

Educator Induction Guidelines

For Teachers, Specialized Service Professionals,
Principals and Administrators



COLORADO
Department of Education

Introduction

If you're reading this, then you are a school district or BOCES interested in developing an induction program for teachers, special service professionals (SSP), or principals and administrators.

This document, together with the information and links provided on the [Educator Preparation](#) website, provides you with everything you need to know to get started with your program and the process to receive approval from the Colorado Department of Education.

Purpose of Induction Programs

Excellent teaching and leadership is vital to every student's success, and educator development plays a key part in the retention and effectiveness of Colorado educators. To have maximum impact on student learning, educators must develop and evolve along with their students. Induction programs help set the stage for continuous growth and support of educators at the beginning of their careers or as they transition to new organizations or new roles within an organization.

Our statewide Educator Quality Standards identify the components of effective educators. Just as the Colorado Academic Standards provide common expectations for student learning, the Educator Quality Standards outline the knowledge and skills required of the various educator groups who support our students.

The Teacher, Principal, and Specialized Service Professional Quality Standards outline the knowledge and skills required for each role. Induction programs should align to these identified components of high-quality leadership, support, and instruction.

The intent of each induction program should be to:

- Assist newly-licensed educators (teacher, SSP, principal, administrator), veteran educators new to the organization or incoming out-of-state educators in making a smooth transition into their new environment
- Increase the skills and abilities of new educators and ensure that those educators are knowledgeable about the state adopted [Teacher Quality Standards](#), [Principal Quality Standards](#) or the [Specialized Service Professional Quality Standards](#)
- Provide support to and retain effective Colorado educators

Who Can Be an Induction Provider

In accordance with the Educator Licensing and Preparation Rules and the revised statutes that govern approved induction programs (2260.5-R-13.00 & 14.00), school districts and BOCES may have their induction program(s) approved by the Colorado Department of Education for teachers, principals, administrators, and/or specialized service professionals. The signing of SB18-160 into law in April of 2018 now allows charter schools to have their induction program(s) approved by CDE as well. Districts may also partner with a BOCES or Institute of Higher Education to help develop or manage induction programs.

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Teacher and Specialized Service Professionals Induction Programs

Induction program requirements for teachers and specialized service professionals are defined in the Educator Licensing and Preparation Rules and the revised statutes (2260.5-R-13.00). However, to assist you in formulating your program, CDE has developed comprehensive rubric and best practices documents that capture the rules in an actionable format.

The documents focus on several main areas:

- Required program components, such as leadership involvement, process development, and so on
- Specific content to be included in the program, such as school and district policies, Quality Educator Standards, and so on
- The selection, development, and responsibilities of mentors integral to program success
- Consistent evaluation of the program's impact for educators and the district

To explore the elements and requirements of these programs, refer to:

- [Teacher and SSP Induction Program Best Practices](#)
- [Teacher and SSP Induction Program Rubric](#)

To review the original rule and statute language defining these programs, refer to:

- [Educator Licensing and Preparation Rules: 22-60.5- R-13.00](#)
- [Colorado Revised statutes: 22-60.5-204](#)

Principal and Administrator Induction Programs

Induction program requirements for principals and administrators are defined in the Educator Licensing and Preparation Rules and the revised statutes (2260.5-R-14.00). However, to assist you in formulating your program, CDE has developed comprehensive rubric and best practices documents that capture the rules in an actionable format. The programs must address inductee:

- Orientation
- Socialization and transition
- Technical skill development
- Continuous formative assessment

Mentors

The program must assign mentors to all initial license-holders. Mentors may be selected from a variety of sources including school district personnel or personnel from other districts. Mentors must:

- Have experience as a school principal or district administrator, as appropriate, and should be regarded as effective by their peers
- Match the experience of the inductee; and
- Have demonstrated:
 - Commitment to the standards for principals or administrators, as appropriate
 - Well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others

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- Effective oral and written communication
- Awareness of the political, social, and practical realities of the context of the inductee

Induction programs must include a staff development program for mentors, which includes, but is not limited to:

- Orientation to mentoring
- Development of the knowledge and skills contained in the standards for principals or administrators, as appropriate
- Cognitive coaching
- Writing professional growth and improvement plans

Plan Components and Inductee Evaluation

At the start of the induction period, the mentor and inductee shall jointly develop a professional growth plan in consultation with the inductee's supervisor. The plan is to be based on the inductee's pre-service portfolio, the assessments required for the Initial License, the Standards for Principals or Administrators, and other applicable data. Each inductee must maintain a portfolio of induction activities. The professional development plan may be modified and adjusted based on ongoing feedback from the mentor and supervisor and the inductee's personal analysis and reflection.

