



Induction Support Provider Continuum

Standard 1: Engages, supports, and advances the professional learning of Participating Teachers

Element	Developing	Maturing	Exemplifying
Uses mentor coaching and reflective conversation skills to foster reflective thinking.	Learns mentoring language. Listens to understand. Engages the Participating Teacher in problem solving.	Uses mentoring language to facilitate reflective conversations. Applies instructive, collaborative, and facilitative mentoring as appropriate. Collaborates in problem solving and reflective thinking.	Moves fluidly among mentoring strategies. Promotes PT autonomy, reflective thinking, and self-directed learning.
Uses a variety of strategies and resources, including technology, to respond to PT and student needs.	Provides resources and materials as requested and makes suggestions. Uses technology as a resource and encourages PT to use technology.	Selects from a repertoire of strategies and resources. Engages PT in selection of strategies and resources that promote student achievement. Models and encourages use of technology for instruction.	Seeks and shares new knowledge of strategies and resources. Facilitates integration of those resources to influence practice, promote student achievement, and differentiate instruction. Facilitates the integration of technology for teaching and learning.
Uses data to engage Participating Teachers in examining and improving practice.	Uses observation tools and analysis of FACT artifacts to guide IIP writing and revision.	Uses observation tools and analysis of FACT artifacts to guide PT in problem-solving and decision making to meet short and long term instructional goals.	Integrates multiple methods of observation, data collection, and analysis to guide opportunities for improvement of practice.
Facilitates collaborative inquiry.	Models inquiry and reflection process (PTRA cycle)	Collaborates with PT in using the PTRA cycle to reflect upon and improve teaching practices.	Fosters PT's ability to lead reflective inquiries of practice.



Induction Support Provider Continuum
Standard 2: Creates and maintains collaborative and professional partnerships to support teacher growth

Element	Developing	Maturing	Exemplifying
Creates an environment of caring, trust and honesty.	Builds a positive relationship, listens actively, maintains confidentiality, and honors commitments.	Builds and maintains an effective collaborative relationship and engages PT in reflective conversations which identify challenges.	Fosters a strong trusting relationship built on caring and honesty that encourages a PT's willingness to take responsible risks for professional growth.
Uses coaching time effectively, employing procedures that support PT growth.	Respects PT time, meets individual needs, and completes program requirements.	Balances and prioritizes program and PT needs.	Schedules coaching and observations to meet PT needs, facilitate instruction and enables completion of program activities integrated with curricular pacing within program due dates.
Promotes development of professional responsibility and collaboration with families and broader school community.	Links PT to people and resources on site and within district. Builds partnerships with families, within the school, and in the community.	Supports PT in working collaboratively with families, site staff, and community members. Develops PT leadership skills and active contribution to the learning community.	Engages PT in applying leadership skills and using a range of strategies for effective interaction within and across families, site and community groups.



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Standard 3: Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards

Element	Developing	Maturing	Exemplifying
Utilizes knowledge of pedagogy, content standards, and instructional strategies to advance teacher and student learning.	Uses knowledge of pedagogy, content standards, and instructional strategies to help PT build a repertoire of skills and strategies to improve classroom practice and student mastery of targeted standards.	Expands own skills. Analyzes needs of PT and selects strategies to improve practice and student mastery of standards.	Collaborates with PT to evaluate PT skill level, student needs, and school context and to then seek or adapt appropriate strategies pedagogical skills and instructional strategies to foster student growth and mastery of content standards and curriculum.
Uses knowledge of California Standards for the Teaching Profession (CSTP) to advance teacher and student development.	Develops knowledge of CSTP and recognizes them in PT's teaching and student engagement.	Uses CSTP and levels of practice to identify teacher level of practice and to foster professional growth that promotes student achievement.	Guides PT independent understanding and application of CSTP and levels of practice to foster professional growth resulting in increased student achievement.
Uses knowledge of equity principles to deepen PT application of standards.	Promotes PT understanding, valuing, and building upon student cultures, knowledge, language, and experiences. Uses data to guide PT awareness of achievement gaps for groups of students.	Guides PT to assess how their own experiences, culture, language and racial identity impact their teacher and student learning. Uses data to guide PT in examining factors affecting student access to content. Supports PT in implementing strategies to improve student access to content.	Guides PT in analysis of personal and student perspectives affecting teaching and learning. Facilitates PT examination of curriculum for inequities and to integrate strategies to support access to the curriculum for all students.

Induction Support Provider Continuum
Standard 4: Utilizes assessments to promote teacher learning and development

Element	Developing	Maturing	Exemplifying
Plans and organizes for implementation of formative assessments to advance classroom practice.	Follows guidelines for implementing FACT. Occasionally uses formative assessment of PT practice as basis for coaching discussions.	Plans for integration of formative assessments of PT practice in ways that are appropriate to meet PT's needs. Supports PT in accessing professional development resources to meet long-term professional development goals.	Integrates CSTP, content standards and Induction Standards into formative assessments. Meets PT needs by embedding formative assessments of practice into coaching conversations.
Develops Participating Teacher's (PT's) abilities to self-assess based on evidence, to set professional goals, and to monitor progress.	Uses formative assessments to focus conversations with PT. Guides PT to develop professional learning goals and assess progress based on collaborative analysis of formative assessments and skill level on CSTP DOP.	Expands skills, knowledge, and use of formative assessments to guide PT to reflect and analyze progress in CSTP then to set short-term action steps toward achieving PT's professional growth goal.	Supports PT in ongoing self-assessment process. Develops PT understanding of formative assessment tools and selection and uses to guide self-assessment. Establishes self-assessment processes as a habit of professional practice.



Induction Support Provider Continuum

Standard 5: Develops as a professional leader to advance mentoring and the profession

Element	Developing	Maturing	Exemplifying
Reflects on mentoring practice and program.	Reflects upon and analyzes own professional practice and welcomes constructive feedback. Collaborates with other Support Providers in analyzing PT feedback to make program improvements.	Elicits feedback from colleagues. Collaboratively reflects upon mentoring practice and program elements to make ongoing improvements.	Actively seeks and provides constructive feedback. Uses multiple sources of feedback routinely to analyze impact of mentoring practice and induction program with fellow Support Providers. Leads collective actions to extend professional practice.
Engages in a cycle of continuous professional improvement by establishing professional goals and pursuing professional development.	Uses Support Provider Standards to self assess and reflect on strengths and areas for growth, set professional growth goals, and participates in professional development activities as part of the induction program requirements.	Sets short and long-term professional growth goals based on self-assessments aligned with Support Provider Standards. Seeks out and participates in professional development within and outside of the induction program.	Uses and models research based mentoring practices. Acts as a mentor to other Support Providers and teacher leaders.
Works with colleagues, administrators and school communities to advance the teaching profession.	Builds a network of professional contacts and collaborates with colleagues and administrators. Advocates for working conditions that promote teacher success. Understands policies and procedures of the school community context.	Communicates, problem solves, and advocates to build effective working relationships between colleagues, administrators, parents and other partners. Uses knowledge of policies and procedures to foster collaboration, inquiry and reflection on practice.	Collaborates with others to initiate innovative practices that support the professionalization of teaching. Advocates for equitable professional opportunities and a diverse teaching population.