Teacher and Specialized Service Professionals Induction Program Evaluation Rubric Indicators
Aligned Best Practices

Rubric Indicator	Best Practices
1. Program Components http://www.doe.mass.edu/educators/mentor/guidelines.pdf http://schools.utah.gov/CURR/educatoreffectiveness/EYE/EYEBrochure.aspx https://newteachercenter.org/wp-content/uploads/ntc_co_induction_report-201305.pdf http://www.gtlcenter.org/sites/default/files/Induction_Snapshot.pdf http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/moving-toward-equity/taking-action/induction-and-mentoring	
1.1 BOCES/District/School leadership strongly support the induction of new educators	▪ The District/BOCES policies and processes are reviewed with the induction coordinator annually to ensure program alignment with current needs of new educators. This may be the result of action research. ▪ https://newteachercenter.org/wp-content/uploads/role-of-the-principal_practice-brief.pdf
1.2 A process for identifying and individualizing each new hire's need and level of induction support is in place	▪ A teacher needs assessment is given to each new hire. The results are shared with mentor and possibly administrator. ▪ Track teacher in residence and alternative licensure program participants' mentoring and support needs. ▪ Consider using the self-assessment tool within the State Model Evaluation and/or a similar tool within your district. ▪ Define a "Phase" approach to support educators through the first three years. This may include new-to district, National Board Certified Teachers (NBCT), alternative licensure, initial licensure, and experienced (3 years) out-of-state educators. ▪ http://www.gtlcenter.org/products-resources/good-great-exemplary-teachers%E2%80%99-perspectives-increasing-teacher-effectiveneSS
1.3 *The role of mentors in evaluating and providing feedback to inductees is outlined*	▪ District program clearly outlines the mentor's role in the evaluation process. ▪ Professional development for mentors with initial focus on specific mentor support roles and a defined long-term plan of support. ▪ Ensure that new educators are observed frequently within the first 30 days with instructional feedback provided. ▪ A professional growth plan is established with the educator, evaluator and mentor.

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1.4 Sufficient time for collaborating with other educators and observing model classrooms is planned for and provided	- Mentor observes model classrooms with their mentee. - Cohort group to discuss best practice, challenges and successes is established. An expected outcome would be to ensure emotional resiliency among the new educators. Once a month face-to-face and/or on-line models.
1.5 Sufficient planning time for inductee and mentors to meet is planned for and provided	- Informal observations with mentor and mentees. - Includes reflection on best practices. - Includes implementation of strategies/thinking and self-advocacy within professional development.
1.6 District/BOCES policies include standards for the selection, training and release of mentors who work with new educators	- Principals are involved with the selection and support of mentors. - A District/BOCES application is the initial screening tool for mentors. The application includes requirements and expectations for the role of mentor. - The District/BOCES policies and procedures for mentor support assurances are defined. - The District/BOCES policies, procedures and training for ensuring mentors are meeting the established expectations are defined.
1.7 **A process for determining when inductees have successfully completed the program is in place**	- May be based on documented professional development hours, 60 hours, 2-3 years, completion of mentoring expectations, etc. - Include reflection on challenges, successes, progress toward professional goals and professional learning needs.
2. Induction Content	
2.1 Inductees are provided ongoing, imbedded professional development:	Appropriate, timely and effective professional development is provided - At the beginning of the school year full-day training may include, a District/BOCES orientation which includes time in the educator's building. - Identification of career stage leads to differentiated induction support that may include engagement strategies, classroom management strategies, checklists and/or research-based instructional strategies that include special populations.
2.2 **Information related to the Colorado Academic Standards**	- First-year induction course content either in building, induction cohort, teacher academy model and/or district level. - Principals are integral to the messaging and delivery of this content. - Include district and/or local curriculum.
2.3 **Information related to the Quality Educator Standards**	- First year induction course content either in building, induction cohort, teacher academy model and/or district level. - Principals are integral to the messaging and delivery of this content. - Prioritize quality standards to address inductee needs (i.e., classroom management, data-driven decision making, parent/family involvement, etc.).
2.4 Information related to school and district	Included in new hire orientation/induction kick-off.