Induction programs shall include summative performance evaluations of inductees. The induction program shall specify the role of the mentor in evaluation: conduct of the evaluation, providing input to the evaluation, or no involvement. The evaluations shall be designed to document growth and performance in relation to the inductee's assignment.

The induction program shall define a process for determining when an inductee has successfully completed the program. In no case shall an induction program exceed three years.

To explore the elements and requirements of these programs, refer to:

- [Principal and Administrator Induction Program Best Practices](#)
- [Principal and Administrator Induction Program Rubric](#)

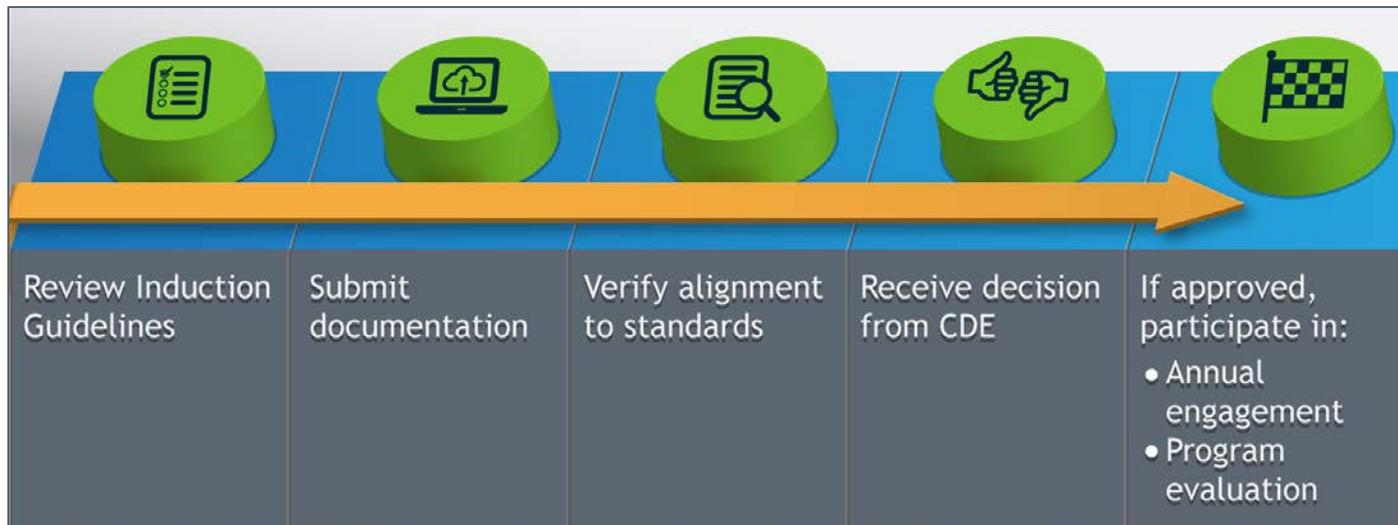
To review the original rule and statute language defining these programs, refer to:

- [Educator Licensing and Preparation Rules](#)

Obtaining Induction Program Approval

There are five broad steps that a district or BOCES must complete for CDE approval of an induction program. Each of these steps is described in more detail and supported with links and resources at the [Educator Preparation](#) website.

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CDE will work with induction program providers to ensure their program evaluation is submitted appropriately and in determining best practices for induction programs from around the state and country by sharing resources and exemplars of quality programs.

If you have any questions about your induction program or practices, please contact [CDE](#).

Ongoing Commitments

Once an induction plan is approved, there are a few on-going activities that districts with induction plans must complete:

- Maintain records of individual candidate's participation, progress, and completion
- Engage in the annual check-in process by providing to CDE:
 - Any program updates
 - Main contact updates
 - Information about general participation and educator completion
 - Identification of any areas of support needed
- Conduct a self-evaluation every five years (SBE Rule 13.02). CDE uses the evaluation information in recommending renewal of the induction program. CDE may visit induction sites and survey participants regarding the effectiveness of the program