Effective Support for New Teachers in Washington State

cstp

STRENGTHENING TEACHING
ONE STEP AT A TIME

SUPERINTENDENT OF PUBLIC INSTRUCTION
WASHINGTON

The Center for Strengthening the Teaching Profession (CSTP) is an independent, nonprofit organization that promotes policies and practices to ensure all students in Washington are taught by highly skilled teachers, and that teachers develop their leadership skills to elevate their profession.

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Why Invest in Induction?

A highly qualified teaching workforce, both novice and veteran, is the single greatest leverage point for ensuring that all students in Washington State achieve at their highest level. Research has found that differences in teacher capability can account for as much as 90% of the variation in student learning in schools with similar student characteristics (Armour-Thomas, Clay, et al., 1989, as cited in What Matters Most: Teaching and America's Future, 1996). School and district leaders across our state recognize the critical importance of providing sustained and purposeful professional support to their teaching forces, including — and perhaps especially — those teachers in the beginning years of their profession.

1. **Reduce Teacher Turnover:** Washington loses about 25 percent of its new teachers within their first five years in the classroom (Plecki, 2005). While not as dire as the 50 percent attrition rate found in some parts of the country, this attrition still represents a significant loss to the K-12 system. "Schools serving a greater number of students in poverty retain fewer of their teachers after five years" (Plecki, 2005). The constant teacher turnover some schools experience – particularly high-poverty and struggling schools – makes it exceedingly difficult for staff to embark upon a coherent, multi-year improvement plan. It also makes it difficult for parents and community members to form solid relationships with faculty, as the cast of characters changes frequently. Quality mentoring can help to retain teachers in the school and profession (New Teacher Center).

2. **Improve Teacher Quality for Student Learning:** A high-quality induction program has the potential for increasingly positive impacts on student learning (New Teacher Center).

3. **Ensure Equity of Learning Opportunity for All Students:** It is especially important to enhance teacher retention and quality for struggling students and students in struggling schools. Struggling teachers will not be able to close opportunity gaps and increase learning for all students. Quality induction supports teacher effectiveness and impacts student learning (Plecki, 2005).

Washington's schools and districts must offer beginning teachers robust and comprehensive support so they:

- increase instructional expertise developing into highly capable practitioners who positively impact student learning;

- thrive in a culture that encourages them to contribute their expertise while learning from their more experienced colleagues, and

- become part of a stable teaching force invested in the profession and in our public schools.

> Induction is a "comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers, and which then seamlessly guides them into a lifelong program of professional learning."
>
> — Harry Wong
> Induction Programs that Keep New Teachers Teaching and Improving

What Constitutes High Quality Induction for New Teachers?

While all teachers need high quality, ongoing professional development, we work from a belief that new teachers have specific and unique needs. The standards address these specific needs of beginning teachers and the programs that support them in the areas of hiring, orientation, mentoring, professional learning, formative assessment for teacher growth, and induction program impact.

Effective teacher induction moves beyond initial mentoring (Wong, 2004) and orientation to provide ongoing, job-embedded, multi-year professional development. It requires coordinated efforts and a cohesive set of policies and practices from those who work in schools, districts, teacher preparation programs, state agencies and the Legislature. Programs must have adequate and stable funding, access to a rich talent pool of highly-trained mentors, high expectations for all participants and the commitment of school and district leaders. A designated leader (teacher, mentor or administrator) in each district must take responsibility for induction, ensuring that expectations are clear, standards are met and regular data analysis measures program impact.

A single model of induction is insufficient to meet the diverse needs of educators and systems across Washington State. The standards are principles of quality practice rather than a prescriptive model. Where capacities allow, many districts choose to release mentors full-time from classroom assignments in order to have them focus on supporting beginning teachers. In other districts, a regional support system may prove useful.

Core Beliefs about Induction

From research , four foundational beliefs emerge as essential to Washington State's efforts to provide high-quality support for beginning teachers.

1. Effective support for beginning teachers requires **collective responsibility**. To improve both teacher and student performance, educators, leaders and legislators must craft, fund and manage a comprehensive and coherent system.

2. A high quality system of support for beginning teachers is the **foundation of career-long professional growth** (Professional Certification, National Board Certification, advance-degree programs and other examples of continuous learning).

3. Serving the needs of beginning teachers is a **core element of school improvement**. Increasing the stability and expertise of the teaching corps, especially in schools with struggling students, can help to ensure equity of opportunity for all students to experience the high quality teaching they deserve.

4. **School culture** significantly impacts beginning teachers' experiences and development. It can nurture or negate a beginning teacher's passion for the profession and can support or inhibit the acquisition of the skills and knowledge needed for proficiency (Johnson, 2004).

Standards for High Quality Beginning Teacher Induction Programs in Washington State

HIRING: Students, schools and districts are well served by hiring policies and practices that honor the unique needs and powerful potential of beginning teachers.

ORIENTATION: New teachers benefit from participation in an orientation to the school and district beliefs and practices – before their teaching responsibilities begin and continuing throughout the year.

MENTORING: A strong relationship with a highly qualified and trained mentor is essential to facilitating maximum growth in new teachers.

PROFESSIONAL LEARNING: New teachers benefit from engagement in purposeful, ongoing, formal and informal job-embedded learning opportunities that promote reflection, collaboration, and professional growth.

FORMATIVE ASSESSMENT FOR TEACHER GROWTH: New teachers benefit when districts use the state's teacher evaluation system and observation cycles to promote teacher growth and development focused on student learning.

INDUCTION PROGRAM IMPACT: New teachers benefit when leaders and key stakeholders contribute to the data gathered, participate in examining the data, and collaboratively plan for program improvement.

Where Is Your District's New Teacher Induction?

Unsatisfactory: There is an absence of coordinated, intentional induction activities in the essential components (hiring, orientation, mentoring, professional learning, formative assessment for teacher growth, and induction program impact). If any mentoring occurs, it is dependent on the generosity of the novice's teaching colleagues.

Basic: While some induction efforts exist, there is no sense of collective responsibility across a district for induction of novices, and gaps exist. A summer orientation is provided. Mentors may be assigned to novice teachers, but because they are not trained, mentoring consists primarily of providing encouragement and giving advice.

Proficient: Induction activities cover all essential components (hiring, orientation, mentoring, professional learning, formative assessment for teacher growth, and induction program impact). The district has a cadre of trained mentors.

Distinguished: Comprehensive novice teacher induction is viewed as a collective responsibility in schools and across the district. Induction is systematic and provides multi-year support. Induction activities cover all essential components (hiring, orientation, mentoring, professional learning, formative assessment for teacher growth, and induction program impact).

