Illinois Induction Program Continuum

February 2010

Illinois State Board of Education

Guidance Document

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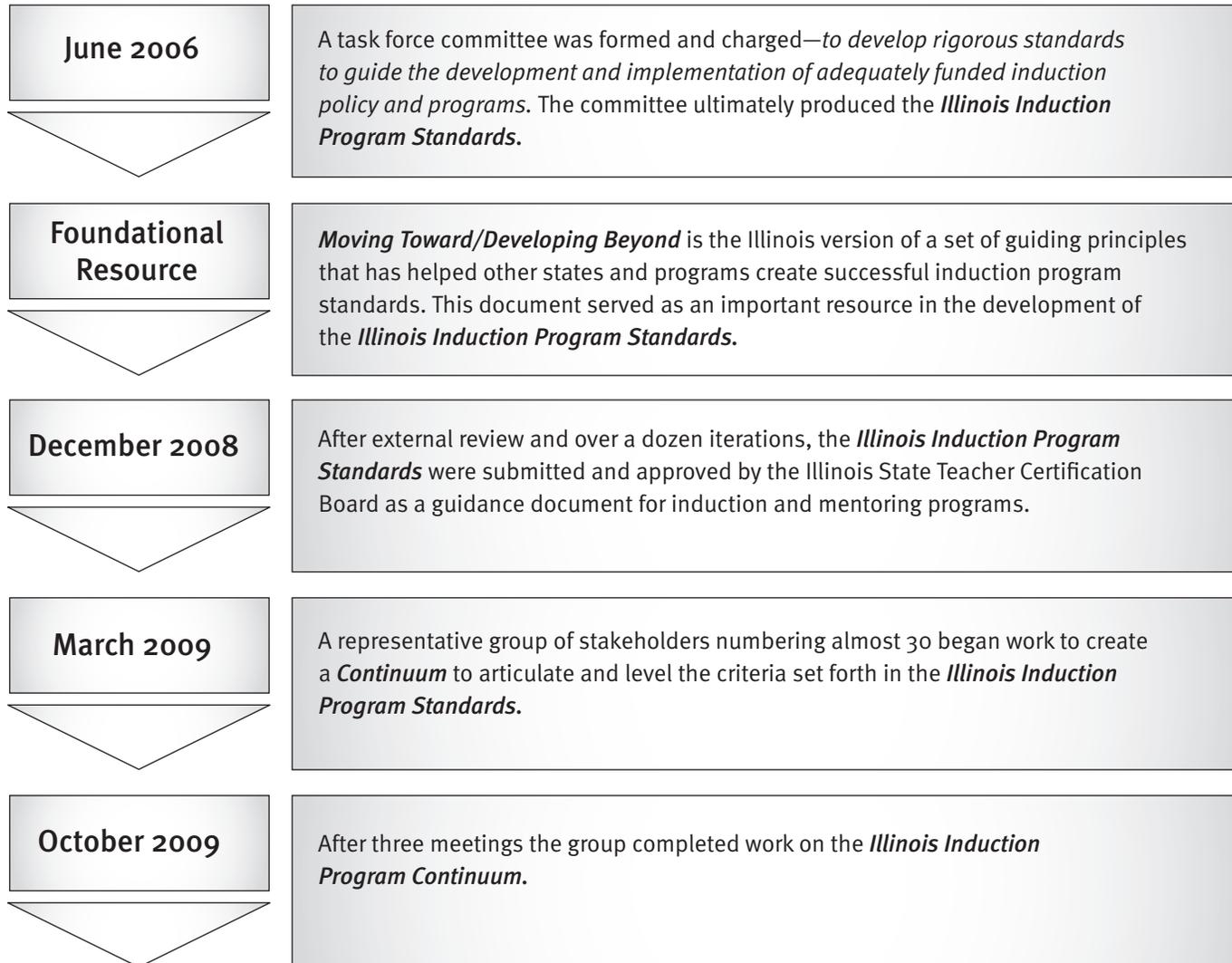Illinois State Board of Education

Guidance Document

Contents

Vision

The movement to advance comprehensive, high quality induction policies and programs throughout Illinois that support the development of a highly effective teaching force emerged in the 1990s. Recently, this movement has been guided by a core group—frequently referred to as the Illinois Induction Policy Team—driven by the vision to fund a statewide system for supporting all beginning teachers in Illinois.

The vision for this statewide system, as articulated in the Illinois Induction Policy Team's strategic plan, includes the following elements:

- Supporting teachers in their professional development, including teacher preparation, beginning teacher induction, and ongoing development

- Providing high quality professional development for principals, program coordinators, teacher leaders, and mentors to effectively support beginning teachers

- Supporting the inception of beginning teacher induction programs where they don't exist and helping existing induction programs move toward excellence

- Integrating high quality professional development, technical assistance, networking, evaluation, and research related to induction and mentoring

- Focusing on beginning teacher development including formative assessment

- Differentiating induction support for beginning teachers—a single induction model will not fit all schools and districts in Illinois

- Cultivating support from multiple stakeholders, including teachers themselves, as well as unions and associations, principals, district administrators, professional development providers, higher education, ISBE, and legislators

- Developing a shared definition and common understanding of excellent teacher induction, then tracking and reporting progress toward excellence locally and statewide.

History of Development

June 2006	A task force committee was formed and charged—*to develop rigorous standards to guide the development and implementation of adequately funded induction policy and programs.* The committee ultimately produced the ***Illinois Induction Program Standards.***

Foundational Resource	***Moving Toward/Developing Beyond*** is the Illinois version of a set of guiding principles that has helped other states and programs create successful induction program standards. This document served as an important resource in the development of the ***Illinois Induction Program Standards.***

December 2008	After external review and over a dozen iterations, the ***Illinois Induction Program Standards*** were submitted and approved by the Illinois State Teacher Certification Board as a guidance document for induction and mentoring programs.

March 2009	A representative group of stakeholders numbering almost 30 began work to create a ***Continuum*** to articulate and level the criteria set forth in the ***Illinois Induction Program Standards.***

October 2009	After three meetings the group completed work on the ***Illinois Induction Program Continuum.***

About the Illinois Induction Program Standards

Illinois Induction Program Standards are intended to set forth a clear framework to assist in the development of research-based programs that meet local needs and are responsive to local contexts. The standards are broad and interdependent, describing a vision of a comprehensive and dynamic program for beginning teachers and those who support them. The standards provide a research-based foundation that will guide and support development of induction programs. The intent of these standards is to foster thoughtful, high quality growth and development. The standards become purposeful and meaningful when implemented fully at the local level. The standards help reflect on best practices and effective structures necessary to the design and delivery of high quality, effective induction programs.

Illinois Induction Program Standards have been developed by a diverse stakeholder group that has broadly reviewed the research on induction and induction programs as well as their implementation. *Illinois Induction Program Standards* are offered to facilitate and support the development, implementation and continual improvement of induction programs that in turn achieve the goals for induction programs.

In accordance with Article 21A of the 2008 Illinois School Code, the goal of beginning teacher induction programs is to:

- Assist new teachers in developing the skills and strategies necessary for instructional excellence.

Each program must include at least the following elements:

- Provision of two years of mentoring and support for each new teacher.

- Alignment with the Illinois Professional Teaching Standards, content area standards, and applicable local school improvement and professional development plans, if any.

- Professional development specifically designed to ensure the growth of the new teacher's knowledge and skills.

- Formative assessment designed to ensure feedback and reflection, which must not be used in any evaluation of the new teacher.

- A defined process and criteria for mentor selection and training.

Illinois Induction Program Standards *

Standard 1: Induction Program Leadership, Administration, and Support

The induction program 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: Program Goals and Design

Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Induction Program Standards, the district/school improvement plan and local concerns/context.

