

TEACHER AND ADMINISTRATOR INDUCTION PROGRAMS

Prepared for California County Superintendents
Educational Services Association

August 2015



In the following report, Hanover Research describes key aspects of teacher and administrator induction programs in five states: Illinois, New Jersey, New York, North Carolina, and Ohio. In particular, this report examines program length, participation requirements, and components.



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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In the following report, Hanover Research describes teacher and administrator induction programs in five states of interest to the California County Superintendents Educational Services Association: Illinois, New Jersey, New York, North Carolina, and Ohio. Although state education agencies (SEAs) often highlight the value of providing teachers and administrators with post-hire professional development and mentoring programs, induction program requirements vary. To identify common themes and programmatic elements across states, Hanover Research investigated a range of publicly-available information, such as state laws, state certification requirements, and SEA best practice recommendations. As Hanover Research provides neither legal advice nor legal interpretation, this report either describes induction program guidelines in broad terms or presents legal language verbatim.

This report consists of two sections, addressing requirements and components of teacher induction programs and administrator induction programs in Sections I and II, respectively. We present the key findings of our research as follows.

KEY FINDINGS

TEACHER INDUCTION

- **All five states examined in this report mandate teacher induction.** However, New York, North Carolina, and Ohio waive induction requirements for teachers with prior experience or other relevant qualifications. Meanwhile, in Illinois, teacher induction remains contingent on annual state appropriations.
- **Teacher induction programs range from one to four years in length.** Teacher induction lasts: one year in New Jersey and New York; at least two years in Illinois; three years in North Carolina; and four years in Ohio.
- **Mentorship forms a common component of teacher induction programs.** All five states require new teachers to receive mentoring support. However, mentors typically have no role in formal, summative teacher evaluations.
- **All five states encourage districts to self-evaluate teacher induction programs, and most states require districts to report relevant data to the SEA.** For example, data reporting requirements may relate to program implementation, participation rates, and outcomes. Illinois contracts with an independent evaluator to assess new induction programs on a regular basis.

ADMINISTRATOR INDUCTION

- **Four of the five states examined in this report require administrator induction.** However, administrator induction in Illinois remains contingent on annual state appropriations, and Ohio only requires administrator induction in the case of alternative certification. Though required, administrator induction in Illinois, New Jersey, and New York may be waived based on previous experience and/or other qualifications. Of the five states, only North Carolina appears to lack a mandatory administrator induction program.
- **The length of administrator induction programs ranges from one to four years.** Administrator induction lasts: one to two years, depending on an administrator's role, in Illinois and New Jersey; one year in New York; and three to four years, depending on an administrator's role, in Ohio.
- **Administrator induction programs typically include mentorships.** All four states mandating administrator induction require that new administrators receive mentoring support. Only New Jersey specifically requires mentors to formally evaluate mentees. The role of mentors in new administrators' evaluations in the other four states remains unclear.

SECTION I: TEACHER INDUCTION PROGRAMS

ILLINOIS

PARTICIPATION REQUIREMENTS

Illinois state law requires that new teachers participate in induction and mentoring programs; however, this requirement is contingent on annual appropriations of state funding. Statute 105 ILCS 5/21A-10, for example, states:¹

During the 2003-2004 school year, each public school or 2 or more public schools acting jointly shall develop, in conjunction with its exclusive representative or their exclusive representatives, if any, a new teacher induction and mentoring program that meets the requirements set forth in Section 21A-20 of this Code to assist new teachers in developing the skills and strategies necessary for instructional excellence, provided that funding is made available by the State Board of Education from an appropriation made for this purpose.

A new teacher is defined as a holder of an initial teaching certificate who is employed by a public school and who has not previously participated in an induction and mentoring program required by 105 ILCS 5/21-A.² Hanover Research did not find evidence suggesting that a new teacher fitting the above description could waive participation in induction and mentoring programs for any reason.

LENGTH

According to 105 ILCS 5/21A-20, new teachers must be assigned mentors for a period of at least two school years. The administrative code does not appear to specify the length of other program components.³

COMPONENTS

New teacher induction and mentoring program plans must:⁴

- Assign a mentor teacher to each new teacher for a period of at least 2 school years.
- Align with the Illinois Professional Teaching Standards, content area standards, and applicable local school improvement and professional development plans, if any.
- Address all of the following elements and how they will be provided:

¹ 105 ILCS 5/21A-10, "Development of program required."
<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+21A&ActID=1005&ChapterID=17&SeqStart=143900000&SeqEnd=144700000>

² 105 ILCS 5/21A-5, "Definitions in this article."
<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+21A&ActID=1005&ChapterID=17&SeqStart=143900000&SeqEnd=144700000>

³ 105 ILCS 5/21A-20, "Program Requirements."
<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+21A&ActID=1005&ChapterID=17&SeqStart=143900000&SeqEnd=144700000>

⁴ Content taken with minor edits from Ibid.

- Mentoring and support of the new teacher
- Professional development specifically designed to ensure the growth of the new teacher’s knowledge and skills
- Formative assessment designed to ensure feedback and reflection, which must not be used in any evaluation of the new teacher
- Describe the role of mentor teachers, the criteria and process for their selection, and how they will be trained, provided that each mentor teacher shall demonstrate the best practices in teaching his or her respective field of practice. A mentor teacher may not directly or indirectly participate in the evaluation of a new teacher pursuant to Article 24A of this Code or the evaluation procedure of the public school.

The Illinois State Board of Education (ISBE) provides further details regarding the above components of new teacher induction and mentoring programs, as every new teacher induction and mentoring program that receives state funds must meet a number of additional ISBE requirements. All state-funded programs, for example, must incorporate the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs.⁵ Figure 1.1 displays these standards and a selection of corresponding criteria. A full list of criteria required for each standard appears in the original ISBE documentation.⁶

Figure 1.1: Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs⁷

STANDARD	DESCRIPTION	SAMPLE CRITERION
<p>Induction Program Leadership, Administration, and Support</p>	<p>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.</p>	<ul style="list-style-type: none"> ■ Responsibilities for program planning, operation and oversight are clearly defined and program leadership is designated. ■ Program leadership uses data to facilitate on-going program planning, implementation, evaluation and improvement.
<p>Program Goals and Design</p>	<p>Local program design is focused on beginning teacher development, support and 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.</p>	<ul style="list-style-type: none"> ■ The program design includes learning outcomes for participants that recognize the continuum of teacher development and a focus on student learning, with clearly defined participant expectations for program completion.

⁵ “Title 23 Part 65: New Teacher Induction and Mentoring.” Illinois State Board of Education, p. 7. <http://www.isbe.state.il.us/rules/archive/pdfs/65ark.pdf>

⁶ “Introduction and Purpose for the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs.” Illinois State Board of Education, December 5, 2008. http://www.isbe.state.il.us/licensure/pdf/induction_mentoring_stds.pdf

⁷ Content taken verbatim from Ibid., pp. 3-11.

STANDARD	DESCRIPTION	SAMPLE CRITERION
Resources	Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.	<ul style="list-style-type: none"> ■ The program leadership provides fiscal reports documenting allocation of resources as necessary for accountability and on-going program improvement.
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.	<ul style="list-style-type: none"> ■ Site administrators facilitate the inclusion of beginning teachers in the learning community and promote the commitment of all staff to supporting beginning teachers.
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.	<ul style="list-style-type: none"> ■ Beginning teachers and their mentors are matched according to relevant factors, including certification, experience, current assignments and/or proximity of location.
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.	<ul style="list-style-type: none"> ■ Mentors engage in self-assessment and reflect on their own development as teachers and mentors. ■ The mentor learning community meets for regularly scheduled professional development and fulfills a number of purposes to deepen mentoring skills and advance induction practices.
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.	<ul style="list-style-type: none"> ■ Beginning teachers have regularly scheduled learning opportunities, starting with an orientation to the induction program, including an orientation to the community, prior to or at the beginning of the school year and continuing throughout the school year.
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.	<ul style="list-style-type: none"> ■ Formative assessment information is used to determine the scope, focus, and content of professional development activities that are the basis of the beginning teacher’s initial self-assessment and development of an individual learning plan.
Program Evaluation	Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.	<ul style="list-style-type: none"> ■ Regular collection and reflection of feedback about program implementation, quality, and effectiveness from all participants is done using formal and informal measures.

Source: ISBE

To aid educators in meeting these standards, ISBE publishes a guidance document describing the continuum of teacher induction programs. This document details how each of the program standards and corresponding criteria can be categorized along four levels of program implementation: Establishing, Applying, Integrating, and Systematizing. Figure 1.2 demonstrates the continuum for mentor professional development criteria.

Figure 1.2: Continuum of Mentor Professional Development Criteria

CRITERIA			
Program leadership, program partners, and all stakeholders collaborate to provide ongoing professional development for mentors to advance induction practice and promote beginning teacher development.			
Establishing	Applying	Integrating	Systematizing
<p>Program leadership is aware of the need for mentors to have additional professional development beyond foundational training. Mentors learn of important topics/issues to discuss with beginning teachers via District correspondence.</p>	<p>Program leadership informs mentors of professional development opportunities that may enhance their mentoring practice and/ or teaching. Mentors take initiative to obtain relevant professional development.</p>	<p>Program leadership meets with district/site administrators to select and/or design ongoing professional development for mentors. Sanctioned time is provided for mentors to attend professional development.</p>	<p>Program leadership, district/site administrators, and induction and mentoring teams collaborate in a systemic effort to ensure regularly-scheduled professional development for mentors that supports district instructional initiatives, anticipates/ responds to mentor needs, and builds on foundational training to deepen mentor skills and advance induction practices to promote beginning teacher development.</p>

Source: ISBE⁸

The Illinois New Teacher Collaborative also maintains a comprehensive web-based manual for teacher induction programs funded by ISBE. This manual reviews each of the nine Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, explains how readers can apply the standards to new induction programs, and provides readers with additional resources that can be used to meet each standard.⁹

MENTORSHIPS

According to 105 ILCS 5/21A-20, mentors must be assigned to new teachers for a period of two years, and program providers must describe “the role of mentor teachers, the criteria and process for their selection, and how they will be trained, provided that each mentor teacher shall demonstrate the best practices in teaching his or her respective field of practice.”¹⁰ Further substantiating this legal requirement, Standards 5 and 6 of the ISBE

⁸ Content taken verbatim from “Illinois Induction Program Continuum.” Illinois State Board of Education, February 2010. p. 29. http://www.isbe.state.il.us/licensure/pdf/induction_mentoring_continuum.pdf

⁹ “Illinois Induction Guide: Introduction to the Startup Guide.” Illinois New Teacher Collaborative and the Illinois State Board of Education. <http://intc.education.illinois.edu/guide/startup/>

¹⁰ 105 ILCS 5/21A-20, “Program Requirements,” Op. cit.

Standards of Quality and Effectiveness for Beginning Teacher Induction Programs describe the specific mentorship criteria that state-funded programs must meet.

The ISBE criteria for mentor selection and assignment are as follows:¹¹

- Mentor selection and assignment is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Programs are guided by clear selection criteria that represent a commitment to mentors:
 - Demonstrating evidence of effective teaching practice, including demonstration of content knowledge for the appropriate student-age level span
 - Having strong intra-and interpersonal skills, including self-reflection of practice and responsiveness to needs of beginning teachers
 - Exhibiting knowledge of pedagogy, context, and the diverse learning needs of both beginning teachers and their students.
- Beginning teachers and their mentors are matched according to relevant factors, including certification, experience, current assignments and/or proximity of location.
- The program has defined a process to address changes or necessary adjustments in the mentor/beginning teacher matches.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

The ISBE criteria for mentor professional development are as follows:¹²

- Mentor professional development is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Mentors participate in foundational mentor training, as detailed in Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Mentors participate in an ongoing professional learning community that supports their reflective practice and their use of mentoring tools, protocols, and formative assessment, as well as relevant district tools and standards.
- The mentor learning community meets for regularly scheduled professional development and fulfills a number of purposes to deepen mentoring skills and advance induction practices.
- Mentors engage in self-assessment and reflect on their own development as teachers and mentors.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.

