

TEACHER INDUCTION  
**PROGRAM  
STANDARDS**



NEW TEACHER  
CENTER

A Guiding Framework for Teacher Induction Program Leaders



# CONTENTS

Introduction	2
Overview	3
<b>FOUNDATIONAL</b>	
1.0 Program Vision, Goals, and Institutional Commitment	4
2.0 Program Leadership and Communication	6
3.0 School Leader Engagement	8
<b>STRUCTURAL</b>	
4.0 Mentor Roles and Responsibilities, Selection, and Assignment	10
5.0 Mentor Professional Learning, Learning Communities, and Onboarding	12
6.0 Mentor Formative and Summative Assessment of Practice	14
7.0 Beginning Teacher Professional Learning, Learning Communities, and Onboarding	16
<b>INSTRUCTIONAL</b>	
8.0 Instructionally Focused Formative Assessment of Beginning Teacher Practice	18
9.0 Instructional Mentoring for Optimal Learning Environments	20
10.0 Instructional Mentoring for Diversity, Equity, and Inclusion	22

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# TEACHER INDUCTION PROGRAM STANDARDS

## AN INTRODUCTION

Over the last 20 years, New Teacher Center (NTC) has worked with state agencies, school districts, policy-making organizations, and a range of educational institutions to define the characteristics and fundamental elements of high-quality induction programs that accelerate the development of new teacher effectiveness, improve teacher retention, strengthen teacher leadership, increase student learning, and support equitable outcomes for every learner. NTC's ***Teacher Induction Program Standards (TIPS)*** build upon and are informed by those many years of study, consultation, collaboration, and program implementation across many contexts throughout the United States and abroad.

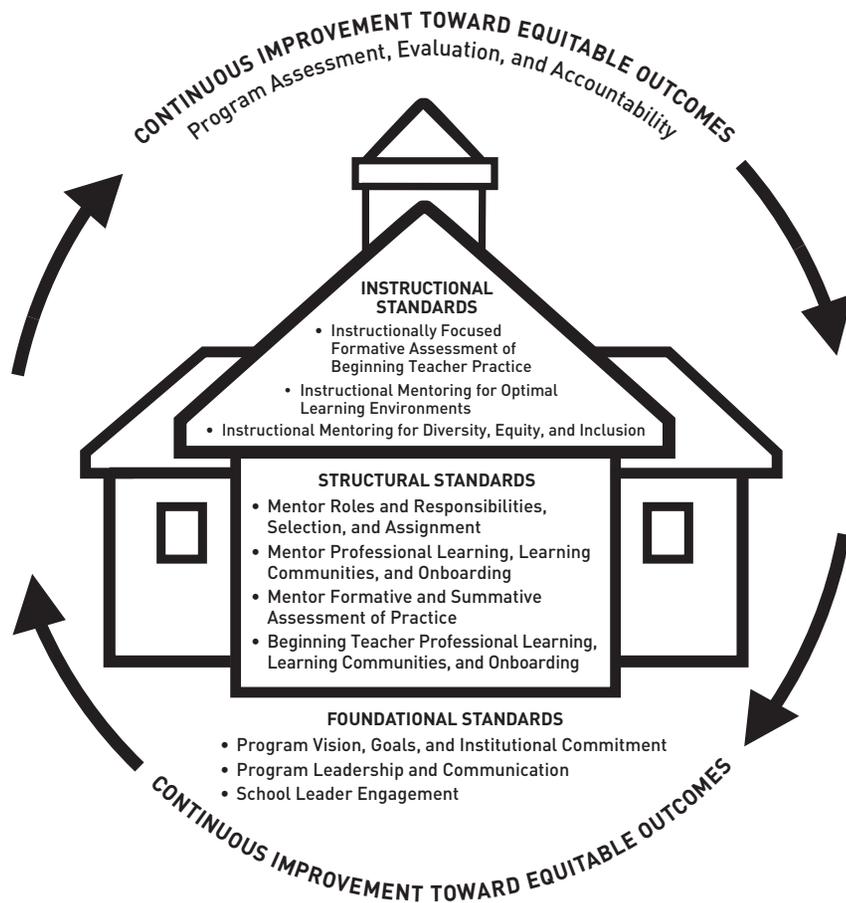
The ***TIPS*** are designed to provide program leaders, policymakers, and researchers with an aspirational framework for program design, implementation, and evaluation. The following key understandings provide the foundational bedrock for these program standards:

- the first two to three years of a teacher's career (induction) is an important and unique phase of teacher development;
- an induction program should be part of a larger system of teacher development, support, accountability, and evaluation;
- well-qualified, carefully selected, extensively trained, and mentors with continuing access to ongoing professional learning are as important to a new teacher's success as similarly supported classroom teachers are to the success of their students;

- effective induction programs are focused on teaching practice and student learning;
- processes of formative assessment guide the work of the mentor along with the development of the new teacher;
- intentional, strategic alignments and redundancies build capacity and strengthen program implementation; and
- a focus on equity and universal access to a quality education characterized by high expectations and meaningful, challenging content are non-negotiable.

