



Arizona Continuum of Beginning Teacher Induction Program Development (Adapted Version)

The Arizona Continuum of Beginning Teacher Induction Program Development is designed to support Arizona Induction and Mentoring leadership teams to develop a high-quality induction program with robust mentoring. This continuum directly aligns with the Arizona Beginning Teacher Induction Program Standards which are linked to this document. What follows is the listing of the induction standards and concentrated components of each standard and the opportunity to identify developmental levels with descriptors falling into three (3) categories (Developing, Applying, Sustaining). Follow each standard starting on the left and move to the right to understand program growth across the continuum.

Developmental Levels

The *Arizona Continuum of Beginning Teacher Induction Program Development* levels (Developing/Applying/Sustaining)

- **Developing:** Describes elements of a program that are at the initial stages of developing a system to ensure all beginning teachers are provided with induction and mentoring experiences.
- **Applying:** Building on the foundation demonstrated in the 'Developing' level with increases in systems and processes that are applied regularly resulting in greater alignment and depth as connected to the Arizona Beginning Teacher Induction Program Standards.
- **Sustaining:** This level describes an induction and mentoring program that is fully aligned with Arizona Beginning Teacher Induction Program Standards and is integrated into organization-wide systems with collaboration, coordination, and fidelity across stakeholder groups to facilitate a high-quality induction & mentoring experience.

Clarification of Term: **Beginning Teacher** *is an educator in their first, second, or third year of teaching. Districts/organizations are encouraged to broaden this definition to include a wider range of teachers who may require induction and mentoring support. (i.e., teachers new to the state or district, international teachers, those with moving to a different grade level/content area, teachers returning to education after a lengthy separation from the profession.) Throughout this document, the term 'beginning teacher' is intended to represent the wide range of potential induction program participants as listed above.*

Programmatic Development and Assessment: This continuum is designed to guide leadership teams in developing new teacher induction programs as well as part of the process to self-assess their current programs on an ongoing basis. It will provide opportunity to develop cycles for continuous data examination, reflection of practices, and identifying areas in need of refinement. Begin by reviewing each component and its developmental level descriptors and refer back to the continuum and the Arizona Beginning Teacher Induction Program Standards regularly to assist in developing goals, action plans and provide opportunities for improvement. It is recommended that you complete the Adapted Self – Assessment Document prior to and after completing an analysis of this adapted Continuum.

More Guidance: [Arizona Beginning Teacher Induction Standards-Adapted Version](#)

[Arizona Beginning Teacher Induction Program Toolkit](#)

Organizational Standard 1: Program Structure

The beginning teacher induction program, spanning a minimum of two years, may be sponsored by a single P-12 LEA, school district, charter, tribal nation, teacher education provider, education service agency, or group of organizations functioning as a consortium. Provisions to support participation can be made by utilizing technology and distance learning to include small, remote, tribal, and/or rural districts. The program sponsor will demonstrate a commitment to the program through the clear, appropriate, and equitable allocation of authority, initiative, and sufficient resources to support its implementation. In a consortium, personnel and material resources will be assigned to each sponsoring organization in proportion to its level of effort and degree of responsibility.

An oversight or leadership committee, which includes representatives from the various program sponsors, leaders, and influencers (e.g., directors of relevant programs such as teaching and learning; curriculum; human resources; special education; professional development; English language development or other similar roles), will be responsible for the overall direction of the program and will meet regularly to discuss program design, development, implementation, equity in support systems and assignments, and formative evaluation. The oversight committee's responsibilities are to ensure these standards are fully enacted with appropriate resources to meet the local program context.

Criteria	Developing	Applying	Sustaining
Participating Educators	<p>Some beginning teachers in their 1st, 2nd, or 3rd years of teaching participate in the induction program. Program participation may be voluntary or only available to a limited number of participants.</p> <p>Some educators who benefit from induction support may be identified and offered access to program on a voluntary basis or induction is only available to beginning teachers.</p> <p>All educators enrolled in the induction program participate in the same induction program.</p>	<p>Most beginning teachers in their 1st, 2nd, or 3rd years of teaching participate in the induction program. Beginning teachers may be allowed to opt out of program or access may be limited by mentor availability.</p> <p>Other educators who may benefit from induction are identified and offered access to program. However, they may choose not to participate.</p> <p>Mentors are available to support additional educators in need of induction and mentoring but support may be limited. Program leaders and instructional mentors meet to identify specific teaching needs of educators who are not new to teaching.</p> <p>Adaptations to the program are made on a case-by-case basis</p>	<p>All beginning teachers in their 1st, 2nd, or 3rd years of teaching participate in the induction program. All beginning teachers have an instructional mentor.</p> <p>Criteria is established to determine when other educators would also benefit from entering program.</p> <p>Adaptations to the induction program are in place to meet the needs of those who are either not new to teaching but who would benefit from mentoring services.</p> <p>Intentional adaptations are made for those who have not participated in a preservice teacher preparation program, or those who are currently enrolled in a teacher preparation program to ensure appropriate levels of support. When hired, these educators are identified to program leaders for customized services.</p>
Program Duration	Induction is provided to beginning teachers for one year .	Induction is provided to beginning teachers for two years .	Induction is systematically provided to all beginning teachers for two or more years .

	Induction may not be provided to other educators or may be provided to those who participate in the program for one year.	Induction is provided to other educators who participate in the program for a length of time determined by the program's goals.	Induction is systematically provided to all other qualifying educators for a length of time appropriate to meet the educators' needs and the program's goals.
Program Leadership	<p>LEA program is overseen by program leaders. Program leaders may periodically ask representatives from departments within the LEA to provide input.</p> <p>Program leaders may periodically consult with other stakeholders at least once a year to discuss topics related to induction. Leaders may use this time to share updates and request resources for program improvement.</p> <p>In the case of a consortium program, program leaders hold most of the responsibility for programmatic decisions. The program leader may periodically ask representatives from consortium members to provide input.</p>	<p>LEA program leaders have an oversight committee composed mainly of a few key stakeholders from the various departments within the LEA.</p> <p>Most representatives generally attend regularly, and some have decision-making authority within their department. Program leaders and the oversight committee meet at least twice a year to discuss topics related to induction. Recommendations are made by the oversight committee to program leaders to promote sustainability by committing appropriate resources to the program.</p> <p>In the case of a consortium program, program leaders convene an oversight committee comprised mainly of representatives from all consortium members. Most program representatives generally attend meetings regularly and some have decision-making authority within their systems.</p>	<p>LEA program leaders convene an oversight committee composed of representatives with decision-making authority from various departments within the LEA. Committee members are carefully selected to ensure representation of all key stakeholder groups. A range of experiences and perspectives are included to ensure program sustainability.</p> <p>All representatives attend meetings consistently and hold decision-making authority in their departments. The oversight committee meets at least three times each year to discuss, develop, and review program design. The oversight committee takes steps to ensure the induction program remains successful and sustainable by committing appropriate resources to the program.</p> <p>In the case of a consortium program, program leaders convene an oversight committee comprised of representatives from consortium members. All program representatives attend meetings consistently and hold decision-making authority within their systems.</p>

Organizational Standard 2: Program Vision, Model, and Institutional Commitment

Leadership, together with a cross section of stakeholders will develop an induction program rationale. That rationale will present a clear understanding of the value of induction and describe how the model is part of a comprehensive plan for teacher development. Stakeholders will develop a common mission, vision, and goals for the induction program that addresses the program rationale and focuses on the learning of all students by retaining and extending the learning of beginning teachers as part of a comprehensive teacher development system. Program goals should include:

- Providing a seamless transition into teaching from a range of teacher preparation experiences (e.g., 'traditional,' alternative certification, international)
- Developing an understanding of and connection with local context and community
- Supporting teacher collaboration, communication, and collegiality to prevent teacher isolation

- Cultivating a sense of professionalism, self-efficacy, self-reflection, and the capacity for continued learning
- Promote teachers’ use of evidence-based instructional models, particularly for English language learners, students with special needs, and gifted students.
- Building positive classroom climates in and out of the classroom

The program model is developed using effective, high-leverage and evidence-based best practices in alignment with both preservice and in-service professional standards. As part of the induction program structure, guidelines that ensure beginning teachers are accountable for participating in the program are developed. Adequate time and resources are allocated to support quality of programming and long-term sustainability.