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2.5 *policies and procedures;* *goals including the district and school's Unified Improvement Plan and local content standards*	▪ Principals are an integral part of the new hire orientation. ▪ Principals are integral to the support of this content throughout the year. ▪ First year induction course content either in school, induction cohort, teacher academy and/or district level.
2.6 *Educator roles and responsibilities are provided(including moral and ethical conduct)*	▪ Included in new hire orientation/induction kick-off. ▪ Principals are an integral part of the new hire orientation at the school level.
2.7 Introduction to local district and school educational resources	▪ Included in new hire orientation/induction kick-off. ▪ Principals are an integral part of the new hire orientation at the school level. ▪ Includes content specific and/or role specific supports at the District/BOCES level. ▪ Human Resources, Payroll, Leaves, etc.
2.8 Introduction to data driven decision making and/or data team process	▪ Data interpretation and application discussions. ▪ First-year induction course content either in building, induction cohort, teacher academy and/or district level.
2.9 ***Educator standards that reflect the established profile of a successful educator at various career stages***	▪ Included in new hire orientation/induction kick-off. ▪ Principals are an integral part of the new hire orientation at the school level. ▪ Dependent upon career stage, differentiated support may be provided based on the Educator Quality Standards.
2.10 *Detailed information regarding the Educator Effectiveness Evaluation model*	▪ Thorough orientation to the Colorado Educator Effectiveness System or district evaluation system, including timelines and orientation to the online data collection. ▪ First-year induction course content either in building, induction cohort, teacher academy and/or district level. ▪ Principals are integral to the support of this content throughout the year.
3. Mentors: Selection of Mentors	
3.1 ***The selection of mentors is rigorous to ensure high-quality induction and mentoring of inductees:***	
3.2 *Mentors are experienced professionals who constantly model the quality standards with demonstrated excellence in practice as measured by the district educator effectiveness system*	▪ Principals are involved with the selection and support of mentors. ▪ A District/BOCES process is clearly defined for the selection of mentors. This process includes selection of mentors resulting in a broad distribution across grade bands and content areas. ▪ A District/BOCES application is the initial screening tool for mentors. The application includes requirements and expectations for the role of mentor. ▪ A District/BOCES incentive(s) for mentors may be defined. ▪ http://www.ctteam.org/
3.3 *The principal or supervisor recommends teacher(s) to be mentors. This recommendation contains evidence of the teacher's:* *-Successful teaching and learning* *-Ability to work well with adults and is sensitive to the viewpoint of*	▪ New educators may need a dual mentorship including content instruction and systems/building support. ▪ The recommendation is based on the roles and responsibilities defined through the District/BOCES policies. ▪ Select mentor outside of content area as this provides a broader support network for new educators (i.e., content support can come from their team, mentor focus can support other areas beyond content, etc.).

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others (3.4) *-Active and open learning style and demonstrates competence in interpersonal relationships and public relations(3.5)*	
3.6 *The mentor's style is not in conflict with that of the inductee*	▪ Induction Coordinator provides regular monitoring throughout the year to ensure a collegial relationship. ▪ A process is in place to monitor and ensure the effectiveness of the mentor-inductee pairing and procedures. This may include a process for defining additional support.

4. Mentors: Mentor Development
Mentors are provided on going professional development (4.1):
Better Conversations by Jim Knight
Just Ask Publications:
    o Subscribe for "The Mentoring Memo"
    o "Why didn't I learn this stuff in college" checklists
Mentoring Matters: A Practical Guide to Learning Focused Relationships, MiraVia Publications, authors B Wellman and L Lipton.
Coursera: Coaching Teachers: Promoting Changes that Stick	

4.2 *Educator induction program and process*	▪ Specific requirements including timelines and deadlines are understood. ▪ Mentor clearly understands his/her role and responsibilities including additional meetings with a coach and/or administrator.
4.3 *Information related to the Colorado Academic Standards and the Quality Educator Standards*	▪ Mentors understand the standards including the qualities and the relationship to effective instruction. ▪ Quarterly, semester, annual growth goals for the inductee may be based on the School Performance Framework (SPF) and/or Unified Improvement Plan (UIP).
4.4 *Familiarity of the primary role of a mentor as teacher, coach, advocate, supporter, guide and nurturer of new educators*	▪ Mentors facilitate reflective conversations. ▪ Mentors understand conflict management strategies. ▪ Mentors provide social and emotional guidance, technology/systems support, logistical and organizational support, curriculum support, community support and instructional support. ▪ An understanding of the roles and responsibilities may be developed through initial in-depth summer training for mentors.
4.5 Effectively facilitating the professional learning of adult learners	▪ How to facilitate reflective conversation based on instruction. ▪ How to create a community of learners (PLC research). ▪ How to create an inclusive learning community: understanding different backgrounds, cultures, ethnicities and diverse perspectives.
4.6 Providing substantive feedback to inductees about their practice	▪ Facilitating reflective conversations based on instruction. ▪ Mentors work collaboratively to help teachers solve problems, make instructional decisions, manage conflict and manage the change process.

