State Policy Review: New Educator Induction

Arizona

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

The state does not require new teachers or school administrators to receive induction support. However, under the revised Arizona Guidance for Title II-A Funding for Teacher Induction/Mentoring Programs (May 1, 2014), local education agencies (LEAs) may use Title II-A funds to provide a teacher induction/mentoring program in an effort to support the retention and recruitment of highly qualified teachers and to improve instructional effectiveness.

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State policy does not address mentor selection. The Arizona Guidance for Title II-A Funding lays out the following minimum criteria for induction coordinators and mentors for LEAs that choose to utilize Title II-A funding for teacher induction/mentoring support:

- Must be appropriately certified and hold a valid Arizona Standard Teaching Certificate (charter schools are exempt from the certification requirement with the exception of Career & Technical Education and Special Education teachers);
- Must have a minimum of 5 years, full-time teaching experience;
- Must complete a formal Induction Coordinator/Mentor training program;
- Must meet the highly qualified criteria in an appropriate core content area; and
- Must be a teacher with a record of success in helping low-achieving students improve academic performance.

State policy does not require foundational training or ongoing professional development for mentors. The Arizona Guidance for Title II-A Funding for Teacher Induction/Mentoring Programs states that LEAs that choose to fund teacher induction/mentoring must have policies that outline the process for training and program descriptions that clearly define the process for ongoing professional development for induction coordinators and/or mentors.

Neither state policy nor the Arizona Guidance for Title II-A Funding addresses mentor assignment or caseload.

While the Arizona Guidance for Title II-A Funding provides some guidance for LEAs that choose to fund teacher induction/mentoring support, the state has not developed any tools to support mentor selection, mentor training, or mentor assignment in local programs.

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy does not address specific induction program elements. The Arizona Guidance for Title II-A Funding states that LEAs that choose to fund teacher induction/mentoring support must have program descriptions that clearly define how the LEA will provide regular forums (discussion groups, collaboration, professional development) for induction/mentoring participants.

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State policy does not address specific induction program elements. The Arizona Guidance for Title II-A Funding states that LEAs that choose to fund teacher induction/mentoring support must have program descriptions that clearly define the process by which induction mentors will provide formal and informal feedback/support to induction/mentoring participants.

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state has not formally adopted induction program standards. However, Arizona Induction Program Standards - developed more than 10 years ago by the Arizona Department of Education (in partnership with New Teacher Center) - were presented to the State Board of Education as an information item and are utilized by the Arizona K12 Center for Professional Development.
6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not provide dedicated funding for local teacher induction programs. However, the Arizona Guidance for Title II-A Funding states that LEAs may utilize Title II-A funds for teacher induction/mentoring programs in order to support the retention and recruitment of highly qualified teachers and to improve instructional effectiveness.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state does not make participation in an induction program a requirement for new teachers to advance to a professional teaching license.

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The state does not assess or monitor local induction program quality. The Arizona Guidance for Title II-A Funding states that LEAs that fund teacher induction/mentoring support must have policies that include an evaluation process in order to determine program effectiveness and must have a program description that clearly defines the evaluation process.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

The state has not adopted formal standards for teaching and learning conditions. However, the Arizona State Board of Education, in February 2016, adopted the 2015 Professional Standards for Educational Leaders. Standard 7 (Professional Community for Teachers and Staff) require effective educational leaders to “foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.”

Links


The Arizona Department of Education has reviewed this state summary.

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