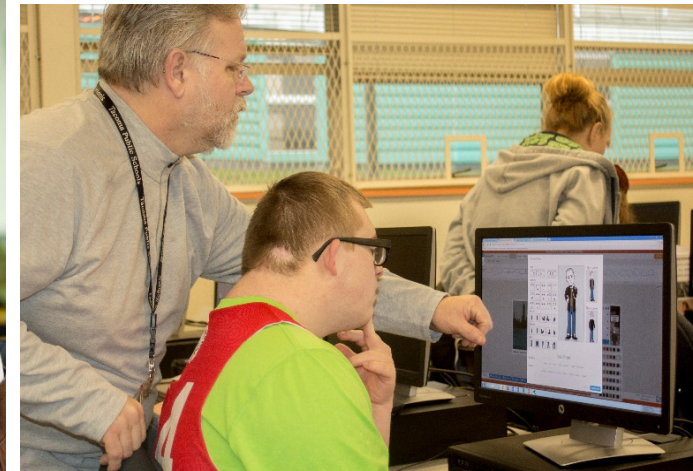


# STANDARDS FOR BEGINNING EDUCATOR INDUCTION

Effective Support for Washington State Educators



Created 2005. Updated 2008, 2014, 2018  
(includes ELD and ESA pages)

## Background on the Washington State Standards for Induction

The *Standards for Induction* were originally written in 2005 with the goal of using collective professional experience and a review of current literature to create standards to guide induction in Washington. The work was led by the Office of Superintendent of Public Instruction (OSPI) and the Center for Strengthening the Teaching Profession (CSTP). The Paul G. Allen Family Foundation supported the original development of the standards as well as the 2008 revision. In 2014 and again in 2017, educators from around the state helped to review recent literature and revise the standards to reflect current contexts in education in Washington.

Thanks to all of the educators whose expertise and hard work are evident in this publication.

The Center for Strengthening the Teaching Profession (CSTP) is an independent, nonprofit organization dedicated to building a strong, supported and effective teaching force for Washington's students. For more information about The Center for Strengthening the Teaching Profession (CSTP) see [www.cstp-wa.org](http://www.cstp-wa.org).

The Office of Superintendent of Public Instruction (OSPI) manages Washington State's Beginning Educator Support Team (BEST) induction program. As part of this, BEST works with districts to provide sustained and purposeful support for early-career educators. BEST provides information, professional development for mentors and leadership, resources, and grants (as appropriated by legislative funding) for comprehensive induction for novice teachers. The program goals are to reduce educator turnover, improve educator quality for student learning, and ensure equity of learning opportunity for all students. For more information about OSPI's Beginning Educator Support Team (BEST) Program, see <http://www.k12.wa.us/BEST/default.aspx>.

# Table of Contents

<b>Content</b>	<b>Page</b>
Foreword	3
Why Invest in Induction?	5
What Is High-Quality Induction?	6
Getting Started: Developing a System of Comprehensive Induction	8
Hiring	11
Orientation	14
Mentoring	19
Guidelines for Recruiting and Selecting Mentors and Coaches with Mentoring Responsibilities	23
Knowledge, Skills, and Dispositions of Effective Mentors	24
Mentoring and Confidentiality	25
Professional Learning	27
Feedback and Formative Assessment	31
Induction Program Assessment	35
The Principal’s Role in High-Quality Induction	37
Induction for Teachers of Special Education	41
Induction for English Language Development (ELD) and Bilingual Education Teachers	44
Mentoring Educational Staff Associates (ESAs)	48
References	49

## FOREWORD - What We Do for New Teachers

By Marcy Yoshida, Program Coordinator, Beginning Educator Support Team (BEST), OSPI

A new middle-school teacher was assigned to teach 7th-grade science classes as well as sections of 7th-grade and 8th-grade math. She was given a former art room as a classroom. Even for a highly skilled teacher, that placement is a challenge. As with all teachers, the novice was expected to be able to place the day's learning in the bigger context of the unit, connect the learning to students' prior knowledge, and make learning relevant to her students—whom she was just getting to know. She had three content team meetings to attend, two sets of department communications to follow, and no colleagues in her building. This teacher with the most to learn had the least time in which to learn it. And, she was given a much more challenging load than her more experienced colleagues.

Compare this to her colleague, a more experienced teacher with a more sophisticated set of skills to help students learn. The established teacher had only two classes to prepare for daily, not three as the novice teacher did. Knowing what was coming next in the unit, the established teacher carefully laid the groundwork for her students' learning. She captured their attention and engaged their curiosity. What price did that novice teacher's students have to pay in their learning for the added challenges laid on their novice teacher? What we do to new teachers, we do to their students.

It takes a collective sense of responsibility by everyone in a school—not a building of individuals—to provide powerful learning for all students. Similarly, it takes a sense of collective responsibility by a district to ensure new teachers' students have equitable opportunities for learning while their teacher is learning.

Teams of teachers and administrators can and do take action to make decisions that create supportive environments for novice teachers and the students in their classrooms. In one building, a principal recognized that she had three brand new kindergarten teachers joining the team as they expanded to all-day kindergarten. An easy solution in the short term might have been to put them in the portables brought in for the expansion—fewer disruptions in the building, fewer moves for everyone, established teachers could stay in their own classrooms. However, new teachers in portables far from the office and their colleagues face added challenges. The principal chose to move more experienced teachers into the portables to create a centralized pod of kindergarten teachers in the building, to increase support for the new teachers and thus for their students. What that principal did for the new teachers, she did for their students.

A group of high school teachers who were working on the next year's schedule realized that some teachers would have to be rovers, sharing classrooms as there weren't enough for all to have their own. These established teachers decided they didn't want novice

teachers to have the extra challenge of changing classrooms in addition to learning the craft of teaching. These teachers opted to share classrooms in order to give the novice teachers their own classrooms. They gave up their “status” for better learning conditions for all. What they did for their new teachers, they did for their students.

In another building, high school math teachers realized that the schedules designated for a few newly hired teachers included preparations for multiple courses including remedial math classes. Wanting to support their colleagues and to provide the best instruction possible for students who were struggling, these experienced teachers—who had perhaps "earned" the "right" to teach higher level classes—offered to teach the remedial classes. This resulted in a manageable start for the new teachers. What they did for their new teachers, they did for their students.

When multiple stakeholders from various roles design systems of support and conditions for new educators, they have a collective sense of responsibility for the learning of new educators *and their students*. What we do for teachers, we do for their students. This document describes standards to guide stakeholders as they create and refine a system of comprehensive induction that brings new educators into their districts, schools, and communities in ways that support them to grow into the skillful educators our children deserve.



## 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 achieve at their highest level. Research conducted by a team from the University of Washington “found that beginning teachers in BEST-funded districts that met standards for a full-fledged induction program had statistically significantly lower rates of exiting the Washington teaching workforce one year later than beginning teachers in other districts” (Plecki, Elfers, & Van Windekens, 2017). In other research, “although participation in a teacher induction program was consistently correlated with increased teacher retention and student achievement, the strength of the correlation was highly dependent on the extent and intensity of the particular induction program” (Ingersoll & Strong, 2011).

Educational leaders across Washington recognize the critical importance of providing comprehensive induction that is sustained and purposeful professional support for our teaching forces, especially for educators in the early years of their profession. We believe that doing so will:

**Reduce Teacher Turnover:** Washington loses about 21 percent of its new teachers within their first five years in the classroom (Plecki, et. al., 2017). This attrition represents a significant loss to the K–12 system. The constant teacher turnover some schools experience—particularly high-poverty and high-need schools—disrupts coherent, multi-year improvement plans. It also interferes with parents’ and community members’ ability to form solid relationships with faculty, as the cast of characters changes frequently. Quality induction can help to retain teachers in the school and profession (New Teacher Center, 2017)

**Improve Teacher Quality for Student Learning:** “A high-quality induction program has the potential for increasingly positive impacts on student learning” (New Teacher Center, 2017).

**Ensure Equity of Learning Opportunity for All Students:** Teacher retention and quality are especially important for students who are typically marginalized, students in special education classrooms, and students in high-need schools. Without robust support, novice teachers of these students are unlikely to be able to close opportunity gaps and increase learning for all students.

**Help Build a Diverse Teaching Force:** In Washington, approximately 10 percent of teachers are teachers of color and approximately 45 percent of students are students of color. Districts must go beyond simply recruiting teachers of color and focus on creating spaces where culturally and linguistically diverse teachers are integrated as contributing members of the school community. This includes connecting teachers of color to one another and creating “opportunities for teacher voice, expertise, and leadership” (Banks, 2017).

## What is High-Quality Induction?

High-quality induction moves beyond offering a summer orientation and mentoring that is dependent on the generosity of beginning educators' colleagues. It provides ongoing, job-embedded professional learning and support. Part of a carefully articulated system, comprehensive induction addresses hiring, orientation, mentoring, professional learning, feedback and formative assessment for educator growth, and induction program assessment. When well developed, it supports novice teachers to meet the specific learning needs of students in their classrooms.

Comprehensive induction 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. A designated leader (e.g., administrator, mentor, teacher leader, and teacher) in each district must take responsibility for induction, ensuring ongoing coordination among those who provide induction activities, implementation of quality practices, and regular data analysis to assess program impact.

### Core Beliefs about Comprehensive Induction

1. Effective support for beginning educators is a **core element of school improvement** that facilitates development of highly capable practitioners who advance student learning and become part of a stable teaching force invested in the profession, their students, and our public schools.
2. Effective support for beginning educators requires a **collective sense of responsibility**.
3. To improve both beginning educator and student performance, leaders and legislators must craft, fund, and manage a **comprehensive and coherent system of induction**.
4. **School culture and building leadership** significantly affect beginning educators' experiences and development, nurturing or negating passion for the profession, and supporting or inhibiting acquisition of skills and knowledge (Johnson, 2007).
5. A high-quality system of support for beginning educators is the **foundation of effective classroom instruction**.
6. Schools and districts **ensure equity of opportunity** for all students to experience the high-quality teaching they deserve by equipping beginning educators to serve the needs of all students, including those with culturally and linguistically diverse backgrounds.
7. Mentors who improve instructional practice employ a **unique, sophisticated set of learned mentoring skills and dispositions**.