How to Make the Most of This Document

This document was designed to serve as a tool for program reflection, evaluation and improvement by those with varying roles and connections to induction for beginning teachers. Schools and districts can begin the process of systematizing induction by integrating the essential components (hiring, orientation, mentoring, professional learning, formative assessment for teacher growth, and induction program impact) into the context of their current efforts to promote all teachers' growth.

1. **Collaborate:** Gather a team which may include district supervisors, professional development coordinators, human resources personnel, school principals, and district-based and school-based mentors. Leadership is key to assuring the work is focused and has the resources it needs to accomplish its goals.
2. **Know the Standards:** Become familiar with the standards and their key elements.
3. **Gather and Analyze Data:** Consider such information as teacher surveys, retention data, and program review in one or more standards.
4. **Self-assess:** Use the data to rate current practices and identify needs. The rating scale for performance on each key element is consistent with state language around teacher performance: Distinguished, Proficient, Basic and Unsatisfactory.
5. **Create a Plan:** Set priorities for the work in your school or district, including on-going, systemic, data-driven evaluations of the induction work.

Questions to Consider:

A quality induction program requires collaborative efforts from those across the district--human resources, building principals, curriculum and instruction staff, coaches, mentors. Consider…

- How will you bring the various stakeholders together to assess the current induction program and build a common vision for the future?
- How will you learn from and collaborate with colleagues from around the state to improve your induction practices?
- Who will accept the primary responsibility of seeing that your district implements an effective and sustainable teacher induction program which attracts, trains, and retains highly-qualified teachers? Who will be the team leader for each of the standards?
- How will you gather and analyze feedback from mentors, new teachers and principals, HR staff, and district level administrators? Who will examine retention and mobility data and student learning data to look for evidence of program impact? How will you use this information to make program improvements, prioritize resources, and argue for continued funding?

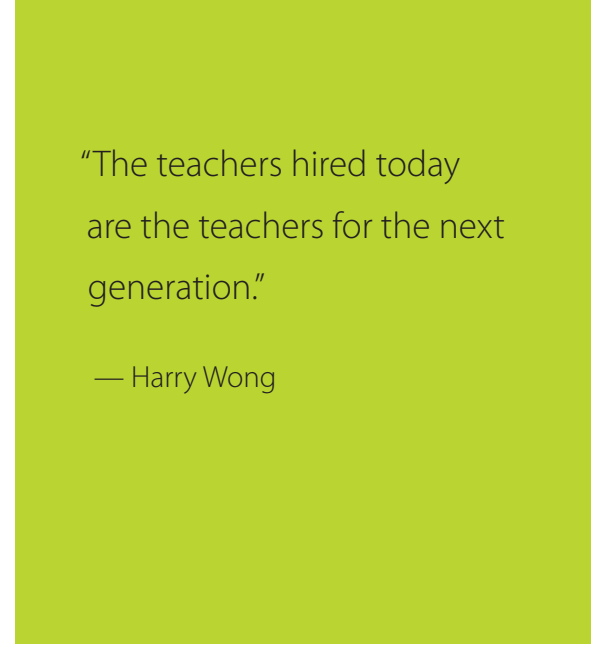## Program Standard and Elements of Quality Practice: **HIRING**

HIRING is the process of analyzing employment needs, providing an information-rich recruiting and selection process, and using a shared-decision process to place teachers in assignments appropriate to their experience and needs. Students, schools and districts are well served by hiring policies and practices that honor the unique needs and powerful potential of beginning teachers.

KEY ELEMENTS OF QUALITY PRACTICE:

- Analysis of needs and recruitment efforts guide hiring practices.

- Information-rich practices for recruitment and hiring benefit new teachers and the district.

- Placement of new teachers is focused on maximum success for new teachers and their students.

PROGRAM STANDARD: HIRING

Students, schools and districts are well served by hiring policies and practices that honor the unique needs and powerful potential of beginning teachers.

> "The teachers hired today are the teachers for the next generation."
>
> — Harry Wong

LEVEL OF DEVELOPMENT OF OUR SCHOOL OR DISTRICT PROGRAM: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Analysis of Needs and Recruitment Efforts	A strategic analysis of the teaching workforce (*e.g.,* gender, experience, ethnicity, preparation) informs and improves decisions about recruitment needs.	1	2	3	4	NA
	Districts prepare for turnover by incentivizing retiring and moving teachers to provide early notice of their intent to leave.	1	2	3	4	NA
	The hiring process proactively addresses student population trends and future needs of the district (*e.g.,* rising ELL population, anticipated reduction/increase in student population), with the goal of attracting new teachers who represent the student population they serve.	1	2	3	4	NA
	District leaders identify and partner with universities that have outstanding programs to attract new teachers, particularly in areas that are hard to fill.	1	2	3	4	NA
Information-Rich Practice	District mission, vision, initiatives, and values are communicated through attractive marketing materials and personal interactions.	1	2	3	4	NA
	During the recruitment and selection process, potential hires receive important information about student demographics, programs, curricula, community and community involvement and the type of mentoring support provided to new teachers.	1	2	3	4	NA
	The hiring process identifies possible gaps in new teacher knowledge and skills (WA State 8 Criteria, instructional frameworks, specific content knowledge, pending certification issues) and uses this to guide differentiated orientation efforts.	1	2	3	4	NA

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Placement of New Teachers	Attention is paid to balancing experienced skillful teachers and new teachers within schools, grade levels, and departments.	1	2	3	4	NA
	Decision-makers give careful consideration if placing a new teacher at a struggling school. Struggling students should have highly capable teachers.	1	2	3	4	NA
	School staff members contribute to the success of beginning teachers and their students by sharing responsibility for creating a manageable teaching assignment (*e.g.,* room location, class size and composition, number of preparations, extra duties).	1	2	3	4	NA
	A system is in place to ensure that new teachers have necessary resources (*e.g.,* curriculum, technology, materials and supplies) including discretionary funds for purchasing classroom materials and supplies.	1	2	3	4	NA

HIRING IDEAS FROM AROUND THE STATE

Recruit potential teachers who are accustomed to living in a setting similar to the district's. For example, teachers who have grown up in a small, rural community may be more likely to stay in such a community than those who have grown up in a large urban area.

Mentors participate in recruitment and hiring to provide concrete information to candidates about when support is provided and in what forms.

Partner with local universities that prepare teacher candidates, developing a "farm team" of teachers who student teach or substitute in the district or school. When there are job openings, those candidates are known, and in turn they know the district.

Encourage skillful paraeducators to pursue teacher certification.

As the hiring process nears completion, provide information about settling into the area (e.g., possible housing options, doctors, dentists, best places to eat).

Provide extra budget funds for Year 1 and Year 2 teachers to purchase classroom supplies.

HIRING: RESOURCES

Students, schools and districts are well served by hiring policies and practices that honor the unique needs and powerful potential of beginning teachers.

Finding Good Teachers - And Keeping Them, Barbara Sargent. Educational Leadership, May 2003.

Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools, Susan Moore Johnson. Jossey-Bass, 2007.

"Every student deserves a high-quality teacher…. A well-constructed selection process should create a situation where teachers are selected based on a multitude of factors that ultimately influence student achievement."

— James H. Stronge and Jennifer L. Hindman

Program Standard and Elements of Quality Practice: **ORIENTATION**

ORIENTATION is the integration of new teachers into the school system. Orientation activities are designed to introduce teachers to the district, school, colleagues and the tools and resources needed to be successful. New teachers benefit from participation in an orientation to their school and district's beliefs and practices before their teaching responsibilities begin and continuing throughout the year.
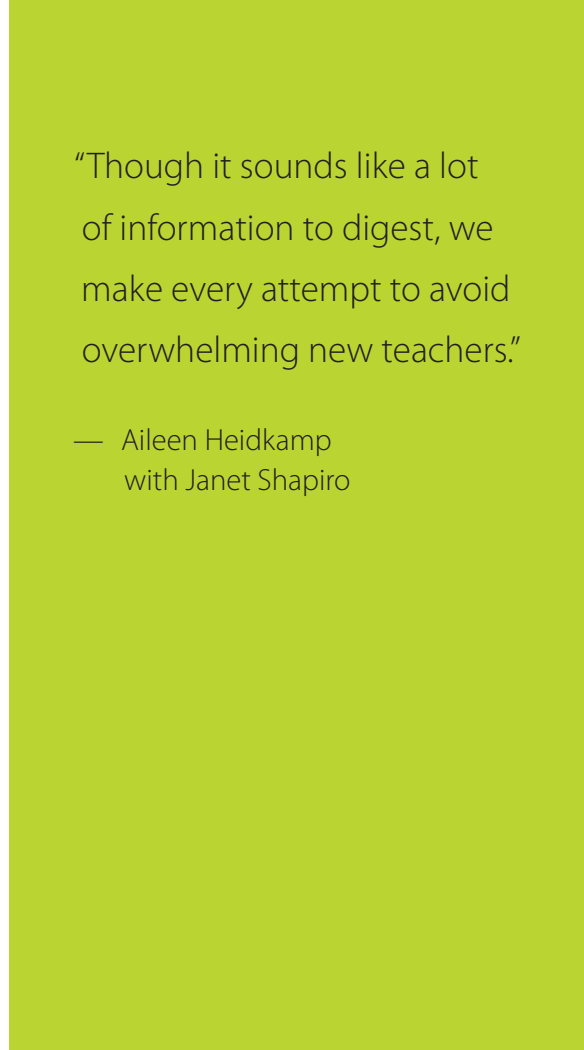
Districts may be tempted to use orientation primarily for administrative tasks, inundating new teachers with a blizzard of paperwork, procedural information, and faces to remember. A far more important focus for orientation is teaching and learning – preparing new teachers to be effective in their classrooms. Ideally, new teachers leave orientation with concrete plans for the first weeks of school: developing procedures and routines, establishing a classroom community for learning, assessing their students' learning needs, and delivering effective instruction.

KEY ELEMENTS OF QUALITY PRACTICE:

- Planning for the orientation takes into account what new teachers must know and when they need to know it.
- New teachers begin to build relationships within their school and district community.
- New teachers learn about district's preferred curricula, instruction, and assessment practices to promote student learning.
- New teachers receive timely, succinct, easily accessed information about essential policies.
- New teachers are assisted with preparing for the first days of school in order to build a strong foundation for student success.

PROGRAM STANDARD: ORIENTATION

New teachers benefit from participation in an orientation to their school and district's beliefs and practices before their teaching responsibilities begin, and continuing throughout the year.

> "Though it sounds like a lot of information to digest, we make every attempt to avoid overwhelming new teachers."
>
> — Aileen Heidkamp
> with Janet Shapiro

LEVEL OF DEVELOPMENT OF OUR SCHOOL OR DISTRICT PROGRAM: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Planning	District, school, community, and collective bargaining members participate in the development and implementation of a comprehensive orientation plan which determines essential outcomes, activities, a time-line, and a plan for ongoing evaluation of program impact. (See Induction Program Impact.)	1	2	3	4	NA
	District orientation plan identifies key learnings needed before school begins and as well as those to be addressed later in the year.	1	2	3	4	NA
	(continued on next page)					

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Planning (continued)	Resources are allocated for orientation of new teachers.	1	2	3	4	NA
	All teachers receive an instructional orientation regardless of hire date.	1	2	3	4	NA
	New teachers are compensated for their time for participating in orientation activities. Staff members who plan and/or deliver orientation activities are compensated for their time.	1	2	3	4	NA
	Orientation activities are designed to create a positive first impression and a sense of excitement about the new year, engage teachers in authentic learning, and model best teaching practices.	1	2	3	4	NA
	Districts plan when and how they will train new teachers on their instructional framework and give them time to self assess using the framework and district's evaluation tools (*e.g.,* eVAL).	1	2	3	4	NA
School and District Community	Before school begins, new teachers:					
	■ Learn the mission, vision, and culture of their school and district	1	2	3	4	NA
	■ Learn about the demographics, strengths, and challenges of the community the district serves	1	2	3	4	NA
	■ Learn about the roles, responsibilities, and confidential nature of mentoring, as well as expectations for participation in various new teacher support activities	1	2	3	4	NA
	■ Meet their mentors and spend time working with them	1	2	3	4	NA
	■ Form relationships with other new teachers	1	2	3	4	NA
	■ Work with job-alike colleagues	1	2	3	4	NA
	■ Meet people who hold key roles in supporting staff	1	2	3	4	NA
Curricula, Instruction, and Assessment Practices	Before school begins or just in time, new teachers receive:					
	■ State and district learning standards, associated state and district mandated testing information, and testing schedules	1	2	3	4	NA
	■ Training around appropriate curricula for their assignments including student and teacher materials, scope and sequence, pacing guides, assessments, and supplemental resources	1	2	3	4	NA
	■ Connections to support personnel for their teaching assignment	1	2	3	4	NA
	■ Information about availability of and access to technology and media to support instruction	1	2	3	4	NA
	■ Calendar of upcoming trainings	1	2	3	4	NA

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Essential Policies	Before school begins or just in time, new teachers receive:					
	■ Essential information about Human Resources policies and procedures, and time to complete required paperwork including benefits and collective bargaining group membership	1	2	3	4	NA
	■ An introduction to the district evaluation procedures and timelines	1	2	3	4	NA
	■ The Code of Professional Conduct	1	2	3	4	NA
	■ Training about legal issues in the school setting and health/safety training including any mandated trainings necessary for the start of school	1	2	3	4	NA
Preparing for First Days of School	Before school begins, new teachers receive:					
	■ An orientation to their school including its staff, demographics, resources, and key information (*e.g.*, calendar of events in the year, schedules, class lists, evaluation time-lines)	1	2	3	4	NA
	■ An introduction to procedures in their building including taking attendance, arranging for a substitute, accessing the building after hours, obtaining supplies, duplicating materials	1	2	3	4	NA
	■ Support in planning for the first days of school and assistance in setting up their classrooms	1	2	3	4	NA
	■ An introduction to student management policies and school or district adopted models of classroom management	1	2	3	4	NA
	■ Information about individual learning needs of the students they will serve (demographics, assessment results, IEP/504/ELL and exited ELL)	1	2	3	4	NA
	■ Access codes and training for technology-related tools such as email, parent communication, and grading software	1	2	3	4	NA

ORIENTATION IDEAS FROM AROUND THE STATE

Once they have their keys and classrooms, new teachers want time to set up their room and plan for the first weeks of school. During the orientation period, use mornings for meetings and training, reserving afternoons for new teachers to set up their classrooms and plan with their mentors in their schools.

