ideals and outlook on what we want to accomplish. So he (Kyle) had already put down the ground work.”

Brandon continued, “The Sport Ed. Model is something that we introduced last year, I believe, it’s kinda taken off. The students love it, we love it. Obviously it promotes a lot of independence by the students and when we get to the point where it’s running at now, it’s almost to the point that if we stepped out you almost wouldn’t notice much of a difference. Which is where we want it to be. I think our program is just continually evolving. We see something we want to improve, we try to implement it. If it works we keep it , if it doesn’t we toss it. And we try something else.”

Speaking about the GoPro Camera Brandon says, “It’s awesome! It’s awesome. I think the kids love it. When the kids get to wear it they’re pretty excited. They are active anyway, but I think when they are wearing it, they are like “Oh!” You know, “Now I know I gotta be extra active

It’s obvious that the students at Gunsaulus have an opportunity to be reflective and make adjustments to their game with the help of the GoPro Hero. The implementation of the Sport Ed. Model by their teachers, Mr. Schulte and Mr. Heider are helping them become independent and responsible learners.

Mentor Teachers



Mentor Teacher Spotlight Colleen Burger – Richards Career Academy High School

Over the past 3 years, Richards Career Academy has made some major changes. RCA is located in the Back of the Yards/Englewood area. This CTE (Career and Technical Education) School has always had impressive Law, Business, and Culinary programs. Noticing opportunities for improvement in the culture and climate of the school, a few students came together to form RCA's first Student Council in March of 2013.

The Student Council started with 8 students and has quickly grown to a 43-member organization. Members volunteer their Wednesday and Saturday mornings for leadership training and school development. Since its inception, Student Council has sponsored 16 school-wide events, volunteered over 1200 collective hours of service, offered extra support and funding for school and teacher-based programs, participated in four university visits, and created partnerships with five organizations to serve, learn, and lead.



Senior Student Council President Osmar Cruz explained, "Student Council to me is all about making a change in our school, even if you are a freshmen or a senior. When we are gathered together, we can do about anything we want; we are the voice of other students. We plan our dances, including Homecoming. After I joined Student Council, I became more engaged in it than any other school program that I have ever been in." Cruz continued, "I feel that it has made me a better person because we have high standards that we want to achieve. I want to be the student with all A's while making fun things happen in our school. I do this because I want all of our students to achieve that. They are all smart and hard workers, and even best can become better."

2012 ISU alumna, Colleen Burger has acted as adviser to this group since its inception. "It's inspiring to see the transformations the students make after joining us. Students often come to us wanting to be more involved but have never had a leadership role. Through Student Council you can truly see them develop and come into their own. Students who started off as quiet or passive are now forging the way for new opportunities for the school." Keeping a strong connection with ISU, RCA will take an overnight campus visit to ISU in March.

Mentor Teacher Spotlight Apryl Riley – Harlan High School



Coordinator and mentor Apryl Riley assisted by her mentee, Claire Florine have been awarded re-validation for National Demonstration status for the Harlan HS AVID program. AVID (Advancement Via Individual Determination) is a college prep program that assists and encourages students to prepare and be successful in college and beyond. Apryl says, "With the demographics and challenges of our [Harlan] student population this is a high honor..our program is a National Model for all 4500 AVID programs nationwide."