## Standards for High-Quality Beginning Educator Induction in Washington State

### **HIRING**

District and building leaders analyze employment needs, provide an information-rich recruiting and selection process, and use shared decision-making to place teachers in optimal assignments appropriate to their experience and students' needs.

### **ORIENTATION**

Beginning educators participate in an instructional orientation before their teaching responsibilities begin and continuing throughout the year.

### **MENTORING**

Carefully selected, well trained mentors form learning-focused relationships with beginning educators in order to facilitate maximum teacher and student growth.

### **PROFESSIONAL LEARNING**

Beginning educators have opportunities to engage in intentional, coordinated, and sustained formal and informal job-embedded learning that promotes professional growth, reflection, collaboration, and equitable learning opportunities for students in their classrooms.

### **FEEDBACK AND FORMATIVE ASSESSMENT FOR EDUCATOR GROWTH**

Beginning educators receive regular, written formative feedback connected to the state's teacher evaluation system from mentors and evaluators before their summative and final evaluations. Formative assessments and feedback seek to promote teacher growth and development focused on student learning.

### **INDUCTION PROGRAM ASSESSMENT**

Stakeholders, including district and building leaders, review induction program implementation and impact data to collaboratively plan for program improvement.



## Getting Started: Developing a System of Comprehensive Induction

This document is designed to support program reflection, evaluation and improvement by those with varying roles and connections to induction. Schools and districts can begin the process of systematizing induction by integrating **six essential induction components** (*hiring, orientation, mentoring, professional learning, feedback and formative assessment for educator growth, and induction program assessment*) into the context of their current efforts to promote the growth of their beginning educators and the students they serve. The induction standards in this document are principles of quality practice rather than a prescriptive model.

### A Collective Sense of Responsibility for Induction

At all levels across a district and in nearly every department, people make decisions that affect the working conditions and experiences of beginning educators. While implementing hiring policies and practices, human resources personnel are often the first point of contact for new educators. Learning and teaching department staff often lead training for beginning educators in district instructional practices and adopted curricula. Teachers' associations influence district decisions and programs and their members' attitudes that can support or burden novice educators. Similarly, daily interactions with principals, colleagues and other building staff can positively or negatively influence novice educators' success. When all participants in the system feel ownership for the success of beginning educators and collaborate to support them, then a district has developed a collective sense of responsibility. They understand the unique needs and assets of beginning educators, including those of teachers with culturally and/or linguistically diverse backgrounds, and use that knowledge to guide decision-making. This leads teams to articulate the roles and responsibilities of participants in induction, coordinate support, and avoid gaps or redundancy. This shared sense of responsibility is foundational to developing a robust, comprehensive system of induction that promotes teachers' learning and the learning of the students in their classrooms. (See also Foreword at the beginning of this document.)

Specific items for each standard related to the principal's role are on pages 38–41 noted by asterisks in the standard descriptors.

### Beginning the Conversation

**Collaborate:** Gather a team of stakeholders which may include district leads from multiple departments, professional development coordinators, human resources personnel, school principals, district and school-based mentors, and the teachers' association. Leadership is critical to ensuring the work is focused and has the resources needed to accomplish its goals.

**Know the Induction Standards:** As a team, become familiar with the induction standards, key elements, and descriptors.

**Gather and Analyze Data:** Begin to form a picture of the district’s current induction practices and their impact on teacher retention and student learning. Consider such information as feedback from teachers, hiring and retention data, data reflecting impact of hiring practices (such as placement of novice teachers) on typically marginalized students, disaggregated disparity data, student achievement data, and program reviews in the context of one or more of the induction standards.

**Self-Assess:** Examine the data and compare the picture they show with the six induction standards, reflect on current practices, and identify needs.

**Create a Plan:** Set priorities for the work in your school or district, including ongoing, systemic, data-driven evaluations of induction impact on both novice teacher and student learning.

### Questions to Consider

- Who will bring stakeholders together to assess the current induction program and build a common vision for the future?
- Who will be responsible for ensuring implementation of the district plan? Who will lead a team for each of the standards?
- What data do you have and need to guide program improvement, prioritizing resources, and advocating for continued funding?

### Stages of Induction Growth

As groups begin to create, review, and refine their induction work, they often pass through some common stages. While developing induction, districts benefit by identifying a few key areas to focus attention and resources. As they engage more deeply with the standards, implementation, and others involved in induction, ideas of what is important and what can be done begin to shift.

#### Developing

**Early Implementation:** *What are we trying to accomplish? What should we be doing? Who is going to do this?*

In early stages of implementation, districts may provide induction activities, but there is no collective sense of responsibility for induction of novices, and a lack of coordinated efforts leads to gaps in practice. The district may offer a summer orientation, but it doesn’t prepare teachers for success on the first days of school. Mentors may be assigned, but mentoring consists primarily of providing encouragement and giving advice. At this stage, beginning teachers and mentors have few ongoing professional learning opportunities.

To develop their induction work, a stakeholder team forms, examines the *Standards for Induction*, and begins designing specific program components. Program assessment tends to focus on implementation—*did we do it?*—through surveys of participating teachers.

**Growing Implementation:** *How do we do this? Is this what we should have been doing? How might we do this better?*

As districts develop their induction support, leadership teams begin more deeply to understand comprehensive induction and the *Standards for Induction*. They often say, “Oh! Now I get it.” They notice they missed some important pieces and may focus on errors or gaps. This can lead to a temptation to rapidly add more to their program than they can effectively manage or sustain. Conversations center on “How might we do this better?” and there is often refinement in who participates on the stakeholders’ team. Moving beyond what they are doing, districts attend to coordinating efforts to avoid duplication and gaps. Program assessment continues to focus on implementation, but leaders begin to consider ways to examine program impact by gathering more than anecdotal data.

### **Refining**

*How well are we doing this? How can we improve? How will we ensure we continue to adapt as needs shift and change?*

At this stage, induction activities include all six essential components and there is a collective sense of responsibility for novice educators. Leadership coordinates efforts focused on refining induction practices. Carefully selected, trained mentors meet regularly with beginning educators to provide opportunities for reflection and growth. Induction leaders begin cycles of continuous improvement by examining program data and work that has been done through the lens of the *Standards for Induction*, and they identify strengths, gaps, and areas for growth. In addition, they might examine their assumptions about new educators and review their district’s view of induction. A risk at this stage is that groups may think they are “done” because the program has been developed and all pieces are in place. Program assessment begins to measure impact by looking at learning within the system: Are teachers learning what they need to learn? Are students learning better than they were without this work? Do we continue to grow and develop well trained mentors?

### **Sustaining and Integrating**

*Who are the leaders that we are developing to take over this work? How do we ensure that induction continues as an integrated part of the systems of this district? How do we want to ensure continued refinement and growth of our induction practices?*

At this stage, effective induction activities address all six induction components and are a seamless part of a continuum of educator professional growth. Leaders take steps to develop future induction leaders. Stakeholders engage in continuous assessment and improvement of induction activities, and there is a broad collective sense of responsibility across the district for novice educators and their students. Effective stakeholder teams continue to ask questions and grow induction practices with an eye toward sustainable systems and leadership. Teams may develop new collaborations, revise existing models to fit changing conditions, and train new leaders. Districts in the process of sustaining their induction systems also have established systems for growing and attracting the teaching cadres they will need in the future. Program assessment may include disaggregated retention data (e.g., by building or content area), student learning data, and evidence of mentor growth to demonstrate the impact of induction efforts.

## 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 shared decision-making to place teachers in optimal assignments appropriate to their experience and students’ needs. While hiring and placing beginning educators, leaders give careful consideration to the needs of challenging schools as well as shortage areas. Students, schools, and districts benefit from hiring policies and practices that honor the unique needs and powerful potential of beginning educators as well as the unique needs and philosophies of specific sites within the district system.

“Each time a teacher resigns, the hiring process must begin anew.”  
 Cynthia L. Carver  
*in Keeping Good Teachers*

### KEY ELEMENTS OF QUALITY PRACTICE:

- **Analysis of needs and recruitment efforts** guide hiring practices.
- During recruitment and the hiring process, the district engages beginning educators in **information-rich practices**.
- Leaders carefully consider **placement of beginning educators** to promote maximum success for beginning educators and their students.

\* **Key building administrator moves are denoted within each element with an asterisk.**

Key Elements and Descriptors: Hiring	Program Assessment Evidence to support assessment
<p><b>Key Element: Analysis of Needs and Recruitment Efforts</b></p> <ul style="list-style-type: none"> <li>a. A strategic analysis of the district’s educator workforce (e.g., gender, experience, ethnicity, preparation) informs and improves decisions about recruitment needs.</li> <li>b. A strategic analysis of student population trends and future needs of the district and/or site informs hiring efforts.</li> <li>c. Districts encourage teachers who will retire or relocate to provide early notice of their intent to leave to accelerate hiring timelines.</li> <li>d. Hiring efforts intentionally seek out beginning educators from culturally and linguistically diverse backgrounds.</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Hiring	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> <li>e. District leaders partner with universities and less traditional teacher preparation programs to develop and attract beginning educators, particularly in hard-to-fill areas.</li> </ul>	
<p><b>Key Element: Information-Rich Practices</b></p> <ul style="list-style-type: none"> <li>a. Marketing materials and personal interactions communicate district mission, vision, initiatives, and values.</li> <li>b. During the recruitment and selection process, potential hires receive information about the assets and needs of students and the local community, beginning educator support, key district programs and curricula, and schools.</li> <li>c. Before hiring is completed, beginning educators learn about district orientation, mentoring, professional learning provided for them, and enhanced support for teachers of special education and English language development.</li> <li>d. The hiring process identifies possible gaps in beginning educator knowledge and skills and uses this to guide differentiated orientation and professional learning efforts (e.g., specific content knowledge, pending certification issues, prior training in special education).</li> <li>e. Building leaders play an active role in the hiring process, selecting possible recruits with regard to specific site vision and initiatives and student learning needs. *</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p><b>Key Element: Placement of Beginning Educators</b></p> <p>District and building leaders seek to:</p> <ul style="list-style-type: none"> <li>a. Place beginning educators in schools with strong organizational conditions (e.g., supportive leadership, resources, discipline structures, faculty collaboration, purposeful professional development opportunities).</li> <li>b. Place beginning teachers in assignments that match their expertise, particularly special education teachers. *</li> <li>c. Balance levels of expertise within schools, grade levels, and departments. *</li> <li>d. Provide classroom locations close to colleagues with similar assignments. *</li> <li>e. Mitigate the impact of unavoidable placements that impose extra challenges on beginning educators. *</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Hiring	Program Assessment Evidence to support assessment
<p>f. Ensure beginning educators have necessary resources (e.g., curricula, technology, supplies) including discretionary funds for purchasing classroom materials and supplies. *</p> <p>g. Promote shared responsibility among school staff members for the growth of beginning educators and their students in providing a manageable teaching assignment (e.g., room location; class size and composition; number of preparations, English learners or students receiving special education; extra duties) *</p>	

### Reflecting on Induction Practices: Hiring

1. What are some current areas of strength in hiring?
2. What are some areas for growth in hiring?
3. What are next steps and how might they advance teacher efficacy and student learning?

