COLORADO
Department of Education

Designing Effective Induction Programs

A best practices handbook

This handbook is designed for Colorado schools, districts, and BOCES interested in developing an induction program or renewing an induction program for teachers, special service providers (SSPs) or principals and administrators. This document provides everything education leaders need to know to design a high-quality induction program and obtain approval from the Colorado Department of Education.

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Table of Contents

Introduction 4
The Purpose of Induction 4
Who Can Be an Induction Provider? 4
Who Can Participate in Induction? 5
Navigating This Handbook 5
Program Design 6
Program Structures 6
Program Leadership 6
Stakeholder Relationships 7
Professional Learning 8
General Structures 8
Topics for Teachers 8
Topics for SSPs 9
Topics for Principals/Administrators 9
High-Quality Mentoring 10
Mentor Selection and Placement 10
Mentor Training and Support 11
Mentors and Evaluation 11
Continuous Program Improvement 11
Assessment Model 11
Program Review 12
Authorization and Reauthorization Process 12
Initial Applications 13
Renewals 13
Using the Rubric 14
Review Process 14
Ongoing Requirements for Approved Programs 15
Frequently Asked Questions 15
Conclusion 16
Appendix A: Teacher Induction Rubric 18

Teacher Section 1: Program Design 18
Teacher Section 2: Professional Learning 22
Teacher Section 3: High-Quality Mentors 25
Teacher Section 4: Continuous Program Improvement 29

Appendix B: Special Service Provider Induction Rubric 30
SSP Section 1: Program Design 31
SSP Section 2: Professional Learning 33
SSP Section 3: High-Quality Mentors 37
SSP Section 4: Continuous Program Improvement 40

Appendix C: Principal/Administrator Induction Rubric 42
Principal/Admin Section 1: Program Design 42
Principal/Admin Section 2: Professional Learning 43
Principal/Admin Section 3: High-Quality Mentors 46
Principal/Admin Section 4: Continuous Program Improvement 49

Appendix D: Links and Resources 51
Books 51
Courses and Curriculum 51
Articles 52
Professional Organizations 52

Introduction

Strong induction programs are crucial to the success of educators and students. Research shows that a comprehensive induction program "cuts new teacher turnover rates in half … [and that] comprehensive induction is a sound investment to address teacher recruitment and retention" (NEA Strong Public Schools 2020, p. 43). Researchers Richard Ingersoll and Michael Strong also state that "support and assistance for beginning teachers [has] a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices and student achievement." (The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research, *Review of Educational Research*, 2011, p. 201).

This handbook includes information that will help school, district and BOCES leaders design, maintain and sustain strong induction programs for teachers, special service providers (SSPs) and principal/administrators. It is divided into four sections of best practices for induction that parallel the induction rubrics found in the appendix of this document: program design, professional learning, high-quality mentors and continuous program improvement. It also outlines the application process for initial program approval/authorization and renewal/reauthorization through the Colorado Department of Education.

If, at any point in the planning process, questions arise or a thought partner may be of assistance, CDE's Educator Development team may be reached at educator_development@cde.state.co.us.

The Purpose of Induction

Excellent teaching and leadership are vital to every student's success, and induction plays a key part in the retention and effectiveness of Colorado educators. To have maximum impact on student learning, educators and leaders must develop and grow 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.

Comprehensive Induction

- Reduces teacher turnover
- Improves student achievement
- Encourages teachers to pursue ongoing professional learning

The goal 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 Special Service Provider Quality Standards
- Provide support to and retain effective educators across Colorado

Who Can Be an Induction Provider?

In accordance with Colorado Revised Statute (22-60.5-204, -213, -304 and -309) and the specific Rules for the Administration of the Educator Licensing Act of 1991 that govern approved induction programs (1 CCR 301-37-

8.00 and -9.00), only Colorado schools, school districts, BOCES and charter and non-public schools may be approved by the Colorado Department of Education to provide induction programs for teachers, principals, administrators and/or special service providers (SSPs). Districts may also partner with a BOCES or Colorado institution of higher education to develop or manage induction programs.

All school districts must have a plan in place to provide induction for each induction audience: teacher, SSP, principal and administrator. Districts may choose to provide induction for all three audiences internally or designate an alternate agency such as a BOCES or neighboring district to provide induction services for one or more audiences. For example, a district may choose to provide induction internally for teachers and SSPs but works with a BOCES for principal and/or administrator induction.

Who Can Participate in Induction?

Induction programming is meant to support new teachers, SSPs, principals and administrators in their first years in a new role. New teachers, SSPs, principals and administrators with an initial license should participate in induction. During the induction year(s), these practitioners receive feedback on their practice and demonstrate growth in job-aligned skills. Thus, only a teacher, SSP, principal or administrator who is in the role to which they are being inducted can participate in induction. For example, only someone serving as an assistant principal or principal should participate in principal induction. Only someone serving as a district-level administrator, such as a superintendent or director of special education, should participate in administrator induction. Similarly, only someone in a classroom teaching role should participate in teacher induction and only someone in their aligned SSP role should participate in SSP induction. For questions around alternative licensed teachers participating in induction, please see the FAQ section of this handbook.

Navigating This Handbook

Induction program requirements for teachers, special service providers, principals and administrators are defined in Colorado Revised Statutes (22-60.5-204, -213, -304 and -309) and their associated rules (1 CCR 301-37-8.00 and -9.00). However, to assist educational leaders in designing induction programs, CDE developed this handbook with comprehensive rubrics and best practices to capture the rules in actionable formats.

The handbook is divided into five sections. The first four sections mirror the structure of the rubric for induction programs: program design, professional learning, high-quality mentoring and continuous program improvement. These sections are filled with best practices and guidelines for developing induction programs. The final section of the handbook provides details on the authorization and reauthorization process of induction programs in the state of Colorado, while the appendix contains rubrics for teacher, SSP and principal/administrator induction programs and links to helpful resources that focus on research-supported induction practices.

Though filled with best practices for induction, not all practices highlighted in this handbook will apply in all situations. Induction program providers have discretion in determining how practices might be adapted for their school/district/BOCES context. Programs can be approved to provide induction services as long as their practices align with the overarching induction standards outlined in the rubrics.

Program Design

The first section of the induction rubrics for teacher, SSP and principal/administrator focuses on program design. Program design pertains to how an induction program is structured, organized and run. Though requirements vary slightly for the three different audiences (teacher, SSP and principal/administrator), three key themes should be present in any induction program: clear program structure, well-prepared program leadership and involved stakeholders.

Program Structure

Induction programs should include clear policies and defined roles. Most often, this is accomplished through the creation of an internal induction handbook. Induction program leaders should establish clear roles for the program leader, school or district leader, mentors and inductees, and describe how those different roles interact with each other. For example, if a mentor is struggling or does not have sufficient time to mentor, how do they notify the principal and/or program leader? Who should intervene and what form might that intervention take?