***TIPS*** are intended for use across a wide variety of program contexts, including consortia, small and large school districts, Pre-K–17 partnerships, and charter schools. The standards are carefully framed to support maximum impact on teaching and learning, regardless of context.

# TEACHER INDUCTION PROGRAM STANDARDS AN OVERVIEW



The accompanying “schoolhouse” graphic represents three programmatic aspects that are addressed by the **Teacher Induction Program Standards**:

1. **Foundational**—the platform upon which an induction program is built
2. **Structural**—program components, practices, and activities
3. **Instructional**—strategic focus on optimal classroom practice and student learning

A cycle of **Continuous Improvement Toward Equitable Outcomes** encircles the graphic to highlight the importance of ongoing program assessment and accountability informed by data of implementation and impact.

The *Foundational* standards identify important areas of consideration that form the basis for program design, implementation, administration, and growth.

These standards highlight the importance of strong leadership, a research-based, clearly articulated, and widely owned vision, coherence and collaboration, and realistic allocation of resources, creating the conditions to achieve that vision. Active and meaningful school leader and stakeholder engagement and communication and organizational supports are fundamental to a program’s success and must be considered at every stage of program implementation.

The *Structural* standards outline essential program components: selection and roles and responsibilities of mentors who provide focused instructional assistance to beginning teachers; preparation, development, and ongoing support for those mentors; a collaborative system of formative assessment of practice for beginning teachers and mentors; and targeted, differentiated professional learning opportunities for beginning teachers. These standards invite programs to consider the array of services and supports for both mentors and beginning teachers that will ensure the program’s positive impact on teacher practice and student learning.

The *Instructional* standards examine the knowledge, capabilities, and dispositions that are critical for mentors to support teachers in developing during their first two to three years of practice. These standards reflect cycles of formative assessment of practice, deep commitment to diversity, equity, and inclusion, and priority focus on cultivating optimal learning environments for every learner. NTC believes that if induction programs truly seek to impact teaching practice and student learning, then these outcomes must be clearly articulated and considered as program leaders create systems of support for beginning teacher development.



**Program leader and key decision-makers create a program vision, mission, and program design focused on advancing student learning and accelerating beginning teacher effectiveness within a comprehensive system of development for all educators.**

- How are the induction program’s vision and mission aligned to the vision and mission of the institution?
- How do we ensure that the induction program is seen as essential to and the foundation of all teacher development in the institution?
- How do we align and provide continuity from teacher preparation to recruitment and initial hire, the first years of teaching, and on through advanced levels of practice?



**Program leader and key decision-makers develop specific program goals based on induction program vision and mission, program standards, research, and state and local policy to guide program implementation and improvement.**

- How do we establish induction program goals? Who is involved?
- In what ways are our goals informed by the induction program’s vision and mission, research, and policy?
- What are our program goals for teacher retention? What are our program goals for accelerating teacher effectiveness and increasing student learning?
- What steps will we take to achieve these goals?
- What data can we collect to help us measure progress toward these goals?
- How do our program’s vision, mission, and goals align to and enhance the strategic vision, mission, and goals of our district or institution?
- What specific outcomes do we have for beginning teachers, mentors, school leaders, and program leaders?
- How do our program goals align with pre-service programs?



**Program leader and key decision-makers match program goals with adequate time for implementation and sufficient financial resources to accomplish program goals, support continuous improvement, and ensure long-term sustainability.**

- How are resources distributed and what adjustments might be necessary to ensure that the resource needs of the program are fully met?
- How will we use current research to determine the amount and frequency of time that we sanction for mentors and beginning teachers to meet?
- Who is involved in resource allocation? Who else might need to be included?
- How can we assemble the funding to support and grow the program?
- What is the plan for program sustainability?



**Program leader and key decision-makers guide the development and implementation of a comprehensive system of program evaluation and continuous improvement based upon vision and mission, goals, induction program standards, and program design.**

- What is our comprehensive design for program evaluation?
  - How will we track our progress toward program goals and use formative and summative data to make improvements?
  - What sources of qualitative and quantitative data can be used to evaluate and document program quality and effectiveness as it relates to program and institution vision, mission, and goals?
  - What data collection systems do we need to put in place to efficiently collect accurate and relevant data?
  - Which stakeholders could be involved in evaluating and documenting the induction program?
  - What institutional resources are available to support our program evaluation and improvement process?
- 



**Program leader and key decision-makers ensure that a broad coalition of stakeholders are well-informed and collaborate on and advocate for effective, research-based program implementation that aligns with the institution's vision, mission, and instructional priorities.**

