



## Special Service Provider (SSP) Induction Program Rubric

Developed from 1 CCR 301-37 Section 8.02, Colorado State Board of Education Rule

### SSP Section 1: Program Design

Standard	Not Meeting	Developing	Meeting	Exceeding
<b>Induction programs MUST</b>				
<p>1.1 Have clear guidelines for when an induction program is complete and when the program should be extended</p> <p>8.02(3)(h)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>1.2 Encourage collaborative relationships within the school system and partnerships between providers, institutions of higher education and community organizations.</p> <p>8.02(b)(ii)</p>	<p>School leaders do not fully support the induction program or do not participate.</p>	<p>School leaders support the induction program and participate as needed.</p>	<p>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.</p>	<p>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.</p>



Standard	Not Meeting	Developing	Meeting	Exceeding
<b>Induction programs SHOULD</b>				
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.



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<p>1.7 Provide supports that address potential challenges within the mentor-mentee relationship (i.e. reassignment, conflict management, grievance process)</p> <p>8.02(4)(b)(iii)</p>	<p>Mentors and mentees are not able to be reassigned or have conflict management.</p>	<p>Mentors and mentees are able to be reassigned, file a grievance, or access conflict management if there are challenges but there is not a defined, written process.</p>	<p>There is a clear, written guideline in place for overcoming challenges in the mentor-mentee relationship that includes reassignment, conflict management and/or grievance.</p>	<p>There is a clear pathway in place for overcoming challenges in the mentor-mentee relationship that includes reassignment, conflict management and/or grievance. Mentors and mentees understand the pathways and use them when needed.</p>
<p>1.8 Provide the mentee with a safe, collegial atmosphere where professional growth takes place</p> <p>8.02(5)(e)</p>	<p>Mentees do not report that they work in a safe, collegial atmosphere or there is no mechanism in place to measure this outcome.</p>	<p>Some mentees report that they work in a safe, collegial atmosphere, but this may be inconsistent or vary by school site.</p>	<p>The majority of mentees report that they work in a safe, collegial atmosphere.</p>	<p>The majority of mentees report that they work in a safe, collegial atmosphere and that they have seen significant professional growth as a result of their induction experience.</p>
<p>1.9 Utilize a needs assessment to identify specific and appropriate programming for mentees</p> <p>8.02(5)(a)</p>	<p>The program does not conduct a needs assessment and/or does not adjust programming to meet the needs of mentees.</p>	<p>The program utilizes an informal needs assessment and modifies some programming to meet the needs of each year's class of mentees.</p>	<p>The program utilizes an annual needs assessment and then provides choice programming to meet the needs of each year's class of mentees.</p>	<p>The program utilizes an annual needs assessment and then adjusts induction programming significantly to meet the needs of each year's class of mentees, including choice programming.</p>



**SSP Section 2: Professional Learning**

Standard	Not Meeting	Developing	Meeting	Exceeding
<b>Induction programs MUST</b>				
<p>2.1 Provide demonstrations of high-quality instructional practices and/or evidence-based practices specific to the discipline</p> <p>8.02(1)(a)(i)</p>	<p>Induction programming does not include demonstrations of high-quality instructional practices or evidence-based practices specific to the SSP discipline.</p>	<p>Induction programming includes limited demonstrations of high-quality instructional practices and/or evidence-based practices specific to the SSP discipline.</p>	<p>Induction programming includes multiple demonstrations of high-quality instructional practices and/or evidence-based practices specific to the SSP's discipline.</p>	<p>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.</p>



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<p>2.2 Provide professional development opportunities or mentoring support that includes:</p> <ul style="list-style-type: none"> <li>• improving the educational experiences of all students</li> <li>• ways to accommodate diverse student populations</li> <li>• a thorough orientation to the Local Education Provider's (LEP) SSP effectiveness evaluation model</li> <li>• information on SSP roles and responsibilities, including moral and ethical obligations</li> <li>• information relating to the Special Services Provider Standards and how the specific SSP interacts with the Colorado Academic Standards</li> <li>• information related to LEP policies and procedures, including how policies, procedures and practices get updated</li> <li>• LEP goals and content standards</li> <li>• information about the school community</li> </ul> <p>8.02(1)(a)(ii-iv), 8.02(3)(a-f) and 8.02(1)(b)(iii)</p>	<p>Induction programming is missing 3 or more of the topics required in 2.2.</p>	<p>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.</p>	<p>Induction programming includes information on all required 2.2 topics.</p>	<p>Induction programming includes information on all required 2.2 topics that is distributed in time across the induction program and includes participant reflections.</p>