Standard 3: Resources

Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

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 and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

Standard 5: Mentor Selection and Assignment

Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

Standard 6: Mentor Professional Development

Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor's work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

Standard 7: Development of Beginning Teacher Practice

Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

Standard 8: Formative Assessment

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

Standard 9: Program Evaluation

Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

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* The **Illinois Induction Program Standards** were approved by the Illinois Certification Board in December, 2008. That document contained criteria that provided description for each standard. To provide expediency and usability, the criteria were consolidated for this continuum document. The content and intent of the original criteria were maintained.
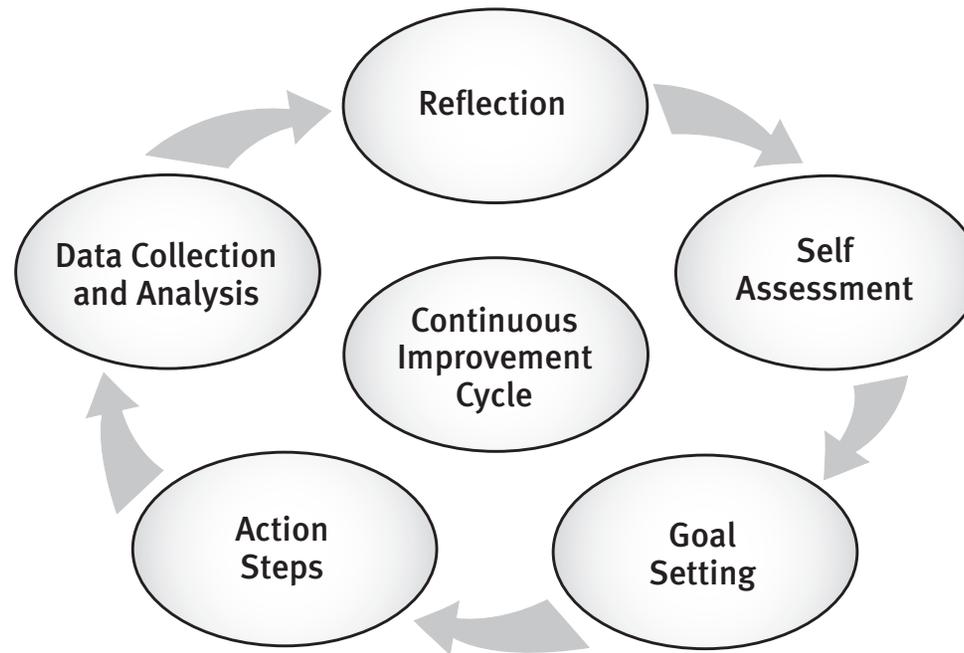
Illinois Induction Program Continuum

Accompanying the *Illinois Induction Program Standards* is a companion document that describes program development across multiple levels. This *Continuum* was written by the Program Continuum Work Group of the Illinois Induction Policy Team during 2009–2010 in partnership with the New Teacher Center. The developmental *Continuum* is designed to:

- Provide a common language to describe and discuss program development and ongoing improvement
- Assist Program leadership and partners to collaboratively design, implement, and assess the quality and effectiveness of their programs
- Assist program leadership in setting clear, evidence-based goals and planning for program development and improvement
- Identify program needs for resources and supports.

Simply stated in the words of the stakeholders in the Work Group:

"From the outset, our goal has been to craft a useful document that will prompt both thinking and action around the professional needs of new teachers in the state. Our aim is for this document to be used as a formative assessment tool as opposed to a summative assessment tool. In that regard, this document may be used effectively to promote program development through an ongoing cycle of continuous improvement."

Reflection

Self Assessment

Data Collection and Analysis

Continuous Improvement Cycle

Action Steps

Goal Setting

Continuum Organization

The **Continuum** is organized by the induction program standards and their respective criteria. Each row in the **Continuum** begins with the criteria on the left. Going left to right across the row, the boxes describe the four levels of program implementation—Establishing, Applying, Integrating, and Systematizing.

Below are descriptions of the criteria and the four levels of program implementation.

Criteria	Establishing	Applying	Integrating	Systematizing
Multiple criteria describe each of the essential components or features of a given program standard.	*Programs at the establishing level are learning about the induction program standards and establishing program components. Limited involvement of all stakeholders occurs at this level.*	*Programs at the applying level have some experience and are applying knowledge of induction program standards and moving toward full implementation of program components. Program is shared with additional stakeholders.*	*Programs at the integrating level are more experienced with induction program standards and accomplished in implementation of program components. They are working collaboratively with an expanded group of stakeholders on a regular basis.*	*Programs at the systematizing level collaborate regularly with all stakeholders to integrate induction program standards and program components throughout the district/ consortia. Program is beyond compliance and embodies innovative practices by contributing to the broader educational community.*

It is understood that program development does not always occur in a linear and sequential path from left to right on the **Continuum**. There are many contributing factors that affect program development over time. Changing contexts may affect movement on the **Continuum** as program leadership and program partners self-assess and shape program development. For all levels of program development the **Continuum** should be thought of as a supportive reference guide for ongoing use in assessment and evidence-based action planning for program improvement to promote high quality mentoring and success for beginning teachers and their students.

Illinois Induction Program Standard 1: Induction Program Leadership

The induction program 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.

Criteria	Establishing	Applying	Integrating	Systematizing
1.1 *Program leadership is **selected and role is clearly defined** to include being responsible for program planning, operation, oversight, and use of data.* *Possible Evidence:* • *Steering committee member list* • *Documentation of role requirements* • *Job description(s)* • *Organizational chart*	Organizational leadership designates program leadership and begins to define their roles and responsibilities based on the **Illinois Induction Program Standards**. Full definition of role and responsibilities occurs as the year progresses.	Program leadership understands its role and takes full responsibility for program planning, operation, oversight, and use of data while consulting district/site administrators to inform program implementation.	Program leadership collaborates with district/site administrators and mentoring teams to ensure effective program planning, operation, oversight, and use of data.	Program leadership, district/site administrators and induction and mentoring teams share responsibility in collaborative decision-making process to design, implement, and revise the program through the use of data. The program is integrated throughout the larger system of the district.
1.2 *Program leadership, program partners and all stakeholders **have the time, fiscal resources, and authority** to implement and support the program.* *Possible Evidence:* • *Budget proposal* • *Evidence of release time (e.g. substitute teachers logs)* • *Job description(s)* • *Organizational chart*	District administration maintains authority over time and fiscal resources and provides limited funds for implementation of a high quality program.	Program leadership consults with district/site administrators to identify needs, resources and make recommendations for the appropriate use of fiscal resources and time to support the program.	Program leadership collaborates with district/site administrators to ensure ongoing district/consortia commitment to provide the time and fiscal resources required to implement a high quality induction program.	Program leadership, district/site administrators and induction and mentoring teams share leadership in providing the program with the full range of sufficient tangible support required for high quality program implementation.

Induction Program Leadership

Illinois Induction Program Standard 1: Induction Program Leadership

Criteria	Establishing	Applying	Integrating	Systematizing
1.3 *Program leadership, program partners and all stakeholders* **collaborate to create a culture of commitment** *to beginning teacher induction and improving student achievement.* *Possible Evidence:* • *Steering Committee agendas, minutes and other supporting materials* • *Mission/vision statements, shared norms, assumptions, etc.* • *Cross team involvement in other committees/ initiatives, etc.* • *Strategic plan for induction program*	Program leadership becomes aware of the importance of the creation of a committed culture for beginning teacher induction and of linking the program to improving student achievement.	Program leadership seeks input from district/site administrators towards establishing a culture of commitment which focuses on beginning teacher development and student achievement.	Program leadership collaborates with district/ site administrators to develop a system of regular collaboration that contributes positively to building a culture of commitment focusing on beginning teacher development and student achievement.	Program leadership, district/site administrators and induction and mentoring teams collaborate in ways that demonstrate a culture of commitment to teacher development and student achievement. There is systematic collaboration between all stakeholders to ensure consideration and support of program and district/site needs in planning, dialogue, and decision making.