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4.7 *Educator standards that reflect the established profiles of a successful educator at various career stages*	▪ Ensure that teacher leader model standards are included in professional development. ▪ Dependent upon career stage, differentiated support may be provided based on the Educator Quality Standards.
4.8 *Detailed information regarding the Educator Effectiveness Evaluation model*	▪ Mentors assist inductees in identifying growth goals and professional learning targets.
5. **Mentors: Mentors Responsibilities** http://www.ctteam.org/	
5.1 *The mentor's assignments are closely matched to those of his/her inductees, including content and grade level*	▪ The District/BOCES policies and procedures for mentor selection and development defines the annual assignment process.
5.2 *The mentors are located, when possible, in close proximity to the inductees*	
5.3 Provides effective feedback to inductees	▪ Mentor professional development includes use of providing effective feedback. ▪ Effective feedback may be based on data collected quarterly as the inductees progress toward meeting their professional growth goals.
5.4 Provided planning time with inductees is used consistently to improve inductees success as a new educator	▪ The time needed and scheduled for the support of the inductee is collaboratively defined. ▪ Release time and substitute coverage is defined.
5.5 Providing documentation and evidence of support of inductee	▪ The District/BOCES policies and procedures for ensuring mentors are meeting the established expectations are defined.
6. **Program Impact** *A self-evaluation of the district's induction program is accomplished every five years (6.1)*	
6.2 *Establish an assessment model to review, evaluate and guide the induction program*	▪ Include the Teacher-in-Residence and alternative licensure programs in this cycle. ▪ Create a broadly representative committee for review and improvement steps. This committee may include new educators, mentors, school leaders, district leaders and the induction coordinator. ▪ Use multiple data sources to inform the assessment and improvements. These may include: Colorado TELL survey or other perception survey data, District retention data, exit and/or stay interviews, student achievement and/or growth data, and/or teacher evaluation data. ▪ Use the CDE Teacher and Specialized Service Professionals Induction Program Evaluation Rubric to benchmark growth. ▪ https://newteachercenter.org/wp-content/uploads/induction-program_practice-brief.pdf
6.3 Feedback of the program's delivery quality from mentors, inductees and	▪ May collect feedback in Google forms, beginning and end-of-year surveys, exit slips, reflections, focus groups, etc. ▪ Utilize state TELL survey data around new teacher perceptions and satisfaction of induction components.

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school leaders is used in the evaluation of the induction program	
6.4 *The evaluation of inductees includes documentation of growth and performance in relation to the inductee's assignment*	▪ Evaluation process based on the Colorado Quality Educator Standards.
6.5 The induction program is in a continuous cycle of improvement by identifying best practices based upon the data submitted on what is working well and areas for improvement in order to strengthen the induction program quality	▪ Use the CDE induction rubric for annual benchmarking. ▪ Use the District/BOCES broadly representative committee for review and improvement steps. This may include new educators, mentors, school leaders, district leaders and the induction coordinator.
6.6 *Induction program data are analyzed and submitted to CDE by the BOCES/district for review and renewal of their induction program status*	▪ Use the CDE induction rubric for 5 year submission.
6.7 *A revised or updated induction provider plan is submitted to CDE, based upon CDE's review of the self-assessment and data provided*	▪ Use the induction committee to review the recommendations provided by CDE and implement program improvements. ▪ CDE's Educator Development team and guidance materials may be used to support induction programs.
6.8 The induction program undergoes a continuous improvement cycle through benchmarking using the induction rubric provided by CDE	▪ Concurrently review the Teacher in Residence and Alternative Licensure programs in this cycle to maximize program integration. ▪ Create a broadly representative committee for review and improvement steps. This committee may include new educators, mentors, school leaders, district leaders and the induction coordinator. ▪ Use multiple data sources to inform the improvements. Data sources may include: Colorado TELL survey or other perception survey data, District retention data, exit and/or stay interviews, student achievement and/or growth data, and/or teacher evaluation data.