



Site-based Induction Rubric

	Foundation: People Driven (Reactive) NESS	Application: Written (Pro-active) Induction	Accomplished: Systems Driven (Reflective) Culture
Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> School Liaison orients administration on latest information and expectations of site-based New Educator Support System (NESS) <input type="checkbox"/> School Liaison or designee conducts site-based NTO orientation included in the SBBC/BTU Collective Bargaining Agreement 	<ul style="list-style-type: none"> <input type="checkbox"/> The Site-based Induction Team* designs a written plan for orienting all New Educators <input type="checkbox"/> The Site-based Induction Team designs a written plan for orienting all Instructional Coaches and Support Staff 	<ul style="list-style-type: none"> <input type="checkbox"/> The School supports a systemic, data driven, job-embedded approach for developing all staff members <input type="checkbox"/> The School fosters a culture that empowers administrators and staff members to mentor their replacement
Collaboration and Support	<ul style="list-style-type: none"> <input type="checkbox"/> Administration assigns the School Liaison & Instructional Coaches <input type="checkbox"/> School Liaison conducts eight Support Group meetings <input type="checkbox"/> The Administration disseminates staff development information from the district <input type="checkbox"/> The Instructional Coach conducts a prescribed number of observations and conferences with the New Educator <input type="checkbox"/> Site-based staff and District personnel support NESS New Educators as needed 	<ul style="list-style-type: none"> <input type="checkbox"/> The Site-based Induction Team collaborates in developing written criteria for the selection of the Instructional Coaches <input type="checkbox"/> The Site-based Induction Team organizes a site-based support team delineating the specific responsibilities of each team member in writing <input type="checkbox"/> The Site-based Induction Team schedules and facilitates various learning communities** to meet the needs of New Educators, Instructional Coaches, and support staff <input type="checkbox"/> The Site-based Induction Team schedules time, opportunity, and resources for Instructional Coaches to diagnose New Educators' needs and provide support <input type="checkbox"/> The Site-based Induction Team utilizes district and site-based personnel in developing written induction protocols 	<ul style="list-style-type: none"> <input type="checkbox"/> The School's actions are driven by a clear vision and mission <input type="checkbox"/> The School coordinates site-based learning opportunities for all staff members <input type="checkbox"/> The School promotes job-embedded learning opportunities for all staff members <input type="checkbox"/> The School promotes continual peer review and professional development through site-based learning communities and study groups <input type="checkbox"/> The School provides professional and material resources necessary to accomplish its mission <input type="checkbox"/> The School integrates district and site-based resources to provide support for professional growth
Accountability and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Administration and/or School Liaison conduct informal verbal assessments, and/or survey New Educators and Instructional Coaches to determine effectiveness of site-based support <input type="checkbox"/> NESS School Liaison and Instructional Coaches maintain written records of support <input type="checkbox"/> Instructional Coach uses the continuous improvement model (Plan, Do, Study, Act) to identify the New Educator's needs and monitor their progress 	<ul style="list-style-type: none"> <input type="checkbox"/> The Site-based Induction Team uses multiple sources of data to identify the needs of the New Educators, School Liaison, Instructional Coaches, and Support Staff <input type="checkbox"/> The Site-based Induction Team develops a written list of expectations for New Educators, School Liaison, the Instructional Coaches, and support staff <input type="checkbox"/> The Site-based Induction Team uses a continuous improvement model (Plan, Do, Study, Act) to monitor the effectiveness of the Induction Program <input type="checkbox"/> The Site-based Induction Team maintains written records to monitor the effectiveness of the Induction Program 	<ul style="list-style-type: none"> <input type="checkbox"/> The School uses student data and mission statement to guide site-based decision making <input type="checkbox"/> The School in partnership with stakeholders develops a written list of expectations for all staff members <input type="checkbox"/> The School uses multiple sources of data to identify the professional development needs of all staff members <input type="checkbox"/> The School implements and monitors the School Improvement Plan based on the needs of all staff members <input type="checkbox"/> The School uses action research to monitor the effectiveness of each Induction/staff development component

*The Site-based Induction Team could include: Administration, members of Leadership Team, members of the Professional Development Team, school and district support staff, NESS Liaison, Field Experience Contact, and volunteer stakeholders.

**Learning Community definition from the DOE: Small groups of faculty who meet regularly to study more effective learning and teaching practices. Schools may have grade level or subject-area planning groups that meet regularly through joint planning time. If the content of these meetings are primarily or solely the logistics of planning for instruction and discussing student needs, they do not constitute a learning community.

3/20/07