Invite local businesses to participate in new teacher induction (and advertise themselves to potential customers) by contributing items or gift certificates for "new teacher welcome baskets." Some businesses provide a special meal or reception for new teachers. Local teachers' association also often participate and contribute to orientation.

Include time for new teachers to explore their students' communities. Teachers from similar areas of the district or the same school network with each other while driving the community to visit feeder schools and notice places where their students may hang out, work, catch the bus, shop, and so on. Teachers and their mentors eat lunch at a restaurant in or near the school neighborhood.

(continued) A panel of second-year teachers share their answers to predetermined questions *(e.g., What most surprised you? What is a piece of advice you have for new teachers?)* and then open up the discussion to questions from new teachers to provide them with encouragement and fresh perspectives.

A mentor models a coaching conversation with a recently-new teacher about how she or he plans to build community in the classroom.

New teachers receive a paycheck at the end of summer orientation. For a big impact, have the superintendent hand it out.

ORIENTATION: RESOURCES

New teachers benefit from participation in an orientation to the school and district beliefs and practices — before their teaching responsibilities begin and continuing throughout the year.

Common Core State Standards - English Language Arts/Literacy (ELA)

Common Core State Standards - Mathematics

McEwan-Adkins, Elaine K. *How to Survive and Thrive in the First Three Weeks of School*. Corwin, 2006.

New Teacher Induction: How to Train, Support, and Retain New Teachers, Annette L. Breaux and Harry K. Wong. Harry K. Wong Publications, Inc., 2003.

Program Standard and Elements of Quality Practice: **MENTORING**

MENTORING is the working relationship established between novice teachers and experienced teachers. The primary focus of this relationship is to strengthen the new teacher's impact in student learning through understanding and initial application of the WA State 8 Teacher Evaluation Criteria. A strong relationship with a highly qualified mentor is essential to facilitating maximum growth in new teachers.

KEY ELEMENTS OF QUALITY PRACTICE:

- Leadership places a high value on mentoring and supports mentors' work.
- Mentor program design is research-based and well-defined.
- Sufficient resources are committed to support mentoring.
- Roles and responsibilities of mentors and all participants in the program are clearly articulated.
- **Mentor selection** is conducted according to established criteria which include knowledge, skills and dispositions for promoting the instructional growth of new teachers.
- Professional learning for mentors is on-going, high-quality, and job-embedded.
- Mentoring activities support state and local initiatives and school improvement goals.

PROGRAM STANDARD: MENTORING

A strong relationship with a highly qualified mentor is essential to facilitating maximum growth in new teachers.

> "If we hold high expectations for new teachers as learners and hope to meet ambitious reform goals, then mentoring must move beyond emotional support and brief technical advice to become truly educative, focused on learning opportunities that move novices' practice forward and challenge their thinking and practice."
>
> — Sharon Feiman-Nemser, et al.

LEVEL OF DEVELOPMENT OF OUR SCHOOL OR DISTRICT PROGRAM: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE	
Leadership	A designated person coordinates the district's mentoring program.	1 2 3 4 NA
	School and district leaders	
	■ know the unique needs and assets of new teachers.	1 2 3 4 NA
	■ place a high value on mentoring by supporting mentors' work and guiding new teachers to prioritize their workload to reserve time for their own learning and reflection.	1 2 3 4 NA
	■ foster a climate in which colleagues feel a collective responsibility for supporting the growth of new teachers.	1 2 3 4 NA
	(continued on next page)	

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Leadership (continued)	■ hold realistic expectations for early-career teachers in teacher evaluation and the district-selected instructional framework.	1	2	3	4	NA
	■ keep the needs of new teachers and mentoring in mind while making decisions about structures, schedules, and procedures.	1	2	3	4	NA
	■ coordinate support from mentors, coaches, and other colleagues to ensure that efforts are not duplicated and new teachers are not overwhelmed by competing programs and agenda.	1	2	3	4	NA
	■ know the importance of trust in the mentoring relationship and the need to protect it as non-evaluative and confidential	1	2	3	4	NA
Mentor Program Design	Our mentoring model is based on research and analysis of district data (teacher effectiveness and expertise, school needs, and teacher retention).	1	2	3	4	NA
	Policies, roles, and responsibilities regarding our model of mentoring are written, part of board policy, and communicated to staff.	1	2	3	4	NA
	Our model of mentoring identifies several district personnel who contribute to supporting new teacher growth (*e.g.,* designated mentor, instructional coach, content-area colleague, department head or grade-level lead).	1	2	3	4	NA
	A designated person guides collaboration among those who support new teachers (*e.g.,* administrators, mentors, and coaches) to coordinate, individualize and sequence professional learning activities.	1	2	3	4	NA
Resources	New teachers' time for learning, induction activities, and mentor/new teacher collaboration is prioritized and protected.	1	2	3	4	NA
	Mentoring loads follow the suggested ratio of 1 mentor to 12-15 new teachers or fewer.	1	2	3	4	NA
	Sustainable funding is provided to capitalize on initial training investments in teachers and mentors.	1	2	3	4	NA
Roles and Responsibilities	Clear roles and responsibilities are established for new teachers, mentors, specialists, coaches and administrators around mentoring.	1	2	3	4	NA
	Administrators, mentors, and teachers understand the law regarding confidentiality and the role of confidentiality in their relationships.	1	2	3	4	NA
Mentor Selection	Mentors are selected according to established criteria which include knowledge, skills and dispositions for promoting the instructional growth of new teachers. (See *Guidelines for Selecting Mentors* in this document.)	1	2	3	4	NA
	Multiple stakeholders (e.g., mentors, administrators, association members, teachers) are involved in the mentor selection process.	1	2	3	4	NA