An induction handbook also should include clear guidelines for what constitutes program completion and when a program should be extended. For example, if a new educator is struggling and would benefit from an additional year of induction support, how would a mentor or inductee request that support or how would a school, district or BOCES leader communicate that requirement to a new educator? Induction handbooks also should outline policies for any challenges that may come up between a mentor and an inductee. How should an inductee communicate problems to a program leader? What conflict management or reassignment options are available to an inductee or mentor? Clearly outlining these policies and procedures will set up mentors, inductees and leaders for success.

The induction program also should have structures in place for providing release time and compensation for mentors and inductees. Release time refers to time away from the classroom to focus on induction activities, which could be provided during planning time, after school or through substitute coverage for classes. Regardless of how release time for induction is provided, it is important to establish guidelines to ensure that all stakeholders know what parameters are in place to support their time for mentoring and induction. While many programs provide monetary compensation to mentors and/or inductees, compensation can take many forms including recognition and time off. It is important to consider how to value the work of inductees and mentors through a comprehensive compensation plan in addition to release time.

The induction program should use a needs assessment to identify specific programming for inductees. A needs assessment is a formal, established process to both evaluate and respond to the needs of a group of people. For an induction program, a needs assessment can vary in complexity from a simple survey given to new educators to formal observations of all educators new to the organization. Different programs will have different structures in place, but the key is to ensure that induction program leaders consider the unique needs of each group of new educators and that programming is put in place or modified to meet their specific needs each year.

Program Leadership

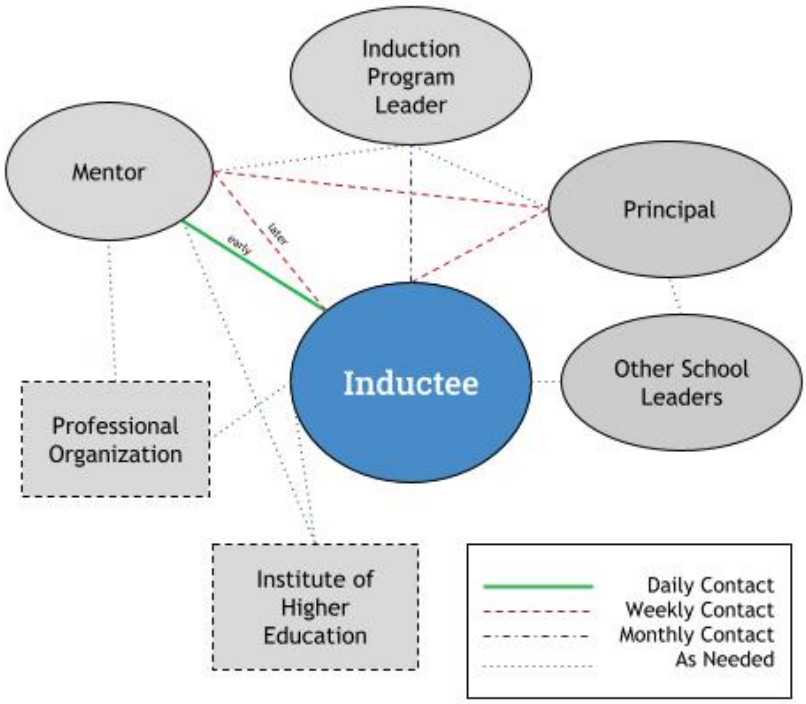
The program design section of the induction rubric also outlines some key guidelines for program leaders. All induction program leaders (often at the district or BOCES level) should be very familiar with the quality standards for Teachers, Special Service Providers (SSPs) and Principals/Administrators. Even if a program leader will not be training an SSP directly, they should still be familiar with SSP quality standards so that they can

provide appropriate program support. Ideally, familiarity with the standards for all three induction roles is not limited only to program leadership. Other stakeholders such as principals, assistant principals and mentors also should be familiar with the standards for any role they support or supervise.

The induction program should have guidelines in place to ensure that anyone who works with a new educator has specific interest, skills and training for that role. New employees require more support than experienced educators. Supervising them requires significant patience and time. Anyone who is supervising or mentoring a new educator should both be skilled in that work and passionate about ensuring a successful transition from novice to professional.

Stakeholder Relationships

A successful induction program involves a web of stakeholders: program leaders; school, district and/or BOCES leadership; mentors and inductees. In some settings, department chairs, curriculum teams, professional organizations and institutions of higher education also may be involved in teacher induction. It is important that each program proactively plan for these relationships. Outlining the role of each stakeholder in an induction handbook is an important first step, but it is insufficient on its own. These relationships also need to be managed in real life with regular opportunities for feedback and modification, as needed, to meet the needs of all stakeholders. The diagram below demonstrates some of the potential relationships within an induction program, as well as how often those roles may interact.



When successfully combined, program structure, leadership and stakeholder involvement each will contribute to successful induction program design. As mentioned, the requirements for program design will vary slightly by audience. For details on program design for each induction audience, please reference the appropriate appendices:

- Teacher Induction Rubric: Program Design
- SSP Induction Rubric: Program Design
- Principal/Administrator Induction Rubric: Program Design

Professional Learning

The sections of the induction rubrics focused on professional learning specify topics that are included in induction programming. Requirements are specific to each induction audience -- teacher, SSP and principal/administrator -- and it is important to note that this professional learning can take many forms, including variety in delivery format, audience and location. Some topics also can be covered through coaching and mentoring, rather than more formal, classroom-based professional development experiences.

General Structures

Though the actual topics for professional development vary significantly by audience (teacher, SSP or principal/administrator), some commonalities should structure and support professional learning for all audiences.

First, induction programs should promote a sequential learning plan. Rather than front-loading all information for new educators at the beginning of the year, content should be delivered in a thoughtful way throughout the school year and throughout the full induction program. Content should move from simple management tasks to more complex topics such as philosophy, use of data and strategic approaches as the educator gains experience and professional capacity.

Second, training should be differentiated for the needs of the inductee. Educators who are new to the state or new to the district/BOCES have different needs than new educators fresh out of school. Induction programming, when possible, should provide for those varied needs. Even first-time educators will have varied needs depending on their preparation and background. Program leaders should consider using a needs assessment to explore the interests and needs of each new class of inductees (see details in Program Design and Continuous Program Improvement), with differentiation provided through mentoring, coaching, customized induction plans or choice programming.

Finally, training should model strong instructional strategies through the delivery of the professional development itself. For example, in a training on the Colorado Academic Standards, inductees should actively engage in putting the standards into their own words and brainstorming instructional strategies matched to specific standards rather than simply listening to a lecture about the standards. Induction program leaders should model the type of instruction they want to see in a beginning educator's practice in the way they deliver induction programming.