### Possible Action Steps

- Collaborate with the teachers' association to create a collective sense of responsibility for the working conditions of beginning educators.
- Identify current beginning teachers who have especially challenging placements and strategize to avoid similar placements in the coming year.
- Track cohorts of students (e.g., 1st grade moving to 2nd and then 3rd) to avoid placing students with novice teachers for multiple years in a row.
- Track cohorts of novice teachers to identify possible assets and barriers to retention.

## Program Standard and Elements of Quality Practice: ORIENTATION

**ORIENTATION** is the integration of educators into the school system before their responsibilities begin and continuing throughout the year. Beginning educators and their students benefit when educators learn the beliefs and practices of their district, school, and local community. Orientation activities introduce educators to their district, school, colleagues, local communities, and the tools and resources needed to be successful.

Effective orientations accomplish essential administrative tasks efficiently, communicate procedural information succinctly, and leave maximum time for newly hired educators to focus on learning and teaching. The core of orientation is preparing beginning educators to be effective in the first days, weeks, and month of school. Ideally, beginning teachers complete orientation with concrete plans for the first weeks of school that include establishing procedures, routines, and a classroom community of learners; assessing students' learning needs; and beginning to deliver effective and equitable instruction.

“No two induction programs are exactly alike; each caters to the individual culture and specific needs of its unique school or district.”

Harry K. Wong, 2004

### KEY ELEMENTS OF QUALITY PRACTICE:

- **Planning** for orientation takes into account what beginning educators must know and when they need to know it.
- Orientation activities help educators begin to build **relationships within their school, district, and local community**.
- Beginning educators learn about the district's identified **curricula, instruction, and assessment practices** aligned with the unique assets and needs of their students.
- Beginning educators receive timely, succinct, easily accessed information about **essential policies**.
- Orientation activities assist beginning educators in **preparing for their first days, weeks, and month** of school in order to build a strong foundation for student success.

\* Key building administrator moves are denoted within each element with an asterisk.

Key Elements and Descriptors: Orientation	Program Assessment Evidence to support assessment
<p><b>Key Element: Planning</b></p> <p>a. Key stakeholders (e.g., district, school, collective bargaining members) develop and implement a comprehensive orientation plan for beginning educators that includes time for learning as well as time for them to apply learning while preparing in their classrooms. *</p> <p>Orientation plan:</p> <p>b. Differentiates between key learnings for educators before school begins and learnings to address later in the year.</p> <p>c. Identifies essential outcomes, activities, timing, and roles and responsibilities for an evaluation of orientation. (See also Induction Program Assessment.)</p> <p>d. Focuses on engaging teachers in authentic learning.</p> <p>e. Coordinates orientation activities to avoid creating conflicting schedules for beginning educators (e.g., special education teachers needing multiple curricular trainings). *</p> <p>f. Building leaders create and facilitate a plan for building-level orientation that ensures beginning educators receive support from office staff and colleagues. *</p> <p>g. Leaders allocate resources for orientation including time, space, materials, and funds.</p> <p>h. Leaders ensure educators hired after initial orientation activities receive a differentiated orientation tailored to their needs (e.g., available time, teaching assignment, student learning needs). *</p> <p>i. Beginning educators and staff members are compensated for participating in, planning, and/or facilitating orientation.</p>	<p>Unaware-Developing-Refining Sustaining and Integrating</p>
<p><b>Key Element: Relationships Within School, District, and Local Community</b></p> <p>Before teaching begins, beginning educators:</p> <p>a. Learn the mission, vision, and culture of their school and district.</p>	<p>Unaware-Developing-Refining- Sustaining and Integrating</p>



Key Elements and Descriptors: Orientation	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> <li>b. Become familiar with the local community served by the school and the assets and needs of students and the community. *</li> <li>c. Learn about the roles, responsibilities, and confidential nature of mentoring, as well as expectations for participation in various beginning educator support activities.</li> <li>d. Form relationships with other beginning educators.</li> <li>e. Meet and work with their mentors in their classrooms. (For teachers hired after the year begins, leaders take steps to introduce them to their mentor before they begin to teach.) *</li> <li>f. Work with job-alike colleagues. *</li> <li>g. Meet people who hold key roles in supporting staff (e.g., administrators, coaches). *</li> </ul>	
<p><b>Key Element: Curricula, Instruction, and Assessment Practices</b></p> <p>Before teaching begins or just in time, beginning educators receive:</p> <ul style="list-style-type: none"> <li>a. Curricular training appropriate for their assignments including student and teacher materials, scope and sequence, pacing guides, common assessments, and supplemental resources. *</li> <li>b. State and district learning standards, state and district-mandated testing information, and testing schedules.</li> <li>c. Connections to support personnel for their teaching assignment. *</li> <li>d. Information on accommodations and services available for their students (e.g., special education, 504, English learners, students who have exited English language development).</li> <li>e. Access to and support for using technology and media including email, parent communication, translation resources, grading software, district data systems, and individualized education programs (IEP). *</li> <li>f. Calendar of ongoing trainings relevant to their assignment. *</li> <li>g. Special education teachers receive additional orientation to understand and manage their three roles (classroom teacher, case manager, and leader of other adults). This</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Orientation	Program Assessment Evidence to support assessment
<p>includes support for integrating their students into the school community, engaging parents, and working with paraeducators.</p> <p>h. English language development educators receive additional orientation that includes identification, service, and exiting procedures for students (e.g., transitional bilingual instructional program, district model).</p>	
<p><b>Key Element: Essential Policies</b></p> <p>Before school begins or just in time, beginning educators receive:</p> <ul style="list-style-type: none"> <li>a. Essential information about human resources policies and procedures and time to complete required paperwork including benefits and association membership.</li> <li>b. An introduction to the district evaluation procedures and timelines. *</li> <li>c. Training about legal and health/safety issues in the school setting including mandated trainings. When possible, these are on-line and can be completed independently.</li> <li>d. The Code of Professional Conduct.</li> <li>e. Special education teachers receive training on program compliance, state/federal guidelines, confidentiality, and other key district practices.</li> </ul>	Unaware-Developing-Refining-Sustaining and Integrating
<p><b>Key Element: Preparing for the First Days, Weeks, and Month of School</b></p> <ul style="list-style-type: none"> <li>a. Building and district leaders prioritize support on assisting beginning teachers in setting up their classrooms and planning for the first days, weeks, and month of school. *</li> </ul> <p>Before teaching begins, beginning educators receive:</p> <ul style="list-style-type: none"> <li>b. An orientation to their school including its staff, resources, and key information (e.g., calendar of events, building schedules, class lists). *</li> <li>c. An introduction to school procedures including attendance, substitute coverage, after-hours building access, supplies, and copying. *</li> <li>d. An introduction to student management policies and school or district models of classroom management. *</li> </ul>	Unaware-Developing-Refining-Sustaining and Integrating

Key Elements and Descriptors: Orientation	Program Assessment Evidence to support assessment
e. Collaborative planning time with colleagues (e.g., grade-level or department team). * f. Information about individual learning needs of students they will serve (e.g., assessment data, IEP identification, students who have exited English language development). *	

### Reflecting on Induction Practices: Orientation

1. What are some current areas of strength in orientation?
2. What are some areas for growth in orientation?
3. What are next steps and how might they advance teacher efficacy and student learning?

### Possible Action Steps

- Engage providers of orientation activities in prioritizing key teacher learnings needed for instructional orientation in August.
- Create community as part of the instructional orientation activities.
- Designate part of instructional orientation time for mentors to meet individually with beginning teachers in their classrooms.



## Program Standard and Elements of Quality Practice: MENTORING

**MENTORING** is the relationship established between a beginning educator and a skillful, experienced educator. It focuses on strengthening the educator's ability to create equitable, inclusive learning environments and impact on student learning. A strong learning-focused relationship with a highly-qualified mentor is essential to facilitating growth in beginning educators and their students. Research on teacher induction suggests that the most effective mentor models support greater frequency and length of the contact between mentor and mentee (Ingersoll & Strong, 2011).

Effective mentoring provides support for the many parts of beginning educators' work. A designated instructional mentor uses a sophisticated set of learned skills and dispositions to positively influence instructional practices and growth. Building administrators act as mentors when they offer a range of support, create cognitive challenge, and facilitate professional vision for their staff. Colleagues, team members, teacher leaders, and other district staff may provide collaboration to unpack learning standards and plan instruction, technical support (e.g., IEPs, use of technology, and science kits), and assistance in navigating the district and school.

Special attention must be paid to mentoring for beginning educators with limited certificates (e.g., conditional or emergency), as well as teachers of English language development and special education. These teachers typically have more to learn because of their particular contexts and less time in which to learn it. Coordinating support in order to avoid duplication and gaps is even more critical. Teachers of special education need mentors who will support them in learning and managing all three of their roles: classroom teacher, case manager, and leader for adults.

