THE PURPOSE OF THE INDUCTION PROGRAM

The purpose of an IP is to:

- …Assist newly-licensed teachers, veteran teachers new to the *organization*, and incoming out-of-state teachers (*either new or veteran*) in making a smooth transition into the organization's teaching-learning environment.

- …Increase the content knowledge/instructional skills of new-to-school/district teachers, if/when such a need is identified, and/or to ensure that educators who are new to Colorado are knowledgeable about the SBE's-adopted *Student Content* Standards **and** their own relevant *Endorsement* Standards and applicable *Performance Based* Standards.

- …Provide support to and, thus, retain *effective* Colorado educators.

Good question to ask: After going through your IP, will the new-to-organization educator feel comfortable in, knowledgeable about, and relevant to your organization? ***(Interviewing IP-exiting Inductees would be helpful.)***

CONTENT & COMPONENTS OF AN EFFECTIVE IP

(Hopefully, helpfully organized!)

***Suggested IP Process*:**
Note: *An IP should* ***not*** *replicate the knowledge and skills that have* ***already*** *been acquired by the Inductee in his/her previous training and/or preparation!* ***Please assess the Inductee's knowledge/skills prior to planning for his/her IP***.

Step 1: Conduct a (*brief*) formal or informal interview with or (*written*?) survey of the *Inductee* to determine his/her (level of) knowledge, skills, previous/recent professional preparation/development and experience(s) – as related to the various aspects required by your organization's IP.
This would include:
- A determination of the completeness of the Inductee's own preparation with regard to:
  - ***Colorado's*** Teacher Performance Based Standards/Elements - **AND**
  - ***Colorado's*** Teacher **AND** Student *Content* Standards/Elements in the *Inductee's* Endorsement content area.
- A determination of the completeness of the Inductee's prior preparation as related to any other aspects of the organization's *IP* requirements and how best the IP can meet both organizational and Inductee needs.

Step 2: The Inductee should be provided with:
- …Written/oral information about the organization's IP requirements (*process, activities, etc.*) and
- …Any criteria that will be used to determine the Inductee's successful *completion* of the IP.

Step 3: Based on the interview/survey (*see Step 1, above*) an individualized IP should be developed with/for the Inductee - in cooperation with the Inductee's mentor teacher/administrator - based on the *identified needs* of the Inductee and the *measurable objectives* of the entity's approved IP.

PROGRAM IDEAS FOR THE *INDIVIDUALIZED* CONTENT OF THE IP

(Matching levels of Inductee preparedness/experience to organizational needs - as based on Colorado Statute/SBE-adopted Rules)

Of initial interest to the Inductee*:*

- ✓ Orientation to the organization/district/school/community - including, but not limited to:
  - Relevant offices and personnel;
  - Available *organizational* resources, assistance and support;
  - A personal contact and/or a mentor and/or a regularly-scheduled ongoing opportunity to e.g. exchange concerns, ideas, solutions, and to ask questions;
  - Applicable/available teacher- and student-oriented *community* services/resources;
  - The organization's calendar; and
  - A general who-what-where-why-when-how-and-how much…
- ✓ An introduction to the social, cultural and economic and other characteristics and the "climate" of the community served by the school – to develop/increase effective communication with parents and key stakeholders.
- ✓ Specific organization/district/school tips and tricks for starting and ending the school year.

Note: *A handbook/manual/website that includes the above might be a handy way to provide the Inductee with a written reference guide and for further discussions about organizational, district and/or school policies and operations.*

Of policy interest to the Inductee*:*

- ✓ Identification of *relevant statutes, rules*, and district, school, personnel, operational, budgetary, purchasing, etc. *policies* – e.g. including, but not limited to those about sexual harassment, child abuse, ethics, safety/security, etc.
- ✓ Identification of the specifics of the *curriculum* to be taught to students.
- ✓ The district's expectations, measurable objectives and assessment processes/criteria *for its students* - including acceptable/adopted organizational/district/classroom-based formal/informal assessment tools and district/school "benchmarks", if applicable.
- ✓ Identification of the organization's expectations and measurable objectives; feedback mechanisms; observation/ evaluation and/or appraisal processes, timelines and criteria - *for its educators*.
- ✓ Identification of the organization's *policies* and *processes* with regard to Exceptional Students (IEP's) – including, but not limited to those who are Gifted and/or Talented, At-Risk, Linguistically Diverse and/or *Twice*-Exceptional.

