



## Arizona Beginning Teacher Induction Program Self-Assessment (Adapted Version)

### Directions for Using this Program Self-Assessment:

This document is designed to assist LEA's that are either beginning an Induction and Mentoring program or those who currently have one in existence. It is recommended that LEA Induction Program and Mentoring Leadership Teams/Guiding Coalitions complete this self-assessment individually or collaboratively. After completing the self-assessment, compare the results to the Adapted Version of the Arizona Continuum of Beginning Teacher Induction Program Development.

When answering the questions, a response of 'Yes' means that critical element is 100% represented. A response of 'No' means that the critical element needs to be implemented or is identified as an area of need.

After completing an analysis of the Continuum, it is also recommended that reviewing your answers Program Self-Assessment is beneficial as an understanding of the critical elements of each Standard may become clearer for your individual program.

Completion of the Program Self-Assessment and Continuum review should occur a minimum of two times per year.

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.

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## I. Organizational Standards

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### 1. Program Structure

Criteria	Critical Elements	Presence in Program
<b>Participating Educators</b>	1. All beginning teachers (years 0-3) participate in the induction program and are assigned an instructional mentor. 2. An adapted induction program is available for others who might benefit (i.e., new to the state/district, international teachers, or did not participate in a teacher preparation program).	1. Yes ___ No ___ 2. Yes ___ No ___
<b>Program Duration</b>	Induction is provided to: 1. all beginning teachers for 2+ years, <b>and</b> 2. all other qualified educators for an appropriate length of time.	1. Yes ___ No ___ 2. Yes ___ No ___
<b>Program Leadership</b>	There is an oversight committee that: 1. is comprised of representatives from key departments within the LEA (e.g., human resources, professional learning, curriculum, special education services) <b>OR</b> all consortium members. 2. meets a minimum of three times each year to guide program development, ensure program sustainability, and align the program with LEA/consortium goals.	1. Yes ___ No ___ 2. Yes ___ No ___

### 2. Program Vision, Model, and Institutional Commitment

Criteria	Critical Elements	Presence in Program
<b>Program Rationale</b>	There is a program rationale and goals that: 1. aligns with district needs, goals, and induction best practices. 2. is understood and promoted by all stakeholders, <b>and</b> 3. is integrated into larger system goals and strategic plans.	1. Yes ___ No ___ 2. Yes ___ No ___ 3. Yes ___ No ___
<b>Program Model</b>	The program: 1. integrates high-leverage and evidence-based mentoring best practices, <b>and</b> 2. draws upon/aligns with preservice and in-service professional standards.	1. Yes ___ No ___ 2. Yes ___ No ___
<b>Resourcing</b>	1. Budget resources are consistently allocated to the induction program at levels needed for sustained quality. 2. Leaders maintain sanctioned time for induction processes and instructional mentoring during the school day.	1. Yes ___ No ___ 2. Yes ___ No ___

### 3. Program Leadership and Communication

Criteria	Critical Elements	Presence in Program
<b>Program Leader Selection</b>	Induction program leaders are: 1. fully qualified for the position, <b>and</b> 2. selected using a clearly articulated set of criteria and processes.	1. Yes ___ No ___ 2. Yes ___ No ___

<b>Program Leader Resourcing</b>	<p>1. Induction program leaders have decision-making authority over budgetary, resource requisition, and hiring decisions to sustainably guide the induction program.</p> <p>2. The program is situated as a key part of the organization's broader professional development and student learning system.</p>	<p>1. Yes ___ No ___</p> <p>2. Yes ___ No ___</p>
<b>Stakeholder Communication</b>	<p>1. The induction program is an integrated part of the organization's broader professional learning system.</p> <p>2. There is consistent two-way communication with stakeholders to ensure the program is implemented at a high level, is fully integrated into broader organizational systems, and is connected with other initiatives.</p> <p>3. There are processes to regularly gather and review programmatic data and evaluation results for the purpose of continuous improvement.</p>	<p>1. Yes ___ No ___</p> <p>2. Yes ___ No ___</p> <p>3. Yes ___ No ___</p>

