

---

# INDUCTION PROCESS FOR TEACHERS IN ELIGIBLE FACILITIES

## Instructions

---

The induction process for teachers in Eligible Facilities is defined below. It enables teachers in non-public schools to follow the same process for obtaining a professional license as those employed in a public school setting.

An educator who holds an Initial license must successfully complete an induction process in order to apply for a Professional license.

There are a variety of options available within the different components of the process in order to facilitate an individualized approach that meets the needs of those involved. Mentors may be assigned from within the facility, from the local school district or from another facility. There are currently CDE sponsored conferences, which may fulfill some of the professional development requirements. In addition, facilities are encouraged to work cooperatively in providing in-service opportunities that are beyond the scope of an individual facility.

There is an underlying understanding that persons who need to complete the induction process may be at very different levels in their skills and experience. The process is intended to allow flexibility to meet a variety of individual needs, while still providing consistency in the requirements to successfully complete the induction process. The specifics are as follows:

### **Step 1: Assign a Mentor**

A mentor should be assigned as soon as possible. If possible, your mentor should hold a license with the same endorsement area as the one you are seeking. Remember, your license makes you qualified to work in that endorsement area anywhere in the state. The focus should be on the endorsement area, not necessarily the type of job you have or the type of agency you work for.

### **Step 2: Self-Evaluation**

Begin a self-evaluation process. Focus on your skills, needs and interests in the areas required by the Educator Licensure Act of 1991.

Note: The sections of the "Rules for the Administration of the Educator Licensing Act of 1991" that are referenced in this document can be found at the following web site:

[http://www.cde.state.co.us/cdeboard/download/bdregs\\_301-37.pdf](http://www.cde.state.co.us/cdeboard/download/bdregs_301-37.pdf)

### **I. Knowledge of Content and Learning:**

The knowledge, performances and professional dispositions listed in **5.01 (page 27)** of the "Rules for the Administration of the Educator Licensing Act of 1991" should be considered.

Suggestions for additional topics that might be considered include, but are not limited to:

- ability to utilize a variety of behavior management techniques
- thorough knowledge of affective education curricula
- thorough understanding of special education laws and regulations

### **II. Assessment:**

The knowledge, performances and professional dispositions listed in **5.02 (page 28)** of the "Rules for the Administration of the Educator Licensing Act of 1991" should be considered.

Suggestions for additional topics that might be considered include, but are not limited to:

- assessment of affective needs

### **III. Democratic Ideal:**

The knowledge, performances and professional dispositions listed in **5.03 (page 29)** of the "Rules for the Administration of the Educator Licensing Act of 1991" should be considered.

Suggestions for additional topics that might be considered include, but are not limited to:

- team teaching
- consultation with educators and other professionals

### **IV. Diversity:**

The knowledge, performances and professional dispositions listed in **5.04 (page 30)** of the "Rules for the Administration of the Educator Licensing Act of 1991" should be considered.

Suggestions for additional topics which might be considered include, but are not limited to:

- specific skills in individualization for students with differing disabilities

## **V. Communication:**

The knowledge, performances and professional dispositions listed in **5.05 (page 32)** of the "Rules for the Administration of the Educator Licensing Act of 1991" should be considered.

Suggestions for additional topics that might be considered include, but are not limited to:

- specific organizational and management skills that facilitate effective communication
- understanding of the unique communication systems reflected in group dynamics

### **Step 3: Develop the Growth Plan**

Meet with your mentor within 30 days of assignment and develop a written growth plan based on your strengths, needs and interests in the components listed above. The growth plan should address your professional development over a school year or calendar year. You may choose, or circumstances may dictate a longer time frame, but the induction process must be at least equivalent to one school year.

Each of the five components should be addressed, with the amount and type of growth opportunities varying depending on previous experience, content of university classes, skills and interests of the individual. It is recommended that you complete at least eight activities in total; however, this number is flexible, depending on the type and scope of the activities planned. Particularly for new graduates, many of the responsibilities inherent in your job will also be opportunities for growth.

Write the growth plan in observable/measurable terms. It should be clear to both you and your mentor whether or not you have successfully completed any particular goal or activity.

Opportunities for growth might include:

- In-service - in-service opportunities provided by either the agency or the local school district;
- College courses - college or university classes are not required, but may be used as part of the induction process if applicable;
- Conferences - state or content area conferences and workshops which are pertinent to your endorsement area or assignment
- Observation - observation of an experienced teacher and accompanying discussion regarding strategies and curriculum;
- Reading - books or articles pertinent to your endorsement area or assignment;
- Project - particularly for teachers with previous teaching experience, a project which benefits the school program might be considered, i.e. curriculum development;

- Other - unique growth opportunities may also be considered, provided they are directly relevant to the endorsement area being sought.

Facilities in close proximity are encouraged to pursue cooperative in-service and training opportunities.

The growth plan may be written in a number of different formats. One option is provided with this document, but feel free to use a structure that fits your needs. Also included is a "Planning Matrix - Summary Sheet". This can be used for either planning or summarizing professional development activities in a one-page chart format.

#### **Step 4: Implement and Review the Growth Plan**

You and your mentor should review your growth plan and make revisions periodically (a minimum of four times). Your supervisor and peers should also have input as appropriate.

Communication between you and your mentor might include: face to face meetings, phone contacts, electronic mail, video, written correspondence, etc.

#### **Step 5: Evaluation**

Your mentor will complete an evaluation of your induction process based on completion of the growth plan. Input from your supervisor is a part of this evaluation process.

#### **Step 6: Submit Documentation for Approval**

When the growth plan has been successfully completed, the following items should be submitted to your mentor:

- a copy of the written growth plan
- documentation of completion of the growth plan
- recommendations from your mentor and supervisor (who could be one and same person)

Documentation of completion of the growth plan might include: certificate of attendance, a brief written description of the experience and what was learned, etc.

Your mentor will review the information submitted and notify the applicant of approval or request needed clarification. When your mentor has approved the applicant's induction process, proceed to step 7.

### **Step 7: Submit Application for Professional License**

You may request an Application for a Professional License from the Educator Licensure Office at any point in the process. <http://www.cde.state.co.us//cdeprof/resources.htm>  
The application may also be requested by leaving a message on the Educator Licensure phone system at night or on the weekend (303 866-6628).

Submit the required items to the Educator Licensure Office, including:

- completed Application for Professional Licensure packet
  - please include your facility's name in the induction part of the application (pg. 2)
- fee