RI Beginning Teacher Induction/Mentor Program Standards

Introduction and Purpose *for the Rhode Island*
Standards of Quality and Effectiveness for Beginning Teacher Induction/Mentoring

RI Beginning teacher Induction Program Standards are intended to set forth a clear framework that aligns with the expectations in the Basic Education Program (BEP - G-15-2.2 Human Capital). They provide program guidance and are applicable regardless of the delivery model that a local LEA plans to implement.

BEP - G-15-2.2 Human Capital
"The LEA shall provide differentiated support to all staff. These supports shall include induction programs to support the developing proficiencies for new staff and staff serving in new assignments, mentoring and coaching to enhance professional learning and to foster peer relationships, job embedded professional development for continuous improvement, a compensation system reasonably related to achieving the purposes of these regulations, and a targeted support system for staff in need of improving their performance".

Induction/Mentor Standards
The standards are broad and interdependent, describing a vision of a comprehensive and dynamic program for beginning teachers (defined as teachers who have never opened and closed a school year in the same position) and those who support them. The standards provide a research-based foundation that will guide and support the process for inducting RI Beginning teachers into the profession. The intent of these standards is to foster thoughtful, high quality growth and development; they become purposeful and meaningful when implemented fully and with fidelity. Standards help reflect on best practices and effective structures necessary to the design and deliver a high quality, effective induction program. These standards serve as the next step in a continuum from the RI Standards for Educator Preparation. They also align to the RI Professional Teaching Standards and are aligned to the Professional Practice components of the Teacher Evaluation & Support System.

Standard 1: Induction/Mentor Process Program Leadership: Administration, Support and Evaluation
The induction/mentor process has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation and stakeholder communication linked to relevant standards.

Standard 2: Induction/Mentor Process Program Goals and Design
Induction/Mentor process design is focused on improved student learning through beginning teacher development, support, and retention. The goals are guided by current induction research, effective practices, RI Professional Teaching Standards, and the components of the Educator Evaluation System.

Standard 3: Resources
LEAs allocate sufficient resources which include regular classroom observations, formative data collection and feedback from induction coaches/mentors to all beginning teachers. Program leadership monitors the use and appropriation of funds to ensure quality implementation.

Standard 4: Site Administrator Roles and Responsibilities
Site administrators lead efforts to create a positive climate for the delivery of all essential program components.

Standard 5: Induction Coach/Mentor Selection and Assignment
Induction coaches/mentors are recruited, interviewed, selected and assigned using a comprehensive process that is clearly articulated, and uses specific criteria that is communicated to all stakeholder groups.

Standard 6: Induction Coach Training and Professional Development
Induction coach professional development begins with formal training before they begin their work with beginning teachers and continues over the course of the induction coach/mentor's work with beginning teachers[1]. Induction coaches are provided with time supported by the program, to engage in induction coach forums and are consistently supported in their efforts to assist beginning teachers in their development and performance with a focus on student learning.

Standard 7: Coaching for Instructional Excellence through Educator Formative Assessment
The educator formative assessment process provides a framework for data collection and support that evidences beginning teachers' growth and progress, providing a continuum from pre-service preparation into the beginning teachers' professional career. Beginning teachers with their induction coaches/mentors participate in an ongoing reflection of practice reflective process. The purpose of educator formative assessment is to improve teaching, as measured by the RI Professional Teaching Standards, and the RI Educator Evaluation components.

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[1] The RI Department of Education provides coach training aligned with the New Teacher Center.
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Standard 1: Induction/Mentor Process Program Leadership: Administration, Support and Evaluation
The induction/mentor process has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation and stakeholder communication linked to relevant standards.

Program Leadership focuses on allocation of sufficient resources, facilitation of professional development, program oversight and evaluation. They also ensure effective coordination of services and communication for beginning teachers, induction coaches, and administrators.

Criteria for Quality Program Development:

- Responsibilities for program planning, operation and oversight are clearly defined and program leadership is designated.

- The program leadership implements a high quality program in accordance with state guidelines, BEP, and state induction/mentor standards.

- Regular collection and reflection of feedback about program implementation quality and effectiveness from all participants is done using formal and informal measures. Program leadership uses this data to facilitate on-going program planning, implementation, evaluation and improvement.

- Stakeholder collaboration is focused on creating a culture of commitment to beginning teacher induction and improving student achievement, and includes teachers, administration, school boards, union/associations, and additional professional partners.

- Program leadership participates in professional development to understand, design and implement high quality beginning teacher induction.

- Program leadership participates in on-going professional development linking to a professional learning community specifically for program leadership.

- Program leadership collects data that focuses on teacher growth and student growth as evidence of program impact.

Standard 2: Induction Process Program Goals and Design
Induction process design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, BEP, RI Professional Teaching Standards, and the components of the Educator Evaluation System.

The Induction process design and goals reflect a sound understanding of research on the unique strengths and needs of individual beginning teachers as they develop over time. Program goals and design include appropriate support activities, professional development, and assessment practices designed to effectively meet the needs of beginning teachers, induction coaches, and administrators. Program goals are explicitly linked to improving teacher quality and retention while raising student achievement.

Criteria for Quality Program Development:

- The program design provides effective communication and coordination among program leadership, induction coaches/mentors, beginning teachers and administrators. The design of the induction program includes supporting school/district school improvement goals and ongoing professional development initiatives.

- The program design provides time to ensure that the quality of the process (e.g. Formative assessment system, analysis of student work, data collection, observations and reflective conversations) is supported.

- The program requires essential activities which include use of formative assessment tools, documentation of beginning teacher/induction coach/mentor work, analysis of beginning teacher instruction and student learning, and induction coach professional development.