- Who are the parties in this agreement and what stakeholder groups do they represent (e.g., school leaders, community groups, teacher preparation programs, district leaders, unions/teacher associations, school board members, program alumni, teacher leaders)?
  - What are the benefits to and responsibilities of stakeholders?
  - How can we engage key decision-makers and relevant stakeholders to proactively advocate for system-wide structures that sanction adequate time for mentors and beginning teachers to meet?
  - How do we ensure that stakeholders understand their level of involvement in program implementation and decision-making?
  - How do we build and maintain ongoing support for the program and follow through with key decision-makers?
  - What is our plan for maintaining program stability and sustainability as individual stakeholders change?
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**Program leader and key decision-makers work to improve conditions that affect beginning teacher success and their students' learning.**

- How do we align program priorities that address the working conditions impacting teacher performance and student learning to the institution's vision, mission, and goals?
- How do we assess the context for beginning teachers in terms of hiring policies, teaching assignments, site practices, and resources?
- How are beginning teacher assignments determined? What considerations are made for novices?
- What collaborative structures exist for teachers at school sites that could support the induction and development of beginning teachers? In what ways could collaboration time be used more effectively and efficiently?
- What additional resources and support are provided to beginning teachers to ensure they are able to create an optimal learning environment for every student?



**Program leader is designated to lead induction program and is given organizational and decision-making influence, along with adequate support, time, and resources to maximize program impact and sustainability.**

- How do we identify the background, skills, knowledge, and dispositions of an effective program leader to carry forward the program's design and implementation and realize its vision, mission, and goals?
- How does the selection process ensure that the program leader has the necessary skills and knowledge about teacher development, understands key district priorities, and is dedicated to supporting new teachers?
- How are we ensuring the program leader has the needed time and capacity to build and sustain an effective induction program?
- In what ways have we clarified roles and responsibilities of the program leader with regard to program design, decision-making, supervision, and evaluation?
- How do our organizational structures fully empower program leaders?
- In what ways do communication structures provide clarity about the leadership of this program?



**Program leader develops various reciprocal communication systems and program structures to solicit stakeholder input and promote broad understanding and ownership.**

- What are our goals for communication, collaboration, and coordination so that the induction program serves to advance broader site and district priorities?
- How do we meaningfully involve various stakeholder groups?
- How do current communication structures ensure clear, ongoing, two-way communication between program leader and appropriate stakeholder groups?



**Program leader collaborates and coordinates with organizational leaders to ensure that the program's vision and mission, goals, design, and practices align with teacher preparation, professional learning, leadership development programs, and teacher/school leader evaluation.**

- What roles need to be represented in the induction program advisory group so that the program is an integral part of a cohesive system of teacher development?
- What are the purpose, responsibilities, and commitments of the advisory group and how often does it meet?
- How do we work with universities to ensure that their graduates are prepared to succeed in the induction program?



**Program leader coordinates induction efforts with other school and district initiatives to advance standards-based, culturally responsive instruction and an optimal learning environment for every student.**

- What school and/or district initiatives need to be linked to our induction efforts?
  - How do we envision the mentor's role in school and/or district initiatives?
  - How does the induction program align with, support, and accelerate other important educational reform initiatives?
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**Program leader and key leaders systematically share evaluation findings with stakeholders for the purposes of collaborative programmatic decision-making, improvement, and accountability.**

- How do we engage partners and participants systematically in the analysis and use of evaluation data for program improvement?
- How do we inform the broader educational community regarding program evaluation and plans for program improvement?
- How do we help decision-makers understand the program's value and how the program contributes to other improvement efforts?



**Program leader supports school leaders to implement policies, provide resources, and create conditions that promote beginning teacher success.**

- How can school leaders foster high-quality, instructionally focused mentoring at their sites? What strategic leadership actions and practices could be most effective?
- How can we partner with school leaders to create site-based policies and structures for promoting and protecting sanctioned time for mentors and beginning teachers to meet? In what ways can current research be used to illuminate their “return on investment”?
- What site-based systems and protocols best support consistent, ongoing collaboration among beginning and experienced teachers?
- How can we collaborate with school leaders in ways that focus their attention on the potential impacts of research-based, high-quality mentoring on student achievement in their context?
- How do we partner with school leaders and instructional leadership teams to create positive learning environments for beginning teachers and their students?



**Program leader creates clear roles, expectations, and conditions to support school leaders and mentors to work in partnerships focused on improving beginning teacher instructional practice.**

- What communication goals and expectations will foster productive, instructionally focused dialogue between mentors and school leaders? Between program leader and school leaders?
- What structures and protocols can we create to ensure multiple opportunities for collaborative, two-way communication between program leader and school leaders? Between mentors and school leaders?
- What structures and protocols can we provide to ensure appropriate opportunities for strategic three-way conversations between the school leader, the beginning teacher, and the mentor?
- How do we clarify and periodically review roles and expectations to ensure effective partnerships that support beginning teacher success?
- How does our program align to and articulate the intersection of beginning teacher development and teacher evaluation?
- How do we approach confidentiality concerns regarding a beginning teacher’s performance while laying the foundation for collaboration?



