Teacher Induction Program Rubric

Developed from 1 CCR 301-37 Section 8.00-8.01, Colorado State Board of Education Rule

Teacher Section 1: Program Design

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
1.1 Train site administrators in the Colorado Academic Standards and in the Teacher, Special Services Provider and Principal Quality Standards and the educator induction process 8.01(2)(a)	Induction program leaders have not been trained in the Colorado Academic standards and/or the Teacher, SSP or Principal Quality Standards.	Induction program leaders are exposed to the Colorado Academic standards and the Teacher, SSP and Principal Quality Standards. Training may lack depth.	Induction program leaders are trained in and can apply the Colorado Academic standards and the Teacher, SSP and Principal Quality Standards.	Induction program leaders and principals are trained in and can apply the Colorado Academic standards and the Teacher, SSP and Principal Quality Standards, including annual updates.
1.2 Have clear guidelines for when an induction program is complete and when the program should be extended 8.01(3)(h)	Induction program has vague or unwritten guidelines for program completion or for the process for extending induction of an educator who needs more time to develop skills.	Induction program has some guidelines for program completion as well as a basic process for extending induction of an educator who needs more time to develop skills.	Induction program has clear, written guidelines for program completion as well as a defined process for extending induction of an educator who needs more time to develop skills.	Induction program has clear, written guidelines for program completion and a defined process for extending induction if an educator needs more time to develop skills. These processes are shared with mentors and inductees and applied consistently.

Standard	Not Meeting	Developing	Meeting	Exceeding
1.3 Encourage collaborative relationships among administrators and teachers and partnerships between districts and universities 8.01(1)(b)(ii)	School leaders do not fully support the induction program or do not participate.	School leaders support the induction program and participate as needed.	School leaders fully support the induction program and participate. There is some communication between the induction program and other districts or universities around induction.	School leaders fully support the induction program and participate deeply. Induction program leaders participate in partnerships with other districts, CDE and/or universities to learn about and create successful induction programming.
Induction programs SHOULD				
1.4 Develop plans and policies to encourage collaboration between Local Education Provider (LEP), induction programs, professional organizations and Institutes of Higher Education (IHE) 8.01(4)(a)(i)	There are no plans or policies in place that encourage collaboration between the induction program and a professional organization or IHE.	Plans are in place that encourage collaboration between the induction program and a professional organization or IHE, but there has not been follow-through to develop the partnership.	Plans and policies are in place that establish collaboration between the induction program and a professional organization or IHE.	There is an active collaboration between the induction program and a professional organization or IHE.
1.5 Provide release time for mentors and inductees 8.01(4)(a)(ii)	Mentors and/or inductees are not provided with release time to focus on mentoring activities.	Mentors and inductees are provided limited release time to focus on mentoring activities (less than one day per semester).	Both mentors and inductees are provided regular release time to focus on mentoring activities.	Both mentors and inductees are provided regular release time to focus on mentoring activities, including sub coverage and observing in each other's classrooms.

Standard	Not Meeting	Developing	Meeting	Exceeding
1.6 Provide some form of compensation for mentors 8.01(4)(a)(iii)	Mentors are not compensated for their work.	Mentors are sometimes compensated for their work, either in the form of monetary compensation or time.	Mentors are compensated for their work, either in the form of monetary compensation or time.	Mentors are compensated for their work, either in the form of monetary compensation or time. The compensation is fair and commensurate with the work required.
1.7 Provide inductees with supervisors and mentors who are skilled in working with new employees 8.01(4)(b)(i)	Supervisors and mentors are not necessarily selected for their skill in working with new employees.	Supervisors and mentors are sometimes selected for their skill in working with new employees, but this is inconsistent.	Supervisors and mentors are selected for their skill in working with new employees. On average, they demonstrate strong skills in this area.	Supervisors and mentors are selected for their skill in working with new employees. On average, they demonstrate excellent skills in this area.
1.8 Provide pathways that address potential challenges within the mentor-inductee relationship (i.e. reassignment, conflict management, grievance process 8.01(4)(b)(ii)	Mentors and inductees are not able to be reassigned or have conflict management.	Mentors and inductees are able to be reassigned, file a grievance, or access conflict management if there are challenges but there is not a defined, written process.	There is a clear, written policy in place for overcoming challenges in the mentor-inductee relationship that includes reassignment, conflict management and/or grievance.	There is a clear pathway in place for overcoming challenges in the mentor-inductee relationship that includes reassignment, conflict management and/or grievance. Mentors and inductees understand the pathways and use them when needed.