#### 4. School Leader Engagement

<b>Criteria</b>	<b>Critical Elements</b>	<b>Presence in Program</b>
<b>School Leader Induction Knowledge Development</b>	<p>1. There is a system for providing initial and ongoing professional learning for school leaders about the induction program and their role.</p> <p>2. School leaders ensure program implementation and advocate for policies and structures that support beginning teacher success.</p>	<p>1. Yes ___ No ___</p> <p>2. Yes ___ No ___</p>
<b>School and Program Leader Collaboration</b>	<p>Program leaders collaborate with school leaders to:</p> <p>1. align/integrate induction with other school priorities;</p> <p>2. recruit high-quality educators to mentor;</p> <p>3. oversee instructional mentoring in the building;</p> <p>4. ensure induction supports are streamlined and non-duplicative; <b>and</b></p> <p>5. problem-solve as needed.</p>	<p>1. Yes ___ No ___</p> <p>2. Yes ___ No ___</p> <p>3. Yes ___ No ___</p> <p>4. Yes ___ No ___</p> <p>5. Yes ___ No ___</p>
<b>School-Based Induction Support</b>	<p>School leaders collaborate with instructional mentors to align support by:</p> <p>1. conducting an initial orientation;</p> <p>2. creating beginning teachers and school leaders connection;</p> <p>3. developing a positive climate for beginning teachers;</p> <p>4. ensuring dedicated regular time during the school day for mentoring;</p> <p>5. setting developmentally appropriate goals for beginning teachers;</p> <p>6. regularly observing and offering feedback aligned with the beginning teachers' induction goals.</p>	<p>1. Yes ___ No ___</p> <p>2. Yes ___ No ___</p> <p>3. Yes ___ No ___</p> <p>4. Yes ___ No ___</p> <p>5. Yes ___ No ___</p> <p>6. Yes ___ No ___</p>
<b>School Leader &amp; Instructional Mentor Collaboration</b>	<p>School leaders and mentors:</p> <p>1. engage in ongoing dialogue about the alignment of mentoring and professional learning support, <b>and</b></p> <p>2. integrate induction into school initiatives and evaluation processes.</p>	<p>1. Yes ___ No ___</p> <p>2. Yes ___ No ___</p>

<b>Confidentiality</b>	1. School leaders understand and honor the confidentiality of the instructional mentor-beginning teacher relationship.	1. Yes ____ No ____
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## 5. Program Assessment and Improvement

<b>Criteria</b>	<b>Critical Elements</b>	<b>Presence in Program</b>
<b>Systematic Data Collection</b>	1. Evaluation systems are aligned with program and district mission/vision, data collection, and improvement strategies. 2. There are robust systems for collecting ongoing, longitudinal data from multiple internal and external sources. 3. There is a regular process for systematically analyzing data.	1. Yes ____ No ____ 2. Yes ____ No ____ 3. Yes ____ No ____
<b>Data Usage</b>	Program assessment: 1. drives continuous program improvement; 2. provides evidence of program quality; <b>and</b> 3. is regularly shared for the purpose of advocating for the program.	1. Yes ____ No ____ 2. Yes ____ No ____ 3. Yes ____ No ____

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## *II. Program Standards*

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## 6. Program Design

<b>Criteria</b>	<b>Critical Elements</b>	<b>Presence in Program</b>
<b>Program Model</b>	1. There is a sustainable induction program model that fully releases one instructional mentor to support up to 15 beginning teachers <b>OR</b> partially releases an instructional mentor from classroom responsibilities to mentor up to three beginning teachers for every release period provided.	1. Yes ____ No ____
<b>Support and Resourcing</b>	1. There is a comprehensive professional learning program for instructional mentors to ensure they are highly trained to work with induction program participants. 2. Instructional mentors are appropriately compensated and have access to the resources, materials, and technologies necessary for their roles. 3. Program, system, and school leaders collaborate to ensure instructional mentors and beginning teachers have sufficient time during the school day to collaborate and observe instruction.	1. Yes ____ No ____ 2. Yes ____ No ____ 3. Yes ____ No ____
<b>Community of Service</b>	1. The induction program is structured so instructional mentors serve for at least three consecutive years. 2. The district/LEA intentionally incorporates instructional mentoring into its leadership development pipeline.	1. Yes ____ No ____ 2. Yes ____ No ____