**Program leader provides, and participates as a learner with school leaders in, ongoing professional learning that builds and sustains their capacity to advance beginning teacher development and mentor effectiveness.**

- How do we communicate the program model's theory of change so that school leaders can connect it in authentic ways to their school's instructional goals and priorities?
  - How do we involve school leaders and instructional leadership teams in shared professional learning for program improvement?
  - How do we engage school leaders to participate in dialogue and collaborative inquiry regarding continuous program improvement and impact?
  - In what ways do we support school leaders and instructional leadership teams to reflect on conditions that create optimal learning environments for beginning teachers?
- 



**Program leader supports school leaders and instructional leadership teams to align induction activities with other school-based goals, instructional priorities, and evaluation procedures.**

- How do we work with all school leaders to build support for the induction program and illuminate its contributions to institutional goals and strategic priorities?
  - How do mentors work with school leaders and instructional leadership teams to ensure that beginning teachers have access to appropriate professional learning and support?
  - How do we strengthen the linkages between teacher induction and other site-based initiatives?
  - What is the intersection between formative assessment and teacher evaluation? How does one support the other within our program context?
- 



**Program leader engages with school leaders to form instructionally focused partnerships that include mentors and instructional leadership teams to advance school-based goals and instructional priorities.**

- What supports do mentors need to recognize and leverage entry points with school leaders and instructional leadership teams to align beginning teacher supports with the school's instructional priorities?
- What supports do mentors need to foster equity-focused conversations with school leaders and instructional leadership teams?
- How can mentors and program leaders use program data to illustrate the ways in which instructionally focused mentoring contributes to students' continuous academic, social, and emotional growth?
- How does the program build mentor capacity and skill to explore the intersection between formative assessment and teacher evaluation with the school leader?



**Program leader develops and widely communicates clearly defined mentor roles and responsibilities that focus on the advancement of beginning teacher practice, student learning, and teacher leadership.**

- Who is involved in clarifying the roles and responsibilities and period of service for mentors? Which strategic stakeholders could we engage for input?
- How do we convey the mentor’s foundational role in fostering a trusting, caring, respectful, and honest relationship with beginning teachers?
- To what extent is the mentor’s role explicitly focused on advancing rigorous, culturally responsive instruction and providing an optimal learning environment for every student?
- How do program participants learn about and continually reflect upon the roles and responsibilities of mentors?
- How do we clearly define and engage in collaborative, two-way communication with stakeholders regarding the confidential and non-evaluative nature of the mentor/beginning teacher relationship?



**Program leader and key decision-makers design a formal, rigorous process for mentor recruitment and selection that is based on criteria and is consistent with mentor roles and responsibilities.**

- Who is involved in designing the selection criteria? Which strategic stakeholders should be informed?
- In what ways does the design of the selection process align with the program’s mission, vision, and goals?
- How can we engage school leaders and other district leaders as partners in the process of designing selection criteria and in the selection process?
- In what ways should/could the selection criteria include performance-based evidence of candidate's knowledge of diverse student populations, content knowledge, and ability to deliver rigorous, standards-based instruction? To create optimal learning environments?
- How do we share selection criteria with candidates, strategic stakeholders, and those involved in mentor selection in ways that make clear the program’s mission?
- How do we recruit the best candidates to become mentors? How do we differentiate recruitment efforts to ensure that qualified, diverse candidates apply?
- How do we ensure a fair, transparent, and equitable selection process?
- How do we prepare our selection team and/or interview panel?
- What debrief protocol(s) will we employ to glean insights for future improvements and deepen partner engagement and agency in the process?

4.3**Program leader manages mentor assignments to beginning teachers according to program design, mentor roles and responsibilities, and other relevant factors.**

- What are appropriate criteria for matching mentors with beginning teachers?
  - To what extent do our mentor/beginning teacher assignments allow for grade-level or content-area matching when possible? Geography? Experience in serving diverse student populations? Special education experience?
  - To what extent can we engage school leaders as partners in matching mentors with beginning teachers?
  - What steps or protocols will be followed if a “mismatch” has occurred?
  - How do mentor caseloads maximize time for weekly mentor/beginning teacher interactions in accordance with program expectations for mentors?
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4.4**Program leader engages key decision-makers and stakeholders in a continuous process of program improvement to ensure the quality and effectiveness of mentor recruitment, selection, and assignment.**

- How will our program assess our selection criteria to ensure that mentors have the requisite dispositions, instructional skill, knowledge of diverse populations, and deep content knowledge needed to move teacher practice forward?
- How will our program periodically assess mentor assignments/caseloads and make adjustments as needed?
- Who should be involved in assessing the effectiveness of our mentor selection, recruitment, and assignment process?
- How will we assess the extent to which our recruitment process addresses our commitment to diversity, equity, and inclusion?



**Program leader designs and implements initial mentor onboarding to ensure mentor has understanding of program vision, mission, and goals and sufficient foundational knowledge and skills to establish initial trust and credibility with beginning teachers and school leaders.**

- How can the onboarding experience serve to establish a supportive, positive, and transparent tone within the community of mentors and promote a growth mindset among mentors and between mentors and lead coaches and/or the program leader?
- What initial learning activities and supports (professional learning, learning experiences, etc.) promote an understanding of the program mission and goals and the mentor's role and responsibilities to advance effective teaching and equitable outcomes for every student, including students with complex learning needs?
- What foundational skills and knowledge do mentors need to establish relational trust and relevance with their beginning teachers and school leaders?