Topics for Teachers

The Professional Learning section of the induction rubric calls out specific topics and structures that are unique to the needs of teachers. Teacher Indicator 2.2 in the induction rubric outlines eight topics that teacher induction must include, ranging from ethical considerations to how teachers are evaluated. Induction leaders should be thoughtful about when to introduce each topic and how each will be supported through ongoing coaching. For example, definitions of educator roles and responsibilities should be examined early in the school

year, but an in-depth exploration of how to customize for the needs of individual students could wait until later, after the educator has established successful classroom routines.

The teacher standards also highlight the need for a beginning teacher to participate in a learning community. This could take many forms from a Professional Learning Community (PLC) to a departmental team, but every new teacher needs a team of people supporting their development beyond just the mentor and school leader. The Professional Learning standards also highlight the need to build a foundation for the continued study of teaching. New educators need to understand that becoming a teacher is a process that never ends. Induction programming should highlight ways for educators to continue to grow throughout their career; induction is just the beginning of their development.

Topics for SSPs

Providing comprehensive induction programming for the nine specialties within Special Service Providers (SSPs) requires significant planning and differentiation. The Professional Learning standards for SSPs focus on the unique needs of these specialties. Rather than focusing on instructional strategies, SSPs should focus on evidence-based best practices specific to their discipline; similarly, rather than focusing on academic standards in isolation, SSPs should focus on how their SSP discipline might interact with or support academic standards. While SSPs should have a basic knowledge of academic standards, they do not require the same depth of knowledge on these standards as teachers.

The level of differentiation and support required to support SSPs in induction may be challenging. Induction program leaders should rely on the expertise of their experienced SSPs to help mentor and support with discipline-specific knowledge. Too, some topics in the SSP standards may be addressed all together, such as an orientation to community and school, but others, such as how a specific discipline might interact with school culture and community may be more valuable in SSP-specific groups. SSP Indicator 2.2 in the SSP induction rubric includes a list of topics for SSP induction programs. Induction providers should consider which topics will be provided in large mixed-discipline groups, which topics will be provided in smaller discipline-specific groups and which will be provided through coaching or mentoring.

SSP Indicator 2.8 is unique to the SSP rubric and focuses on how an SSP can collaborate and be an advocate for their discipline. Because the role of an SSP is unique and providers often work in isolation, induction programming should focus on how an SSP can advocate for the importance of their role in the larger community.

Topics for Principals/Administrators

The Professional Learning standards for principals and administrators are structured differently than those for SSPs and teachers. Rather than providing a list of topics within one indicator, the professional learning standards for leaders have one indicator for each of the key topics that should be addressed with school leaders: school improvement, instructional leadership, collaborative community, inclusive learning environments and ethical obligations. This provides an opportunity for induction program leaders to reflect on the depth of implementation for each of these induction topics individually – all of which are critical for the development of strong school and district leaders. Each indicator also starts with the phrase “provide inductees with support,” which can come through a variety of different formats, among them whole group training, readings, small group coaching and mentoring.

It is important to notice that the rubric indicators prioritize coaching and reflection for higher levels of implementation, as leadership skills are rarely developed through classroom-based programming alone. Instead, leaders need ongoing opportunities to apply skills and reflect on their effectiveness through mentoring and coaching. Principal/administrator indicator 1.1 provides a helpful lens through which to consider various topics within school leader induction: orientation, professional development, skill development, school improvement and leadership. Though this indicator is part of program design, these key components also can provide a helpful structure for professional learning opportunities.

For details on professional learning for each induction audience, please reference the appropriate appendices:

- Teacher Induction Rubric: Professional Learning
- SSP Induction Rubric: Professional Learning
- Principal/Administrator Induction Rubric: Professional Learning

High-Quality Mentoring

The sections of the induction rubrics focused on mentoring include significant overlap intentionally. All induction audiences require experienced mentors who are skilled in working with adult learners. Those mentors also require significant training for their roles as mentors, as well as support throughout the school year as they work with new educators. Three themes are found in the high-quality mentoring rubrics: mentor selection and placement, mentor training and support, and the mentor's role in evaluation.

Mentor Selection and Placement

To the extent practicable, mentors should be experienced professionals who consistently model the quality standards for their role with demonstrated excellence in practice as measured by the district or school educator effectiveness system. Mentors should *want* to serve in this role and have the support of their supervisors for taking on the role of mentor. Additionally, mentors should be selected for their ability to successfully work with adult learners.

Selecting mentors who are high-quality practitioners and also highly skilled in working with adult learners can be challenging. It is recommended that the mentor selection process include a formal application, interview with a selection committee and use of a standardized set of selection criteria and rubric. The mentor selection process, including standards for mentor selection, should be clearly outlined in a written policy or handbook.

Once mentors are selected, it is recommended that mentors be assigned to inductees in similar positions and in physical proximity (whenever possible). For example, a 4th grade teacher would benefit from placement with another upper elementary mentor teacher who is in the same hallway. Mentoring is more successful when the mentor is easily accessible and understands the nuances of the inductee's placement. The same is true for SSPs and principal/administrators. In some situations, especially for SSPs, program leaders will have to balance the need for a similar assignment with the need for physical proximity. If it is not possible to match an inductee for both placement and proximity, it is more important that the mentor understand the inductee's placement than that they be in close physical proximity. In that case, the mentor should be trained in the use of digital tools to facilitate communication at a distance, potentially including synchronous meeting tools like Zoom or Google Meet and asynchronous observation options such as video.

Mentor Training and Support

Mentors should receive ongoing professional development, from early training in mentoring skills to ongoing support throughout the year so that they can troubleshoot the mentor relationship. At a minimum, professional development for mentors should include:

- Orientation to the educator induction program and process
- Information related to the quality standards for the roles they are mentoring (teacher, SSP or principal/administrator)
- Familiarity with the primary role of a mentor as coach, advocate, supporter and guide, including basic coaching skills
- Information about the ethical obligations of working with new educators
- Strategies for effectively facilitating the professional learning of adult learners, including goal setting and monitoring progress toward professional goals
- Strategies for providing substantive feedback to inductees about their practice in a way that the mentee can understand and apply the feedback
- Strategies to help new educators understand and navigate the Local Education Provider's (LEP) Educator Effectiveness Evaluation model

Mentors and Evaluation

In general, it is a research-supported best practice that mentors do not participate in the evaluation process for new educators, as most mentors would struggle to balance the role of coach and supporter while they are also serving as evaluator and judge. Combining the roles can lead to confusion for the inductee and a diminished support capacity for the mentor. In some small programs, however, overlap of these roles may be unavoidable. The induction rubrics for all audiences state that the mentor's role in evaluation must be clear to the inductee, and that, if a mentor will be included in evaluation, they should receive significant training for that role, specifically on how to provide growth-producing feedback while managing the role of evaluator and mentor simultaneously. The induction rubric for all audiences encourages the separation of the role of evaluator and mentor, but whether those roles are separate is at the discretion of each program.

