

Rubric for Self-Assessing the Beginning Teacher Support Program

This form should be used for the Beginning Teacher Support Program self-assessment and development of the annual plan

District: _____

Beginning Teacher Support Program Coordinator _____

Date: _____

Standard 1: Systemic Support for High Quality Induction Programs

a. Institutional Commitment and Support. The commitment and collaboration of all stakeholders, beginning teachers, mentors, faculty members, school level administrators, district level administrators, school boards, state boards of education, Department of Public Instruction, post secondary education institutions, professional organizations to the effectiveness, sustainability, and success of the mentoring and induction program is felt system-wide. Stakeholders foster a climate that values the support of beginning teachers through mentoring and induction and promotes conditions for high quality mentoring and induction by evaluating, designing, and revising related policy and practices. Stakeholders support ongoing program improvement and accountability through multiple processes including data analysis and program review.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Stakeholders collaborate and combine resources and prioritize funding to ensure that state funding is allocated to support elements of the mentoring and induction program.	. . . and <input type="checkbox"/> Stakeholders support the creation of policies and practices that meet state mentoring and induction standards and acknowledge the value of mentoring and induction. Mentors may receive a stipend.	. . . and <input type="checkbox"/> Stakeholders show interest in and advocate for mentoring and induction and work to modify organizational policies to improve beginning teacher working conditions. Stakeholders support data collection and program accountability.	. . . and <input type="checkbox"/> Stakeholders work together to support quality mentoring and induction that is aligned with district and site initiatives. Representatives from these groups help guide policies that influence beginning teachers from recruitment into induction and on to experienced practice.	

b. Principal Engagement. The leadership of the principal is instrumental in ensuring the success of mentoring and induction program at the site level. Principals establish and maintain a positive school environment that supports mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to staff regarding the role of mentor and the multiple facets of mentoring, including the essential component of confidentiality.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Principals are involved in the assignment and/or supervision of the mentor, as appropriate. Principals endorse mentor's role and contribute to the definition and direction of the	. . . and <input type="checkbox"/> Principals provide positive working conditions for beginning teachers. Principals clearly communicate mentor's role to staff and provide positive context for beginning teacher work with mentor. Principals	. . . and <input type="checkbox"/> Principals provide time for and promote mentor's work with beginning teachers. Principals endorse and/or support development of a complex, multi-faceted and confidential mentor role. Principals are available to meet/communicate with	. . . and <input type="checkbox"/> Principals are knowledgeable of and demonstrate support to the full scope of mentor's work, including formative assessment and use of professional standards. Principals endorse and/or support development	

Standard 2: Mentor Selection, Development, and Support

<p>a. Mentor Selection. The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership. The application, interview and selection processes are transparent and uniformly implemented.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Mentors are selected by the principal and/or designee based upon availability, interest or seniority. Process for selection is communicated as needed and is based upon criteria that are communicated to interested candidates.</p>	<p>... and</p> <p><input type="checkbox"/> Mentor selection criteria are clearly articulated by program leadership and include input from a variety of stakeholder groups. Process for application and selection is transparent and uniformly applied.</p>	<p>... and</p> <p><input type="checkbox"/> Mentor selection may involve input from a variety of stakeholders. Selection criteria include a range of characteristics, experiences and dispositions that may indicate mentoring potential. Application and selection process is communicated broadly.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors are selected using a rigorous process that involves a variety of evidence and multiple stakeholders. Criteria are aligned with widely-accepted and research-based understandings of effective mentoring practices and characteristics.</p>	
<p>b. Scope of Mentor Role. The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote growth along the indicators defined in the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and to ensure quality student learning.</p>				
<p><input type="checkbox"/> Mentors serve largely as a resource and “buddy”-type support provider.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors provide ongoing support and encouragement for the beginning teacher, including orientation, logistical and emotional support. Mentor’s role primarily focuses on instruction and student learning. .</p>	<p>... and</p> <p><input type="checkbox"/> Mentors’ role is multi-dimensional and includes opportunities to observe and give feedback on classroom practice. Mentors and beginning teachers collaborate on lesson planning and problem-solving.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors tailor support to the needs of the beginning teacher based on the use of the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and other formative assessments. Mentors’ role involves instructive, collaborative, and facilitative approaches to mentoring.</p>	
<p>c. Mentor Professional Development. Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices, and improve student learning.</p>				
<p><input type="checkbox"/> Mentors are oriented to their role and the induction program and receive preliminary professional development to prepare them for their role.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors receive ongoing training to advance their knowledge and skills.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors are involved in a facilitated community of mentoring practice that meets regularly to support mentor learning and problem-solving.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors have opportunities to observe and coach colleagues, design and facilitate mentor professional development and engage in inquiry into</p>	

