

# Teacher and Specialized Service Professionals Induction Program Evaluation Rubric

Educator Induction Programs must align with the Educator Licensing and Preparation Rules and the revised statutes that govern approved induction programs (2260.5-R-13.00 & 14.00) for school districts and BOCES. This rubric may be used by Districts/BOCES that would like to offer a Colorado approved induction program, as a self-evaluation tool (required every five years) for an already-approved induction program, or for self-reflection of a currently approved induction program. Guidance for each of these uses is provided below.

Note the following conventions for the standards:

- ***Text in bold and italics = a “Shall” in State Statute or Rule***
- *Text in italics = “Recommended” in State Statute or Rule*
- Text that is neither bold or italics = an indicator based on research recommendations

## Instructions

For initial program approval	For self-evaluation of an already-approved program	For self reflection
<p>Please complete this <i>entire</i> rubric with justifications and evidence for each of the requirements for the induction standards. Induction programs will upload this document as part of their online application.</p> <p>There is no need to choose a level (0, 1, 2, or 3) for each standard when seeking initial approval. This measure is used for the self/program evaluation required every five years.</p>	<p>A self-evaluation of approved induction programs is required every five years. Please complete this <i>entire</i> rubric with justifications and evidence for each of the requirements for the rubric indicators to submit for program evaluation.</p> <p>Induction programs will upload this document as part of their online renewal process.</p> <p>Please select a rating level that reflects the implementation and impact of each rubric indicator using the follow scale:</p> <ul style="list-style-type: none"> <li>• Level 0 = Not Present</li> <li>• Level 1 = Establishing</li> <li>• Level 2 = Operationalizing</li> <li>• Level 3 = Optimizing</li> </ul>	<p>Utilize this rubric as a continual improvement tool for your induction program.</p> <p>As a guide for your own program development, you may also use the selection menu for each requirement to assign a level as follows:</p> <ul style="list-style-type: none"> <li>• Level 0 = Not Present</li> <li>• Level 1 = Establishing</li> <li>• Level 2 = Operationalizing</li> <li>• Level 3 = Optimizing</li> </ul>



## Program Information

<b>Name of School District/ BOCES:</b>			
<b>Induction Program Main Contact:</b>			
<b>Title/Role:</b>			
<b>Phone Number:</b>		<b>Email:</b>	
<b>Date of Submission/Rubric Completion:</b>			
<b>Length of Program (Choose one):</b>			
<i>If program length is anything other than one, two, or three years (such as for two years for new vs. one for transferred teachers), explain here.</i> <b>Explanation of varied program length:</b>			
<i>The induction program may include partnership(s) with BOCES (if a district) and/or Institutes of Higher Education.</i> <b>Please indicate any partnerships here:</b>			

## Teacher and Specialized Service Professionals Induction Program Evaluation Rubric

Rubric Indicators	Level (Choose one)	Justification/ Evidence to Support Rating
<b>1. Program Components</b>		
1.1 BOCES/District/School leadership strongly support the induction of new educators		
1.2 Process for identifying and individualizing each new-hire's need for and level of induction support (i.e. differentiation for an educator new to education vs. an educator new to the district)		
1.3 <i>Outlining the role of mentors in evaluating and providing feedback to inductees (i.e. observation and feedback expectations, providing input to the evaluation or no involvement, etc.)</i>		
1.4 Sufficient time for collaborating with other educators and observing model classrooms is planned for and provided		
1.5 <i>Sufficient planning time for inductees and mentors to meet is planned for and provided</i>		



<b>Rubric Indicators</b>	<b>Level (Choose one)</b>	<b>Justification/ Evidence to Support Rating</b>
<b>1.6</b> <i>District/BOCES policies include standards for the selection, training and release of mentors who work with new educators</i>		
<b>1.7</b> <i>Process for determining when inductees have successfully completed the program</i>		
<b>2. Induction Content</b>		
<b>2.1</b> <i>Inductees are provided ongoing imbedded professional development</i>		
<b>2.2</b> <i>Information related to the Colorado Academic Standards</i>		
<b>2.3</b> <i>Information related to the Quality Educator Standards</i>		
<b>2.4</b> <i>Information related to school and district policies and procedures</i>		