For details on mentoring for each induction audience, please reference the appropriate appendices:

- Teacher Induction Rubric: Mentoring
- SSP Induction Rubric: Mentoring
- Principal/Administrator Induction Rubric: Mentoring

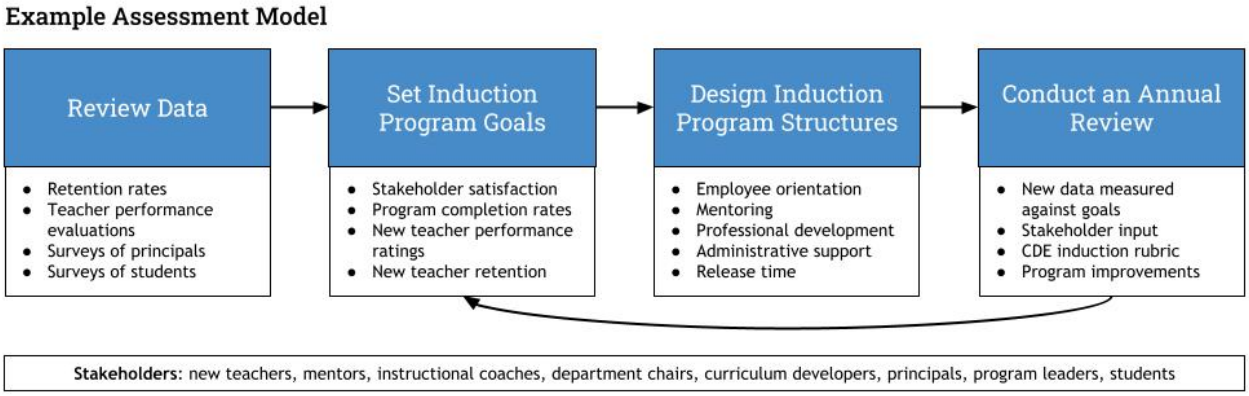
Continuous Program Improvement

All three induction rubrics focus on the importance of continuous program improvement through systematic program assessment and review, which includes all stakeholders. Continuous program improvement is possible only through intentional planning.

Assessment Model

Program assessment involves having clear program goals and regularly reviewing progress toward those goals. Ideally an induction assessment model will include goals for the program, timelines for program review, details

on the data sources used to evaluate progress toward goals and clear definitions of stakeholders who will provide input. The model below illustrates how these elements come together to form a comprehensive assessment model.



Program Review

Program review is one element of a larger assessment model and involves program leaders and stakeholders looking at data to determine what improvements need to be made to strengthen the structure of the induction program. Though CDE requires that a self-evaluation using the CDE induction rubric be submitted to the department every five years during the renewal/reauthorization process, a successful program will conduct program review at least annually. To be most successful, data sources such as surveys, stakeholder feedback and performance evaluations will help guide program review in an ongoing cycle of continuous improvement.

For details on Program Improvement for each induction audience, please reference the appropriate appendices:

- Teacher Induction Rubric: Continuous Program Improvement
- SSP Induction Rubric: Continuous Program Improvement
- Principal/Administrator Induction Rubric: Continuous Program Improvement

Authorization and Reauthorization Process

Per Colorado state statute, any Colorado school, district, BOCES, charter school or non-public school may be authorized to operate an induction program. Applicants must submit a comprehensive narrative about the program to CDE for initial program approval/authorization and a self-evaluation rubric and narrative every five years for program renewal/reauthorization. While the sections above focused on what comprises an effective induction program, this section focuses on how to apply for program approval.

A school, district or BOCES may apply for approval/authorization for one, two or all three of the induction audiences. For example, a district may choose to run its own induction program for teachers and utilize a BOCES program for SSP and principal/administrator. That decision is the prerogative of the organization's leaders. However, school districts specifically must have a plan in place for all three audiences. If an individual district cannot provide induction for all three groups, then they must designate an alternate agency – most often a

BOCES, or in some cases, a neighboring district -- with an approved program so that all teachers, SSPs, principals and administrators within the district have access to induction.

Initial Applications

An initial induction application should highlight a strong program that works for that school or district's specific and individual context. Program leaders who are designing an induction program should start by reading this handbook and reviewing the rubric for the specific induction audience. They should create internal documents that outline how the induction program will run, the content that will be included and the supports that will be in place for inductees and their mentors. Stakeholders should be involved throughout the design process, including inductees, mentors, program leaders, district or school leadership and any partner organizations.

Once the program design is finalized, program leaders may submit an initial induction program application for approval/authorization, in which they will provide up to a 500-word narrative for each section of the rubric: program design, professional development, high-quality mentoring and continuous improvement. Collectively, these narratives should describe how the program will operate and how it will be structured to meet the induction standards in the rubric.

Induction programs also have the option to submit supporting program documentation, such as survey results, program data or an induction handbook. While not required, this documentation may help to provide additional context for reviewers.

Initial induction applications may be submitted any time, but they are reviewed twice a year, in April and October. Applications submitted from October 16 to April 15 will be reviewed in April and May, and applications submitted from April 16 to October 15 will be reviewed in October and November. Programs are approved for a five-year period. Once approved, all program renewals are due by Jan. 15. This means that some programs will have an initial renewal cycle of more than five years, due to the timing of the program approval. For example, a program approved in October 2024 will have a renewal date of Jan. 15, 2030.

A separate application is required for each induction program seeking authorization: teacher, SSP and/or principal/administrator. More details on initial program approval and applications can be found on the webpage for new induction programs.

Renewals

The renewal process provides a great opportunity for induction and other educational leaders to conduct a comprehensive review of the induction program and make improvements. Program leaders should use the induction rubric to review current practices and consider any necessary changes. When program leaders submit for renewal, they will include a self-evaluation of their practices on the induction rubric, providing a rating for each rubric indicator. They also will submit up to a 300-word narrative describing their program practices for each section of the rubric: program design, professional development, high-quality mentoring and continuous improvement. All induction programs will have a renewal date of Jan. 15. When a program is due for renewal/reauthorization, the induction leader will receive notification by the preceding September with details on how to submit for renewal.

Induction programs also have the option to submit supporting program documentation, such as survey results, program data or an induction handbook. While not required, this documentation may help provide additional context for reviewers.

More details on the program renewal process can be found on the webpage for renewing induction programs.