Criteria	Developing	Applying	Sustaining
Induction Program Rationale	<p>Program leaders develop an induction program rationale/vision that may share the value of induction regarding teacher retention and student learning. The vision, and the role of induction in the organization’s teacher development plans may not however, be clear to stakeholders.</p> <p>Program leaders develop goals that are minimally aligned to this standard as well as the needs of the organization. The goals, however, may not be clear to all stakeholders.</p> <p>The program rationale and goals are promoted by program leaders. They may not be communicated to other stakeholders nor integrated into larger system goals and strategic plans.</p>	<p>Program leaders develop an induction program rationale/vision that articulates the value of induction and the relationship between induction and student learning. This vision is communicated with leadership and stakeholders, and they understand their role in the comprehensive teacher development plan.</p> <p>Program leaders develop program goals aligned with those outlined in this standard as well as the needs of the organization. These goals are communicated with leadership stakeholders.</p> <p>The program rationale and goals are promoted by program leaders with other stakeholders. They are often integrated into larger system goals and strategic plans.</p>	<p>Program leaders and leadership stakeholders collaborate to develop an induction program rationale/vision that articulates the value of induction and the relationship between teacher retention and quality, as well as student learning. Induction is understood by all stakeholders as a key component of the comprehensive teacher development plan.</p> <p>Program leaders and leadership stakeholders collaborate to develop program goals aligned with those outlined in this standard as well the needs of the organization.</p> <p>The program rationale and goals are understood and promoted by all stakeholders and are integrated into larger system goals and strategic plans.</p>
Program Model	<p>Program leaders design and implement a program model that includes some high-leverage or evidence-based best practices of mentoring. There may be some parallels with preservice and in-service professional standards to support induction program participants in bridging from teacher preparation or their current level of knowledge and skill to professional expectations.</p> <p>The induction program may not be seen as a benefit of accepting a teaching position. It has</p>	<p>Program leaders design and implement a program model that generally integrates high-leverage and evidence-based best practices of mentoring. It draws somewhat from both preservice and in-service professional standards to create an aligned system that supports induction program participants in bridging from teacher preparation or their current level of knowledge and skill to professional expectations.</p> <p>The induction program is seen by stakeholders who are involved with induction as a benefit of</p>	<p>Program leaders and stakeholders collaboratively design and implement a program model that intentionally integrates high-leverage and evidence-based best practices of mentoring. It draws upon both preservice and in-service professional standards to create an aligned system that supports induction program participants in bridging from teacher preparation or their current level of knowledge and skill to professional expectations.</p> <p>The induction program is seen by all</p>

	been promoted in a limited capacity as a benefit by the organization.	accepting a teaching position. It may be promoted as a benefit by the organization.	stakeholders as a benefit of accepting a teaching position and is promoted accordingly.
Resourcing	<p>Resources may be allocated at the request of program leaders. It is not part of annual budgeting processes; sustained funding is not guaranteed.</p> <p>Program leaders may rely on system leaders to develop criteria for determining necessary funding and resources. These criteria may not fully align with program needs.</p> <p>Funding induction and mentoring is a year-to-year event.</p> <p>Program leaders may periodically gather data to maintain sanctioned time for induction processes including mentoring interactions, professional learning, program oversight, evaluation, and improvement efforts. They may share their findings with stakeholders, discuss challenges, and identify solutions as situations arise.</p>	<p>Resources are allocated to the induction program at the request of program leaders. It may be part of the organization’s budgeting processes but is not a routine process and sustained funding is not guaranteed.</p> <p>Program leaders suggest criteria for system leaders to determine necessary funding for the program. These criteria are shared with system leaders during budgetary discussions, who consider them when making budgetary decisions.</p> <p>Funding induction and mentoring is a budget line item that is generally protected by stakeholders.</p> <p>Program leaders use basic systems to gather data about how much sanctioned time there is for induction processes including mentoring interactions, professional learning, programmatic oversight, evaluation, and improvement efforts. Their findings are shared with stakeholders, who collaborate to discuss challenges and implement systematic solutions.</p>	<p>Resources are routinely and fully allocated annually to the induction program as part of budgeting processes.</p> <p>Clear criteria are delineated and utilized by system leaders in collaboration with program leaders to determine necessary funding for the program.</p> <p>Fully funding induction and mentoring is nonnegotiable in the system.</p> <p>Program, organizational, and site leaders along with instructional mentors identify, monitor, and maintain sanctioned time for induction processes including mentoring interactions, professional learning, programmatic oversight, evaluation, and improvement efforts.</p>

Organizational Standard 3: Program Leadership and Communication

Program design provides for a qualified program leader. Qualifications for this position should include qualities and experiences that will lead to the successful implementation of the beginning teacher induction program including:

- A demonstrated belief in the capabilities of all educators and students
- Successful experience mentoring and/or coaching educators
- Depth of knowledge and understanding necessary to be able to implement an induction program including knowledge of induction, adult learning theory, and relevant standards (i.e., teacher professional standards, English language proficiency standards; and best practices and regulations to work with students from special populations)
- Leadership experience, including program management, building, and leading professional learning, and program evaluation

Program leaders are provided with adequate time, resources, and organizational decision-making powers to enact a high-quality and sustainable program. Program leaders coordinate and align with other local, site-based professional learning initiatives to develop a program integrated into school systems. They also establish processes to communicate regularly with stakeholders to promote understanding and ownership based on shared data and evaluation results.