**Program leader designs and implements a system of mentor professional learning that is research-based and aligned with the program's vision, mission, and goals and district instructional priorities.**

- How does research on adult learning guide decisions on the design of professional learning for mentors?
- How does current research inform when, how, and how often mentors are brought together for professional learning?
- How is time structured into the system of professional learning to ensure that mentor colleagues engage in collaborative structures to meet their immediate needs and develop effective mentoring practice?
- In what ways are school leaders and other stakeholders engaged as partners to support and advance the system of mentor professional learning?



5.3

**Program leader provides content for a curriculum of mentor professional learning that is guided by research, standards, district instructional priorities, and the developmental needs of mentors and beginning teachers.**

- Who are the key instructional leaders to engage in the design and content of mentor professional learning?
- How does mentor professional learning develop mentor understanding and use of coaching language, stances, strategies, and techniques?
- How does mentor professional learning support them in meeting the diverse needs of beginning teachers and their students?
- How does mentor professional learning deepen mentors' capacity to focus coaching supports on meeting the diverse needs of each learner, with attention to equity and the continuous academic, social, and emotional growth of every student?
- To what extent does the content of mentor professional learning prioritize and promote diversity, equity, and inclusion?
- How do we ensure that the content of mentor professional learning is continuously building the mentor's depth of content knowledge?
- How does the professional learning promote knowledge and application of the continuous teaching-coaching cycles for formative growth and development?
- How do we scaffold the introduction of formative assessment tools and share the corresponding research-based program expectations for their use?
- What research, data, and information are we using to develop the mentor curriculum scope and sequence?



5.4

**Program leader designs and implements mentor communities of practice/forums in which mentors collaboratively apply and extend new learning, reflect on their practice, and examine data of student learning, beginning teacher practice, and in-field observations.**

- What is the relationship between formal professional learning and corresponding mentor communities of practice/forums?
- How do programs use program data, such as mentor interaction data, mentor tool use, and in-field coaching data to inform forum content?
- How can ongoing communities of mentor practice/forums provide regular opportunities for mentors to analyze multiple sources of data to ensure effective and timely use of the tools?
- How can data analysis illuminate patterns of instructionally focused mentoring and learning, the use of higher standards, and optimal learning environments?
- How do we foster shared leadership within the mentor professional learning community?



5.5

**Program leader systematically and continuously assesses the quality and effectiveness of mentor professional learning.**

- What qualitative and quantitative data can we use to assess the quality and effectiveness of our program's system of mentor professional learning?
- What criteria do we use for selecting presenters of formal mentor professional learning? What coaching supports and data-based evidence can we use to inform their continued growth and development as presenters?
- What criteria do we use for selecting facilitators of ongoing mentor communities of practice/forums? What coaching supports and data-based evidence can we use to inform their continued growth and development as facilitators?
- How do we support program leader and mentors to be effective in presenting and facilitating professional learning for adult communities of practice?



**Program leader establishes expectations to guide effective mentor practice and accountability that are research-based and aligned with mentor standards, program vision and mission, and district instructional priorities.**

- How will we design a research-based set of mentor expectations as a tool for mentor growth and accountability? What is our process for modifying expectations along the way to ensure they promote content-driven, instructionally focused supports?
- How do we contextualize current research to ensure that expectations for mentor tool use, mentor/beginning teacher interactions, and mentor/school leader interactions are realistic and doable?
- How will we ensure the expectations are perceived as a tool of practice and not a compliance document?
- How can program leader convey to mentors and other stakeholders that the research-based expectations serve as another formative tool for improving individual and program performance and student learning?
- How can research-based mentor expectations guide the use of quantitative data from high-leverage tools to drive the teaching-coaching cycle with focus on equitable outcomes for students?



**Program leader guides mentors in a system of continuous improvement and accountability that is based on ongoing formative assessments and informed by qualitative and quantitative data from mentor/beginning teacher interactions.**

- How does our mentor formative assessment system propel a continuous improvement cycle that promotes mentor growth, effectiveness, and accountability?
- What role do mentor practice standards play in the goal-setting process, from creating goals to assessing practice and reflecting on growth?
- How do we systematically engage and support mentors to collect and analyze their own qualitative and quantitative data and assess progress made toward their goals? How can mentor expectations serve as a tool in helping mentors assess progress made toward their goals?
- Who is involved in mentor formative assessment? Who is responsible for the summative assessment of mentors?
- How could the formative assessment system contribute to the summative evaluation of mentors? How can the connection between formative assessment and summative evaluation be made explicit and transparent to mentors and other relevant stakeholders?
- How do we utilize the trends represented in mentor assessment to guide mentor professional learning and inform program improvement?