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Professional Learning for Mentors	Mentors are given time for formal professional learning to help them develop and practice the knowledge, skills and dispositions necessary for promoting the growth of new teachers (*e.g.,* OSPI Mentor Academy).	1	2	3	4	NA
	Mentors receive differentiated, job-embedded, ongoing professional development tailored to the unique contexts of their assignments including opportunities for skill practice, reflection and feedback.	1	2	3	4	NA
	District and building leaders provide mentors with time and opportunity to connect, problem solve, and collaborate with others who also support the learning of beginning teachers (*e.g.,* mentor cadre meetings, mentor and coach collaboration sessions, participation in professional networking groups, and regional mentor meetings such as Mentor Roundtables).	1	2	3	4	NA
	Mentors are included in professional learning around district and building initiatives in order to help support new teachers in those areas.	1	2	3	4	NA
	The district builds a cohort of future mentors by encouraging and supporting teachers who seek professional growth and desire to promote the growth of others.	1	2	3	4	NA
	Mentors are compensated for extra time and responsibility.	1	2	3	4	NA
Support State/Local Initiatives and School Improvement Goals	Special attention is given to the needs of new teachers at under-performing schools.	1	2	3	4	NA
	Mentoring activities support new teachers with					
	■ school improvement initiatives	1	2	3	4	NA
	■ district-adopted curricula	1	2	3	4	NA
	■ district's instructional framework and evaluation process	1	2	3	4	NA
	■ issues of equity and opportunity, and family engagement	1	2	3	4	NA

BEGINNING MENTORING:

Guidelines for Recruiting and Selecting Mentors and Coaches with Mentoring Responsibilities

Mentor selection is crucial. Careful attention to identify the following professional qualities, characteristics and skills in potential mentors is the critical first step to effective mentor support.

A POTENTIAL MENTOR...

Professional Qualities and Characteristics	Demonstrates a passion for teaching and learning and a commitment to the future of education
	Believes everyone has the capacity and desire for growth
	Is respected by peers and leaders for professional knowledge and skills
	Values equity, opportunity for all, and developing own cultural proficiency
	Sets high expectations for self and others
	Seeks growth through feedback, reflection, and coaching, and on-going professional learning
	Works to effect change
	Takes initiative and follows through with responsibilities
	Prioritizes effectively and manages time well in an unstructured environment

Effective Interpersonal Communication	Demonstrates positive, open, honest and sensitive communications with students, staff, administration, and parents
	Respects confidentiality
	Builds rapport and trusting relationships with both students and adults
	Listens with compassion and empathy
	Addresses conflict proactively

Effective Practice	Is Proficient in all 8 of the WA State Teacher Evaluation Criteria
	Uses equitable classroom practices that support the learning of all students
	Creates a classroom community of mutual respect and appreciation for differences
	Understands and translates research and theory into practical application
	Uses appropriate and current classroom applications of technology that deepen learning
	Holds a Continuing or Professional Certificate and has documented successful contracted teaching experience
	Understands district's adopted instructional framework
	Demonstrates knowledge of the state's assessment system
	Supports and implements school/district policies and initiatives

EFFECTIVE MENTORING:

Knowledge, Skills, and Dispositions of Accomplished Mentors

Successful mentors must learn and employ a sophisticated set of skills for promoting new teacher learning, and thus student learning. Mentoring knowledge deepens and skills improve over time and with practice. Mentors build on the qualities for which they were selected (see *Guidelines for Selecting Mentors*), developing the following areas of knowledge and skill.

AN ACCOMPLISHED MENTOR...

Relationships That Foster Learning	Fosters trusting relationships with new teachers.
	Takes initiative for establishing and maintaining regular contact with new teachers.
	Skillfully communicates in difficult situations (*e.g.,* when faced with resistance or difficult topics/conversations) including appropriately handling situations that violate the Code of Professional Conduct.
	Seeks professional collaboration with other teachers and school and district leaders .
	Maintains confidentiality in all situations.
New Teachers' Integration into School Community	Assists new teachers in establishing collaborative relationships with colleagues and others in the school community by ■ Aiding them in becoming part of professional learning communities for collaboration (WA State Criteria 8). ■ Connecting them with others who have expertise in their content area or grade level. ■ Coaching them to establish and maintain effective parent and community relations. ■ Acting as a resource for conflict resolution. Represents and builds understanding of new teachers' needs and strengths among others (teacher leaders, peers, administrators, colleagues, human resources staff, association representatives, state officials).
Reflective Practice for New Teachers	Nurtures a growth mindset in new teachers for their learning and their students' learning. Fluently uses coaching practices (*e.g.,* fully attending, paraphrasing, asking invitational questions) to promote reflective thinking about improving instruction and increasing student learning. Shifts stances (coach-collaborate-consult) according to teacher's needs (*Mentoring Matters*, Lipton and Wellman). Assesses teacher needs and strengths to determine when to provide support, create challenge, and facilitate professional vision (*Mentoring Matters*, Lipton and Wellman). Conducts effective observations, gathers meaningful data, and provides useful feedback focused on student learning. Fosters teacher reflection around the WA State 8 Criteria and the district's instructional framework.

AN ACCOMPLISHED MENTOR *(continued)...*

Adult Learning and Needs of New Teachers	Holds realistic expectations for early-career teachers in teacher evaluation and the district-selected instructional framework.
	Knows the unique needs and assets of new teachers, and plans an appropriate timeline of professional learning to respond to developmental phases experienced by new teachers.
	Differentiates new teacher support based on teachers' unique needs and diverse backgrounds and experiences.
	Understands change and is able to support adult learners' movement through the process.
	Plans and delivers effective professional learning for adults.
	Helps to coordinate support from mentors, coaches, and other colleagues to ensure that efforts are not duplicated and new teachers are not overwhelmed by competing programs and agenda.
	Understands Professional Certification requirements and resources, and can assist with professional growth planning aligned with Professional Certification standards.
	Uses effective practices when modeling instruction and interacting with students.
Content and Pedagogy Knowledge and Skills	Pursues professional learning to continue developing own skills with the WA State 8 Criteria.
	Seeks to develop expertise with district initiatives and curricula.
	Deepens knowledge and use of current, appropriate technology.
	Knows how to establish appropriate student growth goals, align instruction with the goals, and gather multiple sources of data to show evidence of student growth. (SG 3.1, 3.2, 6.1, 6.2, 8.1)
	Knows strategies to create a classroom community of high expectations and learning for all.
	Understands the impact of issues of equity, access and opportunity for students of diverse backgrounds and how to differentiate instruction accordingly.
Culture and Contexts of School and Community	Seeks to understand school, district, and community cultures.
	Assists new teachers in understanding and navigating school, district, and community culture and politics.
	Values diverse backgrounds of teachers, students, and families.
	Promotes equitable classroom practices in new teachers.

MENTORING IDEAS FROM AROUND THE STATE

Pairs of mentors plan and facilitate learning walks for small groups of teachers. They begin the day by meeting together to focus their observations. They visit classrooms and then meet together again to plan for implementation of the focus strategies.