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<p>2.3 Build a foundation for the continued study of the SSP discipline</p> <p>8.02(1)(b)(i)</p>	<p>The induction program does not address continued study of the SSP discipline.</p>	<p>The induction program encourages inductees to continue studying their discipline but does not provide specific techniques.</p>	<p>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.).</p>	<p>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.).</p>
<p>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</p> <p>8.02(1)(b)(iii)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>2.5 Provide substantive feedback to the inductee about performance</p> <p>8.02(3)(g)</p>	<p>Inductees do not receive consistent feedback about their performance or this varies by school site.</p>	<p>Inductees receive basic feedback about their performance</p>	<p>Inductees receive substantive job-embedded feedback about their performance</p>	<p>Inductees receive substantive job-embedded feedback about their performance throughout the school year</p>



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<b>Induction programs SHOULD</b>				
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
<b>Induction programs MUST</b>				
<p>3.1 Establish standards for the selection and training, including ethics, of mentors who work with new special service providers</p> <p>8.02(2)(a) and 8.02(1)(b)(v)</p>	<p>There are not guidelines in place for the selection of mentors and/or mentors do not receive formal training.</p>	<p>There are guidelines in place for the selection of mentors and a basic training plan for mentors, but experiences vary by placement.</p>	<p>There are clear, written guidelines in place for the selection of mentors and for their training, which includes content focused on ethics.</p>	<p>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.</p>
<p>3.2 Establish a process for the matching of mentors with inductees</p> <p>8.02(2)(c)</p>	<p>There is no clear process in place for matching mentors with inductees or the process is not followed consistently.</p>	<p>There is an unwritten process in place for how mentors are matched with inductees. The matching process may vary some by school.</p>	<p>There is a clear, written process in place that includes guidelines for how mentors are matched with inductees.</p>	<p>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.</p>
<p>3.3 Establish the primary role of the mentor as coach, advocate, supporter, guide and nurturer of new SSPs</p> <p>8.02(2)(d)</p>	<p>Training for mentors does not include guidance around how to coach, advocate for, support, nurture and/or guide new SSPs.</p>	<p>Training for mentors includes some guidance around how to coach, advocate for, support, nurture and guide new SSPs.</p>	<p>Training for mentors includes guidance around how to coach, advocate for, support, nurture and guide new SSPs.</p>	<p>Training for mentors includes guidance around how to coach, advocate for, support, nurture and guide new SSPs, including training in coaching adult learners.</p>



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<p>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</p> <p>8.02(2)(e)</p>	<p>There is no clear communication about whether mentors are included in evaluations.</p>	<p>Mentors are sometimes included in evaluations, but inductees are usually warned about their participation.</p>	<p>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.</p>	<p>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.</p>
<b>Induction programs SHOULD</b>				
<p>3.5 Adopt guidelines for mentor selection that include:</p> <ul style="list-style-type: none"> <li>• Mentor agrees to serve as mentor</li> <li>• Mentor is an experienced professional within the SSP discipline</li> <li>• The mentor is skilled in working with adult learners and is sensitive to the viewpoints of others</li> <li>• 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</li> </ul> <p>8.02(4)(c)(i-iii)</p>	<p>Mentor selection guidelines are unwritten or inconsistently applied.</p>	<p>Mentor selection guidelines prioritize experienced SSPs but may not necessarily include skill in working with adult learners or disposition as an open learner.</p>	<p>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.</p>	<p>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.</p>



Standard	Not Meeting	Developing	Meeting	Exceeding
<p>3.6 Adopt guidelines for mentor assignment that include:</p> <ul style="list-style-type: none"> <li>● Mentor is closely matched to the inductee in terms of discipline and assignment</li> <li>● Mentor should be located, when possible, in proximity to the inductee</li> </ul> <p>8.02(4)(d)(i-ii)</p>	<p>Mentor assignment guidelines do not exist.</p>	<p>Mentor assignment guidelines are unwritten or inconsistently applied. In larger programs, mentor guidelines vary significantly by placement.</p>	<p>Mentor assignment guidelines prioritize similar assignments and mentor proximity.</p>	<p>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.</p>
<p>3.7 Ensure, when possible, that mentors do not serve as evaluators</p> <p>8.02(5)(g)</p>	<p>Mentors are always included in evaluation.</p>	<p>Mentors sometimes serve as evaluators or provide data for evaluations.</p>	<p>Mentors, when possible, do not serve as evaluators. Any evaluation data provided by a mentor is with the knowledge and consent of the inductee.</p>	<p>Mentors do not serve as evaluators or provide evaluation input.</p>



### SSP Section 4: Continuous Program Improvement

Standard	Not Meeting	Developing	Meeting	Exceeding
<b>Induction programs MUST</b>				
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.
<b>Induction programs SHOULD</b>				
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.