Standard 3: Mentoring for Instructional Excellence

a. Quality Time. Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Mentors work with beginning teachers occasionally.	... and <input type="checkbox"/> Mentors work with beginning teachers during and outside of the school day, based upon schedule and mentor flexibility.	... and <input type="checkbox"/> Mentors and beginning teachers have protected time to engage in induction-related activities.	... and <input type="checkbox"/> Mentors are provided sufficient time to engage with beginning teachers and support their professional growth. Beginning teachers are released to work with mentors, and other support providers as appropriate.	
b. Instructional Focus. The North Carolina Professional Teaching Standards are the comprehensive guide used by all teachers, mentors, and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Mentors focus on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.	... and <input type="checkbox"/> Based on classroom observations, mentors work with beginning teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with curriculum standards.	... and <input type="checkbox"/> Mentors work with beginning teachers across the full-range of teaching practices as defined by North Carolina Professional Teaching Standards and identified by the North Carolina Teacher Evaluation System.	... and <input type="checkbox"/> Mentors work with beginning teachers on a strategic focus as determined by the North Carolina Teacher Evaluation System and other assessments of classroom practice and student learning.	
c. Issues of Diversity*. Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.				
<input type="checkbox"/> Mentors are aware of equity issues as they arise in beginning teachers' practice.	... and <input type="checkbox"/> Mentors support beginning teachers' development to meet the needs of all students and create a respectful environment for a diverse population of students.	... and <input type="checkbox"/> Mentors guide the beginning teachers' appreciation for diversity and responsive approaches to instruction during analysis of student work, planning of differentiated instruction and other opportunities as they arise.	... and <input type="checkbox"/> Mentors proactively engage beginning teachers around issues of diversity. Mentors guide beginning teachers in the ongoing development of responsive curriculum and practices.	

*Issues of diversity include but are not limited to race, ethnicity, gender, religion, and other aspects of culture.

Standard 4: Beginning Teacher Professional Development

a. Beginning Teacher Professional Development. Beginning teachers benefit most by participating in professional development that is targeted to meet their needs as novice instructors. To meet the needs of beginning teachers and promote their successful entry and engagement in the school community, principals ensure that beginning teachers receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures.

Ongoing professional development is tailored to meet the needs of beginning teachers and scheduled before the start of school or soon thereafter. Provision is made to support late hire beginning teachers to receive information provided at site and district professional development.

Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Beginning teachers receive a structured orientation to school policy, practices and procedures.	... and <input type="checkbox"/> District-wide professional development is provided for beginning teachers, often prior to the start of the school year. Professional development is aligned with the North Carolina Professional Teaching Standards, The North Carolina Teacher Evaluation System, and beginning teachers' Professional Growth Plan and is based on the needs of the beginning teacher.	... and <input type="checkbox"/> Beginning teachers participate in a variety of professional development opportunities designed more specifically for beginning teachers. Professional development activities may include some opportunities for inter-visitiation. Participation in professional development may be mandatory at the open-choice of the principal, suggested by the mentor or by recommendation.	... and <input type="checkbox"/> Beginning teachers participate in a wide range of professional development offerings based upon their assessed developmental needs. Participation is collaboratively determined in consultation with mentor, principal and/or central office support staff.	

Comments:

Examples of Artifacts:

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Standard 5: Formative Assessment of Candidates and Programs