Criteria	Developing	Applying	Sustaining
Program Leader Selection	<p>Program leaders meet some of the criteria outlined in this standard and may also have some additional criteria as defined by the organization.</p> <p>Program leaders are selected by organizational stakeholders in alignment with organizational policy. There may not be specific guidelines in place for the hiring of this position.</p>	<p>Program leaders are qualified for their positions as described in the criteria outlined in this standard along with additional criteria necessary for success within the organization.</p> <p>Program leaders are selected using a process that is articulated by the stakeholders involved in the selection process and aligns with policy.</p>	<p>Program leaders are fully qualified for their positions as described in the criteria outlined in this standard along with additional criteria necessary for success within the organization.</p> <p>Program leaders are selected using a clearly defined process that ensures an expert educator and leader is chosen.</p>
Program Leader Resourcing	<p>Program leaders are not situated in departments or on committees within the organization that would allow them to provide input or make decisions regarding induction as part of the organization's broader teacher professional development and student learning goals.</p> <p>Program leaders have little oversight and decision-making authority over budgeting and hiring decisions to guide the induction program.</p>	<p>Program leaders are situated in departments or on committees within the organization that focus on meeting broader teacher professional development and student learning goals. Their leadership helps ensure induction is included in organizational decision-making processes.</p> <p>Program leaders have some oversight and decision-making authority over budgeting and hiring decisions to guide the induction program.</p>	<p>Program leaders are situated within the system in a way that ensures the induction program is recognized as a key component of the organization's broader teacher professional development and student learning goals.</p> <p>Program leaders are given sufficient oversight and decision-making authority over budgeting and hiring decisions to sustainably guide the induction program.</p>
Stakeholder Communication	<p>Program leaders rarely meet with school and organization leaders, oversight committee members, and other key stakeholders to develop and maintain a unified vision for the induction program as part of the organization's broader teacher professional learning system.</p> <p>Program leaders rarely communicate with stakeholders to ensure key program elements are being implemented, integrated into organizational systems, and connected with local, organizational, and school-based initiatives.</p>	<p>Program leaders periodically meet with school and organization leaders, oversight committee members, and other key stakeholders to develop and maintain a unified vision for the induction program as part of the organization's broader teacher professional learning system.</p> <p>Program leaders communicate periodically with stakeholders to ensure key program elements are being implemented, integrated into organizational systems, and connected with local, organizational, and school-based initiatives.</p>	<p>Program leaders collaborate closely and regularly with school, organization leaders, oversight committee members, and key stakeholders to develop and maintain a unified vision for the induction program as part of the organization's broader teacher professional learning system.</p> <p>Consistent two-way communication with stakeholders takes place to ensure key program elements are being implemented at a high level, are fully integrated into broader organizational systems, and connect with local, organizational, and school-based initiatives.</p>

	Program leaders periodically gather and review program data and evaluation results for the purpose of continued improvement. This data may sometimes be shared with stakeholders.	Program leaders regularly gather and review program data and evaluation results for the purpose of continued improvement. This data is shared with stakeholders at strategic points.	Program leaders collaborate with stakeholders to establish and maintain systematic processes to regularly gather and review program data and evaluation results for the purpose of continued improvement.
--	--	---	---

Organizational Standard 4: Program School Leader Engagement

School leaders are provided an initial onboarding that includes a clear outline of the induction program model and with expectations of their role in the program, as well as an annual review and update to support and reinforce an aligned and cohesive vision and purpose of induction throughout the school/school system. School leaders work closely with the program leader and instructional mentors to:

- Conduct an initial orientation for beginning teachers about school / district resources, personnel, procedures, and policies.
- Implement policies and initiatives that promote a positive climate for beginning teachers and instructional mentors (e.g., reduced instructional assignments; class assignments that take into consideration the developmental level of a beginning teacher; limited preps and extracurricular activities; limited numbers of transitions between classrooms and/or schools; additional resources for beginning teachers^{1 2 3}).
- Align and integrate induction with other school priorities and professional initiatives to ensure beginning teacher support is streamlined and non-duplicative (e.g., adjust evaluation process to reflect induction program goals; excuse beginning teachers from additional coaching while being mentored in the induction program; adjust evaluation process to reflect induction program goals, excuse beginning teachers from additional coaching while being mentored in the induction program, adjust special education mentor evaluation to reflect their unique context and skill set).
- Provide resources that promote beginning teacher success including clarifying roles, structures, and resources (e.g., dedicated regular time during the school day for mentors and beginning teachers to meet; flexible schedule to attend professional learning).

Program design also provides clear expectations for communication between instructional mentors and school leaders to contribute to solidify alignment between the beginning teacher induction program, professional standards, and school/district goals.

Maintaining confidentiality within the mentoring relationship is critical for success. Therefore, school leaders must respect the confidential nature of work between the instructional mentor and beginning teacher and will not ask mentors to provide evaluative data on beginning teacher performance. Instead, school leaders will observe beginning teachers, give feedback, and communicate with instructional mentors and beginning teachers about areas of strength and focus.

¹Ingersoll RM, Smith TM. Do teacher induction and mentoring matter? NASSP Bulletin. 2004;88(638):28-40.

²Ingersoll RM, Strong M. The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research. 2011;81(2):201-233.

³Smith TM, Ingersoll RM. What are the effects of induction and mentoring on beginning teacher turnover? American Educational Research Journal. 2004;41(3):681-714.

Criteria	Developing	Applying	Sustaining
School Leader Induction Knowledge Development	Program leaders may provide initial professional learning for school leaders about the induction program and their role.	Program leaders periodically provide initial and ongoing professional learning for school leaders about the induction program and their role in it. This professional learning highlights the value of	There is a system for providing initial and ongoing professional learning for school leaders about the induction program and their role in it. This system supports and reinforces an aligned

	<p>Some school leaders participate in these professional learning experiences. Participation may be voluntary.</p> <p>School leaders sometimes comply with induction program requirements. They may not enact policies or structures that support beginning teacher beyond program requirements.</p>	<p>induction as part of the broader teacher learning system.</p> <p>Most school leaders participate in these professional learning experiences.</p> <p>School leaders generally apply their learning to ensure program requirements are met at site level. They may enact additional structures that support beginning teacher effectiveness.</p>	<p>vision and purpose of induction throughout the school and school system.</p> <p>Systems are in place to ensure all school leaders actively participate in professional learning experiences.</p> <p>School leaders apply their learning to ensure full implementation of the program in their buildings and advocate for system-wide policies and structures that support beginning teacher effectiveness.</p>
School and Program Leader Collaboration	<p>Program leaders rarely provide school leaders with guidance related to induction. There are no structures to align induction with school/district initiatives; identify and recruit high-quality educators; oversee instructional mentoring on site; ensure induction supports are streamlined and non-duplicative; or problem-solve as needed.</p>	<p>Program leaders provide school leaders with guidance to align and integrate induction with other school/district initiatives; identify and recruit high-quality educators; oversee instructional mentoring on site; ensure induction supports are streamlined and non-duplicative; and problem-solve as needed.</p>	<p>Program leaders consistently collaborate with school leaders to align and integrate induction with other school/district initiatives; identify and recruit high-quality educators; oversee instructional mentoring on site; ensure induction supports are streamlined and non-duplicative; and problem-solve as needed.</p>
School-Based Induction Support	<p>School leaders offer a brief initial orientation for beginning teachers. (resources, personnel, procedures, and policies)</p> <p>Few opportunities exist for beginning teachers and school leaders to connect to deepen knowledge and develop positive relationships between beginning teachers and school leaders.</p> <p>School leaders generally do not implement policies and initiatives that promote a positive climate including a reduction of instructional assignments, class assignments that take into consideration the developmental level of the participating teacher, limiting preps and extracurricular activities, limiting the number of transitions between classrooms and/or schools as needed.</p>	<p>School leaders task instructional mentors with organizing an initial orientation for beginning teachers. (resources, personnel, procedures, and policies)</p> <p>Some opportunities for beginning teachers and school leaders are organized to continue deepening knowledge and developing a positive relationship between beginning teachers and school leaders.</p> <p>School leaders may implement policies and initiatives that promote a positive climate for beginning teachers, such as reducing instructional assignments, class assignments that take into consideration the developmental level of the participating teacher, limiting preps and extracurricular activities, and limiting the number of transitions between classrooms and/or schools as needed.</p>	<p>School leaders and instructional mentors collaborate to develop and conduct an initial orientation for beginning teachers. (resources, personnel, procedures, and policies)</p> <p>Ongoing opportunities for beginning teachers and school leaders to connect are organized to continue deepening knowledge and developing a positive relationship between beginning teachers and school leaders.</p> <p>School leaders collaborate with induction program leaders and mentors to implement policies and initiatives that promote a positive climate for beginning teachers, including reduced instructional assignments, class assignments that take into consideration the developmental level of the participating teacher, limited preps and extracurricular activities, and limited numbers of transitions between classrooms and/or schools as needed.</p>