Beginning educators who are white and work in communities with significant populations of students of color can benefit through mentoring from leaders of color in those communities. Teachers of color can benefit by having other mentors of color help them navigate working in a predominantly white system. As novice educators shape their identities, practices, and patterns of interaction, they benefit from mentoring that helps them to use equitable classroom practices that support the learning of all students.

### KEY ELEMENTS OF QUALITY PRACTICE:

- District and building **leadership for mentoring** places a high value on mentoring and supports mentors' work.
- **Mentor program design** articulates policies, roles, and responsibilities to support beginning educators and mentor growth.
- **Mentor selection** uses established criteria for mentoring knowledge, skills, and dispositions for promoting instructional growth.
- Mentors participate in initial and on-going **professional learning for mentors**.
- Mentoring activities support **state and local initiatives and school improvement goals**.

After key elements and their descriptors, this standard includes guidelines for recruiting and selecting mentors; knowledge, skills, and dispositions of accomplished mentors; confidentiality in mentoring; reflection questions; and possible action steps.

\* Key building administrator moves are denoted within each element with an asterisk.

<b>Key Elements and Descriptors: Mentoring</b>	<b>Program Assessment Evidence to support assessment</b>
<p><b>Key Element: Leadership for Mentoring</b></p> <ul style="list-style-type: none"> <li>a. A designated person coordinates the district’s mentoring program and oversees mentors.</li> <li>b. Principals and other leaders keep the needs of beginning educators and their mentoring support in mind while making decisions about structures, schedules, and procedures, especially for educators in specialized assignments such as English language development and special education. *</li> <li>c. Leaders coordinate support from mentors, coaches, and other colleagues to ensure that new educators are not overwhelmed by competing programs and agendas. *</li> <li>d. Building leaders demonstrate commitment to mentoring by partnering with mentors and guiding beginning educators to reserve time for their own learning and reflection. *</li> <li>e. All staff members, including principals and other evaluators, understand and protect the non-evaluative, confidential mentor/beginning educator relationship. *</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p><b>Key Element: Mentor Program Design</b></p> <ul style="list-style-type: none"> <li>a. An analysis of district data (e.g., retention, beginning educator needs, mentor effectiveness and expertise, school capacity to provide support) guides mentor program design.</li> </ul> <p>Mentor program design includes:</p> <ul style="list-style-type: none"> <li>b. Written policies; articulated roles and responsibilities for mentees, mentors, specialists, coaches and administrators; manifest presence in district or board policy.</li> <li>c. A plan for communicating mentoring roles and responsibilities to staff.</li> <li>d. Plans for initial and ongoing mentor professional learning.</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Mentoring	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> <li>e. Guidelines for mentor caseloads (suggested: 1FTE release mentor to 15–20 teachers).</li> <li>f. Protection of the non-evaluative, confidential mentoring relationship. *</li> <li>g. Steps to develop mentors from culturally and linguistically diverse backgrounds.</li> <li>h. Steps for building a cohort of future mentors by encouraging and supporting teachers who seek professional growth and desire to promote the growth of others. *</li> <li>i. Compensation for mentors' extra time and responsibility.</li> </ul>	
<p><b>Key Element: Mentor Selection</b></p> <ul style="list-style-type: none"> <li>a. Mentors are selected using established criteria which include knowledge, skills, and dispositions for promoting the instructional growth of new teachers in a variety of contexts. (See also Guidelines for Selecting Mentors in this document and the <i>Washington State Standards for Mentoring</i>.) *</li> <li>b. Multiple stakeholders (e.g., mentors, administrators, teachers, association members) participate in selecting mentors. *</li> <li>c. Selection teams seek mentors from culturally and linguistically diverse backgrounds.</li> <li>d. A designated leader identifies possible mentors who can be cultural brokers, assisting beginning educators to make connections with cultures other than their own (e.g., white teacher in a native community).</li> <li>e. Mentors are selected before they are needed so they are ready to be assigned when new educators are hired.</li> </ul>	Unaware - Developing - Refining - Sustaining and Integrating
<p><b>Key Element: Professional Learning for Mentors</b></p> <ul style="list-style-type: none"> <li>a. Mentors participate in initial and ongoing professional learning to develop the knowledge, skills, and dispositions necessary for promoting the growth of beginning educators (e.g., OSPI mentor academies, roundtables).</li> <li>b. District and building leaders provide mentors time and opportunity for mentor skill practice, reflection, feedback, and collaboration with others who also support the learning of beginning teachers (e.g., mentor cadre meetings, mentor/coach collaboration sessions, regional mentor roundtables). *</li> </ul>	Unaware-Developing-Refining-Sustaining and Integrating

Key Elements and Descriptors: Mentoring	Program Assessment Evidence to support assessment
Mentors participate in professional learning to develop understanding and capacity around: <ul style="list-style-type: none"> <li>c. The <i>Washington State Standards for Mentoring</i>.</li> <li>d. District and building initiatives in order to provide consistent messages.</li> <li>e. The district's instructional framework and evaluation process.</li> <li>f. Equitable classroom practices.</li> </ul>	
<b>Key Element: State and Local Initiatives and School Improvement Goals</b> <ul style="list-style-type: none"> <li>a. Differentiated and additional mentoring support is given to beginning educators at challenging schools and in high-need areas/state-identified shortage areas (e.g., special education, English language development).</li> <li>b. Mentoring activities support beginning educators with school improvement initiatives.</li> </ul>	Unaware-Developing-Refining-Sustaining and Integrating

### Reflecting on Induction Practices: Mentoring

1. What are some current areas of strength in mentoring?
2. What are some areas for growth in mentoring?
3. What are next steps and how might they advance teacher efficacy and student learning?

### Possible Action Steps

- Engage stakeholders in creating guidelines for mentor selection aligned with key knowledge, skills, and dispositions.
- Identify and coordinate efforts among all staff who support new educators.
- Articulate roles and responsibilities for mentors supporting special education teachers in their roles as classroom teacher, case manager, and leader of adults.

“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 in *Mentors in the Making*

# Guidelines for Recruiting and Selecting Mentors and Coaches with Mentoring Responsibilities

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

## **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, developing own cultural proficiency, and fostering culturally responsive classrooms
- Sets high expectations for self and others
- Seeks growth through feedback, reflection, coaching, and ongoing 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 students and adults
- Listens with compassion and empathy, and addresses conflict proactively

## **Effective Practice**

- Is proficient in all the WA State 8 Criteria for Teacher Evaluation
- 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
- Holds a Continuing or Professional Certificate and has documented successful contracted teaching experience
- Understands district's adopted instructional framework and demonstrates knowledge of the state's assessment system
- Supports and implements school and district policies and initiatives



## Knowledge, Skills, and Dispositions of Effective Mentors

Effective mentors must learn and employ a sophisticated set of skills for promoting beginning educator 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, developing the following areas of knowledge and skill. (See Guidelines for Selecting Mentors in this document and *Washington State Standards for Mentoring* for descriptions of the standards listed below.)

### Standard 1: Learning-Focused Relationship with Mentee

Cultivates learning-focused relationships with mentee through learning-focused conversations.

### Standard 2: Mentee Reflective Practices

Promotes mentee's reflective practices in service of growth for teacher and students.

### Standard 3: Mentor Professional Growth and Ethics

Focuses on own professional growth and reflection and adheres to professional ethics/codes of conduct.

### Standard 4: Curriculum, Instruction and Assessment

Builds mentee's knowledge and skills in curriculum, instruction, and assessment.

### Standard 5: Systems and Learning Communities

Connects mentee to multiple layers of organizational systems and facilitates mentee's connections to various learning communities.

### Standard 6: Equitable Practices for Mentor and Mentee

Fosters equitable thinking, practices, and outcomes.



## Mentoring and Confidentiality

### Confidentiality

Effective mentoring relationships create a safe environment where novice educators can openly share their struggles, authentically articulate their thinking, and bravely take risks to improve their teaching practice. Trust is essential to creating these mentoring relationships. The development of trust comes through a commitment to confidentiality and is an essential component of mentoring. When the new educator is confident in the mentor's intention and discretion, there is a higher level of honesty and investment in the relationship.

### Communicating with Administrators and Colleagues

Mentors need to maintain confidentiality in conversations with administrators and colleagues. Sharing information with others can compromise the trusting relationship that a mentor must have with a new educator. It is even inadvisable to share good things a mentor sees. A new teacher who walks into the staff room and hears the end of a story about his or her effective lesson will wonder if the same stories are being told of those lessons that did not go well.

It is critical that mentors refrain from becoming the go-between for the new educator and other staff members, including the principal. New teachers need to develop their own relationships with colleagues. Likewise, new educators and administrators need to develop a professional relationship in order to maximize the growth of the novice. If the principal communicates concerns to a mentor (in a one-sided conversation), it is effective practice for the mentor to encourage the principal to communicate those concerns to the new teacher as well.

### Separating Mentoring from Evaluation

Assisting new educators to understand the evaluation process, use districts' instructional frameworks, and gather evidence of student learning is the shared responsibility of mentors, coaches, colleagues, and principals. These are essential for teacher growth (See Standards for Induction: Formative Assessment for Teacher Growth). While mentors *do* use instructional frameworks, observe, and give feedback, they *do not* provide information to administrators that might be used in evaluation. The confidential trusting relationship between mentors and educators is necessary for real improvement in performance and must be carefully protected.

While mentors should *not* share information and comments that could influence the administrator's evaluation of the new educator, it is important for mentors and administrators to work in partnership to support the needs of novices. Mentors can address three areas without breaking confidentiality: **teachers, time, and topics**. For example, "I am meeting with Ms. Smith two

times per week and we are focusing on effective transitions.” This form of communication keeps the administrator aware of the content and frequency of the work without adding mentor judgment or evaluation of the work. It is also important that the mentor and new educator ask for input from the administrator about areas for growth and a focus for the mentoring work.