a. Formative Assessment. The system-wide use of the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System provides standards-based aligned descriptions of practice and expectations for beginning teacher development. Mentors utilize the language and expectations of these foundations in the use of formative assessment tools for ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Mentors utilize the North Carolina Professional Teaching Standards.	... and <input type="checkbox"/> Mentors apply the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice. Mentors support their beginning teachers in developing a Professional Development Plan to support professional growth.	... and <input type="checkbox"/> Mentors use a wide range of formative assessment tools in their ongoing work with beginning teachers. Mentors use formative assessment information to guide mentoring practice in alignment with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.	... and <input type="checkbox"/> Mentors integrate formative assessment into their interactions with beginning teachers and innovate upon the tools and their use. Mentors help beginning teachers draw connections between the use of formative assessment to inform and improve classroom practice and student learning.	
b. Program Evaluation. The North Carolina Mentoring and Induction Program Standards form the basis on which individual mentoring and induction programs are assessed. District mentor program leaders and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement. All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs.				
<input type="checkbox"/> Beginning teachers and mentors give feedback on the induction program.	... and <input type="checkbox"/> Program leaders collect and use data on beginning teacher practice and program implementation over time for use in program improvement. Data collection should include, but not be limited to, retention, Teacher Working Conditions Survey and student learning.	... and <input type="checkbox"/> Program leaders engage with others to collect and analyze a range of data on program implementation to guide program improvement. Results and next steps are shared within and outside of the program.	... and <input type="checkbox"/> Program leaders ensure that all stakeholders are aware of program successes, impacts, and challenges. Data are used to guide ongoing program implementation and continuous improvement.	

Beginning Teacher Support Program Annual Review Summary

Beginning Teacher Support Program Rating Form	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard 1: Systemic Support for High Quality Induction Programs					
a. Institutional Commitment and Support					
b. Principal Engagement					
Standard 2: Mentor Selection, Development, and Support					
c. Mentor Selection					
d. Scope of Mentor Role					
e. Mentor Professional Development					
Standard 3: Mentoring for Instructional Excellence					
a. Time					
b. Instructional Focus					
c. Issues of Diversity					
Standard 4: Beginning Teacher Professional Development					
a. Beginning Teacher Professional Development					
Standard 5: Formative Assessment of Candidates and Programs					
b. Formative Assessment					
c. Program Evaluation					

Comments:

Evidence that supports rating:

Goals for improvement:

Peer Review of the Beginning Teacher Support Program

Beginning Teacher Support Coordinator: _____ Date: _____

District: _____

Peer Reviewer: _____

Peer District: _____

Standard 1: Systemic Support for High Quality Induction Programs

a. Institutional Commitment and Support. The commitment and collaboration of all stakeholders (beginning teachers, mentors, faculty members, school level administrators, district level administrators, local school board, State Board of Education, Department of Public Instruction, post secondary education institutions, professional organizations) to the effectiveness, sustainability, and success of the mentoring and induction program occurs throughout the system. Stakeholders foster a climate that values the support of beginning teachers through mentoring and induction. Conditions for high-quality mentoring and induction are enhanced through the evaluation, design, and revision of related policy and practices as necessary. Stakeholders support ongoing program improvement and accountability through multiple processes including data analysis and program review.

Developing	Proficient	Accomplished	Distinguished	Not (Comment Required)
<input type="checkbox"/> Stakeholders ensure that state funding is allocated to support elements of the mentoring and induction program.	. . . and <input type="checkbox"/> Stakeholders support the creation of policies and practices that meet state mentoring and induction standards and acknowledge the value importance of mentoring and induction. Mentors may receive a stipend.	. . . and <input type="checkbox"/> Stakeholders show interest in and advocate for mentoring and induction and work to modify organizational policies to improve beginning teacher working conditions. Stakeholders support data collection and program accountability.	. . . and <input type="checkbox"/> Stakeholders work together to support quality mentoring and induction that is aligned with district and site initiatives. Representatives from these groups help guide policies that influence beginning teachers from recruitment into induction and on to experienced practice.	

b. Principal Engagement. The leadership of the principal is instrumental in ensuring the success of mentoring and induction program at the site level. Principals establish and maintain a positive school environment that supports mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to staff regarding the role of mentor and the multiple facets of mentoring, including the essential component of confidentiality.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Principals are involved in the selection, and/or assignment, and supervision of the mentor, as appropriate. Principals endorse mentor's role and contribute to the definition and direction of the mentor's work.	<p>... and</p> <input type="checkbox"/> Principals provide positive working conditions for beginning teachers. Principals clearly communicate mentor's role to staff and provide positive context for beginning teacher work with mentor. Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions and respects the confidential role of the mentor and beginning teacher.	<p>... and</p> <input type="checkbox"/> Principals provide time for and promote mentor's work with beginning teachers. Principals endorse and/or support development of a complex, multi-faceted and confidential mentor role. Principals are available to meet/communicate with mentors.	<p>... and</p> <input type="checkbox"/> Principals are knowledgeable of the full scope of mentor's work, including formative assessment and use of professional standards. Principals endorse and/or support development of a mentor role that is informed by a variety of stakeholders. Principals communicate regularly with mentors while respecting confidentiality of mentor role. Principals encourage beginning teachers to share evidence of professional growth as part of evaluation process.	