Of classroom interest to the Inductee*:*

- ✓ How to create an effective/engaging *classroom environment* that supports learning – as applicable/relevant to the characteristics and character of the *particular/diverse student population* being served.
- ✓ How to develop effective *classroom management/discipline strategies* that support learning – as applicable/relevant to the characteristics and character of the *particular/diverse student population* being served.
- ✓ How to develop/implement effective *instructional delivery strategies* - as applicable/relevant to the characteristics and character of the *particular/diverse student population* being served, and
  - Any *specific identifiable* requirements of the *particular/diverse student population* being served.
  - The analyses of student data from a variety of informal and formal sources/assessments.
  - How to design and/or adapt required curricula based on the needs of the student population being served.
  - The individualization of instruction to fit student learning styles and needs
  - Any applicable and relevant websites (and/or where to find them).
  - The incorporation of technology into the classroom (and/or who can assist).

Of *professional development* interest to the Inductee:

- ✓ A review of Colorado's Licensing *renewal*, professional development and added endorsement requirements/criteria.
- ✓ General/personal opportunities for professional growth/career advancement within the organization/school/district
- ✓ *Is the school a Professional Development Site?* If so, the Inductee should be informed about this and any associated requirements and applicability to professional development/license renewal, etc. (*See first bullet, this section*)
- ✓ The development of a *personalized* professional growth plan for the Inductee.
- ✓ Where, from whom and how to get feedback to improve the Inductee's teaching, *if desired/necessary*.

Of *personal* interest to the Inductee:

- ✓ Ways of dealing with stress
- ✓ Identification of professional organizations and/or social or content-related collegial activities.

COLORADO INDUCTION PROGRAM (IP) REFERENCE GUIDE

More information about Induction Programs can be found in Statute (22-60.5-204)

I. The Colorado Educator Induction Rules

22-60.5-R-2.01 (8) **Approved induction program**: A program of continuing professional development for Initial licensees that meets the requirements of the State Board of Education, and that upon completion, leads to a recommendation for a Professional License by the school district or districts providing such induction program.

22-60.5-R-13.00 **Approved Induction Programs: Teachers, special service providers, and holders of authorizations**. Initial Licenses are valid only in school districts which provide approved induction programs unless the district or other educational entity has been granted a waiver of an induction program as provided in section 23.00 of these Rules. Colorado school districts, consortia of districts or accredited independent schools or other educational entities which employ licensed educators, may develop induction programs for initial teachers, special service providers, and holders of authorizations. Such programs shall meet the criteria of these Rules and be approved by the State Board of Education. Initial and continuing approval of such programs may be granted by the State Board of Education.

13.01 **Criteria for Approval and Review of Induction Programs**. The following shall serve as standards and criteria for the approval of induction programs for initial teacher and special service licensees. These standards have been developed in consideration of 22-60.5-204 and 213, C.R.S. The Department shall provide technical assistance to school districts in the development of induction programs and shall disseminate information concerning successful programs.

13.01 (1) Effective induction programs shall include district plans, policies, and opportunities for teachers which:

13.01 (1) (a) Enhance performance of educators according to the Standards prescribed in section 5.00 of these Rules by providing, through mentors and other professionals: demonstrations of improved instructional practices; improvement of educational experiences for all students; and adapting curriculum and instruction to accommodate populations of diverse students.

13.01 (1) (b) Encourage professionalism and educator development according to performance standards by: building a foundation for the continued study of teaching; encouraging collaborative relationships among administrators and teachers and partnerships between districts and universities; providing an orientation for new teachers to the culture of the school system, the district, the community, and the teaching profession; providing opportunities for professional growth and ongoing professional development and training, including ethics, for both new teachers and mentors.

13.01 (1) (c) District policies will: formalize the profiles of a successful educator at various career stages; provide training of site administrators in the educator induction process; establish standards for the selection, training, and release of mentors who work with new teachers and special service providers; establish an assessment model to review, evaluate and guide the induction program; establish a process for the selection and training of mentors and for the matching of mentors with Inductees; establish the primary role of the mentor as teacher, coach, advocate, support, guide and nurturer of new teachers; state whether mentors will be included in the evaluation of Inductees. If mentors are to be involved in the performance evaluations of Inductees, such policies shall state the specific roles and responsibilities of the mentor in evaluations.