6.3

**Program leader designs and implements formative in-field coaching cycles between program leader or lead coach and mentors and between mentor peers to advance mentor growth and development.**

- What structures, protocols, and tools are used by the program leader and/or lead mentor to guide the in-field coaching and observation process of mentors in the field and ensure that it is linked to the mentor's standards-based goals and evidence of practice?
- How does the program structure support mentors' peer coaching and observation in the field?
- How do we use data to determine a strategic focus for mentor in-field coaching and observation? In fostering mentor growth and reflection?
- How can the program ensure that the focus of the in-field coaching observation cycle is linked to the mentor's standards-based goals and evidence of practice?
- How does program leader support mentors to incorporate in-field coaching data when assessing their practice and progress toward their goals?
- What supports and feedback do program leader and lead coaches need to develop and refine their in-field coaching and observation skills?



6.4

**Program leader routinely provides mentors with group and individualized, data-informed formative and summative feedback that is grounded in mentor expectations and mentor standards.**

- What 1:1 conversation protocols or guidelines could foster a growth mindset and relational trust?
- What roles could data of mentor practice play in these formative conversations?
- In what ways can program leader/mentor coaching cycles model and reinforce the mentor/beginning teacher coaching cycle?
- How do program leader and lead coaches expand and refine skills and strategies for providing feedback to mentors?



6.5

**Program leader establishes a secure and useful data collection system to inform individual and group formative assessment of mentors using aggregated and disaggregated data to foster continuous improvement.**

- How do we ensure that the online data system is secure and honors individual mentor/beginning teacher confidentiality?
- How can program leader provide sanctioned time for mentors to continually analyze their data of practice to guide mentor growth and improvement?
- How can the data related to mentor expectations serve as a tool to guide mentors and program leader in analyzing mentor practice?
- How do we use aggregated and disaggregated data to hold mentors accountable for effectiveness and results?
- How do we use aggregated data to recognize and share trends that support continuous improvement with the mentoring community?



**Program leader collaborates with appropriate school and district leaders to develop and implement a comprehensive onboarding program for beginning teachers.**

- What initial onboarding communication guidelines and resources can we generate to help school leaders ensure school expectations are understood and cultivate an informative, supportive, professional tone before the start of the school year?
- How do we collaborate with school leaders to ensure that district- and/or school-based orientations for beginning teachers address key components, including the district/site mission and vision, site logistics, administrator performance expectations, instructional support and collaboration, student achievement goals, and professional learning focus?
- How do we support school leaders, instructional leadership teams, and mentors to be proactive in addressing beginning teacher needs as informed by research in the first few months of school and throughout the year?
- What supports do mentors need to help their beginning teachers interpret and apply onboarding content in coaching sessions initially and throughout the year?



**Program leader designs and implements beginning teacher learning communities for professional learning, problem-solving, and collaborative inquiry.**

- When and how often are beginning teachers convened for collaboration with their peers to address issues of unique importance to novice teachers?
- What ongoing support activities help address beginning teachers' needs?
- How can beginning teacher learning communities provide opportunities for beginning teachers to share and analyze their instructionally focused data of practice and student learning?
- How are beginning teacher learning communities designed and facilitated?
- To what extent do beginning teacher learning communities foster emergent teacher leadership qualities among beginning teachers?

7.3

**Program leader provides professional learning within learning communities for beginning teachers that is guided by research, teaching and content standards, district instructional priorities, and the developmental needs of beginning teachers to advance quality instruction and the learning of every student.**

- What data of beginning teacher practice can we use to inform our planning and differentiate based on their varied needs? What local research do we have or could we conduct to better understand our beginning teachers' needs? What are the implications for our planning?
- How do we provide professional learning to beginning teachers to deepen their pedagogical content knowledge and knowledge of their students?
- How do we provide professional learning to beginning teachers with balanced emphasis on students' variabilities and their academic, social, and emotional growth?
- How can professional learning content align with the program's mission of meeting the diverse needs of every student and advance equitable, culturally responsive instruction?
- How do we integrate and coordinate local priorities for professional learning and align them with professional standards and district priorities?
- How do we ensure that there will be time in professional learning devoted to meeting needs expressed by beginning teachers?

7.4

**Program leader guides mentors to assist beginning teachers in applying new learning from beginning teacher professional learning and learning communities.**

- How do we ensure that mentors are aware of initial and ongoing beginning teacher professional learning and are able to link it to their 1:1 mentoring interactions and the mentoring tools and protocols used in the teaching-coaching cycle?
- In what ways do mentors employ formative assessment processes to support beginning teachers in applying new learning to their classroom practice?

7.5

**Program leader continually assesses the relevance and effectiveness of beginning teacher learning communities and professional learning to advance quality instruction and the learning of every student.**

- What qualitative and quantitative evidence can we use to assess the quality and effectiveness of the program's onboarding, learning communities, and professional learning for beginning teachers?
- In what ways do presenters and facilitators model best teaching practices that welcome and address diversity and learner variability and the developmental nature of teaching and engage participants in productive struggle and reflection to improve beginning teacher practice?
- What qualifications do we have for selecting facilitators of professional learning for beginning teachers?
- How do we support mentors and others to become effective facilitators of adult learning?
- What data sources could be collected for facilitators' reflection, formative feedback, and continuous improvement?