Comments:

Examples of Artifacts:

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Standard 2: Mentor Selection, Development, and Support

<p>a. Mentor Selection. The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership. The application, interview and selection processes are transparent and uniformly implemented.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Mentors are selected by the principal and/or designee based upon availability, interest or seniority. Process for selection is communicated as needed and is based upon criteria that are communicated to interested candidates.</p>	<p>... and</p> <p><input type="checkbox"/> Mentor selection criteria are clearly articulated by program leadership and include input from a variety of stakeholder groups. Process for application and selection is transparent and uniformly applied.</p>	<p>... and</p> <p><input type="checkbox"/> Mentor selection may involve input from a variety of stakeholders. Selection criteria include a range of characteristics, experiences and dispositions that may indicate mentoring potential. Application and selection process is communicated broadly.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors are selected using a rigorous process that involves a variety of evidence and multiple stakeholders. Criteria are aligned with widely-accepted and research-based understandings of effective mentoring practices and characteristics.</p>	
<p>b. Scope of Mentor Role. The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote growth along the indicators defined in the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and to ensure quality student learning.</p>				
<p><input type="checkbox"/> Mentors serve largely as a resource and “buddy”-type support provider.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors provide ongoing support and encouragement for the beginning teacher, including orientation, logistical and emotional support. Mentor’s role primarily focuses on instruction and student learning. .</p>	<p>... and</p> <p><input type="checkbox"/> Mentors’ role is multi-dimensional and includes opportunities to observe and give feedback on classroom practice. Mentors and beginning teachers collaborate on lesson planning and problem-solving.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors tailor support to the needs of the beginning teacher based on the use of the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and other formative assessments. Mentors’ role involves instructive, collaborative, and facilitative approaches to mentoring.</p>	
<p>c. Mentor Professional Development. Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.</p>				
<p><input type="checkbox"/> Mentors are oriented to their role and the induction program and receive preliminary professional development to prepare them for their role.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors receive ongoing training to advance their knowledge and skills.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors are involved in a facilitated community of mentoring practice that meets regularly to support mentor learning and problem-solving.</p>	<p>... and</p> <p><input type="checkbox"/> Mentors have opportunities to observe and coach colleagues, design and facilitate mentor professional development and engage in inquiry into their practice.</p>	

Comments:

Examples of Artifacts:

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Standard 3: Mentoring for Instructional Excellence

a. Quality Time. Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Mentors work with beginning teachers occasionally.	... and <input type="checkbox"/> Mentors work with beginning teachers during and outside of the school day, based upon schedule and mentor flexibility.	... and <input type="checkbox"/> Mentors and beginning teachers have protected time to engage in induction-related activities.	... and <input type="checkbox"/> Mentors are provided sufficient time to engage with beginning teachers and support their professional growth. Beginning teachers are released to work with mentors, and other support providers as appropriate.	

b. Instructional Focus. The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation Instrument is the comprehensive guide used by all teachers, mentors and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Mentors focus on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.	... and <input type="checkbox"/> Based on classroom observations, mentors work with beginning teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with the standard course of study.	... and <input type="checkbox"/> Mentors work with beginning teachers across the full-range of teaching practices as defined by North Carolina Professional Teaching Standards and identified by the North Carolina Teacher Evaluation System.	... and <input type="checkbox"/> Mentors work with beginning teachers on a strategic focus as determined by the North Carolina Teacher Evaluation System and other assessments of classroom practice and student learning.	
<p>c. Issues of Diversity*. Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.</p>				
<input type="checkbox"/> Mentors are aware of equity issues as they arise in beginning teachers' practice.	... and <input type="checkbox"/> Mentors support beginning teachers' development to meet the needs of all students and create a respectful environment for a diverse population of students.	... and <input type="checkbox"/> Mentors guide the beginning teachers' appreciation for diversity and responsive approaches to instruction during analysis of student work, planning of differentiated instruction and other opportunities as they arise.	... and <input type="checkbox"/> Mentors proactively engage beginning teachers around issues of diversity. Mentors guide beginning teachers in the ongoing development of responsive curriculum and practices.	