Mentors shadow each other. One can observe while the other conducts learning-focused conversations with new teachers. The observer practices coaching skills with the mentor-colleague following the observation. As with any observations, establishing trust is a key prerequisite.

Mentors co-observe in new teachers' classrooms, later discussing together possible supports, resources, and next steps for the teacher.

Mentors attend district professional learning with their mentees, extending their own skills while supporting their mentees' classroom implementation.

MENTORING: RESOURCES

A strong relationship with a highly qualified mentor is essential in facilitating maximum growth in new teachers.

The 21st Century Mentor's Handbook: Creating a Culture for Learning, Paula Rutherford. Just ASK Publications, 2005.

Becoming a High-Performance Mentor: A Guide to Reflection and Action, James B. Rowley. Corwin Press, 2006.

Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools, Delores B. Lindsey, Richard S. Martinez, Randall B. Lindsey. Corwin Press, 2007.

How to Develop a Coaching Eye, Stephanie Feger, Kristine Woleck and Paul Hickman. National Staff Development Council.

Mentoring Beginning Teachers, Second Edition: Guiding, Reflecting, Coaching, Donna Niday, Jean Boreen, Joe Potts, Mary K. Johnson. Stenhouse Publishers, 2009.

Mentoring Matters: A Practical Guide to Learning-Focused Relationships, Laura Lipton, Ed.D, and Bruce Wellman, M.Ed, with Charlotte Humbard, M.Ed. MiraVia, LLC, Second Edition, 2003.

Mentors in the Making: Developing New Leaders for New Teachers, Betty Achinstein and Steven Athanases, eds. Teachers College Press, 2006.

Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning, Kathy Dunne and Susan Villani. WestEd, 2007.

Mentoring Teachers: Navigating the Real-World Tensions, Ann Lieberman, Susan Hanson, and Janet Gless. Jossey-Bass, 2011.

Mindset: The New Psychology of Success, Carol Dweck. Ballantine Books, 2007.

OSPI Beginning Educator Support Team (BEST) website

The Reflective Educator's Guide to Mentoring: Strengthening Practice Through Knowledge, Story, and Metaphor, Diane Yendol-Hoppey and Nancy Fichtman Dana. Corwin Press, 2007.

What Successful Mentors Do: Research-Based Strategies for New Teacher Induction, Training and Support, Cathy Hicks, et al. Corwin Press, 2005.

"A strong relationship with a highly qualified mentor is essential in facilitating maximum growth in new teachers."

Program Standard and Elements of Quality Practice: **PROFESSIONAL LEARNING**

PROFESSIONAL LEARNING means providing intentional and coordinated opportunities for new teachers to grow professionally in both knowledge and application of district's preferred instructional practices. These learning opportunities should cultivate and build upon their previously-learned skills (e.g., standards-based teaching, collaboration, reflection, integrated instruction). New teachers benefit from engagement in purposeful, ongoing, formal and informal job-embedded learning opportunities that promote reflection, collaboration and professional growth.

KEY ELEMENTS OF QUALITY PRACTICE:

- Leaders foster collaborative school cultures and professional learning communities which support all teachers' growth.
- Leaders work together to coordinate professional learning activities for new teachers.
- Dedicated resources including time and funding support high-quality professional learning.
- New teachers receive on-going professional development around district and building curricula and initiatives.
- Professional learning is differentiated and responsive to specific needs of the new teachers.

PROGRAM STANDARD: PROFESSIONAL LEARNING

New teachers benefit from engagement in purposeful, ongoing, formal and informal learning opportunities that promote reflection, collaboration and professional growth.

"If adults don't learn, then students won't either. No matter how good a school's goals are, they cannot be met if the school isn't organized to accomplish them. The school operates as a learning community that uses its own experience and knowledge, and that of others, to improve the performance of students and teachers alike."

—National Association of Elementary School Principals
"Leading Learning Communities"

LEVEL OF DEVELOPMENT OF OUR SCHOOL OR DISTRICT PROGRAM: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Professional Learning Communities	Building and district leaders and mentors assist new teachers in becoming part of professional learning communities for collaboration (WA State Criteria 8)	1	2	3	4	NA
	Professional learning communities (PLCs) "exhibit collaborative and collegial practice focused on improving instructional practice and student learning." (WA State Criteria 8)	1	2	3	4	NA
	Members of PLCs and other colleagues of new teachers acknowledge and value the fact that they bring prior learning and experiences that contribute to the learning of their teams and their students.	1	2	3	4	NA

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Coordinated	A designated person helps to coordinate high-quality professional learning opportunities to provide timely and necessary training (*e.g.,* setting student growth goals, conferences, report cards, required assessments) without overwhelming new teachers or creating conflicting schedules.	1	2	3	4	NA
	New teachers receive consistent messages about district-preferred instructional practices, curricula, and assessment.	1	2	3	4	NA
Dedicated Resources	School and district leaders secure necessary time and funding for new teachers to participate in professional learning activities appropriate to their needs and teaching assignment (*e.g.,* new teacher cadres, meetings with mentors, observations of instruction, collaborative planning with content specialists).	1	2	3	4	NA
Curricula and Initiatives	New teachers receive timely and ongoing professional development for all district initiatives and curricula appropriate to their teaching assignment, both new and established. They are provided lesson design templates, pacing guides, assessment tools, and necessary student learning materials.	1	2	3	4	NA
	New teachers are provided training around the district's selected instructional framework, ways to set student growth goal setting, strategies for collecting and analyzing evidence of student learning, and use of technology involved in the evaluation process (*e.g.,* eVAL).	1	2	3	4	NA
	New teachers are provided training on the district's preferred instructional practices and/or models of instruction.	1	2	3	4	NA
Differentiated and Responsive	When planning professional learning, school and district leaders take into account the diverse backgrounds, experiences, and needs of new teachers (*e.g.,* just out of college, second career, alternative certification).	1	2	3	4	NA
	New teachers are provided training that supports them in working effectively with the students they serve (*e.g.,* ELL populations, migrant students, Advanced Placement, SES, students with disabilities, community culture).	1	2	3	4	NA
	New teachers are prepared for upcoming events (*e.g.,* curriculum nights, report cards, final exams) in a timely and time-efficient manner.	1	2	3	4	NA
	Accommodations are made for new teachers who have differing schedules (*e.g.,* coaches, part-time teachers, elementary/secondary teachers).	1	2	3	4	NA
	Professional learning activities support teachers in aligning classroom practice with WA State 8 Criteria and the district's instructional framework, and planning for their professional growth.	1	2	3	4	NA
	Professional learning offers a variety of ways and opportunities for new teachers to refine their practice (*e.g.,* visitation, demonstration classrooms, video recording).	1	2	3	4	NA

PROFESSIONAL LEARNING IDEAS FROM AROUND THE STATE

District content specialists lead after-school Lesson-Planning-in-the-Round sessions in which job-alike groups of teachers are guided to plan lessons or units.

