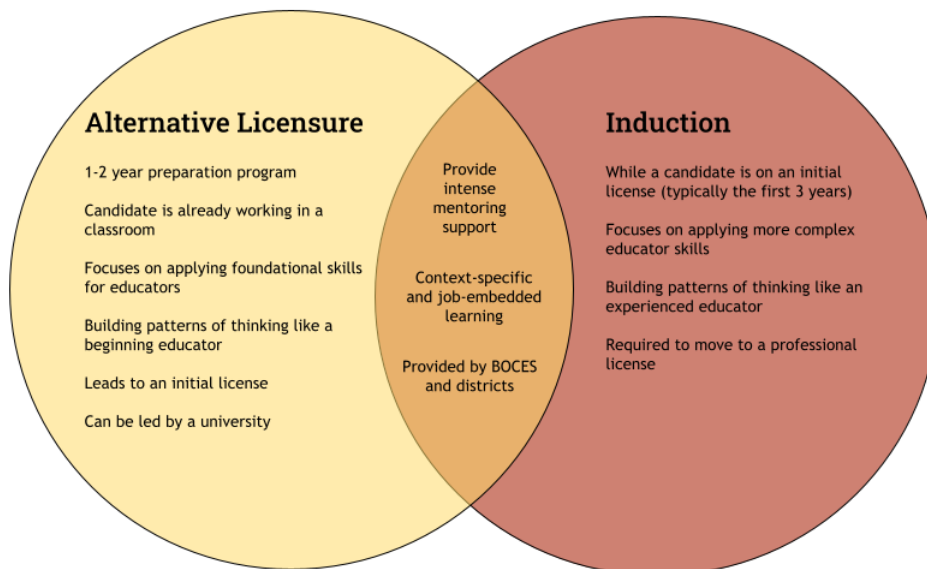




Induction and Alternative Licensure Guidance

General Guidance

Alternative licensure programs and induction programs use common methods, such as mentoring and skill development, to reach a shared goal: create, support and retain highly effective teachers. However, the two programs are distinct and serve different purposes. Alternative licensure programs, which align with [CDE teacher preparation standards](#), are for teachers who did not complete a traditional preparation program, meant to help new teachers learn foundational skills and content knowledge. Induction programs, in contrast, align with [CDE teacher induction program standards](#) and are for teachers who already have a foundation in education through alternative licensure or traditional preparation. Induction is meant to help those teachers apply the skills of an experienced educator and build a foundation for a lifetime of professional learning.



Because the two programs use similar methods, it can be easy to confuse them or tempting to implement both at the same time. **CDE encourages waiting until alternative licensure is complete to have candidates participate in a full induction program.** It can be overwhelming for a candidate to complete alternative licensure content and induction content at the same time. Support for alternative licensure teachers should be spread across time. Ideally, an alternative licensure candidate will have one to two years of intensive mentoring from their alternative licensure program to gain a foundation of professional practice and then transition into induction where they get another one to two years of mentoring support to learn more advanced skills.

Shared Goal:

Create, support and retain highly effective teachers.

Key Terms in this Document

- **Alternative licensure:** An educator preparation program that is completed while a new teacher is already in a classroom. Available for candidates with a bachelor's degree.
- **Designated agency:** A district, BOCES, school or university that provides alternative licensure programs.
- **Employer:** The district or school that employs a teacher in an alternative licensure program
- **Induction:** A program of support provided for early career teachers that provides additional training and mentoring. Completion leads to a professional teaching license.

Reach out to the [Educator Development team](#) to discuss questions around how to support new teachers through induction and alternative licensure.



There are some elements of onboarding a new employee that make sense to start earlier such as new employee orientation or technology training. Program leaders could limit induction activities for alternative license holders to those orientation items, saving more intensive support and training for after alternative licensure is complete when candidates have more time and are ready for that level of training and support. As much as possible, induction providers and designated agencies should align support and content in a way that builds candidate skills and has a positive impact of the effectiveness and retention of their new teachers. The tables below provide example timelines for how induction and alternative licensure could align support.

Example Timelines with Shared Support

Example: One-Year Alternative Licensure Program and a Two-Year Induction Program

	Year 1	Year 2	Year 3
License Type	Alternative License	Initial Teaching License	
Alternative Licensure	Full program including mentoring and skills training		
Induction	New teacher orientation only plus building-level support	Full program including mentoring and professional development	

Example: Two-Year Alternative Licensure Program and a One-Year Induction Program

	Year 1	Year 2	Year 3
License Type	Alternative License		Initial Teaching License
Alternative Licensure	Full program including mentoring and skills development. Support tapers off in year 2.		
Induction	New teacher orientation and technology training with instructional coach check-ins	Participates in some early induction content including PD and/or an assigned mentor	Officially in induction. Completes remaining induction content

Example: One-Year Alternative Licensure Program and a One-Year Induction Program*

	Year 1	Year 2
License Type	Alternative License	Initial Teaching License
Alternative Licensure	Full alternative licensure program including mentoring and skill development	
Induction	New teacher orientation only with a mentor available by request	Full induction program including mentoring and professional development

**Note that research indicates improved performance and retention if alternatively licensed teachers receive at least three years of intensive mentoring support.*



Cooperation Between Employers and Designated Agencies

CDE encourages collaboration and vertical alignment between employers, induction providers and designated agencies. Contact information for approved designated agencies in Colorado can be found in this searchable database: [Designated Agencies in Colorado](#)

Employers and designated agencies should work to coordinate services and clarify roles in cooperation to successfully serve new teachers. The following questions may help to guide conversations between employers, induction leaders and designated agencies:

- What content is included in the designated agency’s alternative licensure curriculum?
- What training do new teachers receive before the first day of school from the designated agency and what do they receive from the employer?
- What type of mentoring support can be expected from the designated agency and when? How often do mentors observe and/or coach their new teacher?
- How will new teachers be supported at the school level?
- What support will new teachers need from their employer to successfully complete the alternative licensure program? How can the employer help to provide dedicated time to focus on completion of the alternative licensure program?

Division of Responsibilities

During the alternative licensure program, there is a division of responsibilities between the new teacher’s employer (a district or school) and the designated agency for alternative licensure.

New Teacher Needs	Responsible Agency
Classroom and curriculum	Employer
Salary and benefits	Employer
Performance feedback	Shared Employer: provides observations and feedback to the new teacher just like any other licensed teacher in the organization Designated agency: provides formative and summative feedback on the performance of the new teacher
Performance evaluation	Shared Employer: provides a formal performance evaluation and rating like any other licensed teacher in the organization Designated agency: determines successful completion of the alternative licensure program
Skill development	Shared Employer: teacher participates in professional development at their school-site just like any other teacher in the organization; may include some key elements of induction programming (limited in scope) Designated agency: provides preparation in the foundational practices to be a teacher as outlined in State Board of Education rules in both content and pedagogy knowledge
Mentoring	Shared Employer: provides building-level support from an administrator, instructional coach, department chair or other role Designated agency: provides mentors who participate in substantial observations and coaching with the new teacher