### **When a Mentor Must Break Confidentiality**

If a new educator breaks the OSPI “Code of Professional Conduct for Education Practitioners” a mentor must share information with an administrator or assist the new educator in doing so. This is the only circumstance when confidentiality should be broken. When in doubt, a mentor should consult with an outside administrator who is not part of the mentor’s or new educator’s evaluation process regarding possible Code of Conduct violations. (See [www.k12.wa.us/ProfPractices/CodeConduct.aspx](http://www.k12.wa.us/ProfPractices/CodeConduct.aspx))

### **Being Proactive**

Mentors, district induction teams, and other colleagues can be the “first line of defense” for helping new educators avoid violating the code by taking proactive steps such as:

- Ensuring that new educators who handle money understand the school and district policies governing the handling of funds.
- Discussing with new educators the appropriate use of school district resources, especially technology and the internet.
- Talking with new educators about administering state and large-scale tests.
- Cautioning new educators about contact with individual students after school, or during school in places where they are not visible to others.

“Given the substantial increase in the proportion of new teachers in recent years, the need for efficient and effective teacher mentoring and support programs is more pronounced than it has been in the past.”

Plecki, Elfers & Van Windekens, 2017

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

**PROFESSIONAL LEARNING** means providing beginning educators opportunities that are intentional, coordinated, and sustained and which promote professional growth, reflection, collaboration, and equitable learning opportunities for students. Professional learning assists teachers in using the district’s adopted curricula and identified instructional practices while developing teachers’ skills in alignment with the district’s instructional framework. It also cultivates the unique qualities of the beginning educators.

### KEY ELEMENTS OF QUALITY PRACTICE:

- School and district leaders foster collaborative school cultures and **professional learning communities** which support the growth of all teachers.
- School and district leaders work together to **coordinate** professional learning activities for beginning educators.
- Beginning educators receive ongoing professional development on district and building **curricula, instruction, assessment, and initiatives**.
- Professional learning is **targeted, timely, and differentiated** to meet the specific needs of beginning educators and the students and community they serve.

\* **Key building administrator moves are denoted within each element with an asterisk.**

Key Elements and Descriptors: Professional Learning	Program Assessment Evidence to support assessment
<p><b>Key Element: Professional Learning Communities (PLCs)</b></p> <p>a. Building and district leaders and mentors assist beginning educators to engage with PLCs and guide team members to integrate new teachers into their PLCs. Leaders assist teachers who may not have job-alike teams to create or join a relevant PLC (WA State Criteria 8). *</p> <p>b. Building and district leaders and mentors help special education and English language development teachers to become part of PLCs that assist with inclusion, case management, and working with adults. *</p>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Professional Learning	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> <li>c. PLCs support beginning educators in using data to help themselves and their students monitor student learning and reflect on next steps. *</li> <li>d. PLCs “exhibit collaborative and collegial practice focused on improving instructional practice and student learning” (WA State Criteria 8). *</li> </ul>	
<p><b>Key Element: Coordinated</b></p> <ul style="list-style-type: none"> <li>a. The district has a coordinated, multi-year professional learning plan for beginning educators that provides consistent messages from school and district personnel across grade levels and departments about school and district practices (e.g., common assessments, instructional strategies).</li> <li>b. The professional learning plan for beginning educators provides critical elements of district initiatives and adoptions from previous years so that new teachers can implement with fidelity.</li> <li>c. A designated person helps to coordinate high-quality professional learning opportunities that provide timely and necessary training without overwhelming beginning educators. Efforts are made to minimize schedule conflicts.</li> <li>d. School and district leaders use data and consider beginning educators’ diverse backgrounds and needs (e.g., second career, limited certification) when planning professional learning. *</li> </ul>	Unaware-Developing-Refining-Sustaining and Integrating
<p><b>Key Element: Curricula, Instruction, Assessment, and Initiatives</b></p> <p>Beginning educators receive timely, ongoing professional development on:</p> <ul style="list-style-type: none"> <li>a. All district curricula and initiatives appropriate to their assignment.</li> <li>b. The district’s instructional framework including applying the framework in unique contexts (e.g., special education classrooms), setting student growth goals, collecting and analyzing evidence of student learning, gathering evidence of teacher practice, and using technology involved in the evaluation process. *</li> <li>c. The district’s instructional practices and/or models of instruction (e.g., Project GLAD®, other culturally responsive teaching practices).</li> </ul>	Unaware-Developing-Refining-Sustaining and Integrating

Key Elements and Descriptors: Professional Learning	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> <li>d. Structures and lesson design for multi-level, multi-ability classrooms including pacing guides, assessment tools, and necessary student learning materials for modifying instruction and providing accommodations for students in special education, highly capable programs, and English language development. *</li> <li>e. Teaching local tribal history, culture, and sovereignty when relevant to their teaching assignment (SB 5433).</li> </ul>	
<p><b>Key Element: Targeted, Timely, and Differentiated</b></p> <ul style="list-style-type: none"> <li>a. School and district leaders offer multiple avenues of professional learning that are appropriate to the needs of beginning educators and their students (e.g., new teacher cadres, time with mentors, guided observations of instruction, collaborative planning with content specialists, analysis of video-recorded instruction, lesson study). *</li> <li>b. Professional learning opportunities provide timely and necessary training (e.g., setting student growth goals, conducting conferences, preparing report cards). *</li> <li>c. Accommodations are made to support beginning educators' schedules and needs (e.g., special education teachers, elementary/secondary time schedules, part-time teachers, extracurricular coaches/advisors).</li> <li>d. Beginning educators receive ongoing professional learning tailored to support them in working effectively and equitably with the students they serve (e.g., students of color, English learners, migrant students, students with exceptionalities).</li> <li>e. Beginning special education teachers receive professional learning opportunities around case management, IEPs, and working with adults.</li> <li>f. Professional learning activities help teachers align their professional practice and plan for their professional growth with WA State 8 Criteria and the district's instructional framework.</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

### Reflecting on Induction Practices: Professional Learning

1. What are some current areas of strength in professional learning?
2. What are some areas for growth in professional learning?
3. What are next steps and how might they advance teacher efficacy and student learning?

### Possible Action Steps

- Facilitate cross-departmental discussions about most valuable professional development opportunities to offer beginning teachers.
- Principals provide a fishbowl PLC for new educators to observe and discuss.
- Provide new educators a customized “road map” for their professional learning for the coming year.
- Take beginning teachers on guided observations. They identify a focus for their learning, observe, and then reflect to identify next steps for their own practice.
- Identify ways in which district professional growth leaders can target their facilitation strategies to the unique needs and abilities of beginning teachers.

“Sustained and intensive professional development for teachers is related to student achievement gains.”

Linda Darling-Hammond, 2009

## Program Standard and Elements of Quality Practice: FEEDBACK AND FORMATIVE ASSESSMENT FOR EDUCATOR GROWTH

**FEEDBACK AND FORMATIVE ASSESSMENT FOR EDUCATOR GROWTH** refers to ongoing learning by beginning educators as they analyze, reflect, and act on standards-based feedback from mentors and evaluators and student learning data. This continuous process of assessing one's own evolving mastery of knowledge, skills, dispositions, and classroom practices and then discerning and pursuing next steps to move forward toward a goal is the essence of professional growth. The most effective formative assessment practices are recursive, highly collaborative, and transparent. They build metacognitive skills that contribute to the lifelong professional learning of beginning educators.

Formative assessment is assessment *for* learning, occurring before summative assessments. For beginning educators, it refers to activities that provide them information about their performance in order for them to make adjustments in their practices. It promotes their development and focuses on student learning. Effective formative assessment practices for beginning teachers include self-assessments using the district's instructional framework, focused observations of instruction in other classrooms followed by reflective conversations and goal setting, and collaborative assessment of student work.

Feedback that is not part of the formal evaluation process is essential for new educator growth. A key part of the mentor role is to provide confidential feedback and guide reflection. Short, frequent observations and focused, written feedback offer beginning teachers information to grow their skills. Effective feedback encourages teachers to examine the impact of their teaching on student learning by reflecting on the feedback, setting short-term growth goals, and identifying next steps. Feedback should be aligned to the district's instructional framework and the WA State 8 Criteria.

### KEY ELEMENTS OF QUALITY PRACTICE:

- The district's **instructional framework and the WA State 8 Criteria** guide beginning teacher development and growth and are used for continuous formative assessment and feedback.
- Evaluators and mentors provide **observations and feedback** using learning-focused coaching to guide teacher reflection and goal setting to advance student learning.
- **Reflection** guided by the district's instructional framework and the WA State 8 Criteria serves as a tool to support teacher growth.
- **Examining evidence of student learning** provides the foundation for student growth goal setting and efforts to improve instructional practices.



\* Key building administrator moves are denoted within each element with an asterisk.