Overall, the new teacher must receive at least 30 hours of face-to-face contact with his or her mentor in the first year of the program. The remaining hours of contact may occur over

¹¹ Content taken verbatim from "Introduction and Purpose for the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs," Op. cit., p. 7.

¹² Content taken verbatim from Ibid., p. 8.

telephone, video, or web-based applications. In the second year of the program, the new teacher must receive at least 30 hours of mentor contact, 20 hours of which must be face-to-face.¹³

PROFESSIONAL DEVELOPMENT

New teacher induction programs funded by the state must develop a plan to provide teachers with professional development. Professional development opportunities required by ISBE include timely orientation, development of a professional learning plan, formative assessments, quarterly plans for incorporating “issues of pedagogy, classroom management and content knowledge into professional development,” and classroom observations.¹⁴

OVERSIGHT

New teacher induction does not appear to be tied directly to new teacher certification or hiring decisions in Illinois.¹⁵ In addition, statute 105 ILCS 5/21A-20 mandates that mentors may not “directly or indirectly” participate in the evaluation of a new teacher,¹⁶ and ISBE likewise indicates that formative assessments completed during induction should not be used for formal teacher evaluation or employment decisions.¹⁷

However, induction programs must receive external evaluations. Statute 105 ILCS 5/21A-30 mandates that ISBE and the State Teacher Certification Board contract with an independent party to conduct an evaluation of all new teacher and induction programs every three years. The results of each evaluation must be presented to the Illinois General Assembly.¹⁸

Similarly, the ISBE Standards of Quality and Effectiveness for Beginning Teacher Induction Programs require that all state-funded programs operate a “comprehensive, ongoing system of program development and evaluation” that involves all program participants and other stakeholders.¹⁹ Specifically, program administrators must use formal and informal measures to ensure program improvement, analyze multiple sources of data, share data with stakeholders, encourage an environment of mentor accountability, and participate in all external reviews and statewide data collection designed to improve program effectiveness and quality.²⁰

¹³ “Title 23 Part 65: New Teacher Induction and Mentoring,” Op. cit., p. 8.

¹⁴ Ibid, pp. 13-14.

¹⁵ “Educator Licensure.” Illinois State Board of Education. <http://www.isbe.net/licensure/requirements/toc.htm>

¹⁶ 105 ILCS 5/21A-20, “Program Requirements,” Op. cit.

¹⁷ “Title 23 Part 65: New Teacher Induction and Mentoring,” Op. cit., pp. 23-24.

¹⁸ 105 ILCS 5/21A-30, “Evaluation of Programs.”

<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+21A&ActID=1005&ChapterID=17&SeqStart=143900000&SeqEnd=144700000>

¹⁹ “Title 23 Part 65: New Teacher Induction and Mentoring,” Op. cit., p. 24.

²⁰ Ibid.

NEW JERSEY

PARTICIPATION REQUIREMENTS

New Jersey state law requires that new teachers holding a Certificate of Eligibility (CE) or a Certificate of Eligibility with Advanced Standing (CEAS) participate in new teacher induction and mentoring programs known as provisional teacher programs (PTP).²¹ The New Jersey Department of Education (NJDOE) describes the CE and CEAS as follows:²²

- The Certificate of Eligibility (CE) is a credential with lifetime validity issued to an individual who has NOT completed a teacher preparation program, but who has met the basic requirements for certification including academic study and applicable test requirements. The CE authorizes an individual to seek and accept employment in NJ public schools requiring certification.
- The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who HAS completed a teacher preparation program and has met the basic requirements for certification including academic study and applicable test requirements. The CEAS authorizes an individual to seek and accept employment in NJ public schools requiring certification. The CEAS is issued to an individual who does NOT hold a NJ Standard certificate or has NOT completed one year of full-time teaching under a valid out-of-state instructional certificate.

Districts hiring CE or CEAS teachers full-time must apply for provisional certificates on their behalf. Provisional certificates legalize instructional employment and require that teachers participate in PTP.²³ Hanover Research did not find evidence suggesting that new teachers holding a CE or CEAS could waive participation in PTP for any reason.

LENGTH

New Jersey state law requires districts to provide new teachers holding a CE or CEAS with induction support during the first year of employment.²⁴

COMPONENTS

N.J.A.C. 6A:9B-8.4 describes the goal of the PTP as follows:²⁵

The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the CCCS to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in the performance of their duties and adjustment to the challenges of teaching.

²¹ N.J.A.C. 6A:9B-8.3, "Requirements for Provisional Teacher Program."
<http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>

²² Content taken verbatim from "Certification and Induction: Teachers." State of New Jersey Department of Education. <http://www.state.nj.us/education/educators/license/teacher/>

²⁵ Ibid.

²⁵ Ibid.

²⁵ Ibid.

To reach this goal, teachers participating in PTP must receive comprehensive professional development as well as mentoring support.

PROFESSIONAL DEVELOPMENT

Teachers participating in PTP are required by New Jersey state law to receive professional development support. Professional development support must include comprehensive induction to district policies and procedures, such as district curricula and evaluation rubrics. Professional development support also must include individualized activities aligned with the New Jersey Professional Standards for Teachers and the New Jersey Professional Development Standards. Furthermore, districts tailor professional development to address new teachers' specific backgrounds and needs, including:²⁶

- The non-tenured teachers' degree of preparation and experience;
- The non-tenured teacher's professional development plan developed within 30 instructional days of the beginning of the teaching assignment;
- Areas of focus within the district mentoring plan; and
- Goals within the professional development plans of the district and school.

Hanover Research did not find evidence suggesting that PTP participants must spend a certain number of contact hours with their mentors each year.

MENTORING

In addition to the professional development described above, teachers participating in PTP are required to participate in a one-to-one mentoring program. The role of the mentor is to provide the new teacher with confidential guidance, as well as observation and feedback opportunities during the school year.

Mentoring must include planned, in-person contact time. Teachers holding a CE must meet at least once per week during the first eight weeks of the teaching assignment, whereas teachers holding a CEAS must meet at least once per week during the first four weeks of the teaching assignment. For accountability purposes, contact time between a mentor and a mentee must be formally recorded in a log and submitted to the chief school administrator.²⁷

To be selected as a mentor, teachers must meet the following requirements:²⁸

- Holds a teacher certification and, when possible, is certified in the subject area in which the novice provisional teacher is working;
- Has at least three years of experience and has taught full-time for at least two years within the last five years;

²⁶ Content adapted from Ibid.

²⁷ N.J.A.C. 6A:9B-8.4, "Requirements for district mentoring program," Op. cit.

²⁸ Content taken verbatim from Ibid.

- Does not serve as the mentee’s direct supervisor nor conduct evaluations of teachers;
- Demonstrates a record of success in the classroom. Beginning in the 2014-2015 school year, all mentor teacher applicants shall have received a summative rating of effective or highly effective on the most recent summative evaluation. If a mentor teacher applicant has not yet received a summative evaluation rating for school year 2012-2013 by the start of the 2014-2015 school year, then the mentor applicant shall have demonstrated a record of success in the classroom as measured by a rating of effective or highly effective on the district’s Commissioner-approved practice instrument;
- Understands the social and workplace norms of the school district and the community it serves;
- Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
- Completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district’s teaching evaluation rubric and practice instrument, Professional Standards for Teachers, Common Core State Standards, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.

MENTOR STANDARDS

The NJDOE provides a “Mentoring for Quality Induction Toolkit” to aid districts with the implementation of new teacher mentoring. However, the New Jersey State Board of Education adopted the new mentoring regulations described above on May 5, 2014, and the NJDOE is still in the process of updating the Toolkit to align with the new rules.²⁹

OVERSIGHT

Teachers in PTP are evaluated three times during the first year by an appropriately-certified principal or administrative designee. Evaluations must be aligned with the New Jersey Professional Standards for Teachers, and teachers must receive a copy of their evaluations within 15 days of each evaluation. Notably, mentors are forbidden from assessing or evaluating the performance of provisional teachers to maintain trust and privilege between the mentor and mentee. N.J.A.C. 6A:9B-8.6 explains, “Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.”³⁰

²⁹ “Mentoring for Quality Induction Toolkit.” State of New Jersey Department of Education.
<http://www.state.nj.us/education/profdev/mentor/toolkit/>

³⁰ N.J.A.C. 6A:9B-8.6, “Evaluation of provisional teachers.”
<http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>

After the district training program ends, the school principal submits a final evaluation of the new teacher to the Secretary of Education. This evaluation can include one of three recommendations:³¹

- Approved: Recommends issuance of a standard certificate;
- Insufficient: Recommends that a standard certificate not be issued but that the candidate be permitted to seek entry on one more occasion into a State-approved district training program.
- Disapproved: Recommends that a standard certificate not be issued and that the candidate not be allowed to enter into another State-approved district training program.

If a provisional teacher receives two insufficient ratings, he or she is deemed disapproved.³²

Chief school administrators are centrally responsible for overseeing PTP. The chief school administrator, for instance, is responsible for developing a district mentoring plan, which describes program logistics and school responsibilities, and submitting the mentoring plan to the district board of education and the school improvement panel. Based on feedback from mentor logs, the school improvement panel, and data on teacher and student performance, the chief school administrator must review the district mentoring plan annually and revise it as needed. Moreover, the chief school administrator must certify to the state education agency annually that the district is meeting all program requirements.³³

NEW YORK

PARTICIPATION REQUIREMENTS

New York state law requires that new teachers holding initial certificates receive mentoring support during their first year of employment in order to receive a professional teaching certificate. Teachers with initial certificates who have successfully completed two years of teaching experience prior to teaching in New York public schools are exempt from the one-year mentoring requirement.³⁴ Hanover Research did not find evidence suggesting that teachers holding initial certificates can waive participation in mentorships for any other reason.

³¹ Content adapted from N.J.A.C. 6A:9B-8.7, "Recommendation for certification of provisional teachers."
<http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>

³² Ibid.

³³ N.J.A.C. 6A:9B-8.4, "Requirements for District Mentoring Program," Op. cit.

³⁴ 8 CRR-NY 80.3.4, "Requirements for the Professional Certificate in the Classroom Teaching Service."
[https://govt.westlaw.com/nycrr/Document/I3640b5b2c22211ddb29d8bee567fca9f?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad60024000014f08a199c66a94f75e%3fstartIndex%3d1%26Nav%3dNYREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=NYREGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_querytext=80-3.4&t_Method=WIN&bhcp=1](https://govt.westlaw.com/nycrr/Document/I3640b5b2c22211ddb29d8bee567fca9f?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad60024000014f08a199c66a94f75e%3fstartIndex%3d1%26Nav%3dNYREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=NYREGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_querytext=80-3.4&t_Method=WIN&bhcp=1)

LENGTH

New York state law requires that mentoring support for teachers holding initial certificates occur during the first year of the teacher's employment in New York public schools.³⁵

COMPONENTS

MENTORING

Based on evidence reviewed by Hanover Research, teacher induction services required by New York state law are limited to mentorships. The stated aim of the new teacher mentoring program in New York state is as follows:³⁶

The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.