- The program goals and outcomes around teacher development, retention, support and student learning are reviewed and revised as necessary, based on multiple sources of program evaluation data, program leaders and stakeholders.

Standard 3: Resources
LEAs allocate and monitor sufficient resources which include regular classroom observations, formative data collection and feedback from coaches to each beginning teachers.

The quality and effectiveness of induction programs rely on the appropriate and thoughtful use of induction coaches, time, fiscal and other resources. Program leadership allocates resources in a manner consistent with the stated program rationale, design, and goals.

Criteria for Quality Program Development:

- Adequate time, fiscal resources, and appropriate authority are allocated to program leadership, for support and oversight.

- The program leadership allocates sufficient, sanctioned, protected time essential for high quality beginning teacher induction.

- The resource allocations are monitored on a regular basis and adjustments are made as needed to ensure accountability and ongoing program improvement.

Standard 4: Site Administrator Roles and Responsibilities
Site administrators lead efforts to create a positive climate for the delivery of all essential program components.

Site administrators are crucial to setting the stage for beginning teacher success and are essential partners. Site administrators communicate with the beginning teachers' induction coaches/mentors and program leadership in a formal, ongoing process. Site administrators and program leadership collaborate to ensure that they are supporting beginning teachers in the induction program.

Criteria for Quality Program Development:

- Site administrators facilitate the inclusion of beginning teachers in the school community and promote the commitment of all staff to supporting beginning teachers.

- Site administrators meet with induction coaches/mentors every four – six weeks.

- Site administrators respect the confidentiality of the induction coach/beginning teacher relationship.

- Site administrators facilitate the integration of induction practices into broader professional development initiatives for all teachers.

- Site administrators provide the beginning teacher with a balanced teaching assignment whenever possible.

- Communication between program leadership, district administration, site administrators and induction coaches/mentors occurs on an ongoing basis.

Standard 5: Induction Coach/Mentor Selection and Assignment
Induction coaches are recruited, interviewed, selected and assigned using a comprehensive process that is clearly articulated, and uses specific criteria that is communicated to all stakeholder groups.

The selection of well-qualified induction coaches/mentors based on knowledge of their content, classroom performance and their ability to work with adults is essential to creating programs that support teacher development, teacher retention, and improved student learning. The process for induction coach/mentor recruitment, selection and assignment includes ample time for communication, application, selection and assignment.

Criteria for Quality Program Development:

- Programs are guided by clear selection criteria that represent a commitment to induction coaches/mentors:
  ◦ Demonstrating evidence of effective teaching practice, including demonstration of content knowledge for the appropriate student-age level span
  ◦ Demonstrating evidence of effective skills/strategies for working with adult learners
  ◦ Having strong intra-and interpersonal skills, including self reflection of practice and responsiveness to needs of beginning teachers
  ◦ Exhibiting knowledge of pedagogy, analysis of student work, context, and the diverse learning needs of both beginning teachers and their students

- Induction coaches/mentors and beginning teachers are matched according to relevant factors, including certification, experience, current assignments and/or proximity of location.

- The program has defined a process to address changes or necessary adjustments in the induction coach/mentor/beginning teacher matches.

Standard 6: Induction Coach/Mentor Training and Professional Development
Induction coach/mentor professional development begins with formal training before they begin their work with beginning teachers and continues over the course of the induction coach/mentor's work with beginning teachers. Induction coaches are provided with time, supported by the program, to engage in induction coach forums and are consistently supported in their efforts to assist beginning teachers in their development and performance with a focus on student learning.

Professional development includes both the development of knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages induction coaches. Induction coaches/mentors develop unique abilities and skills to help support the range of beginning teacher needs while ensuring that they address the diverse needs of the students and their learning needs.

Criteria for Quality Program Development:

- Induction coaches/mentors participate in ongoing formal training to develop and refine their coaching skills. Training includes topics such as adult learning, coaching language, formative assessment tool, observation and conferencing, Meaningful teacher and student feedback, using data to inform instruction[2]

- Induction coaches participate in an ongoing professional learning community that supports their reflective practice and their use of formative assessment tools, protocols, as well as relevant district tools and standards.

- Induction coaches meet for regularly scheduled professional development (forums)to deepen coaching skills and advance induction practices.

- Induction coaches engage in self-assessment and reflect on their own development as teachers and coaches.

Standard 7: Coaching for Instructional Excellence through Educator Formative Assessment
The educator formative assessment process provides a framework for data collection and support that evidences beginning teachers' growth and progress, providing a continuum from pre-service preparation into the beginning teachers' professional career. Beginning teachers with their induction coaches/mentors participate in an ongoing reflection of practice reflective process. The purpose of educator formative assessment is to improve teaching, as measured by the RI Professional Teaching Standards, and the RI Educator Evaluation components.

The development of the beginning teacher's practice is guided by research and the RI Professional Teaching Standards that describe what teachers should know and be able to do, as well as the components of the RI Educator Evaluation System.
It is also rooted in formative assessment, in which the beginning teacher and the induction coach/mentor collaboratively collect and analyze multiple sources of data and use structured reflection, in an ongoing process, to focus on classroom practice and meeting students' individual needs.

Criteria for Quality Program Development:

- Induction coaches provide collaborative opportunities for beginning teachers to share and discuss evidence of practice, problem-solve and receive individualized support.

- Induction Coaches balance their time between classroom observations and conferencing with beginning teachers.

- Induction coaches use Educator formative assessment information to determine the focus of their work with each beginning teacher and the induction coach.

- Induction coaches use the educator formative assessment system to capture multiple measures of teaching practice, including, but not limited to: observation by an induction coach, analysis of student work and assessment data, reflection and examination of other teaching artifacts.

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