

*Virginia Requirements of Quality
and
Effectiveness for
Beginning Teacher Mentor
Programs
in
Hard-to-Staff Schools*



**A Report of a Task Force on Teacher
Mentor Programs in Hard-to-Staff Schools**

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Acknowledgements

Beginning to teach in a public school classroom may be one of the greatest challenges teachers face in their professional careers. Mentor programs help beginning teachers to confront this challenge and make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process. Research suggests that districts that provide effective support are likely to develop teachers who remain on the job longer and improve student academic performance.

Nationally, 9.3 percent of public school teachers leave before they complete their first year and nearly 30 percent leave the profession within five years of entry. Rural and high poverty districts experience even higher rates of attrition. Losing a well-educated and talented teacher in the first year of teaching is a tragic loss. Losing a talented teacher in a hard-to-staff school because of inadequate support and guidance during the early years is a tragic loss that can be avoided.

Successful mentor programs are characterized by strong leadership and management. *The Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools* provides the framework for effective mentor programs that support beginning teachers as they become experienced and dedicated professionals.

Dr. Jo Lynne DeMary, Superintendent of Public Instruction, appointed a 29-member task force to assist the Virginia Department of Education in developing the requirements for mentoring in hard-to-staff schools. We would like to acknowledge the dedicated work of the task force and their collective wisdom in developing these requirements.

The task force's work was guided by many able professionals, including Janet Gless, associate director of the New Teacher Center at the University of California Santa Cruz. We acknowledge not only Janet's work with the task force while attending meetings in Richmond and participating electronically from California, but also, and most importantly, the New Teacher Center's leading edge work in the spectrum of mentoring programs. The first of its kind, the New Teacher Center (NTC) is a national resource dedicated to teacher development and the support of programs and practices that promote excellence and diversity in America's teaching force. With many years of experience supporting new teachers, the NTC addresses the pressing national need for new teacher induction programs. The Virginia Department of Education would also like to recognize Dr. Ellen Moir, director of the NTC, for her leadership role in promoting effective mentoring and induction programs nationwide.

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Executive Summary

The Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-To-Staff Schools was created in response to Governor Warner's *Education for a Lifetime* program. The requirements were developed by a task force consisting of directors of human resources, representatives from higher education, superintendents, teachers, and consultants from successful mentoring programs. An effective mentoring program can help new teachers improve practice, learn professional responsibilities, and ultimately have a positive effect on student learning. In addition to providing support for beginning teachers, these programs allow veteran teachers to reflect upon their own practices and unite the learning community as each individual works toward improving the quality of education. Mentoring programs also help to elevate the teaching profession and foster a collaborative community for all educators.

These new requirements were developed by the task force to insure that new and beginning teachers in hard-to-staff schools have the maximum opportunities, support, and professional development they need to be successful in their first years of teaching. The requirements are designed to cover all aspects of the mentoring process, including sponsorship, administration, leadership, resources, program design, collaboration and communication, mentor teacher selection and assignment, mentor teacher training, professional development, roles and responsibilities of k-12 schools, individual learning plans, formative assessment, and evaluation.

Changes in our society require educators to meet increasingly complex challenges. Mentoring is one important mechanism for advancing the teaching profession, increasing teacher retention, and raising student achievement. Teachers are valuable resources in education, and high quality performance in teaching is an essential ingredient of educational improvement and reform. Supporting beginning teachers through well-designed mentoring programs is pivotal for inducting and retaining new teachers to the profession. While the task force focused on the needs of hard-to-staff schools, the mentoring requirements are appropriate for developing mentoring programs in all schools.

Introduction

Mentoring new teachers is a critical component of the effort to retain highly qualified teachers in the profession. An effective program allows new teachers to improve skills that build confidence and helps them to become successful educators. In January 2004 educators throughout the state were invited to serve on a task force to develop requirements for effective mentoring programs for beginning teachers in hard-to-staff schools.

The Division of Teacher Education and Licensure at the Virginia Department of Education sponsored the work of the task force. Program requirements were developed and expanded based on Virginia's current *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*, which was adopted by the Board of Education in June 2000.

The task force met four times in 2004 to develop the draft document entitled, *The Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools*. This draft document consists of 10 program requirements with appropriate program elements. These requirements are specifically designed for developing mentoring programs in hard-to-staff schools, but may also be used for developing mentoring programs in other types of schools.