13.01 (1) (d) Professional support for Inductees will include: information related to school and district policies and procedures; local district goals and local content standards; educator roles and responsibilities; information about the school community; substantive feedback to the Inductee about performance; provisions for the extension of the induction program if deemed necessary by the district.

13.01 (2) Effective induction programs should consider the following recommendations for implementation:

13.01 (2) (a) District plans and policies which may: encourage collaborative efforts between higher education institutions and school districts in induction programs; provide release time for both mentors and Inductees; provide some form of compensation for mentors.

13.01 (2) (b) Districts may make commitments to: placing new educators in settings where they are likely to succeed; providing Inductees with supervisors and mentors skilled in helping new employees; providing sufficient planning time for Inductees; clarifying expectations for Inductees and mentors; guiding the Inductee in the development of an induction portfolio. The purpose of such portfolio is to encourage self-reflection and self-evaluation of educational practice by the Inductee, and to document improved performance related to the standards for professional educators as specified in sections 5.00 or 6.00 of these Rules, as appropriate.

13.01 (2) (c) District guidelines for selecting mentors may include: the mentor agrees to serve as a mentor; the mentor is an experienced professional who models the standards as reflected in section 5.00 of these Rules with demonstrated excellence in practice; the mentor works well with adults, is sensitive to the viewpoints of others; the mentor is an active and open learner; the mentor is competent in interpersonal and public relations skills.

13.01 (2) (d) District guidelines for the assignment of mentors may include: the mentor should be closely matched to the Inductee in terms of assignment; the mentor should be located, when possible, in close proximity to the Inductee; the mentor and the Inductee should have styles that are not in conflict.

13.01 (2) (e) Effective induction programs may be based upon the following principles: Induction programs should promote purposeful learning by Inductees rather than learning through trial and error; induction programs should encourage the retaining of capable, talented professionals; induction programs should enhance the working conditions and job satisfaction of professionals; mentoring should be an opportunity for modeling professionalism; induction programs should provide a safe, risk-taking environment and a collegial atmosphere for teaching and learning; induction programs should promote systemic change and school renewal.

II. The Colorado State Board of Education-Adopted Induction *Rules*

SBE Rule 13.02 states that: The Department (CDE) may conduct visits to induction sites and survey participants regarding the effectiveness of the program. The evaluation information shall be submitted to the Department of Education for use in recommending renewal of the induction program.

Effective IPs shall include district plans, policies, and opportunities for teachers which:

- **Enhance the performance of educators according to the Standards prescribed in section 5.00 of these Rules by providing, through mentors and other professionals:**
  - demonstrations of improved instructional practices;
  - improvement of educational experiences for all students; and
  - adaptation of curriculum and instruction to accommodate populations of diverse students.

- **Encourage professionalism & educator development according to performance standards by:**
  - building a foundation for the continued study of teaching;
  - encouraging collaborative relationships among administrators and teachers and –
  - partnerships between districts and universities;
  - providing an orientation for new teachers to the culture of the school system, the district,
  - the community, and the teaching profession;
  - providing opportunities for professional growth; and
  - ongoing professional development and training - including ethics, for new teachers & mentors

District policies will:
- formalize profiles of a successful educator at various career stages;
- provide training of site administrators in the educator induction process;
- establish standards for the selection, training, and release of mentors who work with new teachers and special service providers;
- establish an assessment model to review, evaluate and guide the induction program;
- establish a process for the selection and training of mentors and for the matching of mentors with Inductees;
- establish the primary role of the mentor as teacher, coach, advocate, support, guide and nurturer of new teachers;
- state whether mentors will be included in the evaluation of Inductees. (If mentors are to be involved in the performance evaluations of Inductees, such policies shall state the specific roles and responsibilities of the mentor in evaluations.)

Professional support for Inductees will include:

- information related to school and district policies and procedures;
- local district goals and local content standards;
- educator roles and responsibilities;
- information about the school community;
- substantive feedback to the Inductee about performance;
- provisions for the extension of the induction program if deemed necessary by the district.

Effective induction programs should consider the following recommendations for implementation:

- **District plans and policies which may:**
  - encourage collaborative efforts between higher education institutions and school districts in induction programs;
  - provide release time for both mentors and Inductees;
  - provide some form of compensation for mentors.

