Identifying Needs for Induction Program Development

For each of these topics, provide two points of information 1) a ranking of one to ten on the highest need (1) to lowest need (10) for program improvement AND 2) specific suggestions on areas of support.

| **Induction Program Standards** | **Need Rank** | **Specific Needs** |
| --- | --- | --- |
| **1 Induction Program Leadership, Administration, and Support**  The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards. |  |  |
| **2 Program Goals and Design**  Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the district/school improvement plan and local concerns/context. |  |  |
| **3 Resources**  Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants. |  |  |
| **4 Site Administrator Roles and Responsibilities**  Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program. |  |  |
| **5 Mentor Selection and Assignment**  Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups. |  |  |
| **6 Mentor Professional Development**  Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor’s work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning. |  |  |
| **7 Development of Beginning Teacher Practice**  Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning. |  |  |
| **8 Formative Assessment**  Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement. |  |  |
| **9 Program Evaluation**  Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders. |  |  |