	<p>School leaders generally do not provide resources that promote beginning teacher success such as clarifying roles, structures, and resources (e.g., dedicated regular time during the school day for mentors and beginning teachers to meet; flexible schedule to attend professional learning).</p> <p>School leaders set goals with beginning teachers using the same process used for all educators. They may share those goals with mentors.</p> <p>School leaders periodically observe beginning teachers using the same process used for all educators.</p> <p>School leaders generally do not engage with mentors as partners to support coaching alignment.</p>	<p>School leaders may provide resources that promote beginning teacher success such as clarifying roles, structures, and resources (e.g., dedicated regular time during the school day for mentors and beginning teachers to meet; flexible schedule to attend professional learning).</p> <p>School leaders set goals with beginning teachers that are generally developmentally appropriate and share those goals with mentors.</p> <p>School leaders periodically observe beginning teachers and offer feedback that is at least partially aligned with the beginning teachers’ induction goals.</p> <p>School leaders periodically engage with mentors as partners to support coaching alignment for each beginning teacher.</p>	<p>School leaders collaborate with induction program leaders and mentors to provide resources that promote beginning teacher success including clarifying roles, structures, and resources (e.g., dedicated regular time during the school day for mentors and beginning teachers to meet; flexible schedule to attend professional learning).</p> <p>School leaders collaborate with induction program leaders and mentors to set goals with beginning teachers that are developmentally appropriate.</p> <p>School leaders regularly observe beginning teachers and offer feedback directly aligned with the beginning teachers’ induction goals.</p> <p>School leaders consistently engage with mentors as partners to support coaching alignment for each beginning teacher.</p>
School Leader and Instructional Mentor Collaboration	<p>Mentors may periodically communicate with school leaders to discuss the induction program, standards, and goals.</p> <p>Mentors may periodically communicate with school leaders about specific coaching and learning support.</p>	<p>Mentors organize regular communication with school leaders to align the induction program, standards, and school/district goals.</p> <p>Mentors organize regular communication with school leaders about alignment of coaching and learning support.</p>	<p>There are clear expectations and processes for regular communication between mentors and school leaders that contribute to solid alignment between the induction program, standards, and school/district goals.</p> <p>School leaders and mentors engage in an ongoing dialogue about alignment of coaching and professional learning support and integrating induction into school-based initiatives and evaluation processes.</p>
Confidentiality	<p>School leaders inconsistently show understanding of the confidentiality of the mentor-beginning teacher relationship.</p>	<p>School leaders generally understand, value, and honor the confidentiality of the mentor-beginning teacher relationship.</p>	<p>School leaders consistently understand, value, and honor the confidentiality of the mentor-beginning teacher relationship.</p>

Organizational Standard 5: Program Assessment and Improvement

Led by the program leader, stakeholders develop and implement a comprehensive system of data collection and program evaluation aligned with the program’s rationale, mission, vision, goals, design, and standards, and in collaboration with broader district-level data collection and improvement strategies. Information from multiple internal and

external evidence-based quantitative and qualitative data sources (e.g., program enactment and quality metrics; mentor assessment data; teacher satisfaction data; retention and evaluation data; and student outcome metrics) and personnel (e.g., beginning teachers, mentors, school leaders, collaborating partners, program staff, program leadership) will be included to assess effectiveness. Program leaders will analyze, use, and systematically share data for continuous program improvement.

Criteria	Developing	Applying	Sustaining
<p>Systematic Data Collection</p>	<p>Program leaders periodically collect data for internal decision making and program improvement. Periodically this data is shared with district/organizational-level decision-makers.</p> <p>Some quantitative and/or qualitative data is collected from internal and external sources. This data provides some evidence of the quality of program implementation and impact on teachers and students.</p>	<p>Program leaders have some basic systems for regular data collection and analysis. Program leaders lead efforts to collect data aligned with the program’s rationale, mission, vision, goals, design, and standards. They consistently share this data with district level decision-makers for the purposes of program improvement, visibility, and sustainability.</p> <p>Quantitative and qualitative data (e.g., program enactment and quality metrics, mentor assessment data, teacher satisfaction, retention and evaluation data, and student outcome metrics) is collected from internal and external sources (e.g., beginning teachers, mentors, school leaders, collaborating partners, program staff, program leadership). Collectively, this data provides sufficient evidence of the quality of program implementation and impact on teachers and students.</p>	<p>Robust systems for regular data collection and analysis exist. Program leaders collaborate with the oversight committee and other leaders to create, oversee, and refine a comprehensive system of data collection and program evaluation aligned with the program’s rationale, mission, vision, goals, design, and standards and in collaboration with broader district-level data collection and improvement strategies.</p> <p>Quantitative and qualitative data (e.g., program enactment and quality metrics, mentor assessment data, teacher satisfaction, retention and evaluation data, and student outcome metrics) is collected from multiple internal and external sources (e.g., beginning teachers, mentors, school leaders, collaborating partners, program staff, program leadership). This data provides clear evidence of the quality of program and the impact on teachers and students.</p>
<p>Data-Driven Continuous Program Improvement</p>	<p>Program leaders periodically analyze program data for the purpose of continuous improvement.</p> <p>Findings may be periodically shared with program stakeholders to advocate for the program.</p> <p>Program leaders generally do not collaborate with external researchers and/or reviewers to conduct an examination of the program.</p>	<p>Program leaders systematically analyze program data with mentors for the purpose of continuous improvement.</p> <p>Findings are regularly shared with stakeholders, system leaders, schoolboards, teacher education programs, and other partner organizations to promote and advocate for the program.</p> <p>Program leaders may periodically collaborate with external researchers and/or reviewers to conduct an examination of the program and use the results of these efforts to further guide program improvement. Results are shared with stakeholders.</p>	<p>Program leaders guide mentors, and stakeholders through a regular process of analyzing program data for the purpose of continuous improvement.</p> <p>Program leaders regularly share program assessment data plans with key stakeholders to promote and advocate for the induction program as part of system-wide efforts to improve teacher retention and quality efforts.</p> <p>Program leaders collaborate with external researchers and/or reviewers to conduct examinations of the program assessment and improvement process and use the results to further guide program improvement. Results are also shared with stakeholders.</p>

More Guidance: [Using Data to Support Ongoing Induction Program Assessment and Improvement](#)

Program Standard 6: Program Design

The beginning teacher induction program identifies and assigns instructional mentors who are fully or partially released from classroom responsibilities to work with beginning teachers. Instructional mentors fully released from classroom responsibilities will mentor beginning teachers with an ideal maximum ratio of 1:15. Instructional mentors released partially from classroom responsibilities will mentor beginning teachers with an ideal maximum ratio of three beginning teachers for every release period provided. The program will ensure instructional mentors are:

- Sufficiently trained and prepared to work effectively with beginning teachers
- Adequately resourced and supported to work with beginning teachers
- Provided with ongoing, regular, and sufficient time to meet with beginning teachers during the school day

It is recommended that instructional mentors serve for multiple consecutive years so they can build the skills necessary to become highly effective instructional leaders and have the greatest impact on beginning teacher professional learning, thus maximizing their scope of influence with respect to increased teacher retention as well as academic achievement for all students.