In line with that goal, the professional development plans designed by districts must describe several elements of the mentoring program, including the procedure for selecting mentors, the role of mentors, the preparation of mentors, the types of mentoring activities, and the time allotted for mentoring.³⁷

New York State Education Department (NYSED) guidelines indicate that any person who holds a valid New York state teaching certificate and who has completed the district selection process may serve as a mentor. Moreover, mentors and mentees do not need to share the same certificate area. NYSED notes, "While it is certainly desirable for the mentor and mentee to be certified in and teach the same subject, it is not mandated. The mentoring experience can be effective even if the mentor is in a different certificate area."³⁸

Notably, mentors do not need to be assigned to new teachers on a one-to-one ratio. Instead, a "variety of configurations are allowed," although NYSED recommends that "the ratios not exceed 1:10 and a smaller ratio be maintained if [a mentor's] assigned teachers (mentees) are located in different school buildings."³⁹

³⁵ Ibid.

³⁶ 8 CRR-NY 100.2dd, "Professional development."

[https://govt.westlaw.com/nycrr/Document/I3652900bc22211ddb29d8bee567fca9f?contextData=\(sc.Search\)&rank=8&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad60024000014f08a246a96a94f76e%3fstartIndex%3d1%26Nav%3dNYREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=NYREGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_querytext=100.2+teacher+induction&t_Method=WIN](https://govt.westlaw.com/nycrr/Document/I3652900bc22211ddb29d8bee567fca9f?contextData=(sc.Search)&rank=8&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad60024000014f08a246a96a94f76e%3fstartIndex%3d1%26Nav%3dNYREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=NYREGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_querytext=100.2+teacher+induction&t_Method=WIN)

³⁷ Ibid.

³⁸ "Mentoring Requirement FAQ." New York State Education Department.
<http://www.highered.nysed.gov/tcert/faqmentoring.html#one>

³⁹ Ibid.

MENTOR STANDARDS

Overall, NYSED recommends that teacher mentoring programs meet 10 standards, although the department is careful to note that “mentoring programs are locally designed and can look very different in different schools and contexts.”⁴⁰ Figure 1.3 describes each standard and several corresponding performance indicators. A full list of performance indicators appears in the original NYSED documentation.⁴¹

Figure 1.3: New York State Mentoring Standards

STANDARD	DESCRIPTION	SAMPLE INDICATOR
Program Philosophy and Purposes	The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development.	<ul style="list-style-type: none"> ▪ The philosophy of the mentorship program connects teacher induction to what teachers need to know and be able to do. The new teacher must receive articulated strategic guidance to become an effective/highly effective teacher.
Program Design	The mentoring program is designed as a crucial component of a comprehensive induction plan and is embedded in an integrated professional culture.	<ul style="list-style-type: none"> ▪ The mentoring program is designed to allow sufficient common time for classroom visitations, reflection on teaching practices, feedback, and instructional skills support. The design considers the need for reduced workloads, release time and placement in classes with less, rather than more, demanding students.
Program Implementation	The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers.	<ul style="list-style-type: none"> ▪ The mentoring program is implemented within the context of the community, the mission of the school, and the diverse learning characteristics of the students.
Mentor Selection	Mentors are recruited and selected through a rigorous and transparent process guided by criteria that consider the mentor candidate’s commitment to the profession and teaching experience.	<ul style="list-style-type: none"> ▪ The selection process and criteria should be known by teachers throughout the district. The process should also ensure confidentiality of the selection committee’s deliberations and outcomes.
Mentor Development	Mentoring is a professional practice with its own knowledge and research base, strategies and best practices.	<ul style="list-style-type: none"> ▪ Mentor development provides adequate time and resources for mentors to engage in ongoing activities that enable them to reflect on and refine both their mentoring skills and their continuous work with beginning teachers.
Mentors Have Clearly Defined Roles and Responsibilities	The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher and to model professional conduct.	<ul style="list-style-type: none"> ▪ The mentor establishes and maintains a relationship built on trust and confidentiality in which the skills of the beginning teacher are recognized and nurtured.

⁴⁰ Ibid.

⁴¹ “New York State Mentoring Standards: An Overview.” The New York State Education Department, 2011. <http://www.highered.nysed.gov/tcert/pdf/mentoringstds10032011.pdf>

STANDARD	DESCRIPTION	SAMPLE INDICATOR
Mentor Skill and Knowledge	Mentors must be familiar with research-based practices, data analysis, and technological advances that promote student learning and growth at the various stages of development.	<ul style="list-style-type: none"> ▪ The mentor is familiar with current research on the mentor/mentee relationship, multiple behavior management strategies, and a repertoire of instructional strategies.
Shared Leadership and Administration	Leadership of the mentoring program is a shared responsibility among all stakeholders.	<ul style="list-style-type: none"> ▪ Program leaders possess deep knowledge regarding teacher induction. Additionally, leaders include ongoing research and professional development related to mentoring as part of their own professional development.
Beginning Teacher Knowledge, Skills, and Dispositions	Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed.	<ul style="list-style-type: none"> ▪ The beginning teacher collaborates with the mentor teacher in developing professional relationships with colleagues and other beginning teachers.
Program Evaluation	The mentor program includes a comprehensive system of formative and summative assessments.	<ul style="list-style-type: none"> ▪ Data related to the dynamics and effectiveness of the mentor/mentee partnership and the mentor’s role as an integral part of the program are collected in the evaluation with opportunities for adjustments as needed.

Source: NYSED⁴²

OVERSIGHT

As described below, the new teacher induction program in New York is not directly tied to new teacher certification or hiring decisions unless the district and program participants enter into a collective agreement directly stating that information gathered during mentorships may be used for assessing or disciplining the new teacher:⁴³

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through intervention with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

In a mentoring program guidance document, NYSED explains that keeping mentorships separate from assessments likely leads to a mentoring relationship that is more honest and

⁴² Content taken verbatim from Ibid.

⁴³ 8 CRR-NY 100.2dd, “Professional development,” Op. cit.

involves a greater degree of risk-taking and self-reflection by the new teacher. However, integrating mentorships and assessments enables mentors to ensure that performance reviews are “true professional growth experiences” for new teachers.⁴⁴

New York state law additionally requires that districts and boards of cooperative educational services (BOCES) administering mentoring programs meet a series of record-keeping requirements. Districts and BOCES must keep documentation on the following:⁴⁵

- The name and certification number of the mentored individual;
- The type of mentoring activity completed;
- The number of clock hours successfully completed in mentoring activities; and
- The name and certification number of the mentor.

Although Hanover Research did not find evidence that New York state law requires that mentoring programs be regularly assessed or evaluated, NYSED recommends that districts evaluate programs locally. Evaluation, NYSED explains, creates an atmosphere of accountability, helps improve program efficacy, and can be used to grow crucial knowledge bases about successful mentoring programs.⁴⁶

NORTH CAROLINA

PARTICIPATION REQUIREMENTS

North Carolina state law requires that the North Carolina State Board of Education (NCSBE) develop a mentor program to provide “ongoing support for teachers entering the profession” and distribute guidelines regarding various program components:⁴⁷

The State Board of Education shall develop a mentor program to provide ongoing support for teachers entering the profession. In developing the mentor program, the State Board shall conduct a comprehensive study of the needs of new teachers and how those needs can be met through an orientation and mentor support program. For the purpose of helping local boards to support new teachers, the State Board shall develop and distribute guidelines which address optimum teaching load, extracurricular duties, student assignment, and other working condition considerations. These guidelines shall provide that initially licensed teachers not be assigned extracurricular activities unless they request the assignments in writing and that other non-instructional duties of these teachers be minimized. The State Board shall develop and coordinate a mentor teacher training program. The State Board shall develop criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training program.

⁴⁴ “Guidelines for Implementing District-Based Teacher Mentoring Programs.” New York State Education Department. <http://www.highered.nysed.gov/tcert/resteachers/guidemenprog.html>

⁴⁵ 8 CRR-NY 100.2dd, “Professional development,” Op. cit.

⁴⁶ “Guidelines for Implementing District-Based Teacher Mentoring Programs,” Op. cit.

⁴⁷ N.C. Gen. Stat. § 115C-296, “Board sets licensure requirements; reports; lateral entry and mentor programs.” http://www.ncga.state.nc.us/enactedlegislation/statutes/html/bysection/chapter_115c/gs_115c-296.html

Consequent policies published by NCSBE mandate that all teachers holding initial licenses participate in a three-year induction program composed of formal orientation, mentor support, orientations, and a final evaluation. Teachers exempt from this policy include teachers with three or more years of appropriate experience, student service personnel, administrators, and curriculum-instructional specialists. Districts also may request that teachers with equivalent non-public school experience be exempted from the induction program.⁴⁸

LENGTH

New teacher induction in North Carolina must be three years in length, and each year must include at least six months of teaching experience.⁴⁹

COMPONENTS

Local education agencies (LEAs) are responsible for developing Beginning Teacher Support Program plans that meet all program standards. Each plan should address the following program components.⁵⁰

- Describe adequate provisions for efficient management of the program.
- Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- Provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- Address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- Address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- Provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- Provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.

⁴⁸ "North Carolina State Board of Education Policy Manual: Policies on the Beginning Teacher Support Program." North Carolina State Board of Education. p. 1.

<http://www.ncpublicschools.org/docs/educatoreffectiveness/beginning/policysupportprogram.pdf>

⁴⁹ Ibid.

⁵⁰ Content taken verbatim from Ibid, p. 5.

- Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
- Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).
- Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

Once developed, LEA plans must be approved by a local board of education.⁵¹

TIMELINE

New teacher induction in North Carolina must include several components: orientation, mentoring, professional development, observations, and a summative evaluation.⁵² The timetable for these components is displayed in Figure 1.4.

Figure 1.4: Beginning Teacher Support Program Timetable

YEAR	COMPONENTS
Year One	The beginning teacher: <ul style="list-style-type: none"> ■ Is assigned a mentor; ■ Is provided an orientation; ■ Develops a Professional Development Plan; ■ Completes any professional development required/prescribed by the LEA; and ■ Is observed at least four times culminating with a summative evaluation.
Year Two	The beginning teacher: <ul style="list-style-type: none"> ■ Continues to have a mentor teacher; ■ Updates the Professional Development Plan; ■ Completes any professional development required/prescribed by the LEA; and ■ Is observed at least four times culminating with a summative evaluation.
Year Three	The beginning teacher: <ul style="list-style-type: none"> ■ Continues to have a mentor teacher; ■ Updates Professional Development Plan; ■ Completes any professional development required/prescribed by the LEA; and ■ Is observed at least four times culminating with a summative evaluation.

Source: North Carolina State Board of Education⁵³

⁵¹ Ibid.

⁵² Ibid.

⁵³ Content taken with minor edits from Ibid, pp. 3-4.

ORIENTATION

New teacher induction must include orientation. The orientation provided to new teachers must be aligned to a set of mentor program standards (described in further detail in the following “Mentorships” subsection), conducted before the arrival of students, and provide new teachers with the following information regarding their new school and job:⁵⁴

- An overview of the school’s/system’s goals, policies, and procedures;
- A description of available services and program opportunities;
- The Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license;
- The North Carolina Teacher Evaluation Process;
- The NC Standard Course of Study;
- Local curriculum guides;
- The safe and appropriate use of seclusion and restraint of students;
- The State’s ABC’s Program; and
- The State Board of Education’s Mission and Goals.