Invite new teachers to attend state or national conferences with experienced colleagues. This helps to integrate teachers into their school's professional learning community.

Develop an online discussion site for new teachers, and invite mentors and other experienced colleagues to contribute ideas.

When the school or district adopts new curricula, build into the plan ways to "catch up" new teachers (or teachers new to the district) hired after the initial user training has occurred. Specific teachers might be identified as resource colleagues for this.

Create a library of current outstanding resources on teaching and learning for new teachers to check out and use. Include study books on passing standardized tests for certification, endorsements, and advanced degrees.

PROFESSIONAL LEARNING: RESOURCES

New teachers benefit from engagement in purposeful, ongoing, formal and informal job-embedded learning opportunities that promote reflection, collaboration and professional growth.

Creating Dynamic Schools through Mentoring, Coaching and Collaboration, Judy Carr, et al. Association for Supervision and Curriculum Development, 2005.

Evaluating Professional Development by Thomas R. Guskey. Corwin Press, 1999.

Groups at Work, Lipton and Wellman. MiraVia, 2011.

Looking Together at Student Work: A Companion Guide to Assessing Student Learning, Tina Blythe, David Allen, and Barbara Schieffelin Powell. Teachers College Press, 2007.

The Mentoring Year, Susan Udelhofen and Kathy Larson. Corwin Press, Inc. 2003.

Professional Development That Works: What Makes Professional Development Effective? by Thomas R. Guskey; Phi Delta Kappan, 2005.

Program Standard and Elements of Quality Practice:
FORMATIVE ASSESSMENT FOR TEACHER GROWTH

FORMATIVE ASSESSMENT FOR TEACHER GROWTH refers to the formal and informal processes by which teachers improve their instruction. These processes include continuous self-reflection, goal setting, examination of evidence of student learning, and mentor and supervisor feedback. New teachers benefit when districts use the state's teacher evaluation system and observation cycles to promote teacher growth and development focused on student learning.

KEY ELEMENTS OF QUALITY PRACTICE:

- The district's instructional framework and the WA State 8 Criteria serve as the standards which guide teacher development and growth.

- The district's instructional framework guides new teacher reflection and is used for continuous assessment of instructional practices and professional goal setting.

- Examining evidence of student learning provides the foundation for student growth goal setting and efforts to improve instructional practices.

- Observations and feedback from supervisors and mentors inform new teacher growth.

- Evaluator and mentor support guides new teachers to benefit from formal evaluations.

PROGRAM STANDARD: FORMATIVE ASSESSMENT FOR TEACHER GROWTH

New teachers benefit when districts use the state's teacher evaluation system and observation cycles to promote teacher growth and development focused on student learning.

> "As leaders, our journey to success begins with the end in mind and uses assessment for learning to keep us on track and to provide tools for the journey. Assessment for learning helps transform problems into challenges that propel us toward success."
>
> —Anne Davies

LEVEL OF DEVELOPMENT OF OUR SCHOOL OR DISTRICT PROGRAM: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Instructional Framework and WA State 8 Criteria	New teachers receive training and support to learn their district's instructional framework and the WA State 8 Teacher Evaluation Criteria.	1	2	3	4	NA
	Mentors and school leaders recognize that beginning teachers are generally at early stages of teacher performance (*e.g.*, Basic) and should demonstrate increasing skill, with the goal that they will be proficient in most areas by Year 3.	1	2	3	4	NA
	New teachers, mentors and school leaders conduct formative assessments of new teacher instructional practices, measure growth, and demonstrate achievement using the district's instructional framework and WA State 8 Criteria.	1	2	3	4	NA

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Teacher Reflection	Mentors and supervisors guide new teachers to self-assess using the district's instructional framework.	1	2	3	4	NA
	New teachers establish professional growth goals using the district's instructional framework, evidence of student learning, and input from their mentors and supervisors.	1	2	3	4	NA
	Mentors support new teacher reflection in response to data collected during observations and feedback provided by others (instructional coaches, supervisors, etc.).	1	2	3	4	NA
Evidence of Student Learning	New teachers receive on-going professional development on strategies for collecting and analyzing student work.	1	2	3	4	NA
	Mentors and new teachers collect, examine, and analyze evidence of student learning to identify strengths and areas for professional growth.	1	2	3	4	NA
	Staff members (*e.g.,* grade level teams, PLCs) collaborate with new teachers to examine evidence of student learning and set collaborative student growth goals (SG 8.1).	1	2	3	4	NA
	Mentors guide new teachers to organize, monitor, and analyze student growth data using state student growth rubrics (SG 3.2 and SG 6.2).	1	2	3	4	NA
	New teachers receive support for designing and adjusting instruction in response to student learning data.	1	2	3	4	NA
Observations and Feedback	On a regular basis, principals informally observe new teachers, provide evidence aligned with the district instructional framework, and discuss the evidence with new teachers.	1	2	3	4	NA
	Mentors observe new teachers, gather data, and conduct reflective learning-focused conversations. Observations are aligned with the district instructional framework.	1	2	3	4	NA
	Mentors honor and protect confidentiality in the mentor-new teacher relationship during the observation process.	1	2	3	4	NA
	Mentors offer the new teachers opportunities to practice with the steps of the evaluation process as identified by the district.	1	2	3	4	NA
Formal Evaluations	Evaluators guide new teachers to identify next steps for their growth based on evaluation ratings.	1	2	3	4	NA
	Mentors offer opportunities for new teachers to reflect on feedback from their evaluators, and they provide resources for further learning.	1	2	3	4	NA
	Mentors and evaluators support new teachers in creating professional growth plans that move them to increasingly higher levels of performance on the WA State 8 Criteria.	1	2	3	4	NA

FORMATIVE ASSESSMENT FOR TEACHER GROWTH IDEAS FROM AROUND THE STATE

New teachers keep a record of their engagement in mentoring work in order to document and show growth over time.

In a single training session, set new teachers up on the district's electronic evaluation system (*e.g.,* eVAL) and provide time for them to complete a self-assessment using the district instructional framework rubrics.

Provide sample student growth goals and state student growth goal rubrics for new teachers to read and practice assessing before writing their own student growth goals.

Provide the option for new teachers to ask their mentor to sit in on post-observation and evaluation conferences. The mentor participates as a note-taker and second set of ears and is later able to help focus the mentoring work to support the teachers' progress toward identified needs and goals.

Provide time for new teachers to examine evidence of student learning with colleagues from common courses or grade levels.

In order to support new teachers' growth goals, provide time and classroom coverage for mentors and new teachers to co-observe exemplary teachers. This gives the mentor opportunities to direct the attention of the new teacher to specific teacher decisions that positively impacted student learning.

Mentor and teacher examine ideas from professional texts that provide opportunity for immediate application to classroom practice (*e.g., What Great Teachers Do Differently: 14 Things that Matter Most,* by Todd Whitaker).

FORMATIVE ASSESSMENT FOR TEACHER GROWTH: RESOURCES

New teachers benefit when districts have a carefully developed formative assessment system focused on improving teaching practice and enhancing student achievement.

Early Career Performance Expectations. CSTP, January 2013.

Instructional Framework Rubrics: CEL 5D+, Danielson, Marzano

Looking Together at Student Work: A Companion Guide to Assessing Student Learning. Tina Blythe, David Allen and Barbara Schieffelin Powell. Teachers College Press, 1999.

National School Reform Faculty: Ways to work collaboratively in reflective communities that create and support powerful learning experiences for everyone

What Great Teachers Do Differently:14 Things that Matter Most. Todd Whitaker. Eye on Education, Inc., 2003.

"The [instructional framework] rubric gets you thinking even before you meet your evaluator, and it's more focused on what you're doing. It helps you pull out evidence and be honest with yourself because you can't change the language that's there. The reflection piece is the most important part—it helps you take a good look at your instruction and what you need to do to improve."

— Rachel Stites in "Capturing the Learning Points"

Program Standard and Elements of Quality Practice:
INDUCTION PROGRAM IMPACT

INDUCTION PROGRAM IMPACT refers to the processes by which leaders and stakeholders of a district's induction efforts gather, analyze, and interpret data to show impact on teacher growth and student learning in each of the other five program standards: Hiring, Orientation, Mentoring, Professional Learning , and Formative Assessment for Teacher Growth. New teachers benefit when leaders and key stakeholders contribute to the data gathered, participate in examining the data, and collaboratively plan for program improvement.

KEY ELEMENTS OF QUALITY PRACTICE:

- Data are gathered, analyzed, and interpreted for evidence of impact of Hiring on creating a skillful and stable workforce.

- A comprehensive evaluation is conducted to determine the impact of Orientation on integrating new teachers into the building and district systems and communities.

- Data for district practices around mentoring are examined for evidence of impact of Mentoring on teacher and student learning.

- Data are collected and analyzed for evidence of impact of Professional Learning on teacher and student learning.

- Teacher practices and student growth are analyzed to determine the impact of Formative Assessment for Teacher Growth.

PROGRAM STANDARD: INDUCTION PROGRAM IMPACT

New teachers benefit when leaders and key stakeholders contribute to the data gathered, participate in examining the data, and collaboratively plan for program improvement.

"Teachers remain with a district when they feel supported by administrators, have strong bonds with their colleagues, and are collectively committed to pursuing a common vision for student learning in a performance-oriented culture as they build capacity and community."

— Harry Wong
"Induction Programs That Keep New Teachers Teaching and Improving"

LEVEL OF DEVELOPMENT OF OUR SCHOOL OR DISTRICT PROGRAM: 1 = Unsatisfactory   2 = Basic   3 = Proficient   4 = Distinguished

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Impact of Hiring	A designated person leads yearly evaluation of the district's hiring practices.	1	2	3	4	NA
	Key stakeholders, including Human Resources personnel, conduct a comprehensive evaluation of hiring practices and results. They collect and analyze data from a variety of sources (*e.g.,* potential hires, new hires and staff) to assess whether essential outcomes for hiring are being met, to identify areas of need, and to guide planning for future hiring.	1	2	3	4	NA
	Special attention is paid to the impact of hiring practices on the development of teacher expertise and stability in the workforce, particularly in struggling schools.	1	2	3	4	NA
	Retention data for new teachers are gathered and analyzed by school, by content area, and by grade level.	1	2	3	4	NA
	Findings from the data analysis of hiring practices are shared with key stakeholder groups and used to refine hiring processes.	1	2	3	4	NA

KEY ELEMENTS	DESCRIPTORS FOR ANALYSIS OF SCHOOL/DISTRICT PERFORMANCE					
Impact of Orientation	A designated person leads yearly evaluation of the district's orientation practices.	1	2	3	4	NA
	Those who plan and deliver orientation conduct a comprehensive evaluation of orientation activities and outcomes. They collect and analyze data to assess whether essential outcomes for orientation are being met, to identify areas of need, and to guide planning for future orientations.	1	2	3	4	NA
	Data are collected showing timing of hiring and orientations. Attention is given to identifying the quality of orientation provided for late hires.	1	2	3	4	NA
	Findings from the data analysis of orientation practices are shared with key stakeholder groups and used to refine orientation activities.	1	2	3	4	NA
Impact of Mentoring	A designated person leads yearly evaluation of the district's mentoring practices.	1	2	3	4	NA
	Key stakeholders collect and analyze data to assess whether essential outcomes for mentoring are being met (*e.g.,* increasing new teacher instructional effectiveness in order to increase student achievement, increasing teacher retention), to identify areas of need, and to guide planning for future mentoring work.	1	2	3	4	NA
	Data are gathered and analyzed to show the impact of program design and program leadership on the ability to deliver quality mentoring for new teachers.	1	2	3	4	NA
	Mentor selection, articulation of roles and responsibilities, and mentor professional learning are reviewed for impact on providing qualified mentors for new teachers.	1	2	3	4	NA
	Findings from the data analysis of mentoring practices are shared with key stakeholder groups and used to refine mentoring activities.	1	2	3	4	NA
Impact of Professional Learning	A designated person leads yearly evaluation of the district's professional learning practices for new teachers.	1	2	3	4	NA
	Those who design and provide professional learning collect and analyze data on the timing, content, and format of professional learning activities for new teachers. They assess whether essential outcomes for professional learning by new teachers are being met, identify areas of need, and use this information to guide planning for future trainings. Special attention is paid to the impact of professional learning on new teachers in struggling schools.	1	2	3	4	NA
	Findings from the data analysis of professional learning practices are shared with key stakeholder groups and used to refine professional learning activities.	1	2	3	4	NA
Impact of Formative Assessment for Teacher Growth	A designated person leads yearly evaluation of the district's formative assessment for new-teacher growth.	1	2	3	4	NA
	Relevant data (*e.g.,* frequency of observations and feedback, opportunities for guided reflection, student growth ratings, summative evaluation ratings) are collected, disaggregated by school, and analyzed at both district and school level for evidence of impact of formative assessment practices. Special attention is paid to the impact of formative assessment practices on new teachers in struggling schools.	1	2	3	4	NA
	Findings from the data analysis of formative assessment practices for new-teacher growth are shared with key stakeholder groups and used to refine induction practices.	1	2	3	4	NA

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STRENGTHENING TEACHING
ONE STEP AT A TIME