Criteria	Developing	Applying	Sustaining
Instructional Mentor Program Model	<p>Program leaders may advocate with key stakeholders to develop a program model that either fully releases one mentor to support a group of up to 15 beginning teachers or partially releases a mentor from classroom responsibilities to mentor up to three beginning teachers for every release period provided.</p> <p>Program leaders may advocate for resources to be allocated to ensure these ideal ratios are not exceeded. These ratios may not be maintained consistently.</p>	<p>Program leaders advocate with key stakeholders to develop a program model that either fully releases one mentor to support a group of up to 15 beginning teachers or partially releases a mentor from classroom responsibilities to mentor up to three beginning teachers for every release period provided.</p> <p>Program leaders advocate for resources to be allocated to ensure these ideal ratios are not exceeded but may have some cases where they are.</p>	<p>Program leaders collaborate with key stakeholders to develop a sustainable induction program model that either fully releases one mentor to support a group of up to 15 beginning teachers or partially releases a mentor from classroom responsibilities to mentor up to three beginning teachers for every release period provided.</p> <p>Resources are systematically allocated to ensure these ideal ratios are not exceeded.</p>
Instructional Mentor Support and Resourcing	<p>Program leaders provide professional learning for mentors that may include an initial orientation and periodic additional professional learning opportunities to ensure they have basic knowledge and skills needed to work with induction program participants.</p>	<p>Program leaders develop a professional learning program for mentors that includes an initial orientation and quarterly ongoing professional learning program to ensure they are sufficiently trained to work with induction program participants.</p>	<p>Program leaders collaborate with other stakeholders to develop a comprehensive professional learning program for mentors to ensure they are highly trained to work with induction program participants. This learning program includes an initial training and monthly professional learning experiences.</p>

	<p>Program leaders may request mentors be appropriately compensated for the significant work they do in mentoring beginning teachers and that they have access to the resources, materials, and technologies necessary to effectively carry out their roles but may not be positioned to do so effectively.</p> <p>Program leaders may request mentors and beginning teachers have sufficient time during the school day to collaborate and observe instruction but may not be positioned to do so effectively.</p>	<p>Program leaders advocate with system leaders to request mentors are appropriately compensated for the significant work they do in mentoring beginning teachers and that they have access to the resources, materials, and technologies necessary to effectively carry out their roles.</p> <p>Program leaders advocate with system and school leaders to request mentors and beginning teachers have sufficient time during the school day to collaborate and observe instruction.</p>	<p>Program leaders collaborate with system leaders to ensure mentors are appropriately compensated for the significant work they do in mentoring beginning teachers and that they have access to the resources, materials, and technologies necessary to effectively carry out their roles.</p> <p>Program, system, and school leaders collaborate to ensure mentors and beginning teachers have sufficient time during the school day to collaborate and observe instruction.</p>
Continuity of Instructional Mentor Service	<p>Program leaders may advocate for mentors to serve for multiple years but may not be positioned to do so effectively, or program structure may not currently allow this to occur.</p>	<p>Program leaders work with district/LEA leaders to advocate for mentors to serve for at least three consecutive years.</p>	<p>The induction program is intentionally structured so that mentors serve for at least three consecutive years. The district/LEA intentionally incorporates mentoring into its leadership development pipeline.</p>

Program Standard 7: Instructional Mentor Selection, Assignment, and Responsibilities

The beginning teacher induction program develops clear roles and responsibilities for instructional mentors and designs a structured process for mentor recruitment and selection, which are clearly communicated. A well-articulated selection process includes: an application, recommendations, observations, and interviews. In addition, the program will develop explicit selection criteria that should include but is not limited to the following:

- At least five years of successful teaching experience in the P-12 classroom, ideally in the LEA in which they will mentor, or similar context
- Utilization of academic standards and evidence-based best practices to effectively teach all student populations
- Excellent professional role model: positive, collaborative, growth mindset, reflective, solution-oriented
- Effective interpersonal communication skills with students, colleagues, and parents/guardians
- Commitment to ongoing professional growth and learning to update knowledge and skills to be an effective coach of adult learners

Program leaders assign instructional mentors to beginning teachers in a timely manner, taking into account: credentials; content; grade-level and developmental knowledge and experience; local context; expertise in working with English language learners or other special populations; geographic proximity. Structured procedures will be in place for reconsidering assignments in a timely manner when either the instructional mentor or beginning teacher is dissatisfied with the pairing.

Criteria	Developing	Applying	Sustaining
<p>Instructional Mentor Roles and Responsibilities</p>	<p>The roles and responsibilities of mentors may not be clearly defined and/or they are not shared by stakeholders.</p> <p>Program leaders communicate with stakeholders about the roles and responsibilities of mentors and may advocate to ensure mentors do not take on roles beyond their job description but may not be positioned to do so.</p>	<p>Program leaders consult key stakeholders to define the roles and responsibilities of mentors in alignment with this standard and district/LEA context. These definitions are shared with stakeholders.</p> <p>Program leaders communicate with stakeholders about the roles and responsibilities of mentors and advocate to ensure mentors do not take on roles beyond their job description.</p>	<p>Program leaders collaborate with key stakeholders to clearly define the roles and responsibilities of mentors in alignment with this standard and district/LEA context in ways that highlight mentors as expert teacher leaders in the organization’s comprehensive teacher-development system.</p> <p>Leaders at all levels of the system are clear about mentor roles and responsibilities. All stakeholders ensure mentors do not take on roles beyond their job description.</p>
<p>Instructional Mentor Selection Process</p>	<p>Program leaders develop selection criteria that may be aligned with this standard and system-specific needs.</p> <p>Program leaders utilize a process for mentor recruitment and selection that may include an application, recommendations, observations, and interviews.</p> <p>Program leaders develop selection criteria and a process to select strong teachers with mentoring potential to serve as instructional mentors. These processes are shared with key stakeholders.</p>	<p>Program leaders develop a set of selection criteria that is aligned with this standard and system-specific needs. These criteria are shared with key stakeholders.</p> <p>Program leaders and key stakeholders develop a clear and systematic process for mentor recruitment and selection. This process includes an application, recommendations, observations, and interviews. Program leaders and key stakeholders are clear about the selection criteria and process.</p> <p>Program leaders lead stakeholders to identify, recruit, and select strong veteran teachers with mentoring potential to serve as mentors.</p>	<p>Program leaders work with system and school leaders to develop an explicit set of selection criteria that is aligned with this standard and system-specific needs. These criteria are adopted by the educational organization.</p> <p>Program leaders collaborate with multiple stakeholders to develop a transparent and rigorous process for mentor recruitment and selection. This structured process includes an application, recommendations, observations, and interviews. The interview also includes an opportunity for the applicant to demonstrate their natural mentoring dispositions and skills without training.</p> <p>Stakeholders at all levels of the organization are clear about the selection criteria and process. They collaborate with the program leader to identify, recruit, and select strong veteran teachers with mentoring potential to serve as mentors.</p>
<p>Instructional Mentor Alignment</p>	<p>Program leaders contact school leaders to determine whether new hires are eligible for induction. Beginning teachers are paired with a mentor within eight weeks of hire.</p>	<p>Program leaders work with systems leaders and mentors to identify and assign beginning teachers to work with mentors within one month of hire or at the beginning of the school year.</p>	<p>Program leaders collaborate with district/organizational leaders to design systems that identify induction program participants. Beginning teachers are assigned to work with a</p>