Induction Program Leadership

Illinois Induction Program Standard 1: Induction Program Leadership

Criteria	Establishing	Applying	Integrating	Systematizing
1.4 *Program leadership engages in **initial and ongoing professional development to** understand, design and implement high-quality induction and mentoring.* *Possible Evidence:* • *Professional development opportunities for beginning teachers, mentors and/or administrators attended* • *Professional development agendas, evaluations, etc.* • *Regional and statewide networking sessions, seminars, trainings, workshops, etc.*	Program leadership attends mandated professional development which provides guidance in program implementation.	Program leadership participates in professional development provided and seeks out additional professional development to augment knowledge and skills while making adjustments in program implementation based on learning.	Program leadership and district/site administrators identify needs and plan for professional development. Program leadership participates in both initial and ongoing professional development to expand understanding of essential elements in implementation of high quality induction and mentoring programs and to guide program improvement.	Program leadership, in collaboration with district/site leadership, actively participates in a professional learning community that meets on a regular basis to deepen understanding, guide innovative program design, and implement a high quality induction and mentoring program.

Induction Program Leadership

Illinois Induction Program Standard 2: Program Goals And Design

Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, *Illinois Induction Program Standards,* the district/school improvement plan and local concerns/context.

Criteria	Establishing	Applying	Integrating	Systematizing
2.1 *Program design includes* **learning outcomes for beginning teacher participants** *that recognize a continuum of teacher development and a focus on student learning with clearly defined participant* **expectations for program completion.** *Possible Evidence:* • *Letter to beginning teacher stating program expectations* • *Beginning teacher outcomes posted* • *Professional development plan*	Program leadership uses a teacher continuum as a reference when developing learning outcomes for participants and becomes aware of the need to define expectations for program completion.	Program leadership meets with district/site administrators to identify learning outcomes for participants based on a continuum of teacher development, designs clear expectations for program completion, and shares expectations with beginning teachers, mentors, and district/site administrators.	Program leadership, district/site administrators, and mentors implement and monitor a program that includes learning outcomes for participants that recognize a continuum of teacher development, a focus on student learning, and clearly defined participant expectations for program completion.	Program leadership, district/site administrators, and induction and mentoring teams continuously define learning outcomes for participants to move to highest levels of performance on a teacher development continuum with a focus on improving student learning. Use of a teacher continuum and focus on student learning are integrated across all school faculties to impact all teachers' practice.

Program Goals And Design

Illinois Induction Program Standard 2: Program Goals And Design

Criteria	Establishing	Applying	Integrating	Systematizing
2.2 *Program design provides for **effective communication** among program leadership, mentors, beginning teachers, and site administrators and is **consistently integrated** into district /school improvement goals and ongoing professional development initiatives.* *Possible Evidence:* • *Program goals articulated in district/ school improvement plan* • *Articles in newsletters* • *Presentation(s) to board of education and other district/regional entities* • *Website postings*	Program leadership communicates with some district/site administrators regarding program implementation and becomes aware of the need to make connections between program design, school improvement, and professional development.	Program leadership consults with district/ site administrators to design a program that provides for regular communication among stakeholders regarding program implementation and identifies some school improvement goals for induction and mentoring activities.	Program leadership collaborates with district/site administrators to design a program that provides for effective communication and feedback among program leadership, mentors, beginning teachers, and district/site administrators to support ongoing program implementation. Program design is consistent with and integrated into district/ school improvement goals and ongoing professional development initiatives.	Program leadership, district/site administrators, and induction and mentoring teams ensure that program design supports ongoing, effective, and consistent communication among all stakeholders to maintain high quality program implementation. Program design is aligned with the school improvement plan and provides innovative strategies to accomplish school improvement goals and support professional development initiatives.

Program Goals And Design

Illinois Induction Program Standard 2: Program Goals And Design

Criteria	Establishing	Applying	Integrating	Systematizing
2.3 *Program design includes high quality **mentor selection, training, assessment/evaluation and ongoing support** in a mentor learning community.* *Possible Evidence:* • *Training agendas* • *Course syllabus* • *Website for mentor conversations* • *Mentor selection rubric* • *Mentor postings application*	Program leadership disseminates information about mentor selection to site administrators at district/consortia meetings and suggests topics for supporting mentors.	Program leadership consults with district/site administrators to establish criteria for mentor selection, training, and support for mentors.	Program leadership collaborates with district/site administrators to design and implement a program that includes selection of high quality mentors, mentor training, assessment/evaluation, and ongoing support in a mentor learning community.	Program leadership, district/site administrators, and induction and mentoring teams integrate into the district improvement plan a clearly articulated process for mentor selection, training, reflection, assessment/evaluation, and ongoing support in a mentor learning community.

Program Goals And Design

Illinois Induction Program Standard 2: Program Goals And Design

Criteria	Establishing	Applying	Integrating	Systematizing
2.4 *Program design defines* **essential activities** *including beginning teacher formative assessment, written documentation of beginning teacher/mentor work, analysis of beginning teacher instruction and student learning, and professional development for all stakeholders.* *Possible Evidence:* • *Calendar documenting dates for essential activities* • *Beginning teacher learning scope and sequence chart* • *Mentoring logs*	Program leadership designs a program that demonstrates awareness of essential activities. These activities vary with respect to clarity of learning outcomes and coherence across activities, formative assessment, and written documentation.	Program leadership designs and establishes a program that defines essential activities regarding formative assessment, written documentation of beginning teacher/mentor work, and initial professional development for all stakeholders.	Program leadership implements a program design that includes essential activities such as beginning teacher formative assessment, written documentation of beginning teacher/mentor work, analysis of beginning teacher instruction and student learning, and regular professional development for all stakeholders.	Program leadership, district/site administrators, and induction and mentoring teams implement a program that integrates innovative activities, use of a wide-range of beginning teacher formative assessment, written documentation of beginning teacher/mentor work, analysis of beginning teacher instruction and student learning into the professional development plan. Program design includes planned processes of reflection, and ongoing feedback for the purpose of moving beginning teachers from initial to standard certification.

Program Goals And Design

Illinois Induction Program Standard 2: Program Goals And Design

Criteria	Establishing	Applying	Integrating	Systematizing
2.5 *Program **goals and outcomes** for teacher development, retention, support, and student learning are **reviewed and revised** as necessary by designated program leaders and stakeholders **based on the analysis of multiple sources of program evaluation data.*** *Possible Evidence:* • *Training evaluations* • *Survey results lead to revised activities* • *Relevant Human Resources data (e.g. retention)* • *Administrative meeting agendas*	Program leadership develops program goals that are informal and are communicated within program and completes analysis of student achievement data as required by Illinois State Board of Education.	Program leadership articulates and communicates program goals to district/site administrators, mentors, and beginning teachers. Program leadership and site administrators analyze student achievement data and make some revisions of program goals and outcomes around teacher development.	Program leadership, district/site administrators, and mentors analyze multiple sources of program evaluation data and revise as necessary the program goals and outcomes around teacher development, retention, support, and student achievement data to impact student learning.	Program leadership, district/site administrators, and induction and mentoring teams align program goals and outcomes to the district and school Improvement plan goals and outcomes. Program design integrates a process that uses multiple sources of program evaluation data to review, analyze, and revise actions for teacher development, retention, support, and student learning.