PROFESSIONAL DEVELOPMENT

New teachers’ professional development during the three-year induction program must be guided by a Professional Development Plan created in collaboration with the mentee, the mentor teacher, and the principal or principal designee. This plan, updated annually, should be based on an assessment of the new teacher’s knowledge, disposition, and performances and must include “goals, strategies, and assessment of the beginning teacher’s progress in improving professional skills.”⁵⁵ NCSBE also notes that the plan must be based on the North Carolina Professional Teaching Standards.⁵⁶

MENTORSHIPS

NCSBE recommends that mentors be teachers with a “demonstrated record of success” on the North Carolina Teacher Evaluation System.⁵⁷ More specific criteria can be determined locally, but criteria development should include input from a variety of stakeholder groups and be clearly articulated by program leadership. Transparency is valuable as well: programs should ensure that the mentor application and selection process is easily understood and consistently implemented.⁵⁸

⁵⁴ Content taken with minor edits from Ibid, p. 2.

⁵⁵ Ibid, p. 2.

⁵⁶ Ibid.

⁵⁷ “North Carolina Mentor Program.” North Carolina State Board of Education, September 2010.

<http://www.ncpublicschools.org/docs/educatoreffectiveness/beginning/mentorteachershandbook.pdf>

⁵⁸ Ibid.

NCSBE also requires that mentors be provided with orientation to the teacher induction program and foundational training in mentoring before working with new teachers. After orientation and foundational training, mentors “will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.”⁵⁹

NCSBE does not specify how much time mentors and mentees must spend together. However, mentors and mentees must be provided with “protected time” to participate in mentoring and induction activities. Likewise, mentors must receive time to work with beginning teachers both during and outside of the school day.⁶⁰

Overall, mentor-mentee relationships must focus on instructional practices and issues of diversity. To build instructional practices, mentors should conduct classroom observations, help address lesson planning and classroom management issues, and refer to the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System. To support diversity, mentors should help new teachers create respectful classroom environments and design and implement instruction that meets students’ diverse learning needs.⁶¹

MENTOR STANDARDS

NCSBE publishes a set of Mentor Standards to guide the mentor-mentee relationship, as described in Figure 1.5. A full list of standards and corresponding indicators appears in the original NCSBE documentation.⁶²

Figure 1.5: North Carolina Mentor Standards

STANDARD	DESCRIPTION
<p>Mentors Support Beginning Teachers to Demonstrate Leadership</p>	<p>Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities. Key elements of the standard include building trusting relationships and coaching, promoting leadership, facilitating communication and collaboration, sharing best practices, imparting ethical standards and advocating for beginning teachers and their students.</p>
<p>Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students</p>	<p>Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity. Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.</p>

⁵⁹ “North Carolina State Board of Education Policy Manual: Policies on the Beginning Teacher Support Program,” Op. cit., p. 29.

⁶⁰ Ibid, p. 31.

⁶¹ Ibid.

⁶² “North Carolina Mentor Program,” Op. cit.

STANDARD	DESCRIPTION
<p>Mentors Support Beginning Teachers to Know the Content They Teach</p>	<p>Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st century goals and assist beginning teachers in the utilization of these tools to promote student achievement. Key elements of the standard include imparting and utilizing the NCSCOS and 21st century goals into beginning teacher practice.</p>
<p>Mentor Support Beginning Teachers to Facilitate Learning for their Students</p>	<p>Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement. Mentors also support beginning teachers to understand their professional licensure obligations and pursue professional growth. Key elements of the standard include developing and improving instructional and professional practice and understanding and analyzing student assessment data.</p>
<p>Mentors Support Beginning Teachers to Reflect on Their Practice</p>	<p>Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support. Key elements of the standard include allocating and using time with beginning teachers, developing reflective practitioners and gathering data on beginning teacher practice.</p>

Source: North Carolina State Board of Education⁶³

OVERSIGHT

New teachers must be assessed at least three times per year during the induction program, and a program official is responsible for approving or denying teachers’ receipt of a Standard Professional Two Certificate at the program’s conclusion. Depending on the details of the LEA-developed Beginning Teacher Support Program plan, mentors may or may not participate in this evaluative process. The three required summative assessments must be conducted at least once annually by an appropriately-trained teacher; the remaining assessments may be conducted by an appropriately-trained and qualified school administrator or an administrator designee.⁶⁴ After three years of induction, an official designated in the Beginning Teacher Support Program plan must approve or deny the automatic conversation of the new teacher’s certificate from Standard Professional One to Standard Professional Two.⁶⁵

NCSBE also requires that programs undergo regular self-evaluations. Organizations with approved Beginning Teacher Support Programs must submit annual reports to the North Carolina Department of Public Instruction (NCDPI). These reports must include evidence of mentor success in meeting Mentor Standards and evidence of demonstrated proficiency on the Beginning Teacher Support Program Standards. Every five years, NCDPI reviews approved programs for evidence of proficiency. Programs that do not supply sufficient evidence of proficiency are placed on improvement plans.⁶⁶

⁶³ Content taken verbatim from Ibid., p. 6.

⁶⁴ “North Carolina State Board of Education Policy Manual: Policies on the Beginning Teacher Support Program,” Op. cit., p. 3.

⁶⁵ Ibid, p. 4.

⁶⁶ Ibid, pp. 5-6.

OHIO

Ohio state laws regarding teacher induction are in transition. The Ohio General Assembly currently in session amended Ohio Revised Code 3319.223, with the amendments scheduled to take effect on September 29, 2015. To ensure that the legislative information presented in this report accurately reflects upcoming program revisions, Hanover Research relies on the amended code.⁶⁷

However, the Ohio Department of Education (ODE) is still updating online content, recommendations, and requirements based on the new legislation *and* extensive district feedback gathered during an external review.⁶⁸ Because current online resources may change due to these upcoming revisions, Hanover Research indicates whenever report content is sourced from ODE resources not officially described as “updated” by the department.

PARTICIPATION REQUIREMENTS

Ohio state law requires that new teachers holding resident educator licenses and alternative resident educator licenses participate in a four-year, entry-level induction program known as the Ohio Teacher Residency Program. Teachers for career-technical courses with alternative resident educator licenses are not required to participate in any program elements typically required during the first two years of the program.⁶⁹

LENGTH

The Ohio Teacher Residency Program is four years in length.⁷⁰ However, participants are not required to engage in all aspects of the program for all four years. Mentoring, for example, is required only during years one and two. In year three, participants are required to take the Resident Educator Summative Assessment (RESA), and, in year four, participants engage in “optional activities as determined by the district or school.”⁷¹

COMPONENTS

Ohio state law mandates that the Ohio Teacher Residency Program include several components, including:⁷²

- Mentoring by teachers for the first two years of the program;

⁶⁷ Ohio Admin. Code 3319.223, “Ohio teacher residency program.” <http://codes.ohio.gov/orc/3319.223v2>

⁶⁸ “Resident Educator Program.” Ohio Department of Education.

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Overview>

⁶⁹ Ohio Admin. Code 3319.223, “Ohio teacher residency program,” Op. cit.

⁷⁰ Ibid.

⁷¹ “Ohio Resident Educator Program: Program Revisions for 2015-2016.” Ohio Department of Education. p. 1.

http://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Overview/2015-2016_RE_ProgramOverview.pdf.aspx

⁷² Content taken verbatim from Ohio Admin. Code 3319.223, “Ohio teacher residency program,” Op. cit.

- Counseling, as determined necessary by the school district or school, to ensure that program participants receive needed professional development;
- Measures of appropriate progression through the program, which shall include the performance-based assessment prescribed by the state board of education for resident educators in the third year of the program.

In addition to the above components, ODE also publishes a guide detailing “areas of focus” that must be included in all programs beginning in the 2015-2016 school year. Figure 1.6 displays the requirements for each focus area.

Figure 1.6: Ohio Teacher Residency Program Areas of Focus

FOCUS AREA	2015-2016 REQUIREMENTS
Self-assessment	▪ Annually complete Ohio Teacher Evaluation System (OTES) Self-Assessment.
Goal-setting	▪ Annually, resident educators use the same professional growth plan or improvement plan for teacher evaluation as well as the Resident Educator Program.
Instructional Planning	▪ During the mentoring in program years 1 and 2, reflect on teacher work that shows the continual implementation of the “Plan, Teach, Assess, Reflect, Revise” teaching learning cycle by completing a collaborative log or interactive journal (or other locally developed collaborative tools).
Observations for Learning	▪ During the mentoring in program years 1 and 2, mentors annually complete one (1) formal observation.
Assessment of Student Learning	▪ During the mentoring in program years 1 and 2, use the state’s Gathering and Synthesizing Data Tool (or other locally developed data tool) to analyze student work.
Summative Performance Assessment	▪ Take the Resident Educator Summative Assessment (RESA) in program year 3.
District or School Determined Activities	▪ Engage in optional activities as determined by the district or school in program year 4.

Source: Ohio Department of Education⁷³

⁷³ Content taken verbatim from Ibid.

MENTORING⁷⁴

To serve as mentors, ODE specifies that teachers must meet three basic qualifications:⁷⁵

- Possess, or have previously held (for retired teachers), the five-year professional development license;
- Complete the district application process and be selected to serve; and
- Attend, and successfully complete, RE Mentor Academy Day One and RE Mentor Academy Day Two.

Resident Educator (RE) Mentor Academy Days One and Two represent the entirety of face-to-face training that mentors must complete to receive a mentor certificate. Once trained, mentors are matched with new teachers to begin providing mentoring support.⁷⁶ Notably, each mentor can potentially work with more than one new teacher. Although ODE notes that most full-time classroom teachers only will work with a single mentee, “schools and districts retain the discretion to make mentor assignment decisions.”⁷⁷

ODE asks that district administrators provide protected time for resident mentor-mentee collaboration and observations.⁷⁸ However, Hanover Research did not find evidence to suggest that participants in the Ohio Teacher Residency Program must spend a certain number of contact hours with their mentors each year.

MENTOR STANDARDS

Mentor-mentee relationships are also guided by a set of five standards and corresponding indicators, as outlined in Figure 1.7. These standards inform the structure of mentorships and can be used to help administrators select mentor teachers.⁷⁹ A full list of standards and corresponding indicators appears in the original ODE documentation.⁸⁰

⁷⁴ All content in this subsection is sourced from ODE resources that the agency does not identify as updated.

⁷⁵ Content taken verbatim from “Resident Educator Program: For Mentors.” Ohio Department of Education, June 2015. <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Mentor-Resources>

⁷⁶ Ibid.

⁷⁷ “Resident Educator FAQs.” Ohio Department of Education, July 2015.

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-FAQs#FAQ586>

⁷⁸ “Resident Educator Program: For Building Administrators.” Ohio Department of Education, June 2015.

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Principal-Resources>

⁷⁹ “Mentor Selection Tool.” Ohio Department of Education, September 2011.

http://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Program-Leader-Resources/Mentor_Selection_Tool.pdf.aspx

⁸⁰ “Mentor Standards for the Ohio Resident Educator Program.” Ohio Department of Education, September 2011.

http://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Mentor-Resources/Mentor_Standards_for_Ohio_Resident_Educator_Program.pdf.aspx

Figure 1.7: Mentor Standards for the Ohio Resident Educator Program

STANDARD	ELEMENT	SAMPLE INDICATORS
Mentors demonstrate commitment to advance the professional learning and practice of Resident Educators.	Mentors commit to the roles and responsibilities of mentoring and dedicate themselves to maintaining timely and appropriate communications with Resident Educators.	<ul style="list-style-type: none"> ▪ Mentors clearly communicate Resident Educator program expectations for themselves and for Resident Educators as defined by state law and school district requirements.
Mentors design and facilitate professional development for Resident Educators.	Mentors facilitate professional development experiences purposefully designed to meet the identified needs and concerns of Resident Educators.	<ul style="list-style-type: none"> ▪ Mentors apply formative assessment strategies and tools to identify and address the professional development needs and interests of Resident Educators
Mentors create and foster positive learning environments for Resident Educators.	Mentors create and foster the development of positive learning environments in which Resident Educators accelerate professional growth.	<ul style="list-style-type: none"> ▪ Mentors create trusting, caring, and open environments in which resident educators can build and maintain strong and positive professional relationships.
Mentors support Resident Educators’ instructional and assessment practices.	Mentors advocate for student learning and employ instructional mentoring strategies designed to help Resident Educators enhance student learning.	<ul style="list-style-type: none"> ▪ Mentors value the research-validated connection between teacher performance and student learning by serving as models of data-driven professionals.
Mentors develop as leaders and learners through professional growth.	Mentors serve as models of professionalism in their development as professional educators.	<ul style="list-style-type: none"> ▪ Mentors model self-reflection and self-assessment as hallmarks of professionalism.