Renewal Cohorts

All induction leaders whose programs who are due for renewal/reauthorization will receive an invitation (in the preceding September) to participate in an induction renewal cohort with leaders of other programs up for renewal. During the fall semester before renewal, program leaders will meet monthly to discuss best practices as outlined on the induction rubric and prepare their application. Participation is optional but will provide a powerful opportunity for program review.

Using the Rubric

Each induction rubric includes a set of "MUST" indicators and "SHOULD" indicators. At the risk of stating the obvious, "MUST" indicators are required to be included in the induction program in order to be approved. "SHOULD" indicators, while not required, are strongly recommended.

The induction rubrics have four possible ratings for each indicator:

1. Exceeding: exceeds the criteria in that area
2. Meeting: meets the criteria in that area
3. Developing: evidence of partial implementation of the criteria
4. Not Meeting: no evidence of that indicator in current practice

Each indicator has descriptions for what that level of implementation would look like in a program. If program leaders score a rating of "not meeting" or "developing" on a rubric indicator, they should be sure to include a description of their plans for improvement in that area within the narrative.

Please note: There is no minimum score for an approved program. Program reviewers comprehensively review each induction program along with its plans for improvement to allow programs to reflect on current practices and areas for growth. Most programs will have a mixture of ratings within any given section. There is no score threshold a program must meet in order to be approved.

Review Process

Typically induction program reviewers are a combination of CDE staff and induction leaders from across the state. Each program application receives at least two reviews, with a third review if there are areas of disagreement. Each reviewer provides feedback on each section of the rubric and accompanying narrative, focusing on any concerns and highlighting areas of excellence. Then the reviewer provides a recommendation of "pass" or "improvement needed" based on a holistic review of the application. Feedback is then compiled and shared with the program leaders. If a program needs improvement, the CDE Educator Development team discusses with the program leaders any concerns and areas for growth. (Program leaders may resubmit an application if it is not approved.) If a program is "approved," program leaders will receive an approval letter

along with feedback from the review team for growth. While the review process typically takes 30-60 days to complete, timelines can vary depending on how many programs apply during a given review window.

Ongoing Requirements for Approved Programs

Once an induction plan is approved, schools, districts and BOCES with induction plans must complete a few ongoing activities:

- Maintain records of individual candidate's participation, progress and completion
- Provide educators who complete induction with a certificate of completion that includes the approved induction program's name, the inductee's name, date of completion, an organization address, an organization logo, and a program leader signature.
- Engage in the annual check-in process as requested by providing to CDE:
    - Any program updates
    - Contact information 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.

Induction Supports Provided

The Educator Development team provides a variety of professional development and technical support options to approved induction programs including Professional Learning Communities, periodic gatherings of induction leaders, webinars and coaching. Details can be found on the CDE webpage for existing induction programs and in the Educator Talent Newsletter. Providers can reach the Educator Development team at educator_development@cde.state.co.us

Frequently Asked Questions

Question: Where can I find the rubrics?
Answer: All rubrics can be found in the appendix of this handbook. When you are ready to apply, application rubrics separated by role can be found on the Educator Talent Induction page for renewing programs.

Question: My district provides induction for teachers and SSPs, but our new principals go through an induction program provided by a BOCES. Which application do I submit?
Answer: Providers should only submit the application for programs they actively operate. In this instance, the district would submit the Teacher and SSP forms and the BOCES would submit the Principal/Administrator form.

Question: Who can participate in induction?
Answer: Inductees should only participate in induction if they are currently in the role for which they are being inducted. For instance, only practicing teachers should participate in teacher induction. Only SSPs who are in practicing in their area of specialty should participate in SSP induction. Only individuals who are serving as principals and assistant principals (or whose jobs require them to hold a principal license) or individuals in

district-level administrator roles (such as superintendent or director of special education) should participate in principal/administrator induction.

Question: Can an alternative licensure candidate participate in induction?
Answer: CDE strongly discourages alternative licensure candidates from completing an induction program at the same time as an alternative licensure program. While some elements of induction, such as new employee orientation, certainly may benefit alternative candidates, both programs have intensive classroom requirements that can be too much for a new educator to complete at once. It is preferred to spread out the requirements so that the educator completes alternative licensure first and then completes teacher induction. Completing the programs separately also provides additional years of mentoring support after alternative licensure, necessary for a new teacher's success and retention. Programs should use their best judgment on elements of induction that would be helpful for alternative license holders.

Question: Should we submit additional documentation beyond the induction rubric?
Answer: Reviewers rely primarily on the induction rubric and accompanying narratives to complete their induction review. However, programs may also submit survey results, program data, calendars and/or induction handbooks, if desired. Additional documentation beyond the rubric and narrative is optional. This accompanying documentation only will be considered if induction reviewers need additional context for any statements in the narrative or rating within the rubric.

Question: Will our program be rejected if one of the indicators is not in place?
Answer: No. CDE reviewers understand the need for support in some of these indicators. It is important that providers are candid about areas needing improvement in the completed rubric. CDE's Educator Development Team will use this information to plan for future training, resources and other support.

Question: What is the minimum rating for a program to be approved?
Answer: CDE does not use a scoring system for review and approval of programs. The compliance rating element of the rubric is a tool that is intended to be used for self-reflection. Program leaders should use this tool to identify areas to target for improvement over time and note these plans in the narrative sections. Completed rubrics will be reviewed holistically and CDE will provide constructive feedback for use in local planning discussions.

Question: How do we make changes in an approved induction program?
Answer: Induction providers are encouraged to conduct regular program reviews and make improvements in programming based on needs. If induction program updates still align with the existing induction standards, there is no need for an additional CDE review for minor updates. If you make significant program changes or if you are unsure whether your changes still align with the induction standards, please contact the Educator Development team at educator_development@cde.state.co.us

Conclusion

The work of inducting new educators into the profession is crucial. Strong induction programs lead to strong educators and, ultimately, to strong student learning. CDE's Educator Development team is available to support school, district and BOCES leaders through this process. If, at any point, questions arise or a thought partner may be of assistance, contact them at educator_development@cde.state.co.us

Appendix A: Teacher Induction Rubric

Developed from 1 CCR 301-37 Section 8.00-8.01

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

Standard	Not Meeting	Developing	Meeting	Exceeding
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.

Appendix B: Special Service Provider Induction Rubric

Developed from 1 CCR 301-37 Section 8.02

SSP Section 1: Program Design

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
1.1 Have clear guidelines for when an induction program is complete and when the program should be extended 8.02(3)(h)	Induction program has vague or unwritten guidelines for program completion or for the process for extending induction of a SSP 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 a SSP 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 a SSP who needs more time to develop skills.	Induction program has clear, written guidelines for program completion and a defined process for extending induction if a SSP needs more time to develop skills. These processes are shared with mentors and inductees and are applied consistently.
1.2 Encourage collaborative relationships within the school system and partnerships between providers, institutions of higher education and community organizations. 8.02(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, community organizations or universities around induction.	School leaders fully support the induction program and participate deeply. Induction program leaders participate in partnerships with other districts, CDE, community organizations and/or universities to learn about and create successful induction programming.