Illinois Induction Program Standard 3: Resources

Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

Criteria	Establishing	Applying	Integrating	Systematizing
3.1 *Program leadership, program partners, and all stakeholders* **allocate adequate resources** *to ensure an appropriate distribution of funds to support components defined in the program design and in alignment with district improvement plan.* *Possible Evidence:* • *Itemized budget allocations linked to program goals and design*	District administration along with program leadership allocates available resources and funding for the program and is aware of need to align allocations with district improvement plan.	Program leadership identifies needs, seeks, and allocates resources and funding to implement induction components in alignment with district improvement plan.	Program leadership collaborates with district/site administrators to gather information from stakeholders and to seek and procure additional resources and funding in order to meet all goals and deliver program components to all participants in alignment with the district improvement plan.	Program leadership, district/site administrators, and induction and mentoring teams collaboratively design and implement a systematic process to identify, procure and distribute adequate resources and funding for the induction and mentoring component. All budget allocations are aligned to the district improvement plan.
3.2 *Program leadership, program partners, and all stakeholders* **access and coordinate existing professional development resources** *to effectively align and coordinate with the induction program.* *Possible Evidence:* • *Stakeholder needs assessment* • *Substitute and release time documentation* • *Professional development provided*	District administration along with program leadership allocates professional development resources for the program.	Program leadership accesses appropriate and sufficient professional development resources to support the implementation of the induction program.	Program leadership collaborates with district/site administrators to access and coordinate existing professional development resources.	Program leadership, district/site administrators, and induction and mentoring teams collaboratively design and implement a process to identify, seek, procure, and provide additional professional development resources for the induction and mentoring component of the district improvement plan.

Resources

Illinois Induction Program Standard 3: Resources

Criteria	Establishing	Applying	Integrating	Systematizing
3.3 *Program leadership, program partners, and all stakeholders allocate* **sufficient, sanctioned, protected** *time for mentoring to foster high quality mentoring for beginning teachers.* *Possible Evidence:* • *Budget allocations for observations, co-planning etc.* • *Schedules or logs of meetings between mentors and beginning teachers*	Program leadership identifies expectations for mentors regarding time spent with beginning teachers. Mentors and beginning teachers make arrangements to meet as needed. Mentors generally begin work with beginning teachers at the start of the school year.	Program leadership meets with mentors to clarify expectations for weekly mentor meeting time with beginning teachers. Mentors and beginning teachers meet during common prep periods, lunch hours, and/or before and after school. Most beginning teachers meet with mentors before the school year begins.	Program leadership collaborates with site administrators and mentors to allocate sufficient, sanctioned, protected time for mentoring; and identify and seek solutions to issues that impact protected time for mentoring. Mentors maintain a regular schedule with beginning teachers to meet individual needs.	Program leadership collaborates with district/ site administrators, and induction and mentoring teams to guarantee dedicated and uninterrupted time specific for the purpose of implementing the school mentoring program. To ensure a high quality induction experience, site administrators collaborate with the mentors and beginning teachers to schedule meeting time during the school day.
3.4 *Formative* Program leadership, program partners, and all stakeholders **monitor resource allocations** *on a regular basis in order to make necessary adjustments as needed during the year.* *Possible Evidence:* • *Meeting agendas/ minutes of regularly scheduled program leadership meeting* • *Calendar of program leadership meetings* • *Budget meeting agenda*	Program leadership reviews resource and budget allocations at the end of the year.	Program leadership seeks information from site administrators as needed to identify future resource and budget allocations.	Program leadership collaborates quarterly with district/site administrators to monitor resource allocations and make adjustments during the school year.	Program leadership, district/site administrators, and induction and mentoring teams meet at least quarterly and have a well-communicated process to gather fiscal data and use it to make timely decisions and enable systemic continuous improvement.

Resources

Illinois Induction Program Standard 3: Resources

Criteria	Establishing	Applying	Integrating	Systematizing
3.5 *Summative Program leadership, program partners, and all stakeholders support the development of **fiscal reports** to document allocations of resources as necessary for accountability and to promote ongoing program improvement.* *Possible Evidence:* • *Published budgets, executive summaries, audits, year-end reports* • *Updated budget proposals based on assessed program needs* • *CDE report*	Program leadership provides annual fiscal reports as required by ISBE or other funding entities documenting allocations of resources.	Program leadership develops a format for fiscal reports that documents allocations of resources for the induction and mentoring program in the district.	Program leadership collaborates with district/site administrators to prepare fiscal reports and provide evidence of accountability that identifies program effectiveness.	Program leadership provides fiscal reports documenting allocations of resources for the implementation of the induction and mentoring component of the school district improvement plan. Program leadership, district/site administrators and induction and mentoring teams collaborate to collect and analyze data for ongoing program effectiveness and improvement.

Resources

Illinois Induction Program Standard 4: Site Administrators Roles and Responsibilities

Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

Criteria	Establishing	Applying	Integrating	Systematizing
4.1 *Program leadership, program partners, and all stakeholders collaborate to design effective* **professional development** *for* **site administrators** *and promote their full involvement in* **program operations** *to maximize* **ongoing program improvement**. *Possible Evidence:* • *Mentor survey results regarding site administrators* • *Attendance rosters* • *Level of participation in trainings*	Site administrators receive information on professional development on induction and mentoring from program leadership. Site administrators rely on Program leadership to manage program operations.	Site administrators participate in initial professional development on induction and mentoring. Site administrators' involvement in program operations is characterized by being available to program leadership to problem solve issues of site implementation as they arise.	Site administrators participate in research based professional development and apply their learning to ongoing support for local induction and mentoring program. Site administrators' involvement in program operations is characterized by engagement in program design and participation in ongoing problem solving and implementation at the local site.	Site administrators actively participate in initial and ongoing professional development and apply their learning to ensure full implementation of site program and to support district/consortia induction and mentoring program. Site administrators' involvement in program operations is characterized by ongoing participation in strategic monitoring of program operations, and planning for continual program improvement.

Site Administrators Roles and Responsibilities

Criteria	Establishing	Applying	Integrating	Systematizing
4.2 *Program leadership, program partners, and all stakeholders* **collaborate** *with* **site administrators to ensure positive working environments** *for beginning teachers.* *Possible Evidence:* • *Mentor/beginning teacher release time provided by administrators* • *Relevant meeting notes that reflect interactions* • *Beginning teacher schedules*	Program leadership identifies for site administrators challenging aspects of beginning teachers' working environments, operational barriers, and logistical barriers as they arise.	Program leadership provides site administrators with a list of typical concerns about working environments, operational barriers, logistical barriers for beginning teachers, and possible ways to mediate issues. Some site administrators assist in brainstorming positive approaches to challenging situations.	Site administrators consult and collaborate with program leadership to anticipate challenges of beginning teachers with regards to working environments, operational barriers, and logistical barriers. Site administrators ensure assignment of beginning teachers to a placement that matches their preparation/ credentialing and provide adequate teaching materials.	Site administrators collaborate with stakeholders to proactively create a positive working environment for beginning teachers that is appropriate to their teaching assignment and context. Site administrators are proactive in ensuring appropriate teaching/ time schedules, assigning classrooms, creating manageable case load/ class size, maintaining adequate teaching materials, and early identification and response to challenging situations for beginning teachers.

Site Administrators Roles and Responsibilities

Illinois Induction Program Standard 4: Site Administrators Roles and Responsibilities

Criteria	Establishing	Applying	Integrating	Systematizing
4.3 *Program leadership, program partners, and all stakeholders collaborate with* **site administrators** *to foster the development of collaborative* **learning communities** *to promote a program of support for all staff.* *Possible Evidence:* • *Administrators sanction time for professional collaboration, e.g. PLC, grade level meetings* • *Meeting agendas/ minutes* • *Observation documentation of beginning teacher observing mentor or other veteran teachers*	Site administrators may introduce beginning teachers to staff and/or may meet with all beginning teachers to explain such things as discipline procedures, evaluation processes, and/or provide a school handbook.	Site administrators seek information on the implementation and/or enhancement of learning communities from a variety of sources such as program leadership, district personnel, and other site administrators. Site administrators initiate and/ or extend the development and support of collaborative learning groups in partnership with mentors and staff leadership teams.	Site administrators use research-based information for the implementation and/or enhancement of learning communities to district/site administrators. Site administrators facilitate the inclusion of beginning teachers in collaborative work groups.	Site administrators systematize the creation and ongoing development of a culture which promotes induction and mentoring activities and includes all staff members in a program of support. Site administrators ensure that collaborative learning communities further enhance the professional practice of beginning teachers and mentors and promote the commitment of all staff to fully participate in collaborative learning communities. Site administrators support beginning teachers to collaborate with colleagues in areas such as dedicated meeting time, observation time, and collaborative planning.