	<p>Program leaders consider criteria including content, grade level, context, geography, and experience to match mentors with beginning teachers. These criteria may be shared with key stakeholders.</p>	<p>Program leaders create a clear process to match mentors with beginning teachers based on criteria including credentials, content/grade-level knowledge and experience, local context, geography, and expertise working with English language learners or other special populations, among other factors. Program leaders share this process with key stakeholders.</p>	<p>mentor within two weeks of hire or at the beginning of the school year.</p> <p>Program leaders collaborate with district/organizational and school leaders to create a well-defined process to match mentors with beginning teachers based on criteria including: credentials, content/grade-level knowledge and experience, local context, geography, and expertise working with English language learners or other special populations, among other factors, to best meet the needs of each beginning teacher.</p>
<p>Reassignment Protocols</p>	<p>Program leaders work with mentors to identify and respond to challenges in mentoring partnerships on a case-by-case basis. Options for response may include support for the existing pair as well as how to make changes in pairings.</p>	<p>Program leaders work with key stakeholders to create processes for identifying and positively responding to challenges in mentoring partnerships. The process includes support for the existing pair as well as how to make changes in pairings. These processes are shared with participants.</p>	<p>Program leaders, system and school leaders, and mentors work together to create protocols for identifying and positively responding to challenges in mentoring partnerships. Protocols include steps to support the existing pair as well as how to make changes in pairings. These processes are clearly delineated and shared with all stakeholders.</p>

More Guidance: [Setting Up Your Induction Program for Success Through Mentor Selection](#)

Program Standard 8: Instructional Mentor Professional Development

Under the direction of the program leader, the beginning teacher induction program provides evidence-based initial preparation and ongoing professional development for mentors to equip them for successful work with beginning teachers that are aligned to program goals and priorities.

Mentors are given regular time to meet with each other, facilitated by program leaders, to develop and refine needed instructional mentoring skills and to problem-solve, assess, and reflect on teaching. Topics for mentor professional learning may include:

- Understanding program vision, mission, goals, instructional mentor roles and responsibilities
- Implementing best practices in adult learning theory and strategies to effectively coach adults
- Employing effective coaching strategies and language
- Fostering trusting, nonevaluative, confidential relationships with beginning teachers
- Building and maintaining positive working relationships with school leaders
- Understanding how beginning teachers develop and how to tailor needed support
- Developing and implementing beginning teacher professional learning plans
- Using instructional mentoring instruments, tools, protocols, and processes
- Facilitating reflective conversations about teaching and learning
- Collecting and effectively analyzing multiple sources of data including classroom observation (including video), lesson plans, beginning teacher reflections, student work, and achievement and behavioral data
- Providing actionable feedback that supports beginning teacher growth and development as well as student learning
- Systematically building equitable and inclusive learning environments for all students
- Developing strategies to effectively work with diverse student populations
- Assisting beginning teachers in developing positive and safe classroom communities
- Assisting beginning teachers in developing positive and productive connections with families and communities
- Having courageous conversations about difficult situations that move work with beginning teachers and others forward without violating trust
- Continuing professional learning on best practices in education and standards-based instruction
- Establishing and working toward clear, meaningful professional goals through a process of reflection and collaboration

Criteria	Developing	Applying	Sustaining
Professional Development Structure	<p>Program leaders may provide some professional development for mentors. This work may be aligned to program goals and district/LEA priorities.</p> <p>Professional development, generally facilitated by program leaders, is structured as a series of discrete learning experiences. Mentors may have time to meet with each other and grow in their practice.</p>	<p>Program leaders develop and provide professional development for mentors. This work is aligned to program goals and district/LEA priorities.</p> <p>Professional development, generally facilitated by program leaders, providing continuous learning experiences. Mentors are given time to meet with each other and grow in their practice.</p>	<p>Program leaders, in collaboration with other key stakeholders, develop and provide an evidence-based professional development sequence for mentors that is closely aligned to program goals and district/LEA priorities.</p> <p>Professional development, facilitated by the program leader and other experts, is structured as a learning community. Mentors are given regular time to meet with each other and grow in their practice.</p>

<p>Professional Development Duration</p>	<p>The professional development program may include an initial learning experience that provides mentors with some basics required to successfully complete their work. It may acknowledge the larger vision for teaching and learning in the district/LEA.</p> <p>Mentor professional development may include additional opportunities to deepen their knowledge and skill. There may be differentiation available for novice and experienced mentors.</p> <p>Mentor professional learning occurs mainly before or after school.</p>	<p>The professional development program includes an initial learning experience that provides mentors with the basics required to successfully complete their work. It may connect them to the larger vision for teaching and learning in the district/LEA.</p> <p>Mentor professional development includes regular opportunities to deepen their knowledge and skill. There may be differentiation within the learning series for novice and experienced mentors.</p> <p>Mentor professional learning may occur during school hours and/or before or after school.</p>	<p>The professional development program includes an initial learning experience that provides instructional mentors with the basics required to successfully complete their work and connects them to the larger vision for teaching and learning in the district/LEA.</p> <p>Mentor professional development includes systematic, ongoing opportunities to deepen their knowledge and skill. This may include a regular series of learning experiences for novice mentors as well as professional learning communities comprised of new and experienced mentors working together.</p> <p>Mentor professional learning occurs during school hours.</p>
<p>Professional Development Content</p>	<p>Program leaders select and develop mentor professional learning experiences. Professional learning mainly focuses on administrative procedures and processes. There may be minimal focus on mentoring habits, knowledge, and skills such as are outlined in this standard. Few opportunities are provided to connect, problem-solve, assess, and reflect on mentoring and teaching.</p> <p>Mentors may participate in professional learning experiences led by the district/LEA to learn about content, best practices, initiatives, and topics of importance to the district/LEA. Strategies for integrating these ideas/topics into their mentoring work may not exist.</p>	<p>Program leaders select and develop a mentor professional learning curriculum based on best practices. The curriculum includes mentoring habits, knowledge, and skills as well as opportunities to connect, problem-solve, assess, and reflect on mentoring and teaching. Topics outlined in this standard are included in the curriculum.</p> <p>Professional learning includes periodic opportunities for mentors to learn about content, best practices, initiatives, and topics of importance to the district/LEA. Some supports exist to help mentors integrate these ideas/topics into their mentoring work.</p>	<p>Program leaders spearhead a team that develops and refines an adaptable mentor professional learning curriculum based on best practices and programmatic data. The curriculum includes mentoring habits, knowledge, and skills. It includes ongoing and robust opportunities to connect, problem-solve, assess, and reflect on mentoring and teaching. Topics outlined in this standard are central to this curriculum.</p> <p>Professional learning includes systematic opportunities for mentors to learn about content, best practices, initiatives, and topics of importance to the district/LEA. Time to effectively integrate these ideas/topics into mentoring work is consistently embedded.</p>

Program Standard 9: Mentor Assessment

The program leader facilitates a systematic process to assess the quality of services provided by mentors in alignment with program goals. Multiple sources of qualitative and quantitative evidence may include but are not limited to: information from the mentor’s professional goals; feedback from beginning teachers and school leaders; observations of interactions during mentor professional development and in-field observations; and input from other stakeholders. The program leader provides regular, formative data-informed feedback to mentors both as a group and individually. Feedback will be grounded in instructional mentoring standards and program goals. The system includes a process to ensure only successful mentors are retained to ensure continued program quality. Mentor assessment data will be used as part of broader program assessment and improvement efforts outlined in Standard 5.