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs SHOULD				
1.3 Provide release time for mentors and inductees 8.02(4)(a)(i)	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 observing each other's practice
1.4 Provide some form of compensation for mentors 8.02(4)(a)(ii)	Mentors are not compensated for their work.	Mentors are sometimes compensated for their work, either in the form of monetary compensation or time. This may vary by placement.	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. Compensation is fair and commensurate with the work required.
1.5 Provide inductees with supervisors who are skilled in working with new employees and mentors skilled in the specific SSP discipline 8.02(4)(b)(i)	Supervisors are not necessarily selected for their skill in working with new employees and/or mentors do not have experience in the specific SSP discipline.	Supervisors are sometimes selected for their skill in working with new employees and mentors mostly have experience in the specific SSP discipline, but this is inconsistent.	Supervisors are selected for their skill in working with new employees. Mentors are skilled in the specific SSP discipline. On average, they demonstrate strong skills in this area.	Supervisors are selected for their skill in working with new employees. Mentors are skilled in the specific SSP discipline. On average, they demonstrate excellent skills in this area.
1.6 Clarify expectations for inductees and mentor 8.02(4)(b)(ii)	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.	Inductees and mentors have a very clear understanding of the expectations of the induction program. They can consistently fulfill expectations and create strong partnerships.

Standard	Not Meeting	Developing	Meeting	Exceeding
1.7 Provide supports that address potential challenges within the mentor-inductee relationship (i.e. reassignment, conflict management, grievance process) 8.02(4)(b)(iii)	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 guideline 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.
1.8 Provide the inductee with a safe, collegial atmosphere where professional growth takes place 8.02(5)(e)	Inductees do not report that they work in a safe, collegial atmosphere or there is no mechanism in place to measure this outcome.	Some inductees report that they work in a safe, collegial atmosphere, but this may be inconsistent or vary by school site.	The majority of inductees report that they work in a safe, collegial atmosphere.	The majority of inductees report that they work in a safe, collegial atmosphere and that they have seen significant professional growth as a result of their induction experience.
1.9 Utilize a needs assessment to identify specific and appropriate programming for inductees 8.02(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.

SSP Section 2: Professional Learning

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
2.1 Provide demonstrations of high-quality instructional practices and/or evidence-based practices specific to the discipline 8.02(1)(a)(i)	Induction programming does not include demonstrations of high-quality instructional practices or evidence-based practices specific to the SSP discipline.	Induction programming includes limited demonstrations of high-quality instructional practices and/or evidence-based practices specific to the SSP discipline.	Induction programming includes multiple demonstrations of high-quality instructional practices and/or evidence-based practices specific to the SSP's discipline.	Induction programming includes multiple demonstrations of high-quality instructional practices and evidence-based practices specific to the SSP's discipline, including utilizing strong instructional techniques in the delivery of induction programming.

Standard	Not Meeting	Developing	Meeting	Exceeding
2.2 Provide professional development opportunities or mentoring support that includes: • improving the educational experiences of all students • ways to accommodate diverse student populations • a thorough orientation to the Local Education Provider's (LEP) SSP effectiveness evaluation model • information on SSP roles and responsibilities, including moral and ethical obligations • information relating to the Special Services Provider Standards and how the specific SSP interacts with the Colorado Academic Standards • information related to LEP policies and procedures, including how policies, procedures and practices get updated • LEP goals and content standards • information about the school community 8.02(1)(a)(ii-iv), 8.02(3)(a-f) and 8.02(1)(b)(iii)	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 the SSP discipline 8.02(1)(b)(i)	The induction program does not address continued study of the SSP discipline.	The induction program encourages inductees to continue studying their discipline but does not provide specific techniques.	The induction program introduces inductees to a variety of techniques for continuing to study their discipline (i.e. professional organizations, professional literature, social media, etc.).	The induction program introduces inductees to a variety of techniques for continuing to study their discipline 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 SSPs to the application of the profession in the educational context, including the culture of the school system, the LEP and the community 8.02(1)(b)(iii)	The induction program does not provide a basic orientation for new SSPs to the application of the profession in the educational context, including the culture of the school system, the LEP and the community.	The induction program provides a basic orientation for new SSPs to the application of the profession in the educational context, including the culture of the school system, the LEP and the community.	The induction program provides a strong orientation for new SSPs to the application of the profession in the educational context, including the culture of the school system, the LEP and the community.	The induction program provides a strong orientation for new SSPs to the application of the profession in the educational context, including the culture of the school system, the LEP and the community that is embedded throughout the school year.
2.5 Provide substantive feedback to the inductee about performance 8.02(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

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs SHOULD				
2.6 Promote a sequential learning plan for inductees based on current level of knowledge and skills 8.02(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.
2.7 Provide differentiated, meaningful professional learning to the specific roles and tasks of the SSP 8.02(5)(c)	SSP inductees do not receive differentiated content specific to their role and/or participate primarily in teacher induction trainings	SSP induction is conducted with generic information that applies for all SSP roles	SSP induction includes differentiation in resources and readings by role within shared trainings for all SSPs	The inductee participates in several trainings that are specific to their individual role, not just SSPs in general
2.8 Cultivate capacity for collaboration and self-advocacy to enhance the working conditions, job satisfaction and job efficacy of SSPs 8.02(5)(d)	SSP induction does not include information on how to advocate for the role of the SSP	SSP induction includes a basic mention of how to advocate for the role of the SSP	SSP induction includes content focused on how to collaborate with school-level personnel to enhance working conditions, job satisfaction and/or job efficacy for SSPs	SSP induction includes individual coaching in self advocacy and how to collaborate system-wide to enhance working conditions, job satisfaction and job efficacy for SSPs