**Program leader ensures that the beginning teacher formative assessment system is research-based, instructionally focused, and comprised of high-leverage tools and processes that are grounded in content and teaching standards.**

- What is our criteria for selecting formative assessment tools and processes for mentors to use with beginning teachers? To what extent is our formative assessment system aligned with the program vision and mission and district instructional priorities?
- How do we ensure the selection and/or development of a quality formative assessment system that is grounded in rigorous content standards and professional teaching standards and promotes an optimal learning environment for every student?
- How does the formative assessment system prioritize research-based, high-leverage tools and processes that are most likely to impact teacher practice and improve learning outcomes for students?
- To what extent do formative assessment tools and protocols address the academic, social, and emotional aspects of learning and support beginning teachers to create optimal learning environments that support every student?
- How do we design a system of formative assessment that is comprehensive and instructionally rigorous, while allowing mentors the flexibility to be responsive to the unique needs and circumstances of beginning teachers?
- How do we create and maintain a formative assessment system that invites rigorous examination of practice while remaining strengths-based and user-friendly?
- What information do we need to gather from mentors, beginning teachers, and program leader to inform improvements to the formative assessment system?



**Program leader guides mentors in using high-leverage formative assessment tools with beginning teachers to gather data of practice and inform ongoing teaching-coaching cycles to improve instruction and the learning of every student.**

- How do we support mentors to contextualize their instructional mentoring support and select formative assessment tools that are based on the assessed needs of their beginning teacher?
- What research-based sources can support mentors to prioritize high-leverage tools and processes that are most likely to impact teacher practice and improve learning outcomes for students?
- To what extent are mentors capitalizing on entry points throughout the teaching-coaching cycle and beyond to co-analyze teacher data and student learning data in relation to rigorous content standards and/or professional teaching standards? What supports do mentors need to deepen these conversations?
- How do we ensure that mentor analysis of teacher observations and other formative data are calibrated and consistent among mentors and aligned to rigorous content standards and professional teaching standards?
- How do we help mentors gain the knowledge and skills to recognize when learning tasks are not aligned to the standards and use this as an entry point for growth in the teaching cycle?
- How do we help mentors reflect on formative evidence of teacher practice to identify strategic mentoring outcomes and inform their mentoring conversations with beginning teachers?



8.3

**Program leader ensures that mentors support beginning teachers to develop instructionally focused goals based on their context, content focus, formative data of practice, and developmental needs in alignment with district instructional priorities.**

- How do beginning teachers use evidence of teaching practice and local instructional priorities to determine professional goals?
  - How are beginning teachers' developmental needs and the academic, social, and emotional needs of their students taken into account when they create their professional goals and action plans?
  - How do mentors use beginning teachers' goals and action plans to inform and guide their mentoring?
- 



8.4

**Program leader ensures that mentors support beginning teachers to prioritize the school leader's evaluation focus in ongoing formative assessment and improvement efforts.**

- In what ways do we align the formative assessment system with the district's instructional priorities and practices for teacher performance evaluation?
- How can mentors and program leader work in partnership with beginning teachers and their school leaders to recognize the alignment between the formative assessment process and a teacher's summative evaluation while still respecting confidentiality?



**Program leader assists mentors to collaborate with beginning teachers to apply effective, research-based teaching practices and to create emotionally, intellectually, and physically safe learning environments that allow every student to engage in productive struggle with rigorous content.**

- How do we ensure that mentors have current, researched-based resources, knowledge, and skills to support beginning teachers in creating optimal learning environments characterized by positive, trusting relationships, supported risk-taking, productive struggle with rigorous content, healthy expression of emotions, and routines and procedures that support safe and engaged interactions?
- How do we ensure that mentors have the knowledge and skills to guide beginning teachers in developing formative and summative student assessments that deepen understanding of students' academic, social, and emotional skills and needs?
- In what ways does the program promote a mindset that every student can thrive when provided strength-based, emotionally, intellectually, and physically safe and inclusive learning environments?
- How does the program help mentors and beginning teachers articulate the inextricable connection between social and emotional growth and academic achievement?
- To what extent do mentors use formative assessment processes and tools to reflect on the social and emotional elements of learning and support beginning teachers to create optimal learning environments that support every student to engage in learning rigorous content?
- What formative assessment processes and tools will support mentors to continuously observe for and provide feedback to beginning teachers on conditions of social and emotional safety in their classrooms that optimize student learning?
- In what ways do mentors support beginning teachers to discover resilience within themselves and foster it in their students?