- **Districts may make commitments to**:
  - placing new educators in settings where they are likely to succeed;
  - providing Inductees with supervisors and mentors skilled in helping new employees;
  - providing sufficient planning time for Inductees;
  - clarifying expectations for Inductees and mentors;
  - guiding the Inductee in the development of an induction portfolio.
  - The purpose of such portfolio is to encourage self-reflection and self-evaluation of educational practice by the Inductee, and
  - to document improved performance related to the standards for professional educators as specified in sections 5.00 or 6.00 of these Rules, as appropriate.

- **District guidelines for selecting mentors may include:**
  - the mentor agrees to serve as a mentor;
  - the mentor is an experienced professional who models the standards as reflected in section 5.00 of these Rules with demonstrated excellence in practice;
  - the mentor works well with adults, is sensitive to the viewpoints of others;
  - the mentor is an active and open learner;
  - the mentor is competent in interpersonal and public relations skills.

- **District guidelines for the assignment of mentors may include:**
  - the mentor should be closely matched to the Inductee in terms of assignment;
  - the mentor should be located, when possible, in close proximity to the Inductee;
  - the mentor and the Inductee should have styles that are not in conflict.

III. Performance-Based Standards for Colorado Teachers

Note: *The following Standards and Rules may be a good basis on which to structure a survey of new-to-district staff to determine the depth of their knowledge in the indicated areas…In addition, the information may serve as the basis for parts of the IP, especially in areas where the new staff indicates they have not encountered/mastered the information prior to employment.*

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

Standard One: Knowledge of Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

1.1 Plan and organize reading instruction based on ongoing assessment.

1.2 Develop phonological and linguistic skills related to reading including:
- Phonemic awareness
- Concepts about print
- Systematic, explicit phonics.
- Other word identification strategies.
- Spelling instruction.

1.3 Develop reading comprehension and promotion of independent reading including:
- Comprehension strategies for a variety of genre
- Literary response and analysis.
- Content area literacy.
- Student independent reading.

1.4 Support reading through oral and written language development including:
- Development of oral English proficiency in students.
- Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
- The relationships among reading, writing, and oral language.
- Vocabulary development.
- The structure of standard English.

1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

2.1 Develop in students an understanding and use of:
- Number systems and number sense
- Geometry
- Measurement
- Statistics and probability
- Functions and use of variables

2.2 Utilize Colorado Model Content Standards in Mathematics for improvement of instruction.

Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:

3.1 Design short and long range standards-based instructional plans.

3.2 Develop valid and reliable assessment tools for the classroom.

3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.

3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.

3.5 Use assessment data as a basis for standards-based instruction.

3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.

3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.

3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education.

Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

The teacher has demonstrated the ability to:

4.1 Utilize content knowledge to ensure student learning.

4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.

4.3 Apply expert content knowledge to enrich and extend student learning.

4.4 Integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

5.2 Apply sound disciplinary practices in the classroom.

5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.

5.4 Raise the academic performance level of a group of students, over time, to a higher level.

5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.

5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.

5.7 Accurately document and report ongoing student achievement.

5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.

5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.

6.5 Develop and apply individualized education plans.

6.6 Collect data on individual student achievement and be accountable for each child's learning.

6.7 Use specific knowledge of st**udent medical conditions and medications and their possible effects on student learning and behavior.**

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

7.1 Apply technology to the delivery of standards-based instruction.

7.2 Use technology to increase student achievement.

7.3 Utilize technology to manage and communicate information.

7.4 Apply technology to data-driven assessments of learning.

7.5 Instruct students in basic technology skills.

Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated the ability to:

8.1 Model and articulate the democratic ideal to students, including:
- The school's role in developing productive citizens.
- The school's role in teaching and perpetuating the principles of a democratic republic.

8.2 Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family, and community well being.

8.3 Understand and respond to influences on educational practice including:
- Federal and state constitutional provisions.
- Federal executive, legislative and legal influences.
- State roles of the governor, legislature and State Board of Education.
- Local school districts, boards of education and boards of cooperative educational services.
- Non-traditional/non-public schools, including: charter schools, religious schools, home schooling.
- Public sector input from business, advocacy groups, and the public.

8.4 Promote teaching as a worthy career & describe various career paths in education, including local, state, national, international options, higher education, public/private education.

8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.

Induction Program Questions or Concerns:

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