

Introduction and Purpose
for the
Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

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

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

In accordance with Article 21A of the 2006 Illinois School Code¹, goals of beginning teacher induction programs are to:

- provide a system for teacher induction that provides an effective transition into teaching for first and second year teachers
- improve student performance through improved training, information and assistance for beginning teachers
- enable beginning teachers to be effective in teaching a range of student populations
- ensure success and retention of beginning teachers who show promise of becoming highly effective professionals
- identify beginning teachers who need additional feedback, assistance and training
- establish an effective, coherent system of formative assessments based on the Illinois Professional Teaching Standards.

¹ Section 21-2 (c) (2) (A) of the 2006 Illinois School Code [105 ILCS 5/21-2 (c) (2) (A)], induction programs may be offered by two or more school districts or other organizations.

Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

Standard 1: Induction Program Leadership, Administration, and Support

The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

Standard 2: Program Goals and Design

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

Standard 3: Resources

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

Standard 4: Site Administrator Roles and Responsibilities

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

Standard 5: Mentor Selection and Assignment

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

Standard 6: Mentor Professional Development

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

Standard 7: Development of Beginning Teacher Practice

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

Standard 8: Formative Assessment

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

Standard 9: Program Evaluation

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

Standard 1: Induction Program Leadership, Administration, and Support

The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

Induction leadership focuses on allocation of sufficient resources, facilitation of professional development, program oversight and evaluation. They also ensure effective coordination of services and communication for beginning teachers, teacher leaders, mentors, site and district administrators, and other support providers.

Criteria for Quality Program Development:

- Induction leadership, administration, and support are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Responsibilities for program planning, operation and oversight are clearly defined and program leadership is designated.
- The program leadership implements a high quality program in accordance with state guidelines and state induction standards, as applicable.
- Adequate time, fiscal resources, and appropriate authority are allocated to program leadership, which should include a team of stakeholders that provides support and oversight.
- Stakeholder collaboration is focused on creating a culture of commitment to beginning teacher induction and improving student achievement, and includes teachers, administration, school boards, union/association, and additional professional partners.
- Program leadership participates in professional development to understand, design and implement high quality induction and mentoring.
- Program leadership participates in on-going professional development linking to a professional learning community specifically for program leadership.
- Program leadership uses data to facilitate on-going program planning, implementation, evaluation and improvement.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Standard 2: Program Goals and Design

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

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

Criteria for Quality Program Development:

- The program goals are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A), Illinois Professional Teaching Standards (IPTS) and relevant content-area standards.
- The program design includes learning outcomes for participants that recognize the continuum of teacher development and a focus on student learning, with clearly defined participant expectations for program completion.
- The program design provides effective communication among program leadership, mentors, beginning teachers and site administrators. The design of the induction program is consistent with and integrated into the school and district school improvement goals and ongoing professional development initiatives.
- The program design includes high quality mentor selection, training, assessment/evaluation and ongoing support in a mentor learning community.
- The program design defines essential activities including beginning teacher formative assessment, written documentation of beginning teacher/mentor work, analysis of beginning teacher instruction and student learning, and professional development for all stakeholders.
- The program design involves a planned process for program orientation for all participants and ongoing feedback on progress toward program completion in relation to the beginning teacher moving from initial to standard certification.
- The program goals and outcomes around teacher development, retention, support and student learning reviewed and revised as necessary, based on multiple sources of program evaluation data analyzed by program leaders and stakeholders.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Standard 3: Resources

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

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

Criteria for Quality Program Development:

- Resources are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- The program leadership allocates adequate resources to ensure an appropriate distribution of funds to support components defined in the program design. This may include materials, release time, salary and benefits, stipends substitute coverage, and other resources.
- The program leadership, program partners and all stakeholders access and coordinate existing professional development resources to effectively align and coordinate with the induction program.
- The program leadership allocates sufficient, sanctioned, protected time essential for high quality induction and mentoring.
- The program leadership monitors resource allocations on a regular basis and makes necessary adjustments.
- The program leadership provides fiscal reports documenting allocation of resources as necessary for accountability and on-going program improvement.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Standard 4: Site Administrator Roles and Responsibilities

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

Site administrators are crucial to setting the stage for beginning teacher success and are essential partners. Site administrators seek to secure assignments and establish working conditions for beginning teachers that maximize their success. Site administrators communicate with the beginning teachers and mentors in a formal, ongoing process.

Criteria for Quality Program Development:

- Site administrator roles and responsibilities are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Site administrators participate in appropriate induction professional development and are an integral part of program operation.
- Site administrators collaborate with program leadership to overcome challenging aspects of beginning teacher working environments and other operational and logistical barriers.
- Site administrators facilitate the inclusion of beginning teachers in the learning community and promote the commitment of all staff to supporting beginning teachers.
- Site administrators clearly communicate roles, responsibilities, and expectations for mentors/beginning teachers based on program design development by leadership.
- Site administrators respect the confidentiality of the mentor/beginning teacher relationship.
- Site administrators facilitate the integration of induction practices into professional development initiatives with a focus on student learning.
- Site administrators align their work in support of beginning teachers with the Illinois Standards for Administrative Certification.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Standard 5: Mentor Selection and Assignment

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

The selection of well-qualified mentors based on the qualities of an effective mentor is essential to creating programs that support teacher development, teacher retention, and improved student learning. The process for mentor recruitment, selection and assignment includes ample time for communication, application, selection and assignment. Selection is guided by well-defined, explicit criteria that are consistently applied and periodically reviewed.