Key Elements and Descriptors: Feedback and Formative Assessment for Educator Growth	Program Assessment Evidence to support assessment
<p><b>Key Element: Instructional Framework and WA State 8 Criteria</b></p> <p>Beginning teachers receive:</p> <ul style="list-style-type: none"> <li>a. Ongoing training on the district’s instructional framework, including application of the framework in unique contexts (e.g., special education classrooms).</li> <li>b. Formative feedback aligned to the district’s instructional framework. *</li> <li>c. Support in setting student growth goals, collecting and analyzing evidence of student learning, gathering evidence of teacher practice, and using technology involved in the evaluation process.</li> <li>d. Support in creating professional growth plans that move them to increasingly higher levels of performance on the WA State 8 Criteria. *</li> </ul> <p>School and district leaders and mentors</p> <ul style="list-style-type: none"> <li>e. Understand that expertise is developed gradually over time, that the evaluation system is intended to guide growth, and that it allows teachers to demonstrate Basic levels of performance in the early years of their career (RCW 28A.405.100). *</li> <li>f. Help beginning teachers to connect instructional practices, professional development, and other initiatives to the district’s instructional framework and WA State 8 Criteria. *</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p><b>Key Element: Observations and Feedback</b></p> <ul style="list-style-type: none"> <li>a. School leaders provide and protect time in beginning teachers’ schedules for observations, feedback, and learning-focused conversations with their mentors. *</li> <li>b. Mentors and evaluators offer specific, objective, actionable formative feedback that aligns with the district’s instructional framework. *</li> <li>c. Mentors provide beginning teachers regular, confidential written feedback from observations.</li> <li>d. Mentors and evaluators honor and protect confidentiality in the mentor/mentee relationship.*</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Feedback and Formative Assessment for Educator Growth	Program Assessment Evidence to support assessment
<p>e. When formative assessments identify significant areas for growth, beginning educators receive targeted professional development and intensive interventions as needed. *</p>	
<p><b>Key Element: Reflection</b></p> <p>a. Mentors and school leaders (e.g., evaluators, instructional coaches) use learning-focused conversations that purposefully elicit reflective thinking to guide beginning educators to self-assess and reflect on their practice. They help beginning teachers connect their growth to their students’ learning and the district’s instructional framework. *</p> <p>b. Mentors and school leaders (e.g., evaluators, instructional coaches) guide beginning educators to self-assess and reflect on their use of equitable classroom practices. *</p> <p>c. Beginning educators set and reflect on professional growth goals using the district’s instructional framework, evidence of student learning, and feedback from their mentors and evaluators.</p> <p>d. Mentors offer opportunities for beginning educators to reflect on observation data and feedback from others (e.g.: instructional coaches, evaluators), and provide resources for further learning.</p>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p><b>Key Element: Examining Evidence of Student Learning</b></p> <p>Principals, mentors, and PLCs support beginning teachers in:</p> <p>a. Using student formative assessment data to design and adjust instruction for all learners. *</p> <p>b. Using student formative assessments to identify their own strengths and areas for professional growth.</p> <p>c. Analyzing evidence of student learning and setting collaborative student growth goals (SG 8.1).</p> <p>d. Organizing, monitoring, and analyzing student growth data using state student growth rubrics (SG 3.2 and SG 6.2).</p>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Feedback and Formative Assessment for Educator Growth	Program Assessment Evidence to support assessment
e. School leaders and mentors support beginning educators in specialized assignments (e.g., special education, English language development, music, singleton classes) to set collaborative student growth goals (SG 8.1) and analyze evidence of student learning. *	

**Reflecting on Induction Practices: Feedback and Formative Assessment for Educator Growth**

1. What are some current areas of strength in feedback and formative assessment for educator growth?
2. What are some areas for growth in feedback and formative assessment for educator growth?
3. What are next steps and how might they advance teacher efficacy and student learning?

**Possible Action Steps**

- Key stakeholders and building administrators discuss the skill acquisition trajectory of beginning educators in the district.
- Leaders work with mentors to develop an effective plan for how administrators, mentors, and instructional coaches formatively assess beginning educators.

“With the appropriate framework for support and feedback, teachers will be able to make continual improvements in their practice and continue to ensure that every student has access to a great education.”

NEA, 2010

## Program Standard and Elements of Quality Practice: INDUCTION PROGRAM ASSESSMENT

**INDUCTION PROGRAM ASSESSMENT** refers to the processes by which induction leaders, stakeholders, and other staff review induction program implementation and impact data to plan collaboratively for program improvement. Stakeholders gather, analyze, and interpret data for each of the other five program standards to show the degree of implementation of induction activities and the impact on beginning educator growth and student learning. As part of the process, teams continue to examine the induction program, balancing commitment to effective practice with vision for what might be possible considering changing district needs (e.g., new leadership, population shifts).

### KEY ELEMENTS OF QUALITY PRACTICE:

- Leaders foster and sustain a collective sense of responsibility for induction.
- Leaders guide program assessment, goal setting, and planning to refine and sustain district’s induction efforts.

\* **Key building administrator moves are denoted within each element with an asterisk.**

Key Elements and Descriptors: Induction Program Assessment	Program Assessment Evidence to support assessment
<p><b>Key Element: Fostering and Sustaining a Collective Sense of Responsibility</b></p> <ol style="list-style-type: none"> <li>Stakeholders meet multiple times during the year and help set goals for district induction work.</li> <li>Stakeholders carry information to and share information from the group(s) they represent (e.g., principals, teachers’ association). *</li> <li>Stakeholders monitor implementation of the program throughout the year.</li> <li>District staff across departments hold a collective sense of responsibility for the success of beginning educators and the students in their classrooms.</li> <li>Staff in individual buildings hold a collective sense of responsibility for the success of beginning educators and the students in their classrooms. *</li> <li>Principals participate in feedback loops on the effectiveness of the school and district induction activities. *</li> </ol>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Induction Program Assessment	Program Assessment Evidence to support assessment
<p><b>Key Element: Induction Program Assessment, Goal Setting Planning, and Sustainability</b></p> <ul style="list-style-type: none"> <li>a. A designated person leads yearly evaluation of the district’s induction practices.</li> <li>b. Teams use the individual induction standards to guide assessment.</li> </ul> <p>The program assessment process includes:</p> <ul style="list-style-type: none"> <li>c. Collecting and analyzing a variety of data from a variety of sources (e.g., beginning educators, mentors, principals).</li> <li>d. Identifying what parts of the district’s induction plan have been implemented and how well.</li> <li>e. Using data to determine impact of fully implemented parts of the induction plan.</li> <li>f. Identifying strengths and gaps in each standard.</li> <li>g. Developing induction practices with an eye toward sustainable systems and leadership.</li> <li>h. Sharing assessment findings with key stakeholder groups to refine induction program and practices, set goals, and guide future planning.</li> </ul>	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

“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, 2008

## The Principal's Role in High-Quality Induction

While adapting to their new role, beginning educators look to their principals for feedback and affirmation that they are valued and effective contributors to the school community. Teachers who feel supported by administrators are more likely to remain in the classroom. In fact, research suggests that principal support can have more influence than teacher workload when deciding whether to stay at a school. Those leaders who provide a range of support (e.g., instructional resources, teaching materials, professional learning opportunities) are associated with lower teacher attrition rates (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

In each area of comprehensive induction, the principal's voice, input, and insight are critical. Building principals are a thread woven through the six induction standards with key roles in developing beginning educator efficacy. They select new teachers, assist with orientation, connect new educators with quality mentoring, offer just-in-time professional learning, provide feedback and formative assessment to facilitate growth, and participate in assessment of the induction program. The all-encompassing nature of this role makes it essential for principals to understand the induction process at a deep level, recognize and embrace their significance in the process, and contribute to the ongoing development of the district induction program.

### Possible Principal Actions in Each Induction Standard

**Hiring:** Place beginning educators in assignments (classroom location, classroom supplies, grade level/content, team members, etc.) that shelter and support their growth and the learning of their students when possible. Work to mitigate the effects of unavoidable placements that impose extra challenges on beginning educators.

**Orientation:** Create and facilitate a plan for building-level orientation. Ensure that beginning educators receive support from office staff and colleagues to be successful the first days, weeks, and month of school.

**Mentoring:** Help to carefully select mentors and ensure they are well trained. Partner with mentors to coordinate support that doesn't overwhelm beginning educators. Protect and create time for mentors and beginning teachers to work together by limiting extra duties and responsibilities. Uphold and protect the confidential nature of the mentor/beginning educator relationship.

**Professional Learning:** Help beginning educators identify professional goals and appropriate and effective professional learning opportunities to support their growth and reach their goals. Communicate to district providers of professional development the learning needs of novice educators.

**Feedback and Formative Assessment for Educator Growth:** Identify narrow focuses for formative feedback that guides beginning teachers on pathways for growth. Assist novice teachers in connecting their growth and development to their students' learning.

**Induction Program Assessment:** Participate in feedback loops on the overall effectiveness of the school and district induction program activities.

## Possible Principal Actions and Phases of First-Year Teachers' Attitudes Toward Teaching

A key role of principals is to ensure beginning educators get just the right amount of support. To do this, principals are encouraged to help coordinate efforts of those who support beginning educators, including district leads, instructional coaches, and mentors. Throughout the year, principals are also encouraged to connect with district induction coordinators to continue growing their own understanding of effective comprehensive induction, stay informed about district updates and changes, and help district leaders deepen their understanding of building and novice educator needs.

This section offers a menu of ideas for principal support of beginning educators. The ideas align with calendar events that occur in most schools and the Phases of First-Year Teachers' Attitudes identified by Ellen Moir at the New Teacher Center (see inset). District teams can modify this list to reflect their contexts and programs.

### April – June

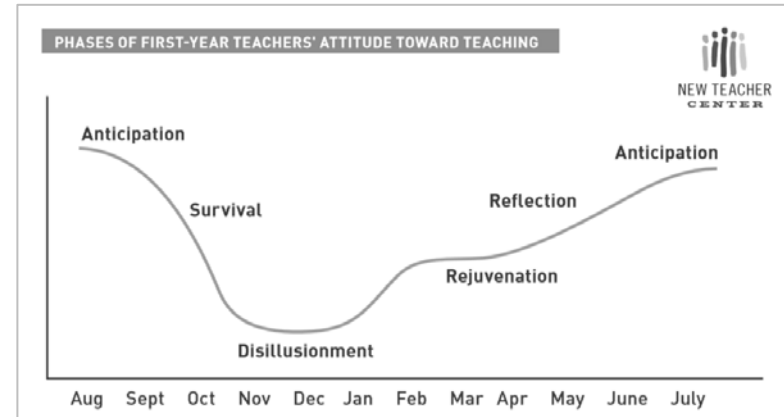
- Create a sense of collective responsibility for new hires and develop an overall plan for induction.
- Articulate building-level orientation plan that includes specific tasks and individuals responsible for those tasks.
- Work with staff to create placements of beginning educators that support their growth and reduce negative impact on student learning. When possible, avoid shared classrooms, split classes, and other conditions that add extra challenges to novices' first year.
- Provide newly hired staff with curricular materials and as much logistical information and support as possible, and connect them with colleagues for collaboration soon after hiring to capitalize on available time to plan and prepare for start of school.
- Coordinate with the district induction team to ensure mentors are selected, trained, and assigned. When possible, assign mentors shortly after hiring and communicate expectations about mentoring to both mentors and teachers. Assign an interim mentor, if necessary.
- Assist teachers in identifying and prioritizing participation in pertinent summer orientation and training activities.