Source: Ohio Department of Education⁸¹

OVERSIGHT⁸²

To obtain a five-year professional teaching license, teachers in Ohio must complete all four years of the Resident Educator Program and pass the Resident Educator Summative Assessment (RESA).⁸³ Notably, mentors are not responsible for formally evaluating their mentees. As ODE notes:⁸⁴

The mentoring process is for the purpose of professional growth and eventual professional licensure, not an evaluative process for the purpose of employment. Every effort should be made to keep the formative assessment occurring in the RE Program separate from the teacher evaluation conducted by the site administrator.

⁸¹ Content taken verbatim from Ibid., pp. 1-6.

⁸² All content in this subsection is sourced from ODE resources that the agency does not identify as updated.

⁸³ “Resident Educator Summative Assessment (RESA).” Ohio Department of Education, July 2015. <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Summative-Assessment-RESA>

⁸⁴ “Resident Educator FAQs,” Op. cit.

ODE also requires that program coordinators report on their school or district's Resident Educator Program annually using the Connected Ohio Records for Educators (CORE) system. For example, program coordinators must register all participants in the Resident Educator Program in CORE and enter end-of-year completion criteria every year a teacher participates in the program.⁸⁵ Further, program coordinators are required to self-assess their school or district's program using guides such as the ODE Program Standards Planning Tool.⁸⁶

⁸⁵ "CORE Reporting Requirements." Ohio Department of Education, February 2015.
<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Program-Leader-Resources/Report>

⁸⁶ "For Program Coordinators." Ohio Department of Education, June 2015.
<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Program-Leader-Resources>

SECTION II: ADMINISTRATOR INDUCTION PROGRAMS

ILLINOIS

PARTICIPATION REQUIREMENTS

State law requires that new principals and superintendents participate in mentoring programs; however, this requirement is contingent on annual appropriations of state funding. Statute 105 ILCS 5/2-3.53, for example, states that new principal mentoring programs will be “subject to an annual appropriation by the General Assembly;” the same statement is also made regarding superintendent mentorship.

The purpose of the principal mentoring program is to “assist the new principal in the development of his or her professional growth and provide guidance.”⁸⁷ Similarly, the purpose of the superintendent mentoring program is to “to assist the new superintendent in the development of his or her professional growth and to provide guidance during the new superintendent's first [two] school years of service.”⁸⁸

In some circumstances, participation in new principal mentorship can be waived. The ILCS notes:⁸⁹

The requirements of this section do not apply to any individual who has previously served as an assistant principal in Illinois acting under an administrative certificate for 5 or more years and who is hired, on or after July 1, 2007, as a principal by the school district in which the individual last served as an assistant principal, although such an individual may choose to participate in this program or shall be required to participate by the school district.

Participation in new superintendent mentorship also can be waived in some cases. The ILCS states:⁹⁰

The requirements of this section do not apply to any individual who has previously served as an assistant superintendent in a school district in this State acting under an administrative certificate for 5 or more years and who, on or after July 1, 2009, begins serving as a superintendent in the school district where he or she had served as an assistant superintendent immediately prior to being named superintendent, although such an individual may choose to participate in the new superintendent mentoring program or may be required to participate by the school district. The

⁸⁷ 105 ILCS 5/2-3.53a, “New principal mentoring program.”
<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+2&ActID=1005&ChapterID=17&SeqStart=14200000&SeqEnd=35350000>

⁸⁸ 105 ILCS 5/2-3.53b, “New superintendent mentoring program.”
<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+2&ActID=1005&ChapterID=17&SeqStart=14200000&SeqEnd=35350000>

⁸⁹ 105 ILCS 5/2-3.53a, “New principal mentoring program,” Op. cit.

⁹⁰ 105 ILCS 5/2-3.53b, “New superintendent mentoring program,” Op. cit.

requirements of this Section do not apply to any superintendent or chief executive officer of a school district organized under Article 34 of this Code.

LENGTH

Principal mentorships last at least one year; pending additional state funding, individuals may elect to participate in a second year of mentoring.⁹¹ The superintendent mentorship must be two years in length.⁹²

COMPONENTS

Based on evidence found by Hanover Research, administrator induction services required by Illinois state law are limited to mentorships.

PRINCIPAL MENTORSHIPS

According to 105 ILCS 5/2-3.53a, new principals must be matched with mentors who have been a principal in Illinois for three or more years and demonstrated success as an instructional leader as determined by the ISBE. Districts are permitted to set additional selection requirements, if desired. Moreover, program providers must assign principal mentors based on the following factors:⁹³

- Similarity of grade level or type of school;
- Learning needs of the new principal, and
- Geographical proximity of the mentor to the new principal.

Mentors also must complete “mentoring training by entities approved by the State Board and meet any other requirements set forth by the State Board and by the school district employing the mentor.”⁹⁴ Once assigned, the mentor and the new principal must identify areas of professional growth for improvement, such as the following:⁹⁵

- Analyzing data and applying it to practice.
- Aligning professional development and instructional programs.
- Building a professional learning community.
- Observing classroom practices and providing feedback.
- Facilitating effective meetings.
- Developing distributive leadership practices.
- Facilitating organizational change.

⁹¹ 105 ILCS 5/2-3.53a, “New principal mentoring program,” Op. cit.

⁹² 105 ILCS 5/2-3.53b, “New superintendent mentoring program,” Op. cit.

⁹³ Content taken verbatim from 105 ILCS 5/2-3.53a, “New principal mentoring program,” Op. cit.

⁹⁴ Ibid.

⁹⁵ Content taken verbatim from: Ibid.

SUPERINTENDENT MENTORSHIPS

New superintendents must be matched with mentors who have actively served as a district superintendent in Illinois for three or more years and demonstrated success as an instructional leader as determined by the ISBE. Districts are allowed to set additional selection requirements, if desired. Moreover, program providers must assign superintendent mentors based on the following factors:⁹⁶

- Similarity of grade level or type of school district;
- Learning needs of the new superintendent, and
- Geographical proximity of the mentor to the new superintendent.

Mentors also must complete “mentoring training by entities approved by the State Board and meet any other requirements set forth by the State Board and by the district employing the mentor.”⁹⁷ Once assigned, the mentor and the new superintendent must identify areas of professional growth for improvement, such as the following:⁹⁸

- Analyzing data and applying it to practice.
- Aligning professional development and instructional programs.
- Building a professional learning community.
- Effective school board relations.
- Facilitating effective meetings.
- Developing distributive leadership practices.
- Facilitating organizational change.

PRINCIPAL OVERSIGHT

Notably, principal mentors are *not* required to “provide an evaluation of the new principal on the basis of the mentoring relationship.”⁹⁹ However, program providers are required to submit detailed annual reports to the ISBE, and each mentor-mentee pair must verify the completion of the mentorship:¹⁰⁰

From January 1, 2010 until May 15, 2010 and from January 1 until May 15 each year thereafter, each mentor and each new superintendent shall complete a survey of progress of the new superintendent on a form developed by the school district. On or before September 1, 2010 and on or before September 1 of each year thereafter, the provider selected by the State Board of Education shall submit a detailed annual report to the State Board of how the appropriation for the new superintendent mentoring program was spent, details on each mentor-mentee relationship, and a qualitative evaluation of the outcomes. The provider shall develop a verification

⁹⁶ Content taken verbatim from 105 ILCS 5/2-3.53b, “New superintendent mentoring program,” Op. cit.

⁹⁷ Ibid.

⁹⁸ Content taken verbatim from Ibid.

⁹⁹ Ibid.

¹⁰⁰ Ibid.

form that each new superintendent and his or her mentor must complete and submit to the provider to certify completion of each year of the new superintendent mentoring program by July 15 immediately following the school year just completed.

SUPERINTENDENT OVERSIGHT

Likewise, superintendent mentors also are not required to “provide an evaluation of the new principal on the basis of the mentoring relationship.”¹⁰¹ The ISBE is responsible for evaluating principal mentorships each year, and each mentor-mentee pair must verify the completion of the mentorship:¹⁰²

On or before July 1, 2008 and on or after July 1 of each year thereafter, the State Board shall facilitate a review and evaluate the mentoring training program in collaboration with the approved providers. Each new principal and his or her mentor must complete a verification form developed by the State Board in order to certify their completion of a new principal mentoring program.

NEW JERSEY

The NJDOE presented a set of proposed updates regarding school administrator and principal induction programs to the New Jersey State Board of Education (NJSBE) on June 3, 2015.¹⁰³ The NJSBE had not adopted the proposed reforms as of the date of this report’s preparation. Thus, the following subsection describes the current school administrator and principal induction programs and does not detail changes proposed by the NJDOE.

PARTICIPATION REQUIREMENTS

New Jersey state law mandates that new administrators receive induction support in order to be eligible for standard administrative certificates. N.J.A.C. 6A:9B-11.5 requires that all candidates for school administrator certificates with a principal endorsement complete a “two-year State-approved residency program while employed under provisional principal certification in a school or school district.”¹⁰⁴ Similarly, N.J.A.C. 6A:9B-11.4 and 6A:9B-11.7 require that all candidates for school administrator certificates with a school administrator or school business administrator endorsement complete “a one-to two-year State-approved residency program while employed under provisional certification in a public school district.”¹⁰⁵

¹⁰¹ Ibid.

¹⁰² Ibid.

¹⁰³ See [A] “Proposed Changes to Residency Requirements for Principal Certification.” New Jersey Department of Education, June 2015. <http://www.nj.gov/education/profdev/mentor/UpdatedPrincipalResidencyChanges.pdf>
[B] “Proposed Changes to Residency Requirements for School Administrator Certificate.” New Jersey Department of Education, June 2015. <http://www.nj.gov/education/profdev/mentor/UpdatedAdminResidencyChanges.pdf>

¹⁰⁴ N.J.A.C. 6A:9B-11.5d, “Principal.” <http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>

¹⁰⁵ [A] N.J.A.C. 6A:9B-11.4d, “School Administrator.” <http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>

[B] N.J.A.C. 6A:9B-11.7c, “School Business Administrator.” <http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>

For all certificate types discussed above, the commissioner of education is authorized “to reduce or remove the residency based on the prior experience of the candidate.”¹⁰⁶

LENGTH

Candidates for school administrator certificates with a school administrator or school business administrator endorsement must complete a one- to two-year residency program. Candidates for school administrator certificates with a principal endorsement must complete a two-year residency program.¹⁰⁷ N.J.A.C. 6A:9B also notes that, “if the duration of the school district training program extends beyond the two-year period, the provisional certificate shall be renewed. The certificate is renewable for a maximum of one renewal.”¹⁰⁸

COMPONENTS

According to the N.J.A.C., residency programs for applicants pursuing **standard administrative certificates with a principal endorsement** must:¹⁰⁹

- Require the candidate to develop a thorough understanding of the CCCS; the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding through activities illustrating the promotion of excellence in teaching and learning and providing educational leadership to the school community;
- Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district, the candidate and the residency mentor. No residency program may be undertaken without a valid agreement;
- Be administered by a State-approved mentor, an experienced principal who has completed a State-approved training program implemented by a State-approved provider, and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the school district superintendent shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate’s past work experience and recommended standards-based performance goals during residency, and shall be specified in the standard written agreement; and
- Provide professional experiences, training, and instruction as defined in the Professional Standards for School Leaders and in the areas of curriculum leadership; supervision of instruction; pupil personnel services; personnel management; community relations; student relations; facilities management; school finance; school law; and technical administrative skills.

¹⁰⁶ See N.J.A.C. 6A:9B-11.4d, 11.5d, 11.7c, Op. cit.

¹⁰⁷ Ibid.

¹⁰⁸ N.J.A.C. 6A:9B-6.2, “Provisional Certificate,” Op. cit.

¹⁰⁹ Content taken verbatim from N.J.A.C. 6A:9B-11.5d, “Principal,” Op. cit.

According to the N.J.A.C., residency programs for applicants pursuing **standard administrative certificates with a school business administrator endorsement** must:¹¹⁰

- Take place in a functioning public school district environment or in an approved private school for the disabled, and will require the candidate to develop a thorough understanding of the CCCS; the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9- 3.4. Candidates shall demonstrate that understanding by providing support for the educational goals of the school district or an approved private school for the disabled;
- Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district or approved private school for the disabled, the candidate, and the residency mentor. No residency program may be undertaken without a valid agreement;
- Be administered by a State-appointed mentor, an experienced school business administrator who has completed a State-approved orientation and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the school district superintendent or administrator of an approved private school for the disabled shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate's past work experience and recommended professional experiences during residency which shall be specified in the standard written agreement; and
- Provide professional experiences, training, and 145 clock hours of formal instruction in the areas of standards listed in (c)2i above; school plant planning, construction and maintenance; school financial and legal practices including budget planning and administration and double entry accounting (GAAP); pupil transportation; labor relations and personnel; insurance/risk administration; and food service administration.

Finally, residency programs for applicants pursuing **standard administrative certificates with a school administrator endorsement** must:¹¹¹

- Take place in a functioning public school district environment or may take place in an approved alternate site that serves public school students;
- Require the candidate to develop a thorough understanding of the CCCS; the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding through activities illustrating the promotion of excellence in teaching and learning, and by providing educational leadership to the district;
- Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district, the candidate and the residency mentor. No residency program may be undertaken without a valid agreement;

¹¹⁰Content taken verbatim from N.J.A.C. 6A:9B-11.7c, "School Business Administrator," Op. cit.

¹¹¹Content taken verbatim from N.J.A.C. 6A:9B-11.4d, "School Administrator," Op. cit.

- Be administered by a State-approved mentor, an experienced administrator who has completed a State-approved orientation and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the school district shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate’s past work experience and recommended standards-based performance goals during residency, and shall be specified in the standard written agreement; and
- Provide professional experiences, training and instruction as defined in the Professional Standards for School Leaders and in the areas of school district planning and policy formulation; district board of education operations and relations; supervision of districtwide programs of curriculum, instruction, and student services; collegial management, participatory decision-making, and professional governance; the roles, supervision, and evaluation of central office staff and school principals; district financial, legal, and business operations; management of district operations; school facilities; labor relations and collective bargaining; government and community relations; and school law.

PRINCIPAL MENTORSHIP DETAILS

The New Jersey Leaders to Leaders Program (NJ-L2L)—the state-approved mentoring and induction program for applicants seeking principal certification, which is run by the Foundation for Educational Administration (FEA)—provides several details regarding the mentoring process for new principals. Figure 2.1 displays these details.

Figure 2.1: NJ-L2L Principal Mentorships

ELIGIBILITY
<ul style="list-style-type: none"> ■ Eligible mentors are retired school leaders and currently employed school leaders who hold New Jersey standard principal certification and have at least five (5) years of experience as principal and/or director in New Jersey public schools. ■ All mentors must be able to communicate electronically via e-mail and download documents from the NJ-L2L website, and also have ready access to a computer.
TRAINING
<ul style="list-style-type: none"> ■ All eligible mentors must complete two (2) days of State-required NJ-L2L mentor training, with an additional day of training prior to beginning year two of mentoring. ■ Mentors pay a registration fee of \$65 for the four day training program. Payment is made by personal check payable to FEA on Day 1 of the training. ■ All active mentors are required to complete Mentor Re-Certification training annually. The fee for this training is \$20.

SELECTION
<ul style="list-style-type: none"> ▪ All mentor applications and resumes are reviewed by the NJ-L2L Coordinator for approval based on NJ-L2L eligibility criteria. ▪ Accepted applications will be notified in writing by the NJ-L2L Coordinator, and will be sent an FEA consultant contract log-in and password to register online for the required mentor training at www.njl2l.org. ▪ Applicants who do not meet eligibility criteria will be notified in writing and will be provided an opportunity to present additional information that may clarify his/her eligibility. ▪ In cases where eligibility may be reconsidered, the NJ-L2L Coordinator may consult with the Associate Director for School Leadership Programs to make a final decision and will then notify the applicant in writing.
MENTOR PAIRING
<ul style="list-style-type: none"> ▪ NJ-L2L Coordinator pairs trained mentors and new school leaders based on the administrative experience of the mentor related to: types of positions held (i.e. principal, director); grade levels (i.e. primary, elementary, middle, high school); district/community types (i.e. urban, rural, suburban, regional); and school types (i.e. technical, special education). ▪ Pairing also considers the unique experience and/or expertise of mentors that may be particularly suitable to circumstances of new school leaders. ▪ Mentors and new school leaders will have an opportunity to meet to determine if the “fit” is right for each of them. The pairing may be changed within the first eight (8) weeks following the pairing with good reason if either the mentor or new school leader requests it.
SUMMARY OF MENTOR RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Mentors play a key role in guiding and supporting Residents as they plan and conduct each required Residency activities. ▪ Mentors provide continual feedback in a trusting and supportive relationship that focuses on enhancing the Residents’ readiness for the challenges of their school leader positions, and supporting their continuing professional growth to meet the <i>New Jersey Professional Standards for School Leadership</i> ▪ Mentors meet with their Residents a minimum of forty-five (45) contact hours during the Year 1 Residency and 30 hours during the Year 2 residency, which include one-on-one conferences, and on-site visitations and observations, and <i>Peer Support Group</i> meetings. ▪ It is expected that Mentor-Resident communication will be ongoing as needed via telephone and email. Mentor-Resident contact will occur as needed and at the direction of the mentor and Resident during summer months and at other times when schools are not in session as appropriate and necessary. ▪ Peer Support Groups are organized within regions/counties across the State to enable Residents from various districts to meet with other Residents and engage in discussions related to their Residency and job-related experiences as new school leaders. Peer Support Group meetings provide a “team mentoring” approach that capitalizes on the range and depth of experience and expertise of the mentors, who will organize and facilitate the Peer Support Group meetings. Regional NJ-L2L Mentoring Coordinators (north, central, and south) work with mentors to facilitate organization and monitoring of Peer Support Groups.

SUMMARY OF MENTOR RESPONSIBILITIES (CONT.)
<ul style="list-style-type: none"> ■ Peer Support Groups meet on a regular basis during Year 1 and Year 2 of the Residency for a minimum of ten (10) hours each year and also engage in ongoing communication and online discussions throughout the Residency. ■ In accordance with State requirements, Mentors complete regular assessment reports for each Resident based on their ongoing observations, formal conferences and interactions with the Resident, and the mentor's review of evidence related to their: <ul style="list-style-type: none"> ○ Progress toward required activities; ○ Demonstration of leadership knowledge, skills and personal dispositions, as indicated by the New Jersey Professional Standards for School Leaders; and ○ Professional growth in the leadership knowledge, skills and personal dispositions, as indicated by the New Jersey Professional Standards for School Leaders. ■ At the end of the Year 2 residency, mentors complete a Summative Assessment Report, which includes the mentor's recommendation for Standard Principal Certification.

Source: New Jersey Leaders to Leaders¹¹²

OVERSIGHT

For all certificate types, the mentor is primarily responsible for ensuring that the mentee meets the goals set by the program. Mentors “act as agents of the Board of Examiners in formulating their certification recommendations,” and those recommendations are not subject to “review or approval by local boards of education.”¹¹³ If a candidate disagrees with the mentor’s recommendation, he or she may appeal.¹¹⁴

The evaluation process is both formative and summative and involves multiple components. Figures 2.2 through 2.4 display the evaluation process for candidates pursuing standard administrative certificates with principal, school business administrator, and school administrator endorsements, respectively.

Figure 2.2: Standard Administrative Certificate with Principal Endorsement Evaluation

EVALUATION PROCESS
<ul style="list-style-type: none"> ■ (e) Each candidate for the standard administrative certificate with a principal endorsement shall be evaluated formally by the mentor on at least six occasions for purposes of certification. The first five evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate’s standard certificate. All performance evaluations shall be aligned with the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4 and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final evaluation shall be accompanied by the recommendation for certification pursuant to (h) below. ■ (f) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident’s progress and soliciting advice concerning the certification of the candidate.

¹¹² “Becoming a Mentor.” New Jersey Leaders to Leaders. <http://www.njl2l.org/mentors/mentor-application-requisites.aspx>

¹¹³ See N.J.A.C. 6A:9B-11.4h, 11.5i, 11.7g, Op. cit.

¹¹⁴ Ibid.

EVALUATION PROCESS
<ul style="list-style-type: none"> ▪ (g) The mentor shall meet with the principal candidate at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the candidate. The Department may require candidates to pay fees to cover the cost of the training and mentoring services that will qualify them for certification and employment.
<ul style="list-style-type: none"> ▪ (h) Standard certification of principal candidates shall be approved or disapproved pursuant to the following procedures: <ul style="list-style-type: none"> ○ Before the end of the residency period, the mentor shall submit to the Department a comprehensive evaluation report on the candidate’s performance pursuant to (e) above. ○ This final report shall include one of the following certification recommendations: <ul style="list-style-type: none"> ▪ Approved: Recommends issuance of a standard certificate; ▪ Insufficient: Recommends that a standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or ▪ Disapproved: Recommends that a standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency.

Source: N.J.A.C.¹¹⁵

Figure 2.3: Standard Administrative Certificate with School Business Administrator Endorsement Evaluation

EVALUATION PROCESS
<ul style="list-style-type: none"> ▪ (d) Each candidate for the standard administrative certificate with an endorsement for school business administrator shall be evaluated formally by the mentor on at least three occasions for purposes of certification. The first two evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate’s standard certificate. All evaluations shall be based on the candidate’s performance in areas of authorization defined in N.J.A.C. 6A:9B-11.3(d) and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final evaluation shall be accompanied by the recommendation for certification pursuant to (g) below.
<ul style="list-style-type: none"> ▪ (e) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident’s progress and soliciting advice concerning the certification of the candidate. The mentor may seek the informal input of the employing district board of education concerning the standard certification of the candidate.
<ul style="list-style-type: none"> ▪ (f) The mentor shall meet with the resident school business administrator at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the resident school business administrator. The Department may require resident school business administrators to pay fees to cover the cost of the training and mentoring services that will qualify them for certification and employment.

¹¹⁵ Content taken verbatim from N.J.A.C. 6A:9B-11.5e-h, “Principal,” Op. cit.

EVALUATION PROCESS
<ul style="list-style-type: none"> ▪ (g) Standard certification of school business administrator certificate candidates shall be approved or disapproved pursuant to the following procedures: <ul style="list-style-type: none"> ○ Before the end of the residency year, the mentor shall submit to the Department a comprehensive evaluation report on the candidate’s performance pursuant to N.J.A.C. 6A:9B-11.5(c). ○ This final report shall include one of the following certification recommendations: <ul style="list-style-type: none"> ▪ Approved: Recommends issuance of a standard certificate; ▪ Insufficient: Recommends that a standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or ▪ Disapproved: Recommends that a standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency.

Source: N.J.A.C.¹¹⁶

Figure 2.4: Standard Administrative Certificate with School Administrator Endorsement Evaluation

EVALUATION PROCESS
<ul style="list-style-type: none"> ▪ (e) Each candidate for the standard administrative certificate with a school administrator endorsement shall be evaluated formally by the mentor on at least three occasions for purposes of certification. The first two evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate’s standard certificate. All performance evaluations shall be aligned with the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4 and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final evaluation shall be accompanied by the recommendation for certification pursuant to (h) below.
<ul style="list-style-type: none"> ▪ (f) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident’s progress and soliciting advice concerning the certification of the candidate. The mentor may seek the informal input of the employing district board of education concerning the standard certification of the candidate.
<ul style="list-style-type: none"> ▪ (g) The mentor shall meet with the resident superintendent at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the resident superintendent. The Department may require resident superintendents to pay fees to cover the cost of the training and mentoring services that will qualify them for certification and employment.
<ul style="list-style-type: none"> ▪ (h) Standard certification for school administrator endorsement candidates shall be approved or disapproved pursuant to the following procedures: <ul style="list-style-type: none"> ○ Before the end of the residency period, the mentor shall submit to the Department a comprehensive evaluation report on the candidate’s performance pursuant to (d) above. ○ This final report shall include one of the following certification recommendations: <ul style="list-style-type: none"> ▪ Approved: Recommends issuance of a standard certificate; ▪ Insufficient: Recommends that a standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or ▪ Disapproved: Recommends that a standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency

Source: N.J.A.C.¹¹⁷

¹¹⁶ Content taken verbatim from N.J.A.C. 6A:9B-11.7d-g, “School Business Administrator,” Op. cit.

¹¹⁷ Content taken verbatim from N.J.A.C. 6A:9B-11.4e-h, “School Administrator,” Op. cit.

NEW YORK

PARTICIPATION REQUIREMENTS

New York state law mandates that new school building leaders receive mentoring support during their first year of employment in order to receive a professional certificate.¹¹⁸ This requirement can be waived by certificate holders who have “at least two years of teaching or educational leadership service, respectively, prior to receiving the Initial or Conditional Initial certificate.”¹¹⁹ Hanover Research did not find evidence suggesting that new school building leaders can waive participation in mentoring support programs for any other reason.

LENGTH

The mentoring support provided to new school building leaders is one year in length.¹²⁰

COMPONENTS

Based on evidence found by Hanover Research, mentoring programs appear to represent the entirety of New York’s mandatory induction support for new school building leaders. Mentoring is defined by NYSED as “the guidance and professional support that experienced, certified teachers/school building leaders provide to new teachers/school building leaders in their first year of teaching/building leadership in a public school.”¹²¹

Although NYSED publishes extensive recommendations regarding teacher induction mentorships, Hanover Research did not find any documents describing specific elements of New York’s mandatory school building leader induction support.

OVERSIGHT

According to NYSED, “Completion of the mentored experience must be verified by the superintendent of the employing school district through TEACH by entering a superintendent statement and selecting ‘Verification of Mentoring’ as the statement.”¹²²

¹¹⁸ N.Y.C.R.R. 80-3.10a, “School Building Leader.”
[https://govt.westlaw.com/nycrr/Document/I364aeec22211ddb29d8bee567fca9f?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad60024000014f233c71ef116df84d%3fstartIndex%3d1%26Nav%3dNYREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=NYREGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_querytext=80-3.10&t_Method=WIN](https://govt.westlaw.com/nycrr/Document/I364aeec22211ddb29d8bee567fca9f?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad60024000014f233c71ef116df84d%3fstartIndex%3d1%26Nav%3dNYREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=NYREGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_querytext=80-3.10&t_Method=WIN)

¹¹⁹ “Mentoring Requirements for Certification.” New York State Education Department.
<http://www.highered.nysed.gov/tcert/reteachers/mentoringreq.html>

¹²⁰ “Mentoring Requirements for Certification,” Op. cit.

¹²¹ Requirement Description: Mentored experience.” New York State Education Department.
http://eservices.nysed.gov/teach/cerhelp/ReqDescription.do?metaValueId=1243&catGrpId=null&crId=27&WIN_TYPE=null

¹²² Ibid.

NORTH CAROLINA

Hanover Research did not find evidence that North Carolina state law requires induction support for new school administrators, nor did Hanover Research find evidence that participation in induction programs is necessary to obtain any administrative licenses from the NCDPI.¹²³

Similarly, the NCDPI does not publicize best practice guidelines or recommendations for administrator induction programs, although the department does publish a set of standards for school executives that can “guide professional development for school executives” and “serve as a tool in developing coaching and mentoring programs for school executives.”¹²⁴ However, these standards only inform the content of professional development and mentorships, not their structure.

The eight North Carolina Standards for School Executives are as follows:¹²⁵

- Standard 1, Strategic Leadership: School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century.
- Standard 2, Instructional Leadership: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense, accountable environment.
- Standard 3, Cultural Leadership: School executives will understand and act on the understanding of the important role a school’s culture contributes to the exemplary performance of the school.
- Standard 4, Human Resource Leadership: School executives will ensure that the school is a professional learning community.
- Standard 5, Managerial Leadership: School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building.
- Standard 6, External Development Leadership: A school executive will design structures and processes that result in community engagement, support, and ownership.
- Standard 7, Micropolitical Leadership: The school executive will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school’s vision for success.
- Standard 8, Academic Achievement Leadership: School executives will contribute to the academic success of students.

¹²³ “Administrators / Special Service Personnel.” North Carolina Department of Public Instruction. <http://www.ncpublicschools.org/licensure/administrator/>

¹²⁴ “North Carolina Standards for School Executives.” North Carolina Department of Public Instruction, May 2, 2013. p. 3. <http://www.dpi.state.nc.us/docs/district-humanresources/evaluation/standardsadmin.pdf>

¹²⁵ Content adapted from “North Carolina Standards for School Executives,” Op. cit.

OHIO

PARTICIPATION REQUIREMENTS

Hanover Research did not find evidence that Ohio state law requires that new school administrators receive induction support. While state law requires the educator standards board to develop a set of standards regarding administrators' skills, state law does not similarly require that administrators develop those skills through induction.

However, applicants for alternative administrator licenses—specifically, principals, superintendents, and administrative specialists—must receive induction support in order to receive professional licenses from ODE. Based on publicly-available information, it is unclear if these requirements may be waived depending on the background of the alternative administrator licensee.¹²⁶ ODE also publicizes best practice guidelines for school leader induction programs.¹²⁷

OHIO ADMINISTRATOR STANDARDS

Ohio Revised Code 3319.61 requires that the educator standards board “Develop state standards for teachers and principals that reflect what teachers and principals are expected to know and be able to do at all stages of their careers.” These standards must do the following for administrators:¹²⁸

- Principals: The standards for principals shall be aligned with the interstate school leaders licensing consortium standards.
- Superintendents: The standards for superintendents should reflect what superintendents are expected to know and be able to do at all stages of their careers.
- Treasurers and business managers: The standards for school district treasures and business managers should reflect what treasurers and business managers are expected to know and be able to do at all stages of their careers.

Overall, these standards should ensure that “principals, superintendents, school treasurers, and school business managers have sufficient knowledge to provide principled, collaborative, foresighted, and data-based leadership that will provide learning opportunities for all children to succeed.” Evaluation is equally crucial. Ohio Administrative Code 3319.61 requires that the educator standards board “develop model teacher and principal evaluation instruments and processes.”¹²⁹

¹²⁶ “Alternative License Options.” Ohio Department of Education.

<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Resident-License-Options>

¹²⁷ “Induction for School Leaders.” Ohio Department of Education.

<http://education.ohio.gov/Topics/Teaching/Educator-Equity/METworks-in-Ohio/Induction-for-School-Leaders#FAQ347>

¹²⁸ Content adapted from Ohio Administrative Code 3319.61, “Duties of Board.” <http://codes.ohio.gov/orc/3319.61>

¹²⁹ Ibid.

ODE developed the following standards for principals:¹³⁰

- Continuous Improvement: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
- Instruction: Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.
- School Operations, Resources, and Learning Environment: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
- Collaboration: Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.
- Principals and Community Engagement: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

District boards of education must use the standards for the following purposes:¹³¹

- To guide the design of teacher education programs serving both teacher candidates and experienced teachers;
- To guide school-based professional development that is aligned with student achievement;
- To determine what types of professional development the school district and the schools within the district should provide;
- To guide how state and federal funding for professional development should be spent;
- To develop criteria for decision making by the local professional development committees established under section 3319.22 of the Revised Code;
- To guide the school district in the hiring of third-party providers of instructional services who use or meet the professional development standards;
- To guide all licensed school personnel in developing their own plans for professional growth.

OHIO ADMINISTRATOR INDUCTION GUIDELINES

As noted above, Ohio Administrative Code does not require that district boards of education use the standards to develop induction programs for administrators. However, ODE recommends that new school leaders participate in induction programs that include mentoring. Below, Figures 2.5 and 2.6 reproduce the ODE’s recommendations, claims, and strategies regarding mentoring and induction for new school leaders.

¹³⁰ Content taken verbatim from “Standards for Ohio Educators.” Ohio Department of Education, October 2005. p. 45. https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/StandardsforEducators_revaug10.pdf.aspx

¹³¹ Content taken verbatim from Ohio Administrative Code 3319.075, “Use of Professional Development Standards.” <http://codes.ohio.gov/orc/3319.075>

Figure 2.5: Mentoring Recommendations for School Leaders

RECOMMENDATION	SUPPORTING CLAIMS AND STRATEGIES
Why It Is Important	<ul style="list-style-type: none"> ▪ Principals rank mentor programs among the most important components of the induction process. ▪ Formal, intentional, high-quality mentoring for school leaders helps make them more effective more quickly.
Ensure that mentors for new school leaders are selected on the basis of quality criteria and trained in both school leadership and coaching/mentoring.	<ul style="list-style-type: none"> ▪ Mentors should be selected on the basis of experience and interpersonal skills, not solely on the basis of availability or seniority. ▪ Be mindful that the mentor relationship takes time and energy to develop and nurture when assigning mentors to more than one mentee, particularly when the mentor also is a school leader. ▪ Encourage mentors to be sensitive to the new complexities of the school leader’s position as well as their mentee’s stages of learning.
Ensure that school-leader mentoring is standards based and aligned with Ohio’s licensure standards.	<ul style="list-style-type: none"> ▪ Ensure that school-leader mentoring is aligned with leadership standards, specifically the <i>Ohio Standards for Principals</i> and the <i>Leadership Development Framework</i> essential practices. ▪ Ensure that mentors and mentees are informed of goals and expectations of the mentor relationship at the start of the program (e.g., time commitment, confidentiality). ▪ Ensure that the program is intentional and not busywork for the mentor or new school leader. ▪ For individuals seeking an alternative Ohio principal license, ensure that, as per Ohio law, they have been assigned a mentor who holds a standard principal license or certificate and who has served in the capacity of principal.

Source: Ohio Department of Education¹³²

¹³² Content taken verbatim from “Induction for School Leaders,” Op. cit.