*Issues of diversity include but are not limited to race, ethnicity, gender, religion, and other aspects of culture.

Comments:

Examples of Artifacts:

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| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Standard 4: Beginning Teacher Professional Development

a. Beginning Teacher Professional Development. Beginning teachers benefit most by participating in professional development that is targeted to meet their needs as novice instructors. To meet the needs of beginning teachers and promote their successful entry and engagement in the school community, principals ensure that beginning teachers receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures.

Ongoing professional development is tailored to meet the needs of beginning teachers and scheduled before the start of school or soon thereafter. Provision is made to support late hire beginning teachers to receive information provided at site and district professional development.

Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Beginning teachers receive a structured orientation to school policy, practices and procedures.	<p>... and</p> <input type="checkbox"/> District-wide professional development is provided for beginning teachers, often prior to the start of the school year. Professional development is aligned with the North Carolina Professional Teaching Standards, The North Carolina Teacher Evaluation System, and beginning teachers' Professional Growth Plan and is based on the needs of the beginning teacher.	<p>... and</p> <input type="checkbox"/> Beginning teachers participate in a variety of professional development opportunities designed more specifically for beginning teachers. Professional development activities may include some opportunities for inter-visitation. Participation in professional development may be open-choice., -suggested by the mentor, or mandated at the recommendation of the principal, or	<p>... and</p> <input type="checkbox"/> Beginning teachers participate in a wide range of professional development offerings based upon their assessed developmental needs. Participation is collaboratively determined in consultation with mentor and principal.	

Comments:

Examples of Artifacts (Standard 4):

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
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<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Standard 5: Formative Assessment of Candidates and Programs

<p>a. Formative Assessment. The system-wide use of the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System provide standards-based aligned descriptions of practice and expectations for beginning teacher development. Mentors utilize the language and expectations of these foundations in the use of formative assessment tools for ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Mentors utilize the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System with beginning teachers.	<p>... and</p> <input type="checkbox"/> Mentors apply the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice. Mentors support their beginning teachers in developing a Professional Development Plan to support professional growth.	<p>... and</p> <input type="checkbox"/> Mentors use a wide range of formative assessment tools in their ongoing work with beginning teachers. Mentors use formative assessment information to guide mentoring practice in alignment with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.	<p>... and</p> <input type="checkbox"/> Mentors integrate formative assessment into their interactions with beginning teachers and innovate upon the tools and their use. Mentors help beginning teachers draw connections between the use of formative assessment to inform and improve classroom practice and student learning.	
<p>b. Program Evaluation. The North Carolina Mentoring and Induction Program Standards form the basis on which individual mentoring and induction programs are assessed. District mentor program leaders and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement. All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs.</p>				
<input type="checkbox"/> Beginning teachers and mentors give feedback on the induction program.	<p>... and</p> <input type="checkbox"/> Program leaders collect and use data on beginning teacher practice and program implementation over time for use in program improvement. Data collection should include, but not be limited to, retention, Teacher Working Conditions Survey and student learning.	<p>... and</p> <input type="checkbox"/> Program leaders engage with others to collect and analyze a range of data on program implementation to guide program improvement. Results and next steps are shared within and outside of the program.	<p>... and</p> <input type="checkbox"/> Program leaders ensure that all stakeholders are aware of program successes, impacts, and challenges. Data are used to guide ongoing program implementation and continuous improvement.	

Comments:

Examples of Artifacts:

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Peer Review
Beginning Teacher Support Program
Signature Page

LEA Representative _____ Date _____

Peer Review Colleague _____ Date _____

Beginning Teacher Support Program Five-Year Review Summary

Beginning Teacher Support Program Rating Form	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard 1: Systemic Support for High Quality Induction Programs					
f. Institutional Commitment and Support					
g. Principal Engagement					
Standard 2: Mentor Selection, Development, and Support					
h. Mentor Selection					
i. Scope of Mentor Role					
j. Mentor Professional Development					
Standard 3: Mentoring for Instructional Excellence					
d. Time					
e. Instructional Focus					
f. Issues of Diversity					
Standard 4: Beginning Teacher Professional Development					
d. Beginning Teacher Professional Development					
Standard 5: Formative Assessment of Candidates and Programs					
e. Formative Assessment					
f. Program Evaluation					

Comments:

Evidence that supports rating:

Goals for improvement: