



Specialized Service Provider

(School Counselor)

Induction Program Handbook

2018-2019

Purpose of Induction

The induction program is intended to support teachers and specialized service providers in their first three years of teaching to become successful educators. In the state of Colorado, providers with an initial license must complete an approved induction program in order to apply for a professional license (Code of Colorado Regulations 1-CCR 301-37). NW BOCES is the approved Specialized Services Provider induction program for providers working in East Grand, Hayden, North Park, South Routt, Steamboat Springs and West Grand School Districts.

Goals

The goal of the NW Colorado BOCES induction program is to increase access to effective teachers and service providers for all students in the NW BOCES region, supporting the NW BOCES mission: "Through the cooperative efforts and services of NW BOCES, school districts will improve student achievement and maximize resources." The induction program will accomplish this goal by:

1. providing the types of supports for teachers and special service providers that have been proven to increase retention including:
 - a. content on the best practices that are most critical to success in the first 3 years in the profession
 - b. a professional network that includes both veteran colleagues and other new providers, locally and regionally
2. designing and continually refining a program that meets the indicators from the state of Colorado for a high-quality induction program
3. facilitating activities that help new professionals to reflect, apply learning, and make continuous progress on a journey toward masterful teaching

Sources of Support

One of the primary objectives of the induction program is helping new service providers develop a network of support and the skills they need to continue to identify and seek out a supportive community throughout their career. Inductees are encouraged to access support through:

- district staff
- principals
- assigned mentors
- BOCES coaches
- informal mentors
- SEED facilitator
- regional cohort of new teachers
- CDE resources
- Special Education Director
- Peer SSP
- induction module content

BOCES staff and assigned mentors can and should be the go-to source of support for any questions or if inductees are having trouble identifying where to go for help.

Mentoring

Mentors are experienced special service providers (school counselors) whose job is to guide inductees as they navigate their first years as a school-based professional. A mentor's job is to help and support a new professional in providing the information they need to be successful or leading them to where they can find this information. Having the support of a strong mentor is critical to helping create and retain high-quality service providers.

Mentor Selection

NW BOCES is tasked with identifying mentors who will be most supportive to new service providers. In general, a mentor should be an accomplished and experienced service provider who understands the context in which the new provider is working (grade level, school, content area, etc.) and what they may need to be successful in that context.

Support for Mentors

NW BOCES staff will provide support for mentors in two ways:

- 1) There will be at least one session at COLLAB targeted at mentors on the topic of supporting new teachers and special service providers.
- 2) Each quarter, BOCES staff will host a regional webinar on an important topic in coaching and mentoring. These webinars are not required by the BOCES induction program, but districts may choose to require them for their mentors.

Mentoring Requirements

Mentors and inductees are required to meet monthly (or more frequently) during a provider's first year. The new special service provider should continue to have support from a mentor through at least their third year of in the profession, even though this is not a requirement before an induction certificate is issued.

During monthly meetings, mentors should provide support for their mentees by identifying which items in the mentor conversation checklist will be most helpful to the inductee at that time, and discussing any other topics that the mentor or mentee has identified as questions, concerns, or important issues. These topics may be related to school policies, procedures, culture, or events, problem-solving, lesson planning, classroom management, parent relationships, or anything else that will ensure a new special service provider feels supported and successful. The mentor conversation checklist contains the minimum requirements for these conversations, and mentors and mentees are expected to go beyond this list.

Induction Program Requirements

In order to be recommended for a professional license, inductees must successfully complete the program requirements, which include:

- Meet with assigned mentor (monthly or more frequently)
- The specialized service provider (school counselor) must develop, implement and complete a project/program specifically related to their school counselor position, school and/or district. The project will be based upon the Quality Standards from the Rubric for Evaluating Colorado's Specialized Service Professionals: School Counselors. The project must have pre-approval by the Executive Director of the Northwest BOCES and school principal. Upon completion of the project a written description and reflection will be shared with the NW BOCES Executive Director and mentor and principal if desired.
- Attendance at the Counselor Professional Learning Community 1-2 times per year and Job Alike Session at COLLAB.
- Successful participation and completion of a self selected professional learning opportunity based on need and interest and pre-approved by the NW BOCES Executive Director. This could be an online course, university or college course, a NW BOCES professional learning opportunity (book study, workshop, TLC or any other type offered), CDE workshop/training, or learning opportunities provided by your professional organization.

Project/Program: A school counselor induction candidate will research, develop and implement a specific project or program based on identified school or student needs. This project and/or program must meet the following criteria and receive prior approval from their principal and the NW BOCES Executive Director:

Criteria:

- *Based upon the Quality Standards for School Counselors (indicated below)
- *Includes best practices
- *Includes research
- *Is applicable and supports their current position and work in their school and/or district
- *based on an identified school or student need

Quality Standards for Specialized Service Professionals: School Counselors

Quality Standard 1: School Counselors demonstrate mastery and expertise in the domain for which they are responsible.

Quality Standard 2: School Counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population.

Quality Standard 3: School Counselors plan, deliver and/or monitor services and/or specially designed and/or create environments that facilitate learning for their students.

Quality Standard 4: School reflect on their practice.

Quality Standard 5: School counselors demonstrate collaboration, advocacy and leadership.

Guiding questions to reflect upon and respond to upon completion of the project. The description and reflection of the project is due to the Executive Director at the end of the Induction program. The document may also be shared with the mentor and school principal.

1. Why have you chosen this particular project or program to implement in your school?
2. Describe the data you used to determine how this project or program will fulfill a need in your school.
3. Discuss the process and strategies you utilized to communicate to key stakeholders this project/program.
4. Discuss the process and strategies you utilized to implement the project/program.
5. Describe your timeline in this implementation.
6. Share specific examples of the positive effects your project/program had on the school overall?
7. Explain how this project/program enhanced the student learning environment?
8. Describe your favorite part of the project/program in its creation and implementation? Least favorite?
9. Sustainability over time is a key component to any successful project or program implemented in a school. How do you plan to maintain this sustainability?

Appendix 2: State Induction Requirements

The State of Colorado has identified several requirements and best practices for a state-approved induction program. These requirements are shared between the BOCES and district staff. The chart below details where these responsibilities lie.

CDE Requirement bold items are explicitly stated in statute	NW BOCES	District	Inductee
Policies and Procedures			
Identify induction needs	x		
Provide time for inductees to collaborate with other educators	x	x	
Provide time for inductees to meet with mentors	x	x	
Create policies for training and releasing mentors who will work with new teachers	x	x	
Create a process for determining the completion of the induction program	x		
Content			
Deliver and support inductees with content that includes:			
Ongoing embedded PD	x		
Information related to the Colorado Academic Standards	x		
Information related to the Teacher Quality Standards including “educator standards that reflect the established profiles of a successful educator at various stages of their career”	x		
Information related to school and district policies and procedures		x	
Information about district and school goals & UIP		x	
Understanding of educator moral and ethical roles and responsibilities	x		
Information about local district and school educational resources		x	
Introduction to data driven decisions or data team process	x (general info)	x (local info)	
Detailed information regarding the educator effectiveness evaluation system	x (general info)	x (local info)	
Mentoring			

Rigorous selection of mentors to ensure high-quality induction and mentoring of inductees	x		
Identify mentors who are experienced professionals and consistently model the quality standards	x		
A principal or supervisor recommends teachers to be mentors including evidence of successful teaching and learning	x		
Mentors work well with adults and are sensitive to the viewpoint of others	x		
Mentors are active and open learners and competent in interpersonal and public relations	x		
The mentor's style is not in conflict with that of the inductees	x		
Mentor Development - Provide ongoing PD for mentors that includes: <ul style="list-style-type: none"> information on the educator induction program and process CAS and teacher quality standards the primary role of mentors how to provide training/professional learning to adult learners how to provide substantive feedback to inductees about their practice educator standards that reflect the established profiles of a successful educator at various stages of their career detailed information regarding the educator effectiveness evaluation model 	x		
Mentor Responsibilities - Ensure that: <ul style="list-style-type: none"> mentor assignments are closely matched to inductees mentors are located in close proximity mentor provides substantive feedback to inductees planned time is consistently used to improve inductees success as a new educator provide documentation and evidence of support of inductee 	x		
Program Evaluation			
Evaluate program impact: <ul style="list-style-type: none"> Complete a self-evaluation of the program every 5 years Establish an assessment model to review, evaluate, and guide the induction program Collect feedback on program quality from mentors, inductees, and school leaders Evaluation of inductees includes documentation of growth and performance in relation to inductee assignment Ensure the induction program is on a continuous cycle of improvement Analyze and submit induction program data to CDE for review and renewal of induction status Revise and update induction provider plan as needed, based on CDE's review of self-assessment and data provided 	x		

Inductee _____

Mentor _____

Appendix 3: Mentor/Inductee Conversation Checklist

The following topics are suggested topics to be covered in monthly meetings with mentors, and both the mentor and mentee should sign off when this has been completed. These are suggested topics and any other topics that are of importance, interest, or concern to the school or the mentee should be addressed as well. Mentors and mentees should review the complete list and determine which topics would be most helpful to the mentee and when it is most helpful time to provide the information.

Topic	Date	Inductee Initials	Mentor Initials
Building orientation			
Introductions to building personnel - administration, office staff, nurse, counselor, grade level teachers and specialists, custodial staff, kitchen staff			
Building committees - orient new staff of what committees are within the building and what the purpose of each is			
RTI, MTSS, and/or other data team requirements and processes			
Special Education responsibilities (assessment, paperwork, and meetings required)			
Professional responsibilities (including confidentiality, ethics, and appropriate conduct)			
Policies for student injuries including any necessary forms			
Student code of conduct			
Teacher absences and substitutes, including sick leave and personal days			
Procedures and policies for field trips and out of school activities			
Any other local policies necessary for new staff (culture and climate of the school)			
Technology information (passwords, login information, data warehouses, internal assessments, tech support)			
How to fill out forms used in the district and building (material requests, supplies, other local forms new teachers may not be familiar with)			
Mandatory reporting processes within the building and district			
Staff dress code			

Record-keeping (attendance and grades) procedures and policies			
Where to get answers about salary and benefit questions			
Processes and best practices for parent-teacher conferences			
The use of RANDA for evaluation and how to develop goals and self-assessment at the beginning of the year			
Local processes and timelines for evaluation			
Classroom management/building level expectations			
Grade level standards (horizontal and vertical articulation)			
Assessment (local, district, state) processes and timelines			
End of year checkout procedures			
Additional topics discussed.....			



Appendix 4: Induction Program Completion Verification

The induction candidate listed has met the following requirements (the party indicated should initial and date next to each x to indicate completion):

	Principal	Mentor	BOCES	Inductee
Completion of mentor/mentee conversation checklist items		x		x
Monthly (or more frequent) meetings with mentor		x		x
Completion of the School Project and Reflection Questions			x	x
100% attendance at the Counselor Professional Learning Community			x	x
Successful Participation and Completion of Self Selected Professional Learning Opportunity (Reflection Essay)			x	x

Signatures

_____ (name) is recommended for an induction completion certificate and eligibility for professional licensure. ***This document is not valid for professional licensure. A certificate issued by NW BOCES is required for professional license application.**

Principal/Special Education Director

Mentor

Induction Candidate

NW BOCES Executive Director

Date: _____

For NW BOCES Office use only

Date induction certificate issued: _____