## 7. Instructional Mentor Selection, Assignment, and Responsibilities

Criteria	Critical Elements	Presence in Program
<b>Roles and Responsibilities</b>	<ol style="list-style-type: none"> <li>1. There are clearly defined roles/responsibilities for instructional mentors.</li> <li>2. Stakeholders ensure instructional mentors do not assume roles beyond their job description.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes ____ No ____</li> <li>2. Yes ____ No ____</li> </ol>
<b>Selection Process</b>	<p>Stakeholders collaborate to identify, recruit, and select strong veteran teachers to serve as instructional mentors. Processes include:</p> <ol style="list-style-type: none"> <li>1. a clear set of selection criteria for instructional mentors <b>and</b></li> <li>2. a transparent/rigorous process for instructional mentor selection.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes ____ No ____</li> <li>2. Yes ____ No ____</li> </ol>
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1. There are systems in place to quickly and efficiently identify induction program participants.</li> <li>2. Induction program participants are assigned to an instructional mentor within two weeks of hire or at the beginning of the school year.</li> <li>3. There is a well-defined process to match instructional mentors with beginning teachers/other participants.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes ____ No ____</li> <li>2. Yes ____ No ____</li> <li>3. Yes ____ No ____</li> </ol>
<b>Reassignment Protocols</b>	<ol style="list-style-type: none"> <li>1. There are protocols for identifying and responding to challenges in instructional mentoring partnerships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes ____ No ____</li> </ol>

## 8. Instructional Mentor Professional Development

Criteria	Critical Elements	Presence in Program
<b>Structure, Duration and Content</b>	<p>Instructional mentors receive evidence-based professional development to equip them for successful work with beginning teachers that includes:</p> <ol style="list-style-type: none"> <li>1. systematic, ongoing, and regular opportunities to deepen their knowledge and skill as instructional mentors.</li> <li>2. time to learn about content, best practices, initiatives, and topics of importance to the district/LEA.</li> <li>3. time to set goals, practice, problem-solve, exchange ideas and best practices, receive coaching, and grow in their practice.</li> <li>4. an adaptable curriculum based on programmatic data.</li> <li>5. learning that occurs during school hours.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes ____ No ____</li> <li>2. Yes ____ No ____</li> <li>3. Yes ____ No ____</li> <li>4. Yes ____ No ____</li> <li>5. Yes ____ No ____</li> </ol>

## 9. Mentor Assessment

Criteria	Critical Elements	Presence in Program
<b>Instructional Mentor Assessment Data Collection</b>	1. There is a systematic process to assess the quality of services provided by instructional mentors in alignment with program goals. 2. Multiple sources of qualitative and quantitative evidence are gathered to understand the quality of instructional mentoring. 3. Data provides a clear picture of services provided by individual instructional mentors and team members.	1. Yes ____ No ____ 2. Yes ____ No ____ 3. Yes ____ No ____
<b>Instructional Mentor Standards</b>	1. The instructional mentoring program is built around a set of standards that identify the qualities of effective instructional mentors. 2. Mentoring standards are used to collaboratively set professional goals with instructional mentors and guide mentor program development.	1. Yes ____ No ____ 2. Yes ____ No ____
<b>Instructional Mentor Formative Feedback</b>	1. There are systems to provide regular, formative, data-informed feedback to instructional mentors individually and as a group. 2. Program leaders work with instructional mentors to review data to develop individualized professional goals and action plans.	1. Yes ____ No ____ 2. Yes ____ No ____
<b>Use of Instructional Mentor Data for Program Improvement</b>	1. There is a transparent process that ensures only successful instructional mentors are retained to maintain program quality. 2. Program leaders systematically share data analyses with the oversight committee and other key stakeholders as part of the broader program assessment and improvement efforts.	1. Yes ____ No ____ 2. Yes ____ No ____

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### *III. Instructional Mentoring*

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## 10. Beginning Teacher Onboarding and Professional Learning

Criteria	Critical Elements	Presence in Program
<b>Induction Program Participant Onboarding</b>	1. There is an initial onboarding for all participants to learn about the district/school/community, and meet leaders, colleagues, and their instructional mentors. 2. The orientation is part of a comprehensive onboarding process.	1. Yes ____ No ____ 2. Yes ____ No ____
<b>Job-Embedded Mentoring</b>	1. All stakeholders agree that 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.	1. Yes ____ No ____
<b>Streamlined Professional</b>	1. There are additional job-embedded professional learning opportunities/training sessions, specifically for beginning	1. Yes ____ No ____

<b>Learning for Induction Program Participants</b>	<p>teachers in alignment with school, district/LEA, and state professional priorities.</p> <p>2. Instructional mentors attend training sessions or attend parallel sessions to ensure the development of common knowledge and prepare to support the enactment of new ideas and skills.</p> <p>3. Professional learning experiences for program participants are streamlined and <b>non-duplicative</b> to avoid overwhelming them.</p>	<p>2. Yes ____ No ____</p> <p>3. Yes ____ No ____</p>
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### 11. Instructionally Focused Mentoring

Criteria	Critical Elements	Presence in Program
<b>Instructionally Focused Mentoring</b>	<p>1. Instructional mentors consistently spend a 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.</p>	<p>1. Yes ____ No ____</p>

### 13. Structures for Beginning Teacher Professional Learning

Criteria	Critical Elements	Presence in Program
<b>Professional Learning Plan</b>	<p>1. Program participants have an individualized professional learning plan aligned with district, program, and participant needs and goals.</p>	<p>1. Yes ____ No ____</p>
<b>Inquiry Cycle Model</b>	<p>Instructional mentors organize their work with beginning teachers around a clearly defined plan-teach-reflect cycle which includes:</p> <ol style="list-style-type: none"> <li>1. Regular observation and feedback;</li> <li>2. Reflective conferences and problem-solving;</li> <li>3. Collaborative analysis of student work;</li> <li>4. Co-planning/teaching and/or modeling of instructional practice;</li> <li>5. Organize meetings with or observations of other teachers,</li> </ol> <p><b>and</b></p> <ol style="list-style-type: none"> <li>6. Support locating, selecting, and adapting resources.</li> </ol>	<p>1. Yes ____ No ____</p> <p>2. Yes ____ No ____</p> <p>3. Yes ____ No ____</p> <p>4. Yes ____ No ____</p> <p>5. Yes ____ No ____</p> <p>6. Yes ____ No ____</p>
<b>Instructional Mentoring Tools and Protocols</b>	<ol style="list-style-type: none"> <li>1. There is a robust set of instructional mentoring tools or protocols to support instructional mentors in guiding beginning teachers through the stages of the inquiry cycle.</li> <li>2. Instructional mentors are well-trained to use these tools to build beginning teachers' knowledge and instructional practice in authentic and positive ways that build schema, efficacy, and independence.</li> </ol>	<p>1. Yes ____ No ____</p> <p>2. Yes ____ No ____</p>
<b>Professional Learning Community</b>	<p>1. Instructional 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.</p>	<p>1. Yes ____ No ____</p>

## Overall Program Analysis

**1. Areas of Program Strength:**

**2. Areas for Program Focus:**



**3. Next Steps:**

**4. Resources/Supports Needed:**