**Program leader ensures that mentors have the knowledge, skills, tools, and resources to help beginning teachers provide every student access to relevant and rigorous, standards-aligned lessons and curriculum.**

- How do we help mentors and beginning teachers understand grade-level content standards, standards-aligned curriculum, and their role in fostering equitable outcomes and respect for learner variabilities?
- What programmatic structures help mentors engage beginning teachers in teaching-coaching cycles that advance their ability to plan and deliver instruction aligned to rigorous, grade-level content standards?
- What strategies, resources, and mentoring stances can mentors develop and employ to help beginning teachers modify and scaffold curriculum that is not aligned to the standards?
- How do we help mentors advance a beginning teacher's own instructional voice and their ability to deliver standards-aligned curriculum that fosters learner agency, actionable feedback, and opportunities for self-directed learning?
- What additional support structures and resources do we offer to help mentors and beginning teachers deepen knowledge of grade-level content and expectations as determined by the standards?



9.3

**Program leader assists mentors to enhance the capacity of beginning teachers to plan and deliver standards-based instruction that is grounded in analysis of student learning and knowing students to ensure they are meeting the variable needs of every student.**

- How does our program deepen mentors' abilities to engage in teaching-coaching cycles with beginning teachers to analyze and interpret evidence of student learning and strategically plan and adjust instruction that is aligned to standards?
  - How do we support mentors to sanction time to collaborate with beginning teachers to analyze evidence of student learning and plan scaffolded instruction to meet the needs of every student?
  - How can research inform our program's expectations for analyzing evidence of student learning and using that analysis to plan differentiated instruction?
  - How can we help mentors and their beginning teachers to understand, expect, and welcome learner variability?
  - How do we structure alignments with other district- or school-based processes for analyzing evidence of student learning?
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9.4

**Program leader assists mentors to support instructional use of technology in the classroom to meet the diverse needs of every student.**

- How do we ensure that mentors and beginning teachers have equitable access to and are proficient with technology?
  - In what ways do mentors encourage teachers to use technology to scaffold instruction and/or provide varied learning pathways to meet the needs of every student?
  - In what ways do we appropriately use technology to support mentor and beginning teacher development and instructional practice?
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9.5

**Program leader assists mentors to support beginning teachers in collaborating with families, colleagues, instructional leadership teams, and the broader educational community to ensure the success of every student.**

- How do mentors and other program stakeholders support beginning teachers in becoming productive members of their school's professional learning community?
- How do mentors help beginning teachers develop collaborative relationships with colleagues, resource personnel, instructional leadership team members, and the broader educational community?
- In what ways do mentors help beginning teachers develop and maintain two-way partnerships with parents, families, and guardians?



**Program leader engages mentors in supporting and advocating for equitable and inclusive learning environments that embrace and build on students' ethnicity, race, gender, gender identity, sexual orientation, disability, giftedness, and socio-economic, cultural, academic, linguistic, and family backgrounds.**

- How does the program uphold and deepen our commitment to diversity, equity, and inclusion in our work with mentors, beginning teachers, school leaders, and the school community?
- How does the program support mentors to collaborate with beginning teachers to explore issues of diversity, equity, and inclusion?
- How do we utilize supports available within the district, school, or organizational partners to advance equitable, inclusive, and bias-free environments?
- If equitable access to the curriculum is not seen in a classroom, school, or district context, how will we address the issue?



**Program leader guides mentors to assist beginning teachers in using culturally responsive pedagogical practices to provide every student with equitable access to rigorous, grade-level content.**

- What opportunities do we provide for beginning teachers to explore issues of equity, diversity, and inclusion as they relate to standards-based, scaffolded instruction?
- How does the program help mentors and beginning teachers to understand and acknowledge historic inequities and embrace high expectations for every student?
- To what extent does the mentor professional learning system develop the mentor's knowledge, mindsets, and skills to recognize and address bias in beginning teachers' classrooms and school environments?
- In what ways do mentors work with beginning teachers to provide culturally responsive curriculum and instruction?
- How do we support mentors in developing their own repertoire of skills related to culturally responsive pedagogical practices?



**Program leader supports mentors and beginning teachers to gain proficiency in meeting the diverse needs of every student, including students with diagnosed and undiagnosed learning differences, and to uphold related laws.**

- How do we help mentors tap into local and national resources that can help beginning teachers more effectively serve students with diagnosed and undiagnosed learning differences?
- How do we ensure that mentors are knowledgeable about federal and state laws that enable specially designed instruction that meets the unique needs of a student who has a disability?



## ABOUT NEW TEACHER CENTER

New Teacher Center (NTC) is a national non-profit organization dedicated to ending educational inequities for all students by accelerating teacher and school leader effectiveness.

Founded by teachers in 1998, NTC builds capacity within districts and district partners to drive student learning, educator effectiveness, and teacher and leadership development. We do this by providing PreK-12 teachers and school leaders with evidence-based skills and supports needed to create optimal learning environments that accelerate students' academic and social emotional success.

NTC is improving the learning of over 2.6 million students, 35,000 teachers, and 7,500 mentors across the country. For more information, visit: <http://www.newteachercenter.org/>.



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