<b>Rubric Indicators</b>	<b>Level (Choose one)</b>	<b>Justification/ Evidence to Support Rating</b>
<b>2.5</b> <i>Local district and school goals including the district or school's unified improvement plan and local content standards</i>		
<b>2.6</b> <i>Educator roles and responsibilities are provided (including moral and ethical conduct)</i>		
<b>2.7</b> Introduction to local district and school educational resources (i.e. adopted curriculum)		
<b>2.8</b> Introduction to data-driven decisions making and/or data team process.		
<b>2.9</b> <i><b>Educator standards that reflect the established profiles of a successful educator at various career stages</b></i> i.e. experience levels		
<b>2.10</b> <i>Detailed information regarding the educator effectiveness evaluation model</i>		



Standards and Requirements	Level (Choose one)	Justification/ Evidence to Support Rating
<b>3. Mentor Selection</b>		
<b>3.1</b> <i>The selection of mentors is rigorous to ensure high-quality induction and mentoring of inductees</i>		
<b>3.2</b> <i>The mentors are experienced professionals who consistently model the quality standards with demonstrated excellence in practice as measured by the district educator effectiveness system</i>		
<b>3.3</b> <i>The principal or supervisor recommends teacher(s) to be mentors including evidence of successful teaching and learning</i>		
<b>3.4</b> <i>Mentors work well with adults and are sensitive to the viewpoint of others</i>		
<b>3.5</b> <i>Mentors are active and open learners and competent in interpersonal and public relations</i>		
<b>3.6</b> <i>The mentors' style is not in conflict with that of the inductees</i>		



Standards and Requirements	Level (Choose one)	Justification/ Evidence to Support Rating
<b>4. Mentor Development</b>		
<b>4.1</b> <i>Mentors are provided ongoing professional development</i>		
<b>4.2</b> <i>The educator induction program and process</i>		
<b>4.3</b> <i>Information related to the Colorado Academic Standards and Educator Quality Standards</i>		
<b>4.4</b> <i>The primary role of mentors as teachers, coaches, advocates, supporters, guides and nurturers of new teachers</i>		
<b>4.5</b> <i>How to provide training/professional learning to adult learners</i>		
<b>4.6</b> <i>How to provide substantive feedback to inductees about their practice</i>		



Standards and Requirements	Level (Choose one)	Justification/ Evidence to Support Rating
<b>4.7</b> <i>Educator standards that reflect the established profiles of a successful educator at various career stages</i>		
<b>4.8</b> <i>Detailed information regarding the educator effectiveness evaluation model</i>		
<b>5. Mentor Responsibilities</b>		
<b>5.1</b> <i>The mentors' assignments are closely matched to those of his/her inductees, including content and grade-level</i>		
<b>5.2</b> <i>The mentors are located, when possible, in close proximity to the inductees</i>		
<b>5.3</b> Provides substantive feedback to inductees		
<b>5.4</b> Use of provided planning time with inductees is used consistently to improve inductees success as a new educator		





<b>Standards and Requirements</b>	<b>Level (Choose one)</b>	<b>Justification/ Evidence to Support Rating</b>
5.5 Providing documentation and evidence of support of inductee		
<b>6. Program Impact</b>		
6.1 <i>A self-evaluation of the district's induction program is accomplished every 5 years</i>		
6.2 <i>Establish an assessment model to review, evaluate and guide the induction program</i>		
6.3 Feedback of the program's delivery quality from mentors, inductees and school leaders		
6.4 <i>The evaluation of inductees to include documentation of growth and performance in relation to the inductee's assignment</i>		
6.5 The induction program is on a continuous cycle of improvement by identifying best practices based upon the data submitted (what is working well) and areas for improvement in order to strengthen induction program quality		



<b>Standards and Requirements</b>	<b>Level (Choose one)</b>	<b>Justification/ Evidence to Support Rating</b>
<b>6.6</b> <i>Induction program data are analyzed and submitted to CDE by the BOCES/district for review and renewal of their induction program status</i>		
<b>6.7</b> <i>A revised or updated induction provider plan is submitted to CDE, based upon CDE's review of the self-assessment and data provided</i>		