These requirements were reviewed during a special session at the Great Virginia Teach-In, and revisions were made. *The Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools* will be used by school divisions that qualify for funding to design and implement mentor teacher programs in hard-to-staff schools during the 2004-2005 school year. The Virginia Department of Education would like to acknowledge the assistance of the New Teacher Center at the University of California Santa Cruz, especially Janet Gless, associate director, for her role in developing these requirements.

Questions or comments regarding these requirements may be directed to the Division of Teacher Education and Licensure at (804) 225-2877.

Program Requirement 1: Sponsorship, Administration, and Leadership

The Beginning Teacher Mentor Program is sponsored by one or more organizations that demonstrate a commitment to teacher induction and improving student achievement in hard-to-staff schools. The Beginning Teacher Mentor Program has qualified leaders who implement the program within an administrative structure that effectively manages and delivers support and formative assessment services to beginning teachers.

Program Elements for Requirement 1: Sponsorship, Administration, and Leadership

- A. The Beginning Teacher Mentor Program sponsor demonstrates commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support its implementation. Personnel and material resources are assigned to each sponsoring organization in proportion to its level of effort and degree of responsibility.
- B. The Beginning Teacher Mentor Program sponsor clearly outlines the roles and responsibilities for each participating educational organization regarding program oversight and implementation. Each participant designates a primary contact person for the program. The participating organization will identify representatives from each of the sponsors to serve on a Beginning Teacher Mentor Program leadership team; the leadership team should include representatives from professional development, human resources, selected school sites, and university or pre-service programs, as appropriate.
- C. The Beginning Teacher Mentor Program leadership team is responsible for the overall direction of the program and will meet regularly to discuss program design, development, implementation, and formative evaluation. The leadership team's roles and responsibilities are clearly defined as appropriate to the local program context.
- D. The Beginning Teacher Mentor Program sponsor identifies one or more qualified program directors whose roles and responsibilities are appropriate to the scope of the program. The program director is accorded adequate time, resources, and authority necessary to oversee the details of program design and implementation. The program director is a member of the leadership team.
- E. The Beginning Teacher Mentor Program leadership team and program director demonstrate the depth of knowledge and understanding necessary to be able to implement an induction program. They are knowledgeable about the Virginia Standards of Learning and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. The leadership team and program director actively participate in ongoing professional development, research, and related technical support activities.

Program Requirement 2: Resources

The Beginning Teacher Mentor Program sponsor consistently allocates sufficient resources to enable the Beginning Teacher Mentor Program to meet all requirements and deliver planned components to all beginning teachers. The program sponsor distributes resources in a manner consistent with the stated Beginning Teacher Mentor Program rationale, design, and goals.

Program Elements for Requirement 2: Resources

- A. The Beginning Teacher Mentor Program allocates resources among collaborating sponsors to ensure adequate support for essential program components, as defined and described in the Beginning Teacher Mentor Program design.
- B. The Beginning Teacher Mentor Program sponsor designates qualified and adequate personnel to lead and coordinate the program. At a minimum, a .5 FTE program director, or the equivalent, will be assigned to oversee this program, but may also be responsible for other mentoring programs.
- C. The Beginning Teacher Mentor Program sponsor assigns support personnel to the induction program according to state and local policies and program requirements.
- D. The Beginning Teacher Mentor Program director accesses and coordinates existing site-based and division-sponsored professional development resources, as appropriate, to support beginning teachers.
- E. The Beginning Teacher Mentor Program director monitors resource allocations on a regular basis and makes necessary adjustments.
- F. The Beginning Teacher Mentor Program director convenes the leadership team on a regular basis to discuss program design, development, implementation, and formative program evaluation data.

Program Requirement 3: Program Design

The Beginning Teacher Mentor Program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares beginning teachers to meet the academic learning needs of all k-12 students in designated hard-to-staff schools. The design focuses on the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and the Virginia Standards of Learning.