Site Administrators Roles and Responsibilities

Illinois Induction Program Standard 4: Site Administrators Roles and Responsibilities

Criteria	Establishing	Applying	Integrating	Systematizing
4.4 *Program leadership, program partners, and all stakeholders support* **site administrators** *to provide* **ongoing high quality communications** *regarding induction program design and implementation.* *Possible Evidence:* • *Online surveys, chat rooms, etc* • *Ongoing formal and informal feedback into program design* • *Program checklist*	Program leadership provides informational materials to site administrators describing the induction and mentoring program.	Site administrators share written materials with mentors and beginning teachers and meet face-to-face to clarify roles, responsibilities, and expectations. Site administrators seek out program leadership to ensure clarity of understanding of program components and parameters.	Site administrators use multiple methods for regular communication such as electronic, memo, face-to-face, small group, and survey to clarify roles, responsibilities, and expectations with program leadership, mentors, and beginning teachers to support ongoing effective program implementation.	Site administrators ensure ongoing communication and feedback regarding roles, responsibilities, and expectations for mentors and beginning teachers. Site administrators and program leadership consult frequently to ensure a high level of program implementation.

Site Administrators Roles and Responsibilities

Illinois Induction Program Standard 4: Site Administrators Roles and Responsibilities

Criteria	Establishing	Applying	Integrating	Systematizing
4.5 *Program leadership, program partners, and all stakeholders engage with* **site administrators** *to ensure* **positive mentoring experiences** *and to uphold the relationship between mentor and beginning teacher as* **confidential.** *Possible Evidence:* • *Induction checklist reinforcing the norm of confidentiality in all communications*	Site administrators rely on program leadership and/or mentors to identify challenging situations for mentors as they provide support to beginning teachers. Consideration is made to meet needs. Program leadership informs site administrators, mentors and beginning teachers about the necessity of confidentiality in the mentor/beginning teacher relationship.	Site administrators engage with program leadership and mentors to identify and respond to the needs of mentors. Site administrators work to ensure that mentors have private meeting time with beginning teachers to regularly reflect on professional practice and its impact on student work. Program leadership reviews expectations of confidentiality and clarifies the general types of information sharing that mentors will exchange with site administrators such as updates on program professional development, formative assessment tools in general, advocacy for beginning teacher.	Site administrators work with stakeholders to determine the needs of mentors and ensure sufficient meeting time between mentors and beginning teachers, arranging substitutes for mentoring activities, and prioritizing beginning teacher participation in induction and mentoring activities. Site administrators initiate clarification of confidentiality with mentors and beginning teachers and maintain confidentiality in conversations with mentors.	Site administrators work with stakeholders to maintain a positive climate among all staff that ensures broad-based active support of mentors in their work with beginning teachers and of induction activities. Site administrators uphold confidentiality of the mentor/beginning teacher relationship and support staff to understand the role of confidentiality between professionals and particularly within the mentor/beginning teacher relationship.

Site Administrators Roles and Responsibilities

Criteria	Establishing	Applying	Integrating	Systematizing
4.6 *Program leadership, program partners, and all stakeholders collaborate with* **site administrator** *to* **align** *their work in support of beginning teachers* **with the standards for administrators.** *Possible Evidence:* • *Course or workshop certificate of completion on topics relevant to induction and mentoring* • *Induction and mentoring strategies embedded in school improvement plan*	Program leadership engages with district leadership to identify the benefits of aligning the work of site administrators in support of beginning teacher induction with the standards for administrators.	Program leadership meets with site administrators to clarify expectations that site administrators will incorporate work in support of beginning teacher induction with the standards for administrators. Individual support of site administrators is provided as needed to achieve expectations.	Program leadership and district/site administrators collaborate to ensure that all site administrators incorporate their work in support of beginning teacher induction with the standards for administrators.	Site administrators systematically align their work in support of beginning teacher induction with the standards for administrators.

Site Administrators Roles and Responsibilities

Illinois Induction Program Standard 5: Mentor Selection and Assignment

Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

Criteria	Establishing	Applying	Integrating	Systematizing
5.1 *Program leadership, program partners and all stakeholders are guided by clear rigorous* **selection criteria and processes** *to ensure that beginning teachers will receive high quality mentoring throughout their participation in the induction program.*	Program leadership provides general information to site administrators regarding selection of mentors such as demonstration of effective teaching practice and knowledge of pedagogy. Process for selection varies across the district from site to site.	Program leadership expands mentor selection criteria to include candidates who are self reflective, have strong intra- and inter-personal skills, exhibit knowledge of context, content knowledge for the appropriate student-age level span, and skills and interest in supporting the diverse learning needs of beginning teachers and their students. Program leadership identifies a process for site administrators to use when selecting mentors.	Program leadership engages collaboratively with district/site administrators to clarify, expand or refine selection criteria to align with qualities of effective mentoring and with district priorities. A consistent selection process is established by district/consortia and implemented at each site.	Program leadership, district/site administrators, and induction and mentoring teams collaboratively recruit and select mentors using a rigorous process that requires a variety of evidence such as detailed resume, wide-range of recommendations, role play, observation and/or analysis of video of teaching.

Possible Evidence:
- *Selection criteria, rubric, and interview questions*
- *Meetings to assess and/or revise selection criteria and rubrics*
- *Examples of mentor recommendations from peers or administrator*
- *Mentor contract letter of understanding*
- *Mentor job posting and application*

Mentor Selection and Assignment

Criteria	Establishing	Applying	Integrating	Systematizing
5.2 *Program leadership, program partners, and all stakeholders ensure that the **matching of beginning teachers and mentors** is based on multiple relevant factors to establish effective pairing of mentors with beginning teachers.* *Possible Evidence:* • *Criteria for matching mentor to beginning teacher* • *Mentor interview protocol based on criteria established by committee* • *Steering committee interviews of potential mentors* • *Recruitment strategies for attracting mentors from diverse backgrounds*	Program leadership provides general information to site administrators regarding matching of mentors with beginning teachers. Varied criteria are used across sites when making matches.	Program leadership identifies and shares with site administrators relevant factors to consider and process to follow when matching mentors to beginning teachers, including such things as certification, experience, current assignment, and proximity.	Program leadership collaborates with site administrators to match mentors with beginning teachers in a timely manner using a district/consortia-wide, well defined process that includes consideration of relevant factors such as certification, experience, current assignment, proximity, and number of schools at which mentor is assigned beginning teachers.	Program leadership engages with district/site administrators, and induction and mentoring teams to ensure that all mentors are matched with beginning teachers using a well-defined district/consortia-wide process according to relevant factors and including additional considerations such as attention to learning styles, local contexts, and relevant experiences.

Mentor Selection and Assignment

Illinois Induction Program Standard 5: Mentor Selection and Assignment

Criteria	Establishing	Applying	Integrating	Systematizing
5.3 *Program leadership, program partners, and all stakeholders define and implement a* **process to address changes** *or make necessary adjustments in mentor/beginning teacher matches.* *Possible Evidence:* • *Stakeholders generate shared understanding of beginning teachers' needs* • *Established process that addresses challenging mentor/beginning teacher matches* • *Assessment tools and data that inform program practice and support program improvement*	Program leadership and/or site administrators respond to concerns regarding mentor/beginning teacher matches as they arise.	Program leadership communicates with site administrators when concerns about matches are identified. Program leadership and site administrators identify ways in which they might be responsive to concerns. Varied criteria and processes are used across sites when addressing concerns.	Program leadership establishes a well articulated criteria and processes for making changes or adjustments in matches. Concerns regarding matches are responded to in a timely manner. Criteria and processes are clearly communicated to site administrators, mentors, and beginning teachers.	Program leadership, district/site administrators, mentors, and beginning teachers collaboratively implement a proactive process to identify and be responsive to the need for changes or adjustments in mentor/beginning teacher matches.

Mentor Selection and Assignment

Illinois Induction Program Standard 6: Mentor Professional Development

Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor's work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

Criteria	Establishing	Applying	Integrating	Systematizing
6.1 *Program leadership, program partners, and all stakeholders collaborate to provide* **foundational training for mentors** *to develop basic knowledge, skills, and attitudes for quality mentoring.* *Possible Evidence:* • *Training agendas, resources and materials* • *Attendance rosters* • *Scope and sequence of mentoring curriculum* • *Documents alignment with effective professional development practices*	Program leadership hosts an informative meeting for mentors describing basic roles and responsibilities.	Program leadership provides brief foundational training required for mentors that includes a basic program overview and highlights of the role of mentor. Program materials are introduced and discussed.	Program leadership seeks input from site administrators and mentors to integrate district issues and concerns into foundational training for mentors. Research-based training materials are utilized within the training to foster mentor effectiveness.	Program leadership, district/site administrators, and induction and mentoring teams collaboratively design and coordinate foundational training for mentors as an integral part of the district's overall plan to enhance teacher quality. Training attends to varied instructional content, is high-quality professional development, and meets NSDC standards.

Mentor Professional Development

Illinois Induction Program Standard 6: Mentor Professional Development

Criteria	Establishing	Applying	Integrating	Systematizing
6.2 *Program leadership, program partners, and all stakeholders facilitate the development of a* **professional learning community for mentors** *to regularly reflect on, improve, and refine their practice.* *Possible Evidence:* • *Calendar of ongoing mentor professional learning community meetings* • *Mentor forum agendas* • *Examples of mentor reflections* • *Evidence of mentor networking and shared learning* • *Ongoing collaborative norms established* • *Identified topics based on needs survey*	Program leadership recognizes the importance of bringing mentors together to discuss program implementation. Program leadership meets with mentors at the beginning of the year to introduce program components. Mentors may receive program updates 1–2 other times during the year.	Program leadership provides sanctioned time for quarterly meetings for mentors to collaborate, to discuss successes and challenges in mentoring, and program implementation.	Program leadership meets with mentor leadership to design monthly meetings to support program implementation, effective use of formative assessment, and problem pose/solve issues of mentoring practice.	Program leadership, district/site administrators, and induction and mentoring teams collaborate in a systemic effort to ensure that scheduled meetings for mentors occur twice monthly or more to support each other and to reflect on their use of mentoring tools, protocols, and formative assessment, as well as relevant district tools and standards.

Mentor Professional Development

Illinois Induction Program Standard 6: Mentor Professional Development

Criteria	Establishing	Applying	Integrating	Systematizing
6.3 *Program leadership, program partners, and all stakeholders collaborate to provide **ongoing professional development for mentors** to advance induction practice and promote beginning teacher development.* *Possible Evidence:* • *Stakeholder planning meetings for mentor professional development meetings* • *Mentor self-assessment tools and sample data analysis* • *CPDU documentation of professional development* • *Professional development aligned to district outcomes/ initiatives sessions* • *Foundational and research-based training* • *Periodic reflection and analysis of components of training* • *Documented use of technology to promote communication, collaboration and skill enhancement*	Program leadership is aware of the need for mentors to have additional professional development beyond foundational training. Mentors learn of important topics/issues to discuss with beginning teachers via district correspondence.	Program leadership informs mentors of professional development opportunities that may enhance their mentoring practice and/ or teaching. Mentors take initiative to obtain relevant professional development.	Program leadership meets with district/site administrators to select and/or design ongoing professional development for mentors. Sanctioned time is provided for mentors to attend professional development.	Program leadership, district/site administrators, and induction and mentoring teams collaborate in a systemic effort to ensure regularly-scheduled professional development for mentors that supports district instructional initiatives, anticipates/ responds to mentor needs, and builds on foundational training to deepen mentor skills and advance induction practices to promote beginning teacher development.

Mentor Professional Development

Illinois Induction Program Standard 7: Development of Beginning Teacher Practice

Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

Criteria	Establishing	Applying	Integrating	Systematizing
7.1 *Program leadership, program partners, and all stakeholders collaborate to provide **beginning teacher orientation** to clarify district school and induction programs and ensure high levels of beginning teacher participation.* *Possible Evidence:* • *Orientation agenda* • *Beginning teacher professional development scope and sequence and calendar* • *Attendance roster* • *Evaluations and surveys* • *Designed by a collaborative planning committee* • *Collaborative norms*	Program leadership provides beginning teachers with a one-time orientation event at the beginning of the school year which focuses primarily on district/school curriculum, policies, and procedures including a brief overview of the induction program.	Program leadership provides beginning teachers with an orientation to the induction program and the district/school at the beginning of the school year in partnership with site administrators. Orientation includes specific information about the induction program and beginning of the year supports such as classroom set-up, classroom management, lesson planning, and district curriculum.	Program leadership collaborates with district/site administrators to provide an orientation to district, school, induction program, and profession at the beginning of the year with follow up professional development opportunities.	Program leadership, district/site administrators, and induction and mentoring teams collaborate to design and provide beginning teachers with regularly scheduled learning opportunities, beginning with a comprehensive orientation to the induction program and the district, prior to or at the beginning of the school year and with follow-up throughout the school year. Plans are in place for orientation of beginning teachers hired after the start of the school year.

Development of Beginning Teacher Practice

Illinois Induction Program Standard 7: Development of Beginning Teacher Practice

Criteria	Establishing	Applying	Integrating	Systematizing
7.2 *Program leadership, program partners, and all stakeholders collaborate to design and implement **formal support of networking opportunities** for beginning teachers to ensure their participation in collaborative cultures focused on professional learning and ongoing support.* *Possible Evidence:* • *Beginning teacher professional development scope and sequence and calendar* • *Attendance rosters* • *Agendas* • *Evaluations and surveys* • *List of exemplary teachers to observe* • *Established guidelines for participation, broken down by grade level or subject matter*	Program leadership provides formal support of beginning teachers through the assignment of a mentor. Voluntary social networking opportunities are available for beginning teachers.	Program leadership provides formal support through the timely assignment of a trained mentor. Meets with mentors and school leadership teams to identify current professional practice oriented networking opportunities available for beginning teachers.	Program leadership provides formal support through assignment of trained mentor who also participates in existing site-based learning communities. Program leadership in partnership with site administrators design and implement professional practice networking opportunities for beginning teachers.	Program leadership, district/site administrators, and induction and mentoring teams provide regular formal support and networking opportunities for beginning teachers that include such things as sessions with their trained mentors, opportunities to interact in beginning teacher peer groups, problem-solving and mutual support, participation in learning communities, and professional development to support student learning.

Development of Beginning Teacher Practice

Illinois Induction Program Standard 7: Development of Beginning Teacher Practice

Criteria	Establishing	Applying	Integrating	Systematizing
7.3 *Program leadership, program partners, and all stakeholders implement **ongoing professional development** to ensure high quality beginning teacher development.* *Possible Evidence:* • *Agendas aligned to IPTS* • *Differentiated tiered offerings, choice boards or break out groups* • *Survey of needs* • *Professional growth planning tools* • *Video analysis*	Program leadership utilizes available district/site professional development offerings as professional development for beginning teachers.	Program leadership provides standards-based professional development opportunities designed around common needs of beginning teachers.	Program leadership collaborates with district/site administrators to provide ongoing standards-based professional development based on the assessed needs of beginning teachers.	Program leadership, district/site administrators, and induction and mentoring teams collaborate to provide ongoing professional development that is tailored to the assessed needs of beginning teachers, is guided by the IPTS, and includes relevant content area standards and local instructional needs and priorities. Professional development is ongoing, job-embedded, and focused.

Development of Beginning Teacher Practice

Illinois Induction Program Standard 7: Development of Beginning Teacher Practice

Criteria	Establishing	Applying	Integrating	Systematizing
7.4 *Program leadership, program partners, and all stakeholders* **provide and support sanctioned time** *for induction and mentoring processes to ensure sufficient support for high quality professional development experiences for beginning teachers.* *Possible Evidence:* • *Contact log* • *Substitute teacher documentation* • *Component of school improvement plan* • *Formative assessment coaching and observation tools* • *Tools and protocols to support the analysis of student work*	Program leadership identifies general expectations regarding time for mentors to implement induction program with beginning teachers. Generally assumes that all beginning teachers are receiving the target number of hours/minutes of support per week.	Program leadership communicates to mentors and site administrators the specific expectations regarding time for mentors to implement induction program with beginning teachers. Program leadership engages with district/site administrators to secure and support sanctioned time for program implementation.	Program leadership communicates with all stakeholders to clarify specific expectations regarding time for mentors to implement the induction program with beginning teachers. Collaborates with district/site administrators to ensure that providing sanctioned time for program implementation is supported, monitored, and documented.	Program leadership, district/site administrators, and induction and mentoring teams identify, monitor and consistently maintain sanctioned time for induction processes and full program implementation that regularly includes such things as analysis of student work, data collection, observations and reflective conversations. Mentors differentiate time in support of beginning teachers in ways that meet program design and are responsive to individual needs of beginning teachers.

Development of Beginning Teacher Practice

Illinois Induction Program Standard 8: Formative Assessment

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

Criteria	Establishing	Applying	Integrating	Systematizing
8.1 *Program leadership, program partners, and all stakeholders ensure that mentors use formative assessment tools collaboratively with beginning teachers for **initial self assessment and development of individual learning plan** to guide weekly visits and determine the scope, focus, and content of professional development activities.* *Possible Evidence:* • *Completed ILP and self-assessment* • *Completed ICTD*	Program leadership identifies formative assessment tools for mentor-beginning teacher use in self-assessment and development of an individual learning plan aligned to teaching standards. Expectations for use of tools with all beginning teachers are identified.	Program leadership meets early in the year with mentors to provide training in the collaborative use of formative assessment tools for self-assessment and individual learning plan aligned with district/site initiatives. Mentors generally are able to follow guidelines for use and as needed are provided additional support by program leadership. Program leadership identifies expectation that mentors note beginning teachers' need for professional development based on self-assessment and individual learning plan.	Beginning teachers collaborate with their mentor to complete an initial self assessment at the start of each induction year and develop an individual learning plan to guide weekly mentoring visits and to determine the scope, focus, and content of professional development activities within the school and district. Program leadership collaborates with district/site administrators to ensure that professional development offerings take into account the needs of beginning teachers as informed by formative assessment.	Mentors frame the initial self-assessment and development of individual learning plan as a method for ongoing goal setting, data gathering, reflecting on practice throughout the year with the overall goal of enhancing teacher quality. Program leadership, district/site administrators, and induction and mentoring teams collaborate to design and implement professional development activities differentiated to meet the needs of beginning teachers as informed by formative assessment.

Formative Assessment

Illinois Induction Program Standard 8: Formative Assessment

Criteria	Establishing	Applying	Integrating	Systematizing
8.2 *Program leadership, program partners, and all stakeholders ensure that mentors utilize a wide-range of formative assessment tools in order to establish* **multiple measures of teaching** *from which to promote further professional development.* *Possible Evidence:* • *Completed ILP and self assessment* • *Classroom observation tools and documents* • *Sample beginning teacher/mentor notes from reflective conversations* • *Samples of analysis of student work tools and data*	Program leadership identifies multiple formative assessment tools for use with each beginning teacher. Expectations for use of tools are identified.	Program leadership provides training for mentors to understand how and when to use formative assessment tools. Mentors utilize multiple formative assessment tools with beginning teachers throughout the year.	Mentors select formative assessment tools to guide weekly conversations on practice/student learning and provide multiple measures of practice from which to promote further professional development. Program leadership provides ongoing training and development for mentors in use of tools.	Mentors employ multiple measures of teaching using formative assessment tools on a weekly basis to inform improvement of beginning teacher practice. Individual learning plans are aligned to school and district initiatives and the overall goal of enhancing teacher quality.

Formative Assessment

Illinois Induction Program Standard 8: Formative Assessment

Criteria	Establishing	Applying	Integrating	Systematizing
8.3 *Program leadership, program partners, and all stakeholders establish and maintain procedures for **documenting confidential use of formative assessment** to gather evidence of reflective processes that impact student learning and practice.* *Possible Evidence:* • *Sample mentor and beginning teacher journal entries* • *Post-observation protocols and data* • *Clear protocols for ensuring that confidentially in all assessment processes and use of data* • *Documentation of progress review meetings*	Program leadership explains to mentors expectations for documentation of use of formative assessment tools with beginning teachers. Specific documentation and evidence provided for program leadership by mentors varies.	Program leadership consults with district/site administrators to develop shared expectations for documentation. Specific documentation and evidence that the program leadership receives from mentors are consistent.	Program leadership provides opportunities for mentors to review and reflect upon results of documentation and evidence to inform their activities with beginning teachers to impact student learning and practice.	Program leadership, district/site administrators, and induction and mentoring teams analyze multiple forms of documentation to provide evidence of reflective processes that impact student learning and improve classroom practices.

Formative Assessment

Illinois Induction Program Standard 8: Formative Assessment

Criteria	Establishing	Applying	Integrating	Systematizing
8.4 *Program leadership, program partners, and all stakeholders develop and follow policy regarding* **use of formative assessment and documentation** *to protect their use* **for program purposes only** *and not for evaluation of beginning teachers or for employment decisions.* *Possible Evidence:* • *Documented program policies* • *Executive summary distributed among stakeholders* • *DVD with interviews*	Program leadership develops a policy regarding use of formative assessment and documentation and shares with mentors.	Program leadership reviews policy and consults with mentors and district/site administrators at beginning of the year regarding use of formative assessment and documentation.	Program leadership and district/site administrators collaborate to establish a clearly articulated policy regarding use of formative assessment and documentation. Policy is shared with mentors and district/site administrators. Follow-up is provided as needed throughout the year.	Program leadership, district/site administrators, and induction and mentoring teams widely communicate, monitor and uphold a clearly articulated policy regarding use of formative assessment and documentation for program use only.

Formative Assessment

Illinois Induction Program Standard 9: Program Evaluation

Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

Criteria	Establishing	Applying	Integrating	Systematizing
9.1 *Program leadership, program partners, and all stakeholders develop and implement an ongoing **process for program evaluation** based on multiple internal and external sources with formal and informal measures to **ensure ongoing program improvement.*** *Possible Evidence:* • *Data from multiple measures e.g. professional development evaluations, coaching logs, needs surveys, focus groups, interviews.* • *External review summaries and data reflecting feedback from higher education, consortia, ISBE, etc.* • *Evidence of stakeholder meetings to review data and set next steps* • *Exit interview data* • *Examples of state and local test data*	Program leadership collects informal and/or formal data on an annual basis regarding program improvement.	Program leadership collects and analyzes multiple sources of data annually and/or semi-annually based on the Illinois State Induction and Mentoring Standards to inform program improvement, such as mentor coaching logs, evaluations of professional development, and participant surveys.	Program leadership collaborates with district/site administrators and mentors to collect and analyze formal and informal data using multiple internal and external sources to guide program improvements.	Program leadership, district/site administrators, and induction and mentoring teams collaboratively collect and analyze data from all participants in a systematic process using multiple internal and external sources to improve program delivery, beginning teacher practice, and student learning.