Criteria	Developing	Applying	Sustaining
Instructional Mentor Assessment Data Collection	Program leaders may periodically gather data to assess the quality of services provided by mentors in alignment with program goals. Sources of qualitative and quantitative evidence may be gathered including mentors’ professional goals; feedback from beginning teachers and school leaders; observations of interactions during mentor professional development; in-field observations; and input from other stakeholders. Data provides some evidence services provided by individual instructional mentors and the team as a whole.	Program leaders facilitate a process to assess the quality of services provided by mentors in alignment with program goals. Multiple sources of qualitative and quantitative evidence are gathered including, but not limited to: mentors’ professional goals; feedback from beginning teachers and school leaders; observations of interactions during mentor professional development; in-field observations; and input from other stakeholders. Data provides a sufficient picture of services provided by individual instructional mentors and the team as a whole.	Program leaders collaborate with key stakeholders to facilitate a systematic and consistent process to assess the quality of services provided by mentors in alignment with program goals. Multiple sources of qualitative and quantitative evidence are gathered including, but not limited to: mentors’ professional goals; feedback from beginning teachers and school leaders; observations of interactions during mentor professional development; in-field observations; and input from other stakeholders. Data provides a clear picture of services provided by individual instructional mentors and the team as a whole.
Instructional Mentor Standards	The mentoring program may reference a set of mentoring/coaching standards. Mentoring standards may be used to set goals to guide mentor program development.	The mentoring program utilizes a set of mentoring/coaching standards. Mentoring standards are periodically used by instructional mentors to set their own professional goals and to set goals to guide mentor program development.	The mentoring program is built around a set of mentoring/coaching standards. Mentoring standards are consistently used to collaboratively set professional goals with instructional mentors and to set goals to guide mentor program development.
Instructional Mentor Formative Feedback	Program leaders periodically provide feedback to individual mentors and to the group. Program leaders periodically provide mentors with data to determine next steps.	Program leaders regularly provide formative, data-informed feedback to mentors both individually and as a group. Program leaders provide mentors with their data to aid in the development of individualized professional goals and action plans.	Program leaders develop systems to provide regular , formative, data-informed feedback to mentors both individually and as a group. Program leaders work in collaboration with mentors to review their data to develop individualized professional goals and action plans.
Use of Instructional Mentor Data	Program leaders attempt to employ processes to retain successful mentors but may not be positioned to do so effectively.	Program leaders develop and utilize a process that makes certain only successful mentors are	Program leaders and key stakeholders collaborate to develop and utilize a transparent process that makes certain only successful mentors are retained to ensure continued program quality.

for Program Improvement	Program leaders may periodically use data analyses to inform program assessment and improvement efforts outlined in Standard 5.	retained to ensure continued program quality. This process is shared with key stakeholders. Program leaders regularly share data analyses with key stakeholders to inform program assessment and improvement efforts outlined in Standard 5.	Program leaders systematically share data analyses with the oversight committee and other key stakeholders as part of the broader program assessment and improvement efforts outlined in Standard 5.
--------------------------------	--	--	---

More Guidance: [Using Data to Support Instructional Mentor Assessment](#)

Instructional Mentoring Standard 10: Beginning Teacher Onboarding and Professional Learning

One-to-one, job-embedded confidential mentoring by a highly trained instructional mentor is the primary process by which beginning teachers are professionally supported and developed during their early years in education. A comprehensive mentoring system also includes an onboarding process for beginning teachers developed and implemented by the program leader, instructional mentors, school/LEA leaders, and other relevant stakeholders. Additionally, the induction program may provide additional job-embedded professional learning opportunities specifically for beginning teachers in alignment with school, LEA, and state professional priorities (e.g., working with English language learners and students with special needs). Precautions should be taken to ensure professional learning experiences for beginning teachers are streamlined and non-duplicative to ensure beginning teachers are not overwhelmed.

Criteria	Developing	Applying	Sustaining
Induction Program Participant Onboarding	Program leaders may task organizational and school leaders, and/or mentors with developing an onboarding process for program participants. Onboarding may provide beginning teachers with the opportunity to visit and have an orientation to their district/LEA and/or school, and to meet with their mentor.	Program leaders work with organizational and school leaders, and instructional mentors to develop an onboarding process for induction program participants. Onboarding provides beginning teachers with the opportunity to learn about the district/LEA and school, meet and connect with key programmatic leaders and colleagues, and meet with their mentor.	Together with organizational and school leaders, instructional mentors, and other relevant stakeholders, program leaders use data to develop and implement an onboarding process for program participants as part of the comprehensive mentoring system. Onboarding provides beginning teachers with the opportunity to learn about the context and community in which they will teach, district philosophy, protocols, and procedures; have an orientation to their school; meet/connect with key program leaders and colleagues and meet with their mentor.
Job-Embedded Mentoring	Program leaders may advocate for one-to-one, job-embedded confidential mentoring by a highly trained mentor as the primary process by which beginning teachers are	Program leaders and key stakeholders consistently advocate for one-to-one, job-embedded confidential mentoring by a highly trained mentor as the primary process by which beginning	All program stakeholders agree that one-to-one, job-embedded confidential mentoring by a highly trained mentor is the primary process by which beginning teachers are professionally supported and developed.

	professionally supported and developed but may not be positioned to do so effectively.	teachers are professionally supported and developed.	
Streamlined Professional Learning for Induction Program Participants	<p>Program leaders may encourage or require beginning teachers to attend additional professional learning opportunities that align with school, district/LEA, and state professional priorities (e.g., working with English language learners and students with special needs).</p> <p>Program leaders address situations in which professional learning experiences for beginning teachers are not streamlined or are duplicative to avoid overwhelming them.</p>	<p>Program leaders organize and/or provide additional job-embedded professional learning opportunities specifically for beginning teachers in alignment with school, district/LEA, and state professional priorities (e.g., working with English language learners and students with special needs). Mentors may attend these sessions with beginning teachers to ensure the development of common knowledge and processes and to be prepared to support enactment of new ideas and skills.</p> <p>Program leaders advocate with school and organizational leaders to ensure professional learning experiences for beginning teachers are streamlined and non-duplicative to avoid overwhelming them.</p>	<p>In collaboration with key stakeholders, program leaders organize and/or provide additional job-embedded professional learning opportunities specifically for beginning teachers in alignment with school, district/LEA, and state professional priorities (e.g., working with English language learners and students with special needs). Mentors attend these sessions with beginning teachers or attend parallel mentor-focused sessions to ensure the development of common knowledge and processes and to be prepared to support enactment of new ideas and skills.</p> <p>Careful planning is undertaken by school and organizational leaders in collaboration with program leaders to ensure professional learning experiences for beginning teachers are streamlined and non-duplicative to avoid overwhelming them.</p>

Instructional Mentoring Standard 11: Instructionally Focused Mentoring

The instructional mentor will regularly engage in intentional coaching conversations with the beginning teacher focused on developing the beginning teacher’s instructional knowledge, skills, and tools in the following areas:

- Creating productive learning environments for all students
- Understanding grade-level and content standards
- Assessing student strengths and needs in an ongoing manner
- Selecting, assessing, and adapting appropriate instructional materials, resources, and technologies
- Planning coherent, standards-aligned, rigorous, and differentiated lessons
- Learning about the school/LEA and community
- Understanding and fulfilling professional responsibilities

Criteria	Developing	Applying	Sustaining
Instructionally Focused Mentoring	Mentors spend some of their time with beginning teachers engaged in coaching around topics outlined in this standard and as appropriate to/specified by the district/LEA.	Mentors spend much of their time with beginning teachers engaged in intentional coaching conversations around topics outlined in this standard and as appropriate to/specified by the district/LEA.	Mentors consistently spend the majority of their time with beginning teachers engaged in intentional coaching conversations around critical topics as outlined in this standard and as appropriate to/specified by the district/LEA.