Program Elements for Requirement 3: Program Design

- A. The Beginning Teacher Mentor Program rationale articulates a clear understanding of teacher induction and describes how the selected two-year design is responsive to local contexts, including site and division educational priorities and goals for student learning.
- B. The design of the Beginning Teacher Mentor Program is based on a clearly defined set of learning outcomes for beginning teachers so that all students can meet or exceed the Virginia Standards of Learning.
- C. Beginning Teacher Mentor Program goals include:
 - 1. retaining quality teachers;
 - 2. improving beginning teachers' skills and performance, especially as they relate to utilizing research-based best practices in the classroom;
 - 3. supporting teacher morale, communication, and collegiality;
 - 4. building a sense of professionalism and positive attitude;
 - 5. providing a seamless transition into teaching;
 - 6. putting theory into practice;
 - 7. preventing teacher isolation; and
 - 8. building the capacity for self-reflection.Program goals are explicitly focused on improving student achievement in hard-to-staff schools. Goals and intended outcomes are reviewed and revised as necessary, based on formative program evaluation data.
- D. The Beginning Teacher Mentor Program includes a planned process for advising beginning teachers about their involvement in the program and a clear set of expectations for their participation.
- E. The design of the Beginning Teacher Mentor Program supports beginning teachers in attaining proficiency in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*.
- F. The design of the Beginning Teacher Mentor Program requires mentors who are fully or partially released from classroom responsibilities, and who are sufficiently prepared and adequately supported for this initiative. Time should be provided weekly for mentors to meet with beginning

teachers to problem solve, reflect upon teaching practices, and acquire skills. In a full release model, the mentor to beginning teacher ratio should not exceed 1:12; for fewer beginning teachers, proportionately less release time may be required. Every effort should be made within the program design to provide opportunities for beginning teacher reflection.

- G. The Beginning Teacher Mentor Program design provides professional development opportunities that focus on diversity and equity for the professional development of new teachers and their mentors, and may include:
 - 1. awareness of institutionalized racism;
 - 2. pedagogical approaches that address diverse learners;
 - 3. meeting the needs of English language learners;
 - 4. having meaningful conversations about sensitive issues related to race and equity;
 - 5. connections between content and equity;
 - 6. strategies and resources to help teachers understand local culture and community;
 - 7. knowledge of what diverse learners bring to class;
 - 8. and self-knowledge related to diversity and equity.

- H. The Beginning Teacher Mentor Program design provides for special support for site administrators in hard-to-staff schools, especially for administrators new to their roles.

- I. The Beginning Teacher Mentor Program design provides clear models for communication between mentors and site administrators to contribute to a seamless linkage between the Beginning Teacher Mentor Program and local, site-based professional development or reform initiatives.

Program Requirement 4: Collaboration and Communication

The Beginning Teacher Mentor Program sponsor collaborates and communicates with other educational entities, working both within and across organizational boundaries to develop a coherent, efficient, and effective Beginning Teacher Mentor Program. Roles, responsibilities, and relationships are clearly defined and are well understood by sponsors and partners.

Program Elements for Requirement 4: Collaboration and Communication

- A. To coordinate and align reforms, the Beginning Teacher Mentor Program collaborates with at least one other educational organization/unit from among k-12 school organizations, institutions of higher education, and other reform efforts operating in the region. Other cooperating partners may include local consortia, educational research firms, teacher organizations, parent groups, community organizations, foundations, regional consortia, funded projects, and local businesses.
- B. The Beginning Teacher Mentor Program establishes effective linkages with professional organizations and associations, Training Technical Assistance Centers, and other groups that support effective instruction.
- C. Cooperating partners plan strategically with the program sponsor about how to recruit diverse teachers and mentors, including recruiting teachers from minority groups and teachers who represent diverse student populations.
- D. Cooperating partners develop programs of support, care, rejuvenation, and emotional sustenance that promote success for teachers in challenging settings. They help build an infrastructure of support for the new teachers and the Beginning Teacher Mentor Program.
- E. The Beginning Teacher Mentor Program clearly defines, in writing, each sponsor's and cooperating partner's responsibilities for implementing the program. Sponsors and their partners establish working relationships, coordinate their work, allocate resources, and are responsible to each other for program success.
- F. Open communication is established and maintained among sponsors and partners, who regularly seek formative feedback. Program leadership involves navigating organizational bureaucracies and division politics to support mentors and beginning teachers.
- G. Mentors are not personnel evaluators and therefore should report to someone outside the evaluation loop, e.g., building-level mentor, central office staff, or sponsoring personnel.

Program Requirement 5: Mentor Selection and Assignment

The Beginning Teacher Mentor Program selects mentors for beginning teachers using explicit criteria consistent with assigned Beginning Teacher Mentor Program responsibilities. Mentors are selected and assigned using a fair, well-articulated process that is monitored consistently. Mentors are assigned to beginning teachers in a timely manner, taking content, grade level, pedagogical needs, and local context into account.

Program Elements for Requirement 5: Mentor Selection and Assignment

- A. The roles and responsibilities of mentors are clearly defined in writing and communicated to all participants.
- B. Selection criteria are consistent with the mentors' specified roles and responsibilities, including but not limited to the following:
 - 1. Recognition as an exemplary classroom teacher and excellent professional role model.
 - 2. Current/former classroom teacher with at least three years successful teaching experience.
 - 3. Effective interpersonal and communication skills.
 - 4. Experience working with diverse students.
 - 5. Demonstrated commitment to personal professional growth and learning.
 - 6. Willingness and ability to participate in professional preparation to acquire the knowledge and skills needed to be effective.
 - 7. Willingness and ability to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence.
 - 8. Willingness and ability to work collaboratively and share instructional ideas and materials with beginning teachers.
 - 9. Knowledge of beginning teacher development.
 - 10. Strong literacy and numeracy skills in elementary grades.
 - 11. Strong subject matter competence in middle and secondary grades.
- C. The Beginning Teacher Mentor Program matches mentors with beginning teachers, taking into consideration credentials held, subject matter knowledge, orientation to learning, relevant experience, current assignments, grade level, pedagogical needs, local context, and geographic proximity. Mentors are assigned to beginning teachers in a timely manner, before they start teaching.
- D. Clear procedures are in place for reconsidering assignments in a timely manner when either the mentor or beginning teacher is dissatisfied with the pairing. Mentors are released from other classroom assignments and responsibilities as necessary to insure adequate time to spend with the beginning teacher.

Program Requirement 6: Mentor Professional Development

Each Beginning Teacher Mentor Program provides preparation and on-going professional development for mentors to prepare them for work with beginning teachers in hard-to-staff schools.

Program Elements for Requirement 6: Mentor Professional Development

- A. The Beginning Teacher Mentor Program provides professional development for mentors when they initially assume their roles, and offers regularly scheduled learning opportunities for them to acquire and enhance their knowledge and skills. Mentors perform their duties under the supervision of the program director.
- B. The Beginning Teacher Mentor Program provides professional development for mentors including the development of the knowledge and skills needed to:
 - 1. Identify and respond to diverse needs of beginning teachers.
 - 2. Engage in mentoring conversations about teaching practices.
 - 3. Assist beginning teachers in understanding the local context for teaching, including such components as orientations to the school and the community.
 - 4. Understand school culture and work closely with the entire school community including administrators, parents, veteran teachers, and other beginning teachers.
 - 5. Use formative assessment to assist beginning teachers on the Uniform Performance Standards.
 - 6. Use the evidence from formative assessments fairly and equitably with beginning teachers.
 - 7. Use assessment evidence to develop Individual Learning Plans with beginning teachers.
 - 8. Assist teachers to work with diverse students.
 - 9. Assist teachers to help secondary students access the academic curriculum.
 - 10. Assist teachers to advance the literacy of elementary, middle, and secondary students.
 - 11. Analyze multiple sources of data, including Virginia’s standardized student assessment data, to improve student performance.
 - 12. Work successfully in hard-to-staff schools and in leadership roles with school site administration.
- C. The Beginning Teacher Mentor Program provides professional development to prepare mentors in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessments.
- D. Mentors have time, supported by the program, to meet with each other to develop and refine needed mentor skills, to solve problems, to conduct assessments, and to reflect on teaching.
- E. The program assesses the quality of services provided by mentors to beginning teachers using multiple sources of evidence, including information from beginning teachers. The program director

provides formative feedback to mentors on their work and retains in the program only those mentors who are successful.

Program Requirement 7: Roles and Responsibilities of K-12 School Organizations

The Beginning Teacher Mentor Program informs school administrators and policy boards in the design, implementation, and on-going evaluation of the program. Program leadership works with division and site leaders to ensure that induction practices are integrated into existing division and site professional development initiatives. K-12 school leaders set procedures and guidelines and take action to support the success of beginning teachers through assignment practices that consider the novice status of teachers and provide additional time and resources to teachers assigned to more challenging settings. School site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

Program Elements for Requirement 7: Roles and Responsibilities of K-12 School Organizations

- A. The Beginning Teacher Mentor Program leadership clearly communicates the program's rationale, goals, and design to school division leaders and administrators, school officials, site administration and faculty, and others responsible for employing, assigning, and supporting beginning teachers. School administrators should participate in an overview of the program to be sufficiently familiar with the model in order to provide administrative support.
- B. The k-12 school organization provides appropriate support services and working conditions for beginning teachers. Efforts are made to secure assignments for beginning teachers that maximize their chances for success. Administrators should consider:
 - 1. Reduced assignments (limited preparations or limited class size).
 - 2. Classrooms located in proximity to site administration or other support.
 - 3. No (or very limited) extra curricular duties.
 - 4. Class assignments that take into consideration the developmental level of a novice teacher.
 - 5. Additional resources for materials.
- C. The Beginning Teacher Mentor Program supports site administrators in integrating new teacher support processes with other school-wide reform or professional development initiatives. Program leadership also provides professional development for site administrators to familiarize them with program components, formative assessment processes, and development of the Individual Learning Plan. The content will include, but will not be limited to:
 - 1. Beginning teacher development.
 - 2. Working conditions that maximize opportunities for the success of beginning teachers.
 - 3. Effective steps that ameliorate or overcome challenging aspects of beginning teachers' work environments (as noted above).
 - 4. The mentor's role in the induction process.
 - 5. Mentor/beginning teacher confidentiality.

- D. The Beginning Teacher Mentor Program works with site administrators to establish a culture of support for mentor and beginning teacher collaboration. The responsibilities of the site administrator will include, but are not limited to:
1. Conducting an initial orientation for beginning teachers to inform them about site resources, personnel, procedures, and policies.
 2. Introducing beginning teachers to the staff and including them in the school's learning community.
 3. Helping to focus the learning community on the Virginia Standards of Learning and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*.
 4. Providing regular site-level professional development activities related to induction, including facilitating beginning teacher and mentor participation by providing conditions necessary to ensure success (substitute teachers, time, or stipends).
 5. Securing basic classroom supplies, textbooks, and equipment for effective instruction, including access to duplicating equipment.
 6. Participating in Beginning Teacher Mentor Program evaluation.

Program Requirement 8: Individual Learning Plan

Each Beginning Teacher Mentor Program provides comprehensive, extended preparation and professional development for beginning teachers designed to support their attainment of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in relation to the Standards of Learning. Professional growth is guided by the development and implementation of an annual Individual Learning Plan. Professional development for beginning teachers is characterized by an approach that integrates the process of individualized support and assistance from mentors with formal professional development offerings.

Program Elements for Requirement 8: Individual Learning Plan

- A. The Beginning Teacher Mentor Program provides an array of professional development offerings for beginning teachers that support their attainment of the knowledge and skills needed to meet the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in relation to the Standards of Learning. Professional development for beginning teachers focuses on skills and practices specific to language and literacy development, and incorporates school site priorities.
- B. Mentors help beginning teachers to develop and implement an annual Individual Learning Plan based on their prior preparation, training, experience, student achievement data, and site needs. Formative assessment evidence guides the development, monitoring, and on-going revisions of the Individual Learning Plan.
- C. The Individual Learning Plan includes professional growth goals linked to student learning goals and strategies for achieving those goals. The goals will also be linked to Virginia's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. School site priorities and student achievement needs will also influence goal development. Evidence of beginning teachers' progress in meeting the goals is monitored and revised at intervals or as additional needs are identified from student assessment data and teacher formative assessment data. The Individual Learning Plan can be shared with others, including the site administrator, at the discretion of the beginning teacher.
- D. The Beginning Teacher Mentor Program allocates mentors and beginning teachers sufficient time to consider formative assessment evidence and to develop planned, systematic opportunities to improve teaching.

Program Requirement 9: Formative Assessment System

Each Beginning Teacher Mentor Program's formative assessment system guides beginning teachers and mentors, and informs beginning teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by each standard of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in relation to the Standards of Learning. The results are used to guide professional development. The formative assessment system is characterized by multiple measures of teaching, analysis of data on student learning, collaboration with colleagues, a focus on classroom practice, and structured reflection with a prepared mentor. Beginning teachers direct the uses of formative assessment evidence generated from their teaching practices.

Program Elements for Requirement 9: Formative Assessment System

- A. Formative assessment results are used to guide mentoring and professional development and are not appropriate for teacher evaluation or employment decisions. Formative assessment data should not be confused with formative evaluation for personnel purposes.
- B. The Beginning Teacher Mentor Program uses a formative assessment system that offers multiple opportunities for beginning teachers to learn and demonstrate knowledge and understanding, and to apply the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in relation to the Standards of Learning in the context of their teaching assignments.
- C. The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate. Multiple measures should include some or all of the following:
 - 1. peer observation,
 - 2. assessing student needs,
 - 3. self-analysis,
 - 4. reflective feedback, e.g. interactive journals,
 - 5. the process of inquiry,
 - 6. analyzing student work products, and
 - 7. reviewing teacher work samples.
- D. The Beginning Teacher Mentor Program includes a process for developing and implementing an Individual Learning Plan for each participant, based on formative assessment evidence, to document his or her professional growth.

Program Requirement 10: Program Evaluation

The Beginning Teacher Mentor Program has a comprehensive system of formative program development and evaluation that addresses all program requirements, involves program participants and other stakeholders, and leads to substantive improvements. The program provides meaningful opportunities for professional practitioners and broadly representative school community members to become involved in program revision, development, and evaluation activities. Program sponsors participate in accountability processes designed to ensure program quality and effectiveness.

Program Elements for Requirement 10: Program Evaluation

- A. Local Beginning Teacher Mentor Program goals and the program requirements are the criteria for program evaluation. These criteria include an examination of beginning teachers' use of instructional strategies based on the Virginia Standards of Learning.
- B. Ongoing program evaluations include formative and summative processes using information from multiple internal and external sources, such as teachers, collaborating partners, site administrators, program staff, and the program leadership team. Program directors oversee the development of research mechanisms and data collection strategies to track teacher retention, student achievement, and exit interview results.
- C. The Beginning Teacher Mentor Program regularly collects feedback about program quality and effectiveness from all participants, using both formal and informal measures. Program leaders analyze data, systematically share them with program sponsors and others, and use data to improve the Beginning Teacher Mentor Program and site or district policies related to teacher development.
- D. The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of beginning teachers form the basis for adjustments and improvements in program design.
- E. Beginning Teacher Mentor Program sponsors participate in external peer reviews designed to examine program quality and effectiveness.
- F. The ultimate measure of the success of the mentoring program will be improved academic achievement for all students.

Glossary of Terms

Beginning Teacher: A teacher who has zero teaching experience in a public or an accredited nonpublic school at the time of employment.

Consortium: A consortium is a formal partnership among two or more school divisions to sponsor and administer a Beginning Teacher Mentor Program. The consortium may include other sponsoring organizations, such as one or more institutions of higher education, or a regional professional development agency.

Formative Assessment: Formative assessment refers to an ongoing process that measures a teacher's development over time and is performed to help teachers improve their teaching. It is objective, data-based, and relies on multiple data sources. These may include observation data, lesson plans, student work, videotaped lessons, etc. Formative assessment data are used to identify the teacher's strengths and challenges so that appropriate assistance and guidance can be provided. Formative assessment procedures are usually conducted collaboratively and are responsive to the beginning teacher's developmental needs. The goals of formative assessment are professional growth and improvement in the quality of instruction and student learning.

Hard-to-Staff School: A school is considered hard-to-staff if it meets four of the following eight criteria:

- Accredited with warning
- Average daily attendance is 2.00 percentage points below the statewide average
- Percent of special education students exceeds 150 percent of the statewide average
- Percent of limited English proficient students exceeds 150 percent of the statewide average
- Percent of teachers with provisional licenses exceeds 150 percent of the statewide average
- Percent of special education teachers with conditional licenses exceeds 150 percent of the statewide average
- Percent of inexperienced teachers hired to total teachers exceeds 150 percent of the statewide average
- Has one or more inexperienced teachers in a critical shortage area

Induction: As the term is used in these Program Requirements, induction refers to at least the first two years of a teacher's professional service. It is a distinct phase of teacher development as well as a period of acculturation and socialization. An induction program refers to a comprehensive array of services, including mentoring, that are provided to a beginning teacher during this period. An induction program may or may not include licensure requirements and/or evaluation components.

Mentor: An experienced teacher who meets the criteria for selection, successfully completes required training, is released from classroom duties, and serves to provide professional support that focuses on improving the knowledge and skills of beginning teachers and increasing student achievement.

Program Director: A program director is the person or persons who are accorded primary responsibility for the day-to-day implementation of the Beginning Teacher Mentor Program.

Program Leadership (or leadership team): Program leadership refers to those individuals and groups of individuals who are responsible for Beginning Teacher Mentor Program design and implementation. They include the sponsors, leaders, and the program director.

Sponsor: A program sponsor is an organization or organizations, a school division, an institution of higher education, or professional development agency that assumes responsibility for full or partial implementation of a Beginning Teacher Mentor Program as described in these program requirements.

Summative Assessment: Summative assessment refers to an assessment process that provides data for use by management in making personnel decisions such as granting tenure, terminating employment, and/or acknowledging outstanding teachers. It is usually conducted in a top-down fashion by a supervisor and is guided by clearly established personnel policies. Summative assessment uses standardized procedures that are applied across groups of teachers without modifications based upon individual needs. The goal of summative assessment is accountability and quality assurance.

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