Standard	Not Meeting	Developing	Meeting	Exceeding
1.9 Define clear roles and expectations for how school leaders and mentors work in partnership to support beginning teacher instructional practice 8.01(4)(b)(iii)	School leaders and/or mentors cannot consistently explain how their roles are unique and/or how they work in partnership to support beginning teachers.	School leaders can explain their role in mentorship, but mentors may not always be able to explain the partnership.	School leaders and mentors can explain how their roles are unique and how they work in partnership to support beginning teachers.	School leaders and mentors can explain how their roles are unique and how they work in partnership to support beginning teachers. The majority of leader-mentor partnerships are very successful.
1.10 Clarify expectations for inductees and mentor 8.01(4)(b)(iv)	Inductees and mentors do not have a clear understanding of the expectations of the induction program.	Inductees and mentors have a basic understanding of the expectations of the induction program.	Inductees and mentors have a clear understanding of the expectations of the induction program and each of their roles.	Inductees and mentors have a very clear understanding of the expectations of the induction program. They are able to consistently fulfill expectations and create strong partnerships.
1.11 Utilize a needs assessment to identify specific and appropriate programming for inductees 8.01(5)(a)	The program does not conduct a needs assessment and/or does not adjust programming to meet the needs of inductees.	The program utilizes an informal needs assessment and modifies some programming to meet the needs of each year's class of inductees.	The program utilizes an annual needs assessment and then provides choice programming to meet the needs of each year's class of inductees.	The program utilizes an annual needs assessment and then adjusts induction programming significantly to meet the needs of each year's class of inductees, including choice programming.

Teacher Section 2: Professional Learning

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
2.1 Provide demonstrations of high-quality instructional practices 8.01(1)(a)(i)	Induction programming does not include demonstrations of high-quality instructional practices.	Induction programming includes limited demonstrations of high-quality instructional practices.	Induction programming includes multiple demonstrations of high-quality instructional practices.	Induction programming includes multiple demonstrations of high-quality instructional practices, including utilizing strong instructional techniques in the delivery of induction content.

Standard	Not Meeting	Developing	Meeting	Exceeding
2.2 Provide professional development opportunities or mentoring support that includes these topics: • improving the educational experiences of all students • information relating to the Colorado Academic Standards and Teacher Quality Standards • detailed information regarding the Local Education Provider's (LEP) educator effectiveness evaluation model • information related to LEP's policies and procedures, including how policies, procedures and practices get updated • support planning with LEP goals and content standards • definitions of educator roles and responsibilities, including moral and ethical conduct • information about the school community • ways to adapt curriculum and instruction to accommodate diverse student populations 8.01(1)(a)(ii-iii), 8.01(3)(a-f), 8.01(1)(b)(iii, iv-v)	Induction programming is missing 3 or more of the topics required in 2.2.	Induction programming includes information on most of the topics in 2.2. Programming on these topics may lack depth in some areas or be missing 1-2 topics.	Induction programming includes information on all required 2.2 topics.	Induction programming includes information on all required 2.2 topics that is distributed in time across the induction program and includes participant reflections.

Standard	Not Meeting	Developing	Meeting	Exceeding
2.3 Build a foundation for the continued study of teaching 8.01(1)(b)(i)	The induction program does not address continued study of teaching.	The induction program encourages inductees to continue studying teaching but does not provide specific techniques.	The induction program introduces inductees to a variety of techniques for continuing to study teaching (i.e. professional organizations, professional literature, social media, etc.).	The induction program introduces inductees to a variety of techniques for continuing to study teaching and has the inductee try out at least one of those techniques during induction (i.e. joining a professional organization, reading professional literature, utilizing social media for professional learning, etc.).
2.4 Provide an orientation for new teachers to the culture of the LEP, the community and the teaching profession 8.01(1)(b)(iii)	The induction program does not provide a basic orientation to the culture of the LEP, the community of the school and/or the teaching profession.	The induction program provides a basic orientation to the culture of the LEP, the community of the school and/or the teaching profession.	The induction program provides a strong orientation to the culture of the LEP, the community of the school and the teaching profession.	The induction program provides a strong orientation to the culture of the LEP, the community of the school and the teaching profession that is embedded throughout the school year.
2.5 Provide substantive feedback to the inductee about performance 8.01(3)(g)	Inductees do not receive consistent feedback about their performance or this varies by school site.	Inductees receive basic feedback about their performance	Inductees receive substantive job-embedded feedback about their performance	Inductees receive substantive job-embedded feedback about their performance throughout the school year

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Induction programs SHOULD				
2.6 Ensure beginning teachers participate in some form of learning community to foster problem solving and collaborative inquiry (i.e. PLC, departmental team, book study, etc.) 8.01(5)(g)	Beginning teachers do not consistently participate in communities for professional learning, problem-solving and collaborative inquiry.	Beginning teachers participate in communities for professional learning, problem-solving and/or collaborative inquiry. These structures vary some by school or may meet inconsistently.	Beginning teachers participate in communities for professional learning, problem-solving and collaborative inquiry.	Beginning teachers participate in communities for professional learning, problem-solving and collaborative inquiry. These communities have dedicated time to meet at least once a month.
2.7 Promote a sequential learning plan for inductees based on current level of knowledge and skills 8.01(5)(b)	The induction program does not follow a sequential learning plan.	The induction program follows a sequential learning plan. This plan is not necessarily differentiated for the inductee's skill level.	Each inductee has a sequential learning plan that provides at least some choice to differentiate for their current level of knowledge and skill.	Each inductee designs a sequential learning plan that is personalized for their individual level of knowledge and skill.

Teacher Section 3: High-Quality Mentors

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
3.1 Establish standards for the selection and training of mentors who work with new teachers 8.01(2)(b)	There are not guidelines in place for the selection of mentors and/or mentors do not receive formal training.	There are guidelines in place for the selection of mentors and a basic training plan for mentors.	There are clear, written guidelines in place for the selection of mentors and for their training.	There are clear, written guidelines in place for the selection of mentors and clear, written standards for what skills mentors need to develop to work with new teachers. These guidelines are developed or reviewed in conjunction with multiple stakeholders, including inductees.
3.2 Establish a process for the matching of mentors with inductees 8.01(2)(d)	There is no clear process in place for matching mentors with inductees or the process is not followed consistently.	There is an unwritten process in place for how mentors are matched with inductees. The matching process may vary some by school.	There is a clear, written process in place that includes guidelines for how mentors are matched with inductees.	There is a clear process in place that includes guidelines for how mentors are matched with inductees. This process is developed or reviewed in conjunction with multiple stakeholders, including inductees.
3.3 Establish the primary role of the mentor as coach, advocate, supporter and guide of new educators 8.01(2)(e)	Training for mentors does not include guidance around how to coach, advocate for, support and/or guide new educators.	Training for mentors includes some guidance around how to coach, advocate for, support and guide new educators.	Training for mentors includes guidance around how to coach, advocate for, support and guide new educators.	Training for mentors includes guidance around how to coach, advocate for, support and guide new educators, including specific training in coaching adult learners.

Standard	Not Meeting	Developing	Meeting	Exceeding
3.4 State whether mentors will be included in the evaluation of inductees. If mentors are to be involved in such evaluations, policies must state the specific roles and responsibilities of the mentor in evaluations and provide training for mentors in those roles 8.01(2)(f)	There is no clear communication about whether mentors are included in evaluations.	Mentors are sometimes included in evaluations, but inductees are usually informed about their participation.	There is a clear, written policy in place that explains the mentor's role in evaluation, understood by both the mentor and inductee. If the mentor will be included in evaluation, they are trained for that role.	There is a clear, written policy in place that explains the mentor's role in evaluation. If the mentor will be included in evaluation, they are trained for that role. Mentors consistently educate inductees about what will and will not be included in evaluation data.
Induction programs SHOULD				
3.5 Adopt guidelines for mentor selection that include: • Mentor is an experienced professional who consistently models the Teacher Quality Standards and has demonstrated excellence in practice as measured by the LEP's educator effectiveness system • The mentor is skilled in working with adult learners and is sensitive to the viewpoints of others 8.01(4)(c)(i-ii)	Mentor selection guidelines are unwritten or inconsistently applied.	Mentor selection guidelines prioritize experienced educators but may not necessarily include skill in working with adult learners.	Mentor selection guidelines prioritize mentors who are strong educators and who are skilled in working with adult learners.	Mentor selection guidelines prioritize mentors who are strong educators and who are skilled in working with adult learners. These guidelines are developed and/or reviewed with multiple stakeholders, including inductees.

Standard	Not Meeting	Developing	Meeting	Exceeding
3.6 Adopt guidelines for mentor assignment that include: • Mentor is closely matched to the inductee in terms of assignment • Mentor should be located, when possible, in proximity to the inductee 8.01(4)(d)(i-ii)	Mentor assignment guidelines do not exist.	Mentor assignment guidelines are unwritten or inconsistently applied. In larger programs, mentor assignment guidelines vary by building.	Mentor assignment guidelines prioritize similar assignments and mentor proximity.	Mentor assignment guidelines prioritize similar assignments and proximity. These guidelines are developed and reviewed with multiple stakeholders. Mentors are often in a similar assignment and in close physical proximity.
3.7 Ensure mentors are onboarded and trained in induction program components 8.01(5)(c)	Mentors do not always understand induction program components.	Mentors understand most induction program components.	Mentors fully understand all induction program components.	Mentors fully understand all induction program components and apply the expectations with fidelity.
3.8 Ensure, when possible, that mentors do not serve as evaluators 8.01(5)(d)	Mentors are always included in evaluation.	Mentors sometimes serve as evaluators or provide data for evaluations.	Mentors, when possible, do not serve as evaluators. Any evaluation data provided by a mentor is with the knowledge and consent of the inductee.	Mentors do not serve as evaluators or provide evaluation input.
3.9 Provide mentors with ongoing professional learning and support for their mentoring activities, including ethical obligations of working with new teachers 8.01(5)(e) and 8.01(1)(v)	Mentors do not have training in how to support their beginning teacher or that training does not include ethical considerations.	Mentors have training in how to support their beginning teacher, including ethical considerations, but this training may primarily happen at the beginning of the year.	Mentors have ongoing training throughout the school year in how to support their beginning teacher, including ethical considerations.	Mentors have ongoing training or coaching at least monthly in how to support their beginning teacher, including ethical considerations.

Standard	Not Meeting	Developing	Meeting	Exceeding
3.10 Provide communities of practice for mentors 8.01(5)(f)	Mentors do not meet with other mentors during the school year.	Mentors meet occasionally with other mentors to share best practices and troubleshoot.	Mentors meet regularly with other mentors to share best practices and troubleshoot.	Mentors meet regularly with other mentors to share best practices and troubleshoot. Communities are led by group members.

Teacher Section 4: Continuous Program Improvement

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
4.1 Establish an assessment model to review, evaluate and guide the induction program 8.01(2)(c)	There is no assessment model in place to review the induction program, evaluate successes and/or guide improvements.	There is an informal assessment model in place to review the induction program, evaluate successes and guide improvements.	There is an assessment model in place to review the induction program, evaluate successes and guide improvements.	There is an assessment model in place to review the induction program, evaluate successes and guide improvements. Multiple stakeholders participate in assessment, including inductees.
Induction programs SHOULD				
4.2 Engage in annual program review, including all stakeholders, in order to promote systemic change and continuous improvement 8.01(5)(h)	The induction program conducts program review every five years for CDE renewal only.	The induction program conducts program review every five years for CDE renewal and uses that review to guide program updates. The review includes some stakeholders, but primarily focuses on leadership.	The induction program conducts an annual program review and uses that review to guide program updates. The annual review includes all stakeholders, including inductees.	The induction program conducts program review annually but gathers and evaluates data throughout the year. Program leaders use that data to guide program updates. The annual review includes all stakeholders, including inductees.