Program Evaluation

Illinois Induction Program Standard 9: Program Evaluation

Criteria	Establishing	Applying	Integrating	Systematizing
9.2 *Program leadership, program partners, and all stakeholders* **analyze multiple sources of data and share results** *with stakeholders in a systematic way.* *Possible Evidence:* • *Summary of data analysis* • *Communications of program data results* • *Stakeholder groups with whom data is shared* • *Evidence of planning for next steps*	Program leadership collects available data and may share within program.	Program leadership analyzes multiple sources of data and shares within program and with district/site administrators.	Program leadership collaborates with mentors and district/site administrators to analyze multiple sources of data and widely shares results.	Program leadership, district/site administrators, and induction and mentoring teams collaboratively and systematically analyze and share results with all stakeholders to improve program implementation, beginning teacher practice, and student learning.

Program Evaluation

Illinois Induction Program Standard 9: Program Evaluation

Criteria	Establishing	Applying	Integrating	Systematizing
9.3 *Program leadership, program partners, and all stakeholders implement a* **process for mentor accountability** *in a supportive environment through a defined process of communication and documentation.* *Possible Evidence:* • *Collaborative logs* • *Checklist of expectations, goals, action plans and tasks completed* • *Qualitative review of formative assessment data* • *Formative program review data* • *Use of mentoring standards and aligned mentor self-assessment tools*	Program leadership provides a method for mentors to document their activities with beginning teachers. Results of documentation may be shared within the program.	Program leadership clearly defines expectations for formative documentation of mentor activities with beginning teachers. Program leadership supports mentors to meet expectations for documentation and encourages informal networking between mentors regarding documentation results to improve mentor effectiveness. Results are shared within program and with district/site administrators.	Program leadership collaborates with district/site administrators and mentors to review, monitor, and share formative documentation on mentor practice as per defined expectations. Program leadership supports mentors to gather documentation and provides opportunities for mentors to reflect on results and network to improve mentoring practice.	Program leadership, district/site administrators and induction and mentoring teams integrate ongoing systematic formative documentation and purposeful communication regarding mentor activities to improve mentor effectiveness, beginning teacher practice, and student learning.

Program Evaluation

Illinois Induction Program Standard 9: Program Evaluation

Criteria	Establishing	Applying	Integrating	Systematizing
9.4 *Program leadership, program partners, and all stakeholders* **participate in external reviews and statewide data collection** *designed to examine and improve program quality and effectiveness and to inform policy makers and stakeholders.* *Possible Evidence:* • *Common Data Elements (CDE) report* • *Program development goals based on data collection and self-assessment* • *Evidence of sharing data* • *External analysis of mentor interview data*	Program leadership conducts end of year data collection/survey and participates in internal and external reviews as per statewide requirements.	Program leadership conducts required end of year data collection/survey and compares with statewide data to inform program improvements. Program leadership cooperates with partners in internal and external review process.	Program leadership and district/site administrators participate in statewide data collection/survey and in collaborative dialogue that informs policymakers and other teacher-quality stakeholders of successes and challenges. Program leadership collaborates with partners in external review process and utilizes participation in internal and external reviews as opportunities for active learning, program improvement and to share information with policy makers.	Program leadership, district/site administrators, and induction and mentoring teams gather and analyze multiple sources of data in addition to statewide data collection/survey. Results of analysis are used for local program improvement, for statewide networking/program improvement, to increase student learning, to improve beginning teacher practice, and to inform policy makers. Program leadership and all stakeholders engage with statewide leadership to support the ongoing implementation and improvement of the internal and external review process.

Program Evaluation

Glossary of Terms

Beginning teacher (new teacher, mentee, protégé, novice): a teacher newly entering the profession of teaching and in the first or second year of teaching.

Collaboration: joint work of two or more individuals/entities toward a common goal, which may involve sharing knowledge, learning together, resolving conflict, and building consensus.

District/site administrators: individuals providing instructional leadership and guidance, as well as administrative/operational coordination and support.

Formative assessment: an ongoing, non-evaluative, evidence-based measurement of growth over time, involving a variety of sources of data, intended to inform ongoing professional development.

Foundational training: professional development that supports mentors, administrators, and all stakeholders in developing the knowledge, skills and dispositions of induction and mentoring.

Induction: a distinct phase of teacher development that occurs upon an individual's entry into the profession; a period of socialization and enculturation into the norms and practices of the teaching profession; a formal program for beginning teachers of guided entry into the profession of teaching.

Induction and mentoring teams: groups of individuals in various roles that provide support and professional development to beginning teachers.

Intensive mentoring: mentoring focused on improving beginning teacher professional practice and student learning through collaboration, reflection and inquiry into practice; occurring during regular visits of extended periods of time over the duration of the mentor-beginning teacher match.

Mentoring: one-to-one, individualized support of a beginning teacher.

National Staff Development Council (NSDC) Standards: standards developed to provide direction for designing professional development experiences that ensure educators acquire the necessary knowledge and skills to improve the learning of all students. (See appendix for complete list.)

Organizational leadership: individuals providing programmatic, operational and fiscal oversight.

Policymakers: individuals or groups who influence and/or determine policies and practices of governing bodies at the local, state or national level.

Professional learning community: a group of educators, engaged regularly in collaborative, ongoing learning that results in continuous improvement of teacher practice and effectiveness.

Program evaluation: a systematic review of an induction program intended to measure its effectiveness and guide continuous improvement, involving multiple sources and types of data.

Program leadership: individual(s) responsible and accountable for, planning, development, progress, communication, assessment, evaluation and the overall implementation of the district/consortium induction and mentoring program(s). Program leaders include, and may not be limited to district/building administrators, program coordinators, teacher leaders, lead mentors, union/professional organization leaders, Regional Offices of Education, Intermediate Service Centers, Institutions of Higher Education, support providers/trainers.

Glossary of Terms

Program partners: individual(s) or group(s) that support, collaborate, and/or consult for the improvement of the induction and mentoring program.

Reflective practice: involves thinking about and learning from one's own teaching practice and from the practices of others, so as to gain new perspectives on the successes, dilemmas and, contradictions inherent in the work of teaching; improve judgment and teacher decision-making; and increase the probability of taking informed action when situations are complex, unique, and uncertain.

Resources: tangible allocations and contributions that add to the overall improvement and support of the induction and mentoring program, i.e. financial, human, and physical, such as materials, facilities, time, etc.

Sanctioned time: release time from other professional responsibilities that is designated for engaging in induction and mentoring activities and related to ongoing professional learning.

Stakeholders: individuals/groups/organizations with a vested interest in the success of the induction program, i.e. district/site administration, funders, and policymakers.

Summative assessment: a measurement of learning, intended to summarize that learning at a given point in time and/or measure determine performance according to a set of criteria.

Systemic: related to, embedded in, or affecting an entire system within a district or organization.

Systematic: done or acting according to a fixed plan or system; methodical.

Teaching artifacts: evidence of teacher practice and student learning and behavior, i.e. lesson plans, student work, student assessment data.

Work environment: external conditions and circumstances within which teaching and learning occur and that impact teaching performance (e.g., physical facilities, time schedules, professional responsibilities, class size).

Acknowledgements

This document is the product of the hard work of a group of dedicated individuals representing educational stakeholders in Illinois. These individuals spent several days together as a group and many hours outside of meetings to create this *Continuum* and as such deserve recognition for their contributions to induction and mentoring in Illinois.