Figure 2.6: Induction Recommendations for School Leaders

RECOMMENDATION	SUPPORTING CLAIMS AND STRATEGIES
<p>Why It Is Important</p>	<ul style="list-style-type: none"> ■ The principalship is an increasingly complex position. A carefully designed induction program can provide new school leaders with a solid foundation and can foster the development of positive and productive relationships within and outside of the school site. ■ The principal position can be isolating, particularly for new principals who have not worked in the school or the district. Even the most experienced and qualified candidates must go through an acclimation process in order to learn the nuances of the particular position. ■ Although most of the research on induction programs is anecdotal, schools and districts can look to induction strategies used in other locations in order to develop an appropriate model that addresses their particular goals and challenges. ■ By including an orientation to the district (or community school), an introduction to school processes such as budgeting, and an introduction to undocumented policies in the school, the LEA can help new school leaders more quickly become effective leaders.
<p>Coordinate induction through school- and district-based resources, outside providers, university partnerships, and regional and state supports.</p>	<ul style="list-style-type: none"> ■ Involve a variety of resources and partnerships in a proactive and systematic manner: Ensure that the induction process is coordinated and purposeful as opposed to fragmented, particularly when a combination of sources within and outside the LEA are used.
<p>Provide supports that are tailored to the school leader's school setting, individual strengths and weaknesses, and career stage.</p>	<ul style="list-style-type: none"> ■ Tailor induction to the school leader's particular needs by including the unique traits of the school setting, as well as the principal's skills, limitations, and prior experiences. New school leaders may need support in carrying out leadership and managerial functions of the position. ■ In the case of new principals who have previously served as assistant principals and received some relevant on-the-job training, recognize that they likely will require significant support in their new role. ■ For principals who are new not only to the principalship and the specific school or district but also relatively new to the field, provide additional, intensive support in the initial phases. ■ Provide new school leaders the opportunity to observe other school leaders within the school to learn the "unwritten rules" of the particular school setting.
<p>Encourage new school leaders to participate in cohort-based peer support groups, study groups, and/or visitation programs.</p>	<ul style="list-style-type: none"> ■ Include opportunities to observe principals or other school leaders from other schools. ■ Foster peer relationships through online correspondence and discussion boards when face-to-face meetings are not possible.

Source: Ohio Department of Education¹³³

¹³³ Content taken verbatim from Ibid.

INDUCTION FOR ALTERNATIVE ADMINISTRATOR LICENSE HOLDERS

Applicants for alternative administrator licenses—specifically, principals, superintendents, and administrative specialists—must fulfill a number of induction requirements in order to receive professional licenses from the ODE. The following subsection describes induction requirements for holding an alternative administrator license in Ohio.

LENGTH

- **Principals:** Obtaining a professional principal license via the alternative certification pathway is a three-year process. The length and types of professional development required during those three years depend on the licensee’s prior educational and professional background. Non-educators, for example, are required to gain teaching experience, whereas previous educators are exempt from teaching experience requirements. Please refer to Figure 2.7 for more details.¹³⁴
- **Superintendents:** Obtaining a professional superintendent license via the alternative certification pathway is a four-year process. Educators completing an alternative superintendent license must participate in a minimum of 135 clock hours of professional development and 70 clock hours of structured mentorship during the initial two-year license. After renewing the two-year license, educators must complete an additional 90 clock hours of professional development during years three and four of alternative certification.¹³⁵ Please refer to Figure 2.8 for more details.
- **Administrative Specialists:** Obtaining an administrative specialist license via the alternative certification pathway is a four-year process. The hours and types of professional development required depend on the licensee’s prior educational and professional background. No matter the licensee’s background, however, licensees are required to complete 70 clock hours of a structured mentoring program during the first two years of holding the alternative license. Please refer to Figure 2.9 for more details.¹³⁶

COMPONENTS

Figures 2.7 through 2.9 display the three-year alternative administrator license pathway requirements for principals, superintendents, and administrative specialists, respectively.

¹³⁴ “Alternative Principal License.” Ohio Department of Education.
<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Resident-License-Options/Alternative-Principal-License>

¹³⁵ “Alternative Superintendent License.” Ohio Department of Education.
<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Resident-License-Options/Alternative-Superintendent-License>

¹³⁶ “Alternative Administrative Specialist License.” Ohio Department of Education.
<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Resident-License-Options/Alternative-Administrative-Specialist-License>

Figure 2.7: Ohio Principal Alternative License Pathway

BACKGROUND	REQUIREMENTS
Requirements in Year One	
All	<ul style="list-style-type: none"> ▪ Assignment of a mentor who holds a standard principal license or certificate and who has served in the capacity of principal; ▪ Complete the interstate School Leaders Licensure Consortium self-assessment; ▪ Development of a personal learning plan approved by the mentor and superintendent; ▪ Assistance in acquiring critical knowledge in the following areas: facilitating a vision, school culture and instructional program, managing the school organization, collaboration and community engagement, ethics and integrity and understanding publics.
Bachelor’s Degree	<ul style="list-style-type: none"> ▪ Documentation of enrollment in and satisfactory progress in a master's program in education administration at an accredited institution of higher education. ▪ For non-educators, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience. Such a program must require the alternatively-licensed principal or assistant principal to work with a master teacher to obtain teaching experience. A total of 180 clock hours is required, with a minimum of 90 hours completed in year one and 90 hours in year two.
Master’s Degree	<ul style="list-style-type: none"> ▪ Documentation of satisfactory progress in meeting the requirement of 3 semester hours in school law, 3 semester hours in school supervision and teacher evaluation. ▪ For non-educators, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience. Such a program must require the alternatively-licensed principal or assistant principal to work with a master teacher to obtain teaching experience. A total of 180 clock hours is required, with a minimum of 90 hours completed in year one and 90 hours in year two.
Requirements in Year Two	
Bachelor’s Degree	<ul style="list-style-type: none"> ▪ Documentation of satisfactory progress in a master's program in education administration. ▪ For non-educators, verification from the employing superintendent of 90 clock hours of classroom teaching experience completed during year two.
Master’s Degree	<ul style="list-style-type: none"> ▪ Documentation of continuing progress in meeting program requirements. ▪ For non-educators, verification from the employing superintendent of 90 clock hours of classroom teaching experience completed during year two.
Requirements for Professional Principal License	
Bachelor’s Degree	<ul style="list-style-type: none"> ▪ Three years of successful experience under the alternative principal license; ▪ Completion of a master's degree in education administration from an accredited institution ▪ Participation in a structured mentoring program; ▪ Successful completion of the Ohio Assessments for Educators (OAE) Educational Leadership Exam ▪ For non-educators, verification of successful completion of required classroom teaching experience.

BACKGROUND	REQUIREMENTS
<p>Master's Degree</p>	<ul style="list-style-type: none"> ▪ 3 years of successful experience under the alternative principal license; ▪ Completion of 6 semester hours in school law, school supervision, and teacher evaluation, plus an additional 6 semester hours or 90 clock hours of professional development based on pre-assessment data and personal learning goals; ▪ Participation in a structured mentoring program; ▪ Successful completion of the Ohio Assessments for Educators (OAE) Educational Leadership Exam ▪ For non-educators, verification of successful completion of required classroom teaching experience.

Source: Ohio Department of Education¹³⁷

Figure 2.8: Ohio Superintendent Alternative License Pathway

REQUIREMENTS FOR CANDIDATES OF ALL BACKGROUNDS
Requirements in Years One and Two
<ul style="list-style-type: none"> ▪ Assignment of a mentor; ▪ Complete the Interstate School Leaders Licensure Consortium self-assessment; ▪ Development of a personal learning plan based on the ISLLC self-assessment; ▪ Participation in a structured mentoring program consisting of 70 clock hours during the initial two-year license; ▪ Completion of minimum of 9 semester hours from an accredited university or 135 clock hours of professional development based on the personal learning plan during the initial two-year license. ▪ For non-educators, the employing school district shall require the administrator to develop a plan that outlines observation of classroom instruction across grade levels and subject areas within the school district
Requirements in Years Three and Four
<ul style="list-style-type: none"> ▪ Continued progress towards meeting the requirements for a Professional Superintendent License.
Requirements for Professional Superintendent License
<ul style="list-style-type: none"> ▪ Four years of successful experience under the alternative superintendent license; ▪ Completion of an additional 6 semester hours or 90 clock hours of professional development based on the personal learning plan during the second two-year license; ▪ Participation in a structured mentoring program; ▪ Successful completion of the Ohio Assessments for Educators (OAE) Educational Leadership Exam

Source: Ohio Department of Education¹³⁸

¹³⁷ Content taken verbatim from "Alternative Principal License," Op. cit.

¹³⁸ Content taken verbatim from "Alternative Superintendent License," Op. cit.

Figure 2.9: Ohio Administrative Specialist Alternative License Pathway

BACKGROUND	TIMELINE
	Years One and Two
Bachelor's Degree	<ul style="list-style-type: none"> ▪ Assignment of a mentor; ▪ Complete the Interstate School Leaders Licensure Consortium self-assessment; ▪ Development of a personal learning plan based on the ISLLC self-assessment; ▪ Participation in a structured mentoring program consisting of 70 clock hours during the initial two-year license; ▪ Completion of minimum of 15 semester hours from an accredited university leading toward a master's degree in an area of study appropriate to the position held during the initial two-year license. ▪ For non-educators, the employing school district shall require the administrator to develop a plan that outlines observation of classroom instruction across grade levels and subject areas within the school district.
Master's Degree	<ul style="list-style-type: none"> ▪ Completion of the Interstate School Leaders Licensure Consortium (ISLLC) self-assessment; ▪ Development of a personal learning plan based on the ISLLC self-assessment; ▪ Participation in a structured mentoring program consisting of 70 clock hours during the initial two-year license; ▪ Completion of minimum of 9 semester hours from an accredited university or 135 clock hours of professional development based on the personal learning plan during the initial two-year license. ▪ For non-educators, the employing school district shall require the administrator to develop a plan that outlines observation of classroom instruction across grade levels and subject areas within the school district.
	Years Three and Four
All	<ul style="list-style-type: none"> ▪ Continued progress towards meeting the requirements for a Professional Administrative Specialist License.
	Requirements for Professional Administrative Specialist License
Bachelor's Degree	<ul style="list-style-type: none"> ▪ Participation in a structured mentoring program consisting of an additional 50 clock hours during the second two-year license; ▪ Four years of successful experience under the alternative administrative specialist; ▪ Completion of a master's degree in an area appropriate to the position held during the second two-year license; ▪ Successful completion of the Ohio Assessments for Educators (OAE) Educational Leadership Exam
Master's Degree	<ul style="list-style-type: none"> ▪ Four years of successful experience under the alternative administrative specialist; ▪ Completion of an additional 6 semester hours or 90 clock hours of professional development based on the personal learning plan during the second two-year license; ▪ Participation in a structured mentoring program; ▪ Successful completion of the Ohio Assessments for Educators (OAE) Educational Leadership Exam

Source: Ohio Department of Education¹³⁹

¹³⁹ Content taken verbatim from "Alternative Administrative Specialist License," Op. cit.

MENTORING

All alternative principal mentees must be assigned a mentor who holds a standard principal license or certificate and who has served in the capacity of principal. ODE does not otherwise describe what “structured mentoring programs” for administrators seeking alternative licenses should look like, although ODE does discuss several recommendations and best practices (displayed in Figures 2.5 and 2.6).¹⁴⁰

OVERSIGHT

ODE is responsible for ensuring that the requirements for completing alternative administrator certifications are fulfilled. If the licensee’s completion of alternative administrator certification requirements is dependent on the completion of a higher education program such as a Master’s program, the educational agency issuing the Master’s degree is similarly responsible for guaranteeing that certain certification requirements are fulfilled.¹⁴¹

¹⁴⁰ “Induction for School Leaders,” Op. cit.

¹⁴¹ Phone interview with Ohio Department of Education personnel, August 10, 2015.

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