## August

- Complete any items remaining from above April-June list.
- Mitigate the effects of challenging placements of new educators (e.g., shared classrooms, split class, singleton assignments) to reduce impact on student learning.
- Coordinate with the district induction team to assign effective mentors and communicate expectations about mentoring with both mentors and teachers.
- Work with building staff (office staff, department chairs, grade level teams, and other staff members) to implement building-based support for new staff.
- Help beginning teachers and those supporting them to focus on the first days and weeks of school, and avoid inundating them with information they don't currently need.
- Check in to see that beginning educators have the tools, furniture, curricula, and resources they need to start the year.
- Prepare teachers for August and fall parent and community events.

## September–October

- Protect beginning educator's time by limiting extra duties and responsibilities.
- Check in with mentors to ensure they have been prepared for their role (roles and responsibilities, training, etc.) and are meeting with novice teachers regularly.
- Give advance information to beginning educators about building procedures and events (assemblies, open house, etc.) to give them ample time for questions and preparation.
- Provide tips for parent communication (phone calls, email, face-to-face meetings).
- Provide guidance for reporting student progress and communicating with parents about student progress.
- Visit new teachers' classrooms frequently and hold reflective conversations in their classrooms.
- Connect beginning teachers with student supports (e.g., Title, special education) to identify unique needs of students in their class(es) and to know where to go for support.
- Ease new teacher anxiety around evaluations by explaining the process well in advance of the initial observation.
- Support new teachers with writing appropriate student growth goals for the year.
- Encourage self-care activities.



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## **November–December**

- Check on support being provided to new educators by building staff (e.g., office team, department chairs, grade-level teams, other staff members). Remind them that new teachers are still learning, and help them set appropriate expectations of novices.
- Check with mentors to ensure they have developed learning-focused relationships with novices and are using observation and feedback to promote growth and a sense of teacher efficacy.
- Give actionable, focused feedback that emphasizes growth and development, delivered in a safe and collaborative environment.
- Prepare teachers for disruptions to daily routines and schedules due to special events and vacations and possible changes in student (and adult) behavior that occur due to schedule changes and vacations.
- Recognize new teachers' contributions to the school community.
- Coordinate with district leads to check in with beginning educators on job satisfaction and sense of belonging. Watch for disillusionment and identify specific supports to address needs.

## **January–March**

- Support teachers in re-establishing and strengthening classroom learning environments after breaks and ends of terms.
- Check in with beginning educators about the support they are receiving, and continue to coordinate support with mentors.
- Check in with mentors to ensure they are routinely meeting with the novice teachers, and encourage them to continue to practice and develop their own skills.
- Check in around collection of evidence for evaluation.
- Prepare novice teachers for spring testing by sharing anticipated schedule changes in advance to support their planning.

## **March–April**

- Check-in with beginning educators around job satisfaction and their sense of efficacy.
- Check-in around collection of evidence for evaluation.
- Check-in with mentors and clarify responsibilities mentors may have for supporting beginning teachers during testing.
- Highlight beginning educator successes to help them move into rejuvenation and to guide their plans for continued growth.
- Communicate in advance district procedures for staffing for the coming year.
- Support new teachers in maintaining a focus on instruction during disruptions to teaching (e.g., testing, staffing changes.)

## **May–June**

- Help teachers identify their growth since the beginning of the year and to set short and long-term goals.
- Check in with mentors regarding their own professional growth goals and plans to support their growth.
- Continue developing a collective sense of responsibility among staff for next year's new hires.

## Induction for Teachers of Special Education

As with all teachers, beginning teachers of special education need district and building leaders and their teacher colleagues to hold a collective sense of responsibility for their success and the success of their students. The extra demands of special education require that induction leaders examine their work through the lens of the special education teacher. The information below is intended to help teams to consider the unique needs of special education teachers and the students in their classrooms, and to design and adjust induction programs to meet those needs.

Teachers of special education have unique roles and responsibilities. In addition to classroom teaching, teachers of special education serve as case managers for students. They also work with more adults and in more ways than most other teachers. As teachers, they often use curriculum from multiple grade levels and multiple subjects. They may have to find or create their own curriculum materials. As case managers, they may track data from other classrooms, work with students they do not teach, and devise interventions based on classroom structures and routines of other teachers. Working with other adults is a significant part of the work for special education teachers. They direct the work of paraeducators, meet with parents and advocates, coordinate with specialists (nurses, speech therapists, audiologist, etc.), work regularly with district and building administrators, and are often called on to assist other teachers in designing interventions for students not currently in a special education program. Woven through all of this are legal responsibilities related to special education and development of their voice to advocate for their students within the school, the district, and the local community. These multiple demands and roles can contribute to teachers feeling overwhelmed and may limit their development of personal and professional relationships.

Beginning special education teachers are about 2.5 times more likely than other beginning teachers to leave the profession (Smith & Ingersoll, 2004). Feeling isolated both through assignment and location—often without colleagues who teach similar grades or courses in their schools—and faced with a broad range of student skill and ability level, beginning teachers of special education often experience a high level of burn-out. Additionally, shortages in the field mean that some teachers are hired into special education before or during teacher preparation programs. Comprehensive induction that provides a robust support system aims not only to retain these teachers, but to ensure students receiving special education services have highly effective teachers.

### Designing Support for Beginning Special Education Teachers

An effective induction program considers the unique needs of special education classrooms and their teachers, and the myriad of roles and responsibilities they have. A well-crafted orientation flows into a year-long scope and sequence of just-in-time, targeted professional learning. Crafting this requires a team that includes multiple support providers who understand the broad range of

responsibilities and skills required of special education teachers. The team collaborates to design an induction program for novice special education teachers, create a manageable plan given the time demands on the teachers, and coordinate district-wide special education induction efforts.

Typical induction activities may need to be adapted for special education teachers. For example, a teacher of a middle school self-contained classroom might need an introduction to curricular materials for math, social studies, and science. This requires coordination among the curriculum department, principals, and other leaders so that the teacher gets just enough to be prepared for the first days and weeks of school without being overwhelmed by extensive trainings, multiple people needing time, and conflicting messages. Special education teachers might need examples and observables for their classrooms connected to the district's instructional framework. Because substitute coverage in special education classrooms can be highly disruptive to student learning, some new teachers appreciate it when leaders design induction activities that avoid the need for substitute coverage. In regions where special education teachers experience more than usual isolation and limited access to expertise, they may benefit from electronic forms of connection such as video-conferencing, streaming, and e-mentoring. Throughout their early career years, special education teachers need a balance of support to develop their repertoire of instructional strategies, to lead other adults, and to comply with the law.

A traditional mentoring model may also need adaptation. Mentoring might be provided by one skillful mentor with extensive special education experience or by a partnership between a skillful general education mentor and a mentor whose primary focus is case management. To ensure enough but not too much support when providing multiple mentors, mentoring must be coordinated, and the individual roles and responsibilities of each mentor articulated. As with all mentors, individuals who support beginning special education teachers should be carefully selected and highly trained with skills for fostering reflection and growth.

## Examples of Support for the Roles of Beginning Teachers of Special Education

### **Classroom teachers**

- Designate a person to ensure teachers have appropriate curriculum materials for all levels and content areas of their students.
- Help teachers to create, purchase, or adapt materials to fit student needs.
- Support use of data collection connected to curriculum.
- Provide structured opportunities to observe skillfully taught classrooms followed by guided reflection (similar classrooms to theirs, general education classrooms).

### Case manager

- Offer IEP work sessions hosted by special education specialists.
- Provide examples of compliant IEPs and data recordkeeping and checklists to guide novice teachers' work.
- Model an IEP meeting including key roles of all participants.
- Facilitate regular sessions (e.g., every Monday) for beginning special education teachers to meet with all related service providers (OT, PT, SLP, psychologists) to save teachers' time.
- Designate administrative assistant time to help with scheduling and making copies for IEP meetings.

### Leader for adults

- Intentionally foster connections between special and general education teachers. Articulate the roles of the teachers and why they're together.
- Focus instructional coaching on specific structures and strategies for effectively using paraeducators in classrooms.
- Build time into schedules for monthly meetings with paraeducators, and coach beginning teachers in how to use the time effectively.

“Teachers are the most critical school-based factor impacting student achievement, as the research clearly shows. But, to reach this high standard, new teachers, especially those in high-needs districts who leave the profession at a higher rate, need additional support. When new teachers are better prepared and have the skills to effectively teach, students learn more, and we can work to close the achievement gap and give kids a fair opportunity to succeed.”

Ellen Moir in New Teacher Center, 2017b

## Induction for English Language Development (ELD) and Bilingual Education Teachers

Induction of novice teachers is about equity of access for students to quality teaching. Because English learners and bilingual students are placed in both self-contained and general education classrooms, teacher induction should address the needs of ELD and bilingual education teachers as well as the needs of general education teachers. In doing this, there are three key areas for focus:

- The needs of ELD and bilingual education teachers;
- Skill development for general education teachers for supporting language acquisition for English learners;
- Skill development for mentors for supporting ELD in all classrooms (e.g., dual language education, OCDE Project GLAD<sup>®</sup>, SIOP, etc.)

### Unique Needs of Novice ELD, Dual Language, and Bilingual Education Teachers

Novice ELD, dual language, and bilingual education teachers often carry the dual responsibility of supporting both student language acquisition and core content learning. As with all teachers, these novice teachers need district and building leaders as well as their teacher colleagues to hold a collective sense of responsibility for their success and the success of their students. The extra demands of their roles require that induction leaders keep the scope of these novices' work in mind when designing and developing induction programs to meet those needs.

The classrooms of ELD and bilingual education teachers take varied forms. In bilingual education/dual language models, ELD and bilingual education teachers lead the language and content instruction for all students in the general education classroom. In English-only instructional models, the ELD and bilingual education teacher might provide small group instruction within a classroom, lead instruction in an ELD class, co-teach with a colleague, simultaneously teach core content, or provide pull-out instruction with small groups of students. Like other teachers in non-traditional classrooms, these teachers benefit from hearing leaders, trainers, and mentors speak to their unique contexts and teaching conditions.