SSP Section 3: High-Quality Mentors

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
3.1 Establish standards for the selection and training, including ethics, of mentors who work with new special service providers 8.02(2)(a) and 8.02(1)(b)(v)	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, but experiences vary by placement.	There are clear, written guidelines in place for the selection of mentors and for their training, which includes content focused on ethics.	There are clear, written guidelines in place for the selection of mentors and clear, written standards for what skills mentors need to develop in order to work with new special service providers, including ethics. 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 8.02(2)(c)	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 in conjunction with multiple stakeholders, including inductees.
3.3 Establish the primary role of the mentor as coach, advocate, supporter, guide and nurturer of new SSPs 8.02(2)(d)	Training for mentors does not include guidance around how to coach, advocate for, support, nurture and/or guide new SSPs.	Training for mentors includes some guidance around how to coach, advocate for, support, nurture and guide new SSPs.	Training for mentors includes guidance around how to coach, advocate for, support, nurture and guide new SSPs.	Training for mentors includes guidance around how to coach, advocate for, support, nurture and guide new SSPs, including 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 8.02(2)(e)	There is no clear communication about whether mentors are included in evaluations.	Mentors are sometimes included in evaluations, but inductees are usually warned about their participation.	There is a clear, written guideline 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 guideline 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 be included in evaluation data.
Induction programs SHOULD				
3.5 Adopt guidelines for mentor selection that include: • Mentor agrees to serve as mentor • Mentor is an experienced professional within the SSP discipline • The mentor is skilled in working with adult learners and is sensitive to the viewpoints of others • The mentor is an active and open learner who is competent in interpersonal skills and has a record of being an ambassador for the LEP and the profession 8.02(4)(c)(i-iii)	Mentor selection guidelines are unwritten or inconsistently applied.	Mentor selection guidelines prioritize experienced SSPs but may not necessarily include skill in working with adult learners or disposition as an open learner.	Mentor selection guidelines prioritize mentors who are strong SSPs, who are skilled in working with adult learners and who model active learning as an ambassador for the LEP and the profession.	Mentor selection guidelines prioritize mentors who are strong SSPs, who are skilled in working with adult learners and who model active learning as an ambassador for the LEP and the profession. 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 discipline and assignment • Mentor should be located, when possible, in proximity to the inductee 8.02(4)(d)(i-ii)	Mentor assignment guidelines do not exist.	Mentor assignment guidelines are unwritten or inconsistently applied. In larger programs, mentor guidelines vary significantly by placement.	Mentor assignment guidelines prioritize similar assignments and mentor proximity.	Mentor assignment guidelines prioritize similar assignments and mentor proximity. These guidelines are developed and/or reviewed with multiple stakeholders, including inductees. Mentors are often in a similar assignment and in close physical proximity to inductees.
3.7 Ensure, when possible, that mentors do not serve as evaluators 8.02(5)(g)	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.

SSP 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 8.02(2)(b)	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.
Induction programs SHOULD				
4.2 Promote systemic change and continuous improvement, including input from inductees and a program emphasis on student learning 8.02(5)(f)	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. Each year the program is re-evaluated to ensure an emphasis on student learning.	The induction program conducts program review annually but gathers and evaluates data throughout the year with an emphasis on student learning. Program leaders use that data to guide program updates. The annual review includes all stakeholders, including inductees.

Appendix C: Principal/Administrator Induction Rubric

Developed from 1 CCR 301-37 Section 9.00-9.04

Principal/Admin Section 1: Program Design

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
1.1 Be designed to meet five purposes: orientation, professional networking, technical skill development, school improvement planning and leadership development. 9.01(2)(a-e)	Induction programming is missing one or more of these key elements: orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities. Or opportunities vary by placement site.	Induction programming includes basic training to orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities.	Induction programming includes opportunities for training, coaching and mentorship to orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities.	Induction programming includes extensive opportunities for training, coaching and mentorship to orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities that are distributed throughout the school year.
1.2 Train site administrators in the Colorado Academic Standards and in the Principal and Administrator Quality Standards 9.01(3)(a)	Induction site administrators have not been trained in the Colorado Academic standards and/or the Principal Quality Standards.	Induction site administrators are exposed to the Colorado Academic standards and the Principal Quality Standards. Training may lack depth.	Induction site administrators are fully trained in the Colorado Academic standards and the Principal Quality Standards.	Induction site administrators and principals are fully trained in the Colorado Academic standards and the Principal Quality Standards, including annual updates.

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs SHOULD				
1.3 Utilize a needs assessment to identify specific and appropriate programming for inductees 9.04(1)	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 to meet the needs of each year's class of inductees, including choice programming, individual program development, coaching and/or mentoring customized for individual needs.

Principal/Admin Section 2: Professional Learning

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
2.1 Provide inductees with support for school improvement planning processes 9.01(1)(a)	New leaders are not provided training on the Local Education Provider's (LEP) school improvement processes or that training varies by placement site.	New leaders are provided basic training on the LEP's school improvement processes.	New leaders are provided training, mentoring and coaching on the LEP's school improvement processes.	New leaders are provided training on the LEP's school improvement processes early in the school year as well as mentoring and coaching throughout the year on school improvement planning. Coaching includes opportunities for reflection.
2.2 Provide inductees with support for the application of effective, research-based teaching practices in an emotionally, intellectually and physically safe learning environment 9.01(1)(b) and 9.01(2)(b)	New leaders are not provided training on effective research-based teaching practices in a safe learning environment or that training varies by placement site.	New leaders are provided basic training on effective research-based teaching practices in a safe learning environment.	New leaders are provided training on effective research-based teaching practices in a safe learning environment as well as mentoring and coaching on serving as a building instructional leader.	New leaders are provided training on effective research-based teaching practices in a safe learning environment early in the school year as well as mentoring and coaching throughout the year on serving as a building instructional leader. Coaching includes opportunities for reflection.

Standard	Not Meeting	Developing	Meeting	Exceeding
2.3 Provide assistance with systems of collaboration to include families, colleagues, instructional teams and the broader educational community, ensuring the success of all students 9.01(1)(c)	New leaders are not provided training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context or that training varies by placement site.	New leaders are provided basic training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context.	New leaders are provided training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context as well as mentoring and coaching on collaborative school communities.	New leaders are provided training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context early in the school year as well as mentoring and coaching on collaborative school communities throughout the school year. Coaching includes opportunities for reflection.
2.4 Provide assistance with developing, advocating for and supporting inclusive and rigorous learning environments that honor students' diversity 9.01(1)(d)	New leaders are not provided training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students' diverse backgrounds or that training varies by placement site.	New leaders are provided basic training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students' diverse backgrounds.	New leaders are provided training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students' diverse backgrounds as well as mentoring and coaching on how to support an inclusive and rigorous learning environment.	New leaders are provided training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students' diverse backgrounds early in the school year as well as mentoring and coaching on how to support an inclusive and rigorous learning environment throughout the school year. Coaching includes opportunities for reflection.

Standard	Not Meeting	Developing	Meeting	Exceeding
2.5 Provide training in the legal and ethical obligations of school leaders to support the diverse learning needs of all students. 9.01(1)(e)	New leaders are not provided training in the ethical obligations of school leaders, including related laws or that training varies by placement site.	New leaders are provided basic training in the ethical obligations of school leaders, including related laws.	New leaders are provided training in the ethical obligations of school leaders, including related laws, as well as mentoring and coaching on legal and ethical obligations.	New leaders are provided training in the ethical obligations of school leaders, including related laws, early in the school year as well as mentoring and coaching on legal and ethical obligations throughout the school year. Coaching includes opportunities for reflection.
Induction programs SHOULD				
2.6 Promote a sequential learning plan for inductees based on current level of knowledge and skills 9.04(2)	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.