More Guidance: [New Teacher Center Continuum of Mentoring Practice](#)

Instructional Mentoring Standard 13: Structures for Beginning Teacher Professional Learning

The induction program includes a process for developing and implementing a professional learning plan for each participant based on a range of developmentally appropriate evidence for beginning teachers to guide this professional learning structure. Grounded in professional learning standards, the professional learning plan is differentiated for each beginning teacher to ensure alignment with program goals, the content/grade level taught by the beginning teacher, local context, student strengths and needs, and the unique background and experiences of the beginning teacher. With input from school leaders, instructional mentors support beginning teachers to develop, implement, gather evidence, revise, and reflect on this professional learning plan to maximize the learning opportunities for the beginning teacher and their students. All professional learning plans include the use of evidence-based, high-quality instruction linked to student learning.

Mentors and beginning teachers work within a common and clearly defined system structure, such as a plan-teach-reflect cycle, drawing from multiple data sources to refine and improve planning and instruction. Throughout these iterative cycles, instructional mentors may, among other support mechanisms:

- Regularly observe and give feedback
- Guide reflective conferences and support problem-solving
- Analyze student work
- Co-plan and co-teach
- Model an instructional practice
- Organize meetings with or observations of other teachers
- Guide resource location and selection

Mentors use tools provided by the induction program to structure and guide conversations and collect data for analysis with the beginning teacher at each stage of this cycle.

Mentors also support beginning teachers in developing professional relationships with others to build a professional support community for the beginning teacher that will extend beyond the beginning teacher induction program. This includes, but is not limited to, developing collaborative relationships with:

- Other beginning teachers
- Grade-level and content area colleagues and teams
- Teacher and site leaders
- Parents and the community
- Other in-person or virtual professional networks that can build a broader system of support for the beginning teacher

The beginning teacher will provide evidence of growth in relation to their professional growth plan along with reflections and next steps. The plan may be shared with others, including the school leader, at the discretion of the beginning teacher. However, the plan is exempt from any association with site-based evaluation processes, employment decisions, or credentialing requirements, and should not be confused with formative evaluation for personnel purposes.

Criteria	Developing	Applying	Sustaining
<p>Professional Learning Plan</p>	<p>A standardized professional learning path for all beginning teachers is developed as part of the induction program. The plan may consider professional learning standards, program goals, the content/grade level taught by the beginning teacher.</p> <p>Mentors guide beginning teachers to implement and reflect on the professional learning plan. Goals may be shared with school leaders.</p> <p>Professional learning plans may connect beginning teachers’ growth and student learning.</p> <p>The professional learning plan and school leader goal-setting processes may separate from one another. Program leaders’ task mentors with communicating with school leaders that the professional learning plan is designed for the sole purpose of formatively evaluating and guiding the development of beginning teachers.</p>	<p>An individualized professional learning plan is developed as part of the induction program. The plan takes into consideration professional learning standards, program goals, the content/grade level taught by the beginning teacher, and the unique background and experiences of the educator. It also considers what is developmentally appropriate for the beginning teacher.</p> <p>With input from school leaders, mentors guide and collaborate with beginning teachers to develop, implement, gather evidence, revise, and reflect on the professional learning plan to maximize the learning opportunities for beginning teachers.</p> <p>Professional learning plans generally include high-quality, evidence-based instruction and assessment that connect beginning teachers’ growth and student learning.</p> <p>Program leaders communicate with school leaders and other key stakeholders that the professional learning plan is designed for the sole purpose of formatively evaluating and guiding the development of the induction program participant. School-based evaluation processes, employment decisions, and/or credentialing requirements are not based on beginning teacher professional learning plans.</p>	<p>An individualized professional learning plan is a central component of the induction program. The plan is grounded in professional learning standards, and is aligned with program goals, the content/grade level taught by the beginning teacher, and the unique background and experiences of the educator. It also considers what is developmentally appropriate for the beginning teacher.</p> <p>Program leaders work with system and school leaders to develop processes of the professional learning plan. Mentors guide beginning teachers to develop, implement, gather evidence, revise, and reflect on the professional learning plan to maximize learning opportunities. Goals and professional learning activities may be shared to align support for beginning teachers.</p> <p>Professional learning plans consistently include high-quality, evidence-based instruction and assessment to ensure beginning teacher growth is linked to student learning.</p> <p>All stakeholders are clear that the professional learning plan is designed for the sole purpose of formatively evaluating and guiding the development of the induction program participant. School-based evaluation processes, employment decisions, and/or credentialing requirements are not based on beginning teacher professional learning plans.</p>
<p>Inquiry Cycle Model</p>	<p>Mentors guide beginning teachers through program-developed processes and protocols.</p>	<p>Mentors generally organize their work with beginning teachers around a plan-teach-reflect cycle.</p>	<p>Mentors consistently organize their work with beginning teachers around a clearly defined plan-teach-reflect cycle.</p>

	Mentors may periodically observe and give feedback; guide reflective conferences and support problem-solving; collaboratively analyze student work; co-plan and co-teach; model instructional practice; organize meetings with or observations of other teachers; and guide resource location and selection.	Using this inquiry model, mentors frequently observe and give feedback; guide reflective conferences and support problem-solving; collaboratively analyze student work; co-plan and co-teach; model instructional practice; organize meetings with or observations of other teachers; and guide resource location and selection.	Using this inquiry model, mentors regularly observe and give feedback; guide reflective conferences and support problem-solving; collaboratively analyze student work; co-plan and co-teach; model instructional practice; organize meetings with or observations of other teachers; and guide resource location and selection.
Instructional Mentoring Tools and Protocols	Program leaders may develop or select a small set of mentoring tools or protocols to support mentors in guiding beginning teachers through induction. Protocols may include planning, observing, and providing feedback, analyzing student data, and reflection and problem-solving. Equity, diversity, and inclusion are generally not explicitly addressed through these processes.	Program leaders develop or select a set of mentoring tools or protocols to support mentors in guiding participants through the stages of the inquiry cycle. These tools support the development of effective teaching habits beginning teachers can continue using beyond the induction program. Protocols may include planning, observing, and providing feedback, analyzing student data, and reflection and problem-solving.	Program leaders develop or select a robust set of mentoring tools or protocols to support mentors in guiding beginning teachers through the stages of the inquiry cycle. These tools illuminate thinking and best practices, help beginning teachers develop effective habits, and support self-driven inquiry beyond the induction program. Protocols may include planning, observing, and providing feedback, analyzing student data, and reflection and problem-solving.
Building a Professional Learning Community for Induction Program Participants	Mentors may connect beginning teachers with others in the school, district/LEA, and community as part of induction program activities.	Mentors often connect beginning teachers with others in the school, district/LEA, and community to assist the program participant in building a professional network and support system that extends beyond the induction program.	Mentors intentionally and strategically connect beginning teachers with others in the school, district/LEA, and community to assist the induction program participant in building a professional network and support system that extends beyond the induction program.
Formative Evidence of Growth	Mentors guide beginning teachers to periodically gather and reflect on evidence of growth. The induction program model may include an opportunity for beginning teachers to submit or share their evidence and reflections.	Mentors guide beginning teachers to gather and reflect on evidence of growth in relation to their professional growth plan as part of their work together. The induction program model includes periodic opportunities for beginning teachers to share their evidence and reflections with others and receive feedback on their work for the purpose of continued professional growth.	Mentors guide beginning teachers to consistently gather and reflect on evidence of growth in relation to their professional growth plan in meaningful and job-embedded ways. The induction program model includes regular opportunities for beginning teachers to share their evidence and reflections with others and receive feedback on their work for continued professional growth.

More Guidance: [Arizona Mentoring Toolkit](#)