Ideally, all teachers are **advocates for equity**. However, the responsibility for advocacy for English learners often falls on ELD and bilingual education teachers. They become the voice speaking for access for linguistically diverse students and calling for inclusion of

#### Glossary of Terms

**English learners** Students whose primary language is other than English.

**English Language Development** Systematic instructional model designed to develop the English language proficiency of English language learners

**Bilingual education** Students learn language concepts and knowledge in their primary language while receiving instruction in English.

**Dual language education** Two-way language-learning model that provides content-based instruction to students in two languages: English and a language other than English

**PLC** Professional learning communities

**OCDE Project GLAD<sup>®</sup>** Orange County Depart. of Ed. Guided Language Acquisition Design instructional model that integrates developing language proficiency and academic comprehension

**SIOP** Sheltered Instruction Observation Protocol instructional model that addresses the academic needs of English learners

parents and families who may struggle to navigate the school and district. Mentors, coaches, and principals and other leaders can nurture effective advocacy in novice ELD and bilingual education teachers by helping the teachers to identify their core values, form positive presuppositions about others, collaborate with allies, and understand how to grow their sphere of influence. They can have regular conversations with novice ELD and bilingual education teachers about responsibilities they are taking on and what they can ask others to take on. Leaders also support these novice teachers when they work to establish school-wide equitable practices and develop general education teachers to advocate for equity as well. Collective responsibility for the success of English learners converts to collective responsibility for the success of novice ELD and bilingual education teachers.

Advocacy for equity weaves through the multiple roles that ELD and bilingual education teachers fill: teacher, case manager, staff support, and family/community support. Each role has a unique set of responsibilities and needed skills, and the demands of these multiple roles can contribute to teachers feeling overwhelmed and isolated. As classroom teachers, ELD and bilingual education teachers need to be proficient with two sets of standards: English language proficiency and content. Often, they must find or create curriculum materials to meet students' language and content learning needs, developing curricula and assessments for biliteracy development. This may involve drawing on multiple curricula and subjects for a single classroom of students. As case managers, dual language, ELD and bilingual education teachers collaborate with school and/or district teams to ensure their students have equitable access to rigorous content learning in all parts of their school day. These teachers may be responsible for conducting language assessments, managing placements, and coordinating services for students. ELD and bilingual education teachers are also often asked to provide professional learning for their colleagues and frequently are the ones schools and districts seek out to promote family engagement.

Support for novice ELD and bilingual education teachers should include and be coordinated among multiple providers (e.g., mentor, ELD specialist, dual language program lead, department head) to ensure messages and assistance are consistent, efficient, and comprehensive. When these novice teachers are singletons in their buildings, leaders may need to be creative to provide opportunities for collaboration with others who share similar contexts and challenges.

All novice teachers need frequent, focused, timely formative feedback as they hone their skills. A common concern of bilingual education teachers is receiving meaningful feedback when the observer is not proficient in the target language (language other than English). There are observation focuses that are valuable even when not speaking the target language (e.g., instructional time in the target language, student accountability for using the target language, student understanding of learning targets, use of instructional time, amount of student practice, and use of instructional groups). Principals and other observers can be strong coaches for novice bilingual education teachers by eliciting observation focuses, identifying which ones can be addressed without knowing the language, which ones someone else can

support, and identifying who might be able to provide feedback about instruction in the target language. Finally, video of instruction is a powerful tool for teacher reflection, collaborative conversations, and self-assessment.

Teachers of color fill a higher proportion of the ELD and bilingual education teaching force than they do of the general education teaching force. They are often culturally and linguistically diverse as well. These factors may contribute to novice teachers feeling more on the “outside” than their general education peers. They need support from mentors of color as well as opportunities to connect with others in similar contexts. As with general education teachers of color, ELD and bilingual education teachers of color should be not relied upon for all racial and cultural work in a school or district.

### Language Acquisition Skill Development for Novice Teachers and Mentors

Novice general education teachers and mentors need

- An understanding of the state law (RCW 28A. 180.030) that requires a bilingual education model for English learners.
- An understanding of their district ELD and bilingual education program models.
- A clear district expectation that all teachers provide accessible instruction for language learners.
- Opportunities to develop their skill in creating and teaching language and content objectives.

### Examples of Support for the Roles of Beginning ELD, Dual Language, and Bilingual Education Teachers

#### Classroom Teacher

- Foster PLCs with 1) colleagues who also work across grade levels, content areas, and languages of instruction and 2) core teachers to allow time for advocacy and collaboration. This often requires providing separate PLC times to accommodate multiple needs.
- Help teachers create, purchase, and adapt materials aligned to language and content standards to meet student needs.
- Provide structured opportunities for guided observations of and reflection on skillfully taught ELD or bilingual education classrooms.
- For ELD and general education teachers who share students, prioritize common planning time that includes progress monitoring.

#### Case Manager

- Provide time and opportunity to collaborate with school and/or district teams.
- Use administrative assistant time to reduce demands of scheduling and paperwork required for annual assessments, placement, etc.
- Offer side-by-side support early in the year to coordinate the work with dually qualified students (e.g., special education).
- Encourage leaders to listen to and support novice teachers' advocacy efforts for students and families.
- Nurture a school-wide expectation of honoring, recognizing, and developing students' home languages.

### **Leader for Colleagues and Other Adults**

- Intentionally foster collaborations between ELD and bilingual education teachers and their general education peers. Articulate roles of the teachers and why they're working together.
- Build time into schedules for monthly meetings between teachers and paraeducators, and coach beginning teachers in effective use of that time.
- Encourage building leaders (e.g., principals, coaches) to communicate a school-wide expectation of and commitment to language acquisition and access for all students before asking novice ELD and bilingual education teachers to provide professional learning for the staff.
- When using a co-teaching model, be explicit about expectations, roles, and responsibilities for co-planning and co-teaching.

### **Advocate for Families**

- Invite participation on family engagement teams without relying on novice teachers to organize, lead, and run events.
- Share with families the research and long-term outcomes of English learners participating in dual language education as compared to English-only instructional models.
- Assist teachers and families in connecting with key groups and locations in community (immigration support organizations, community centers, community leaders, worship centers).
- Provide a community mentor such as a parent leader or community stakeholder.
- Identify support personnel to assist with administrative duties.
- Encourage district staff to coordinate services for families across programs and to coordinate family events to reduce number of invitations and commitments (e.g., Title I, LAP, math night).
- Provide clear direction to office staff for providing language access for families.



## Mentoring Educational Staff Associates (ESAs)

*ESAs include nurses, psychologists, occupational therapists, physical therapists, speech and language pathologists, audiologists, vision therapists, counselors, and sometimes librarians who work in school settings.*

ESAs often work in contexts that are very different from classroom teachers, and their day-to-day work is typically different from that of classroom teachers. Some new ESAs may have limited or no previous professional experience in school settings. They often are sole practitioners in their schools or systems and work across multiple buildings, which may lead to limited opportunities to collaborate with colleagues. In addition, the evaluation process for ESAs is different from classroom teachers. ESAs may be evaluated by someone who has no background in their specific discipline or someone based at district office or another building.

As always, mentoring is one component of a comprehensive induction program to support new staff members. It is the role of the district stakeholders' team to plan this overall induction program for ESAs.

Mentoring around the unique demands of each ESA job is key. While mentors for ESAs use many of the same skills as mentors for new teachers, they need to be prepared to help new ESAs navigate the logistics and practicalities of their new role. This includes district policies and procedures, especially related to legal matters, and strategies when working as an itinerant. Mentors also support ESAs in connecting and collaborating with others, exploring professional practice, and engaging in reflection to improve.

In some cases, mentors may face the challenge of having different roles or being unfamiliar with their mentees' school or context. Skillful mentors use learning-focused conversations to surface and clarify what new educators understand, to guide problem solving, and to determine when to consult with outside resources for additional support.

Communication can be a challenge for ESAs and their mentors, due to after-school meetings, different work sites, and limited or no access to substitutes. These teams need support from district and building administrators. This could be in the form of schedules tailored to support mentor team time or release time for site visits and meetings. As with any mentoring relationship, mentors have the responsibility to regularly connect with their mentees. They will need to think creatively to make opportunities to connect and should consider using technology to foster regular communication.

While mentoring is related to both teaching and counseling, it entails a unique and sophisticated set of learned skills and dispositions. All mentors benefit from initial and on-going training to increase their capacity to grow the professional practice of another.

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## Induction Standards Revision Team, Fall 2017

Nancy Cole  
Mentor Faculty, OSPI  
Secondary Mentor and Student Teacher Liaison, Spokane  
Public Schools

Mike Esping  
Director, Educator Effectiveness and Early Career  
Development, ESD 112

Stacey Gruenich, NBCT  
Mentor Faculty, OSPI  
Mentor Program Specialist, Kent School District

Andrea Haas, NBCT  
Induction Mentor, Northshore School District

Kim Harmon  
Director, Talent Quality Initiatives, Spokane Public Schools

Jan Lonsway  
Supervisor, Professional Development, Clover Park School  
District

Doreen Owens  
Beginning Teacher Assistance Program Mentor, Federal Way  
School District

Cassandra Stephani  
Principal, Camas Prairie Elementary, Bethel School District

Lindsey Stevens, NBCT  
Director, Supporting Effective Educator Development (SEED)  
Grant  
Center for Strengthening the Teaching Profession

Kjell Stroomer-Rowe, Ph.D., NBCT  
Mentor Faculty, OSPI  
Mentor Program Specialist, Kent School District

Kathryn Teske, NBCT  
Beginning Teacher Assistance Program Coordinator,  
Central Valley School District

Christa Williamson  
Secondary Literacy TOSA, Tumwater School District

### Additional Contributors

Sue Anderson, Sonia Barry, Tanisha Brandon-Felder, Erin Hanson, Monica Hulubei Piergallini, Margaret Nugent, Janice Tornow, Ron Sisson, Tessa O'Connor, Marcy Yoshida

### Production Team

Cheyenne Braaten, Drew Dillhunt, Margaret Nugent, Tessa O'Connor, Marcy Yoshida

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**Chris Reykdal** • State Superintendent  
Office of Superintendent of Public Instruction  
Old Capitol Building • P.O. Box 47200  
Olympia, WA 98504-7200