Principal/Admin 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 leaders 9.01(3)(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 in order to work with new leaders. These guidelines are developed or reviewed in conjunction with multiple stakeholders, including inductees.

Standard	Not Meeting	Developing	Meeting	Exceeding
3.2 Select mentors that demonstrate: • leadership and effectiveness as a school principal or district administrator • a deep understanding and knowledge of the Principal Quality Standards; • well-developed interpersonal skills including the ability to empathize with others, listen and question effectively and explore multiple solutions to problems • effective oral and written communication skills and • a contextual awareness of the political, social and practical realities of the inductee 9.01(3)(b)(i-v)	Mentors are not generally selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills or knowledge of the realities of the inductees' context.	Mentors are generally selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills and knowledge of the realities of the inductees' context but these qualities are not included in mentor selection criteria.	Mentors are selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills and knowledge of the realities of the inductees' context. These qualities are included in formal written guidelines for mentor selection.	Mentors are selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills and knowledge of the realities of the inductees' context. These qualities are included in formal written guidelines for mentor selection. Mentors consistently model these skills in their interactions with their inductees.

Standard	Not Meeting	Developing	Meeting	Exceeding
3.3 Implement a staff development plan for mentors which includes, but is not limited to: • orientation to the skills of mentoring and coaching • training in how to support inductee development in the knowledge and skills contained in the Principal Quality Standards • training in providing growth-producing feedback 9.01(3)(d)(i-iii)	Mentor training is missing one or more of the required elements in 3.3.	Mentor training contains basic information on all three required elements in 3.3.	Mentor training contains all three required elements in 3.3 with sufficient depth and practice.	Mentor training contains all three required elements in 3.3 with significant depth and practice.
3.4 Ensure, when possible, that mentors do not serve as evaluators. 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 9.01(3)(e) and 9.01(3)(e)(i)	There is no clear communication about whether mentors are included in evaluations or mentors are always included in evaluation.	Mentors are sometimes included in evaluations, but inductees are usually warned 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.

Principal/Admin Section 4: Continuous Program Improvement

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
4.1 Conduct a self-evaluation and submit to the Colorado Department of Education for program renewal every five years 9.00	The induction program does not conduct program review.	The induction program does not consistently conduct program review.	The induction program conducts program review every five years for CDE renewal.	The induction program conducts program review every five years for CDE renewal, but data is reviewed more frequently, including stakeholder feedback.
Induction programs SHOULD				
4.2 Engage in annual program review, including all stakeholders, in order to promote systemic change and continuous improvement 9.04(3)	Program review is conducted on less than an annual basis or does not include stakeholders.	Annual program review includes some stakeholders, but primarily focuses on leadership.	Annual review includes all stakeholders. Program review is used to guide program updates.	The annual review includes all stakeholders, including inductees. Program review includes multiple data points used to guide substantive program improvements.

Appendix D: Links and Resources

The resources below are not created or maintained by CDE. They are provided as optional resources that may or may not be helpful in your induction context.

Books

Comprehensive Mentoring Programs for New Teachers by Susan Villani
Researchers have shown that a "comprehensive" induction program is far more effective than mentoring or professional development alone. Villani outlines what it means to have a comprehensive program and then provides case studies of innovative induction programs within the United States.

*Get Better Faster: A 90-Day Plan for Coaching New Teacher*s by Paul Bambrick-Santoyo
Bambrick-Santoyo provides a comprehensive scope and sequence for the skills new teachers should develop in their first three months of teaching. The book is primarily written to an audience of administrators, but induction leaders may find the scope and sequence as well as the coaching strategies helpful in organizing induction programming.

Induction: Connecting Teacher Recruitment to Retention by Roberta Richin, Richard Banyon, Rita P. Stein and Francine Banyon
Richin et al. provide a strong case for how teacher induction is part of teacher retention. Their framework emphasizes the process of recruiting teachers first and then keeping them through induction. The section on creating a task force and a program vision is particularly helpful.

Mentoring Matters: A Practical Guide to Learning-Focused Relationships by Laura Lipton and Bruce Wellman
Lipton and Wellman provide a practical guide for the role of mentors, focusing on basic coaching skills and the wide range of approaches a mentor may take in any given situation. This is a strong text for training mentors in their roles.

Teacher Mentoring and Induction: The State of the Art and Beyond, Editor Hal Portner
Portner assembles a series of chapters from experts in the field of teacher mentoring. Chapters 2 and 4 are particularly helpful in the planning phase of a comprehensive induction program. Chapters 6 through 9 are helpful in considering the role of mentors and the development of mentoring support programs.

Courses and Curriculum

Mentoring in Schools MOOC
Though this online course is no longer offered, the resources and curriculum are still available. It provides a wealth of strong videos and articles on mentoring.

Wisconsin Mentoring Essentials
The Wisconsin Department of Public Instruction provides training materials and a comprehensive curriculum for mentor training.

Articles

Accelerating Teacher Effectiveness: Lessons Learned from Two Decades of New Teacher Induction by Ellen Moir
Moir distills her work with the New Teacher Center into ten principles for teacher induction. These principles can be a great starting point for designing an induction program.

New Teachers' Experiences of Mentoring: The Good, the Bad and the Inequity by Kardos and Johnson
This research article highlights the wide variety of experiences that new teachers have with mentors. It provides a strong warning about the importance of providing mentor training and a consistent mentor experience for all new educators.

What the World Can Teach Us About New Teacher Induction by Harry K. Wong, Ted Britton and Tom Ganser
In this brief article, the authors introduce us to induction practices from around the world, providing a comprehensive vision of what induction can look like. Some of the ideas are highly challenging yet easily applicable in situations in the United States.

Professional Organizations

Association for Supervision and Curriculum Development (ASCD)
https://www.ascd.org/
ASCD focuses on supporting teachers through administrators, coaches and other leaders. Their Educational Leadership magazine, included with membership, is helpful in considering current issues in education.

New Teacher Center (NTC)
https://newteachercenter.org/
NTC provides resources and coaching specifically focused on the needs of new teachers. The resources section of their website contains continuums of mentor practices as well as a variety of recorded webinars.

Instructional Coaching Group (ICG)
https://www.instructionalcoaching.com/
Led by instructional coaching expert Jim Knight, ICG is focused on a particular model of instructional coaching and researching its impact on practice. The resources section of their site includes information on the Impact Cycle approach to coaching, which may be helpful for mentors. Knight's books *The Impact Cycle* and *Better Conversations* may be helpful for mentors.