Criteria for Quality Program Development:

- Mentor selection and assignment is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Programs are guided by clear selection criteria that represent a commitment to mentors:
 - Demonstrating evidence of effective teaching practice, including demonstration of content knowledge for the appropriate student-age level span
 - Having strong intra-and interpersonal skills, including self reflection of practice and responsiveness to needs of beginning teachers
 - Exhibiting knowledge of pedagogy, context, and the diverse learning needs of both beginning teachers and their students.
- Beginning teachers and their mentors are matched according to relevant factors, including certification, experience, current assignments and/or proximity of location.
- The program has defined a process to address changes or necessary adjustments in the mentor/beginning teacher matches.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Standard 6: Mentor Professional Development

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

Professional development includes both the development of knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages mentors. Awareness of the diverse needs of students and their learning needs, the range of beginning teacher needs, and the ability to structure and provide opportunities that nurture beginning teachers' professional growth and development demand the development of unique abilities and skills of mentors.

Criteria for Quality Program Development:

- Mentor professional development is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Mentors participate in foundational mentor training, as detailed in Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Mentors participate in an ongoing professional learning community that supports their reflective practice and their use of mentoring tools, protocols, and formative assessment, as well as relevant district tools and standards.
- The mentor learning community meets for regularly scheduled professional development and fulfills a number of purposes to deepen mentoring skills and advance induction practices.
- Mentors engage in self-assessment and reflect on their own development as teachers and mentors.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Standard 7: Development of Beginning Teacher Practice

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

The development of the beginning teacher's practice is guided by induction research and the Illinois Professional Teaching Standards that describes the needs of beginning teachers, local expectations and priorities. It is also rooted in formative assessment, in which the beginning teacher and mentor collaboratively collect and analyze multiple sources of data and use structured reflection, in an ongoing process, to focus on classroom practice and meeting students' individual needs.

Criteria for Quality Program Development:

- Development of beginning teacher practice is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Beginning teachers have regularly scheduled learning opportunities, starting with an orientation to the induction program, including an orientation to the community, prior to or at the beginning of the school year and continuing throughout the school year.
- Formal support includes opportunities to interact in beginning teacher-only peer groups, as well as sessions with their mentors, for the purpose of professional learning, problem-solving, and mutual support.
- Professional development is guided by the Illinois Professional Teaching Standards, as well as relevant content area standards, beginning teachers' assessed needs, local instructional needs and priorities.
- The program design provides time to ensure that the quality of the process (e.g. analysis of student work, data collection, observations and reflective conversations) is supported.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Standard 8: Formative Assessment

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

The formative assessment process provides a framework that demonstrates beginning teachers' growth and progress and engages beginning teachers and their mentors in an ongoing, reflective process. The purpose of formative assessment is to improve teaching, as measured by the Illinois Professional Teaching Standards, the Illinois Continuum of Teacher Development and Illinois content standards.

Criteria for Quality Program Development:

- Formative assessment information is used to determine the scope, focus, and content of professional development activities that are the basis of the beginning teacher's initial self-assessment and development of an individual learning plan.
- The formative assessment system is characterized by multiple measures of teaching, including, but not limited to: observation by a mentor, analysis of student work and assessment data, reflection and examination of other teaching artifacts.
- Appropriate documentation is utilized to illustrate the use of formative assessment. Documentation should include evidence such as classroom observation data, student work, teacher inquiry, lesson plans and beginning teacher–mentor communication tools.
- Criteria for levels of beginning teacher development are established and the use of formative assessment allows the beginning teacher and mentor to set clear goals for improving the teacher's level of proficiency.
- Formative assessment and the accompanying documentation and observation data guides mentoring and professional development and is not to be used for formal teacher evaluation or employment decisions.

Standard 9: Program Evaluation

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

The program evaluation leads to substantive program improvements and refinements that focus on the outcomes of teacher retention, teacher quality and student achievement. Program leadership and stakeholders use program evaluation to ensure program quality and effectiveness.

Criteria for Quality Program Development:

- Program evaluation is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- The criteria for program evaluation are determined by these standards entitled the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs and local program goals.
- The system of program development includes ongoing program evaluation processes, across all of these Standards, based on information from multiple internal and external sources. Program leadership conducts an annual internal program evaluation.
- Regular collection and reflection of feedback about program implementation quality and effectiveness from all participants is done using formal and informal measures.
- Program leadership analyzes multiple sources of data and shares results with stakeholders in a systematic way.
- The program provides for mentor accountability in a supportive environment through a defined process of communication and documentation.
- Program stakeholders participate in external reviews designed to examine program quality and effectiveness, including ISBE program approval and review processes.
- Program leadership participates in statewide data collection that will inform policymakers and other teacher-quality stakeholders of successes and challenges.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.