



Recruiting and training the next generation of teachers is a school system's first step to ensure that new teachers are classroom ready, every classroom is staffed by an effective teacher, and all students are on a successful path to college and career. **Believe and Prepare Programs** forge partnerships that center on classroom-based, on-the-job training that meets school and school system workforce needs. A successful Believe and Prepare program relies on clearly defined roles for mentor teachers, school and school system leaders, and preparation program faculty and collaboration that focuses on strengthening preparation experiences and teacher quality.

Component	Indicators	Beginning Program	Emerging Program	Effective Program	Highly Effective Program
<p align="center"><b>PARTNERSHIP: Meeting Workforce Needs</b></p>	<ul style="list-style-type: none"> <li>• Depth and sustainability of partnership</li> <li>• Workforce projections based on instructional priorities and workforce trends</li> <li>• Use of data to drive program improvement</li> </ul>	<ul style="list-style-type: none"> <li>• School system and preparation program have separate and disconnected roles in preparation experience (i.e., program recruits and trains; school system hires and inducts).</li> <li>• School system staffing process focuses on filling immediate vacancies with that year's available program completers.</li> <li>• School system and preparation program maintain separate data review processes (e.g., new teacher performance data, student achievement data).</li> </ul>	<ul style="list-style-type: none"> <li>• School system enters into formal agreement with preparation program (e.g., an MOU). MOU establishes:               <ul style="list-style-type: none"> <li>○ Roles and responsibilities for program leaders</li> <li>○ Expectations for program design</li> <li>○ Targets, criteria, and a process for mentor recruitment</li> <li>○ School sites for candidate placement</li> <li>○ Targets for recruitment that address short-term workforce needs</li> <li>○ Short-term funding sources to support program implementation.</li> </ul> </li> <li>• School system conducts workforce analysis that projects short and mid-term workforce needs based on promotion/attrition/retirement.</li> <li>• Program leaders meet annually to review summative program data and set annual program priorities.</li> </ul>	<p><b>Meets emerging partnership descriptions AND</b></p> <ul style="list-style-type: none"> <li>• School system enters into formal agreement with preparation program (e.g., an MOU). MOU establishes:               <ul style="list-style-type: none"> <li>○ Expectations for program curriculum and assessments</li> <li>○ Targets for recruitment that address long-term workforce needs</li> <li>○ Sustainable funding sources to support program needs</li> </ul> </li> <li>• School system conducts workforce analyses that project short, mid, and long-term workforce needs based on promotion/attrition/retirement, short- and long-term instructional priorities, and student performance data.</li> <li>• Partners regularly (at least quarterly) review data to make improvements to program coursework, mentoring, recruitment process, and refine agreement.</li> </ul>	<p><b>Meets proficient partnership descriptions AND</b></p> <ul style="list-style-type: none"> <li>• Partners establish criteria and a process for renewing partnership agreements.</li> <li>• School systems and preparation programs develop and use recruitment strategies that target promising candidates from partner institution's honors programs, liberal arts departments, etc.</li> <li>• Partners develop enduring relationships with local high schools, industry leaders, etc. that build and maintain the local pipeline of teacher candidates.</li> </ul>

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<p align="center"><b>PREPARATION: Learn Through Practice</b></p>	<ul style="list-style-type: none"> <li>• Alignment of curriculum and practice to new teacher competencies</li> <li>• Quality of practice experience (duration, quality of feedback, extent to which practice is embedded in school system/school training and development, alignment to school year calendar)</li> <li>• Use of data to improve preparation experience (mentoring, coursework)</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation program design is based on completion of courses.</li> <li>• Practice may or may not be connected to coursework.</li> <li>• Program adjustments are made by program faculty, with limited or no input from school leaders and mentor teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation program design centers on developing and assessing new teacher competencies through integrated coursework and year-long practice experiences.</li> <li>• Practice experience connects to or is inclusive of school system/school development opportunities.</li> <li>• Mentors meet quarterly to review candidate progress and establish priorities and best practices for coaching.</li> <li>• Partners develop a job description and selection process for mentor teachers.</li> <li>• School system/program mentors are selected based on student growth and, for veteran mentors, candidate satisfaction and success.</li> </ul>	<p><b><i>Meets emerging partnership descriptions AND</i></b></p> <ul style="list-style-type: none"> <li>• All preparation experiences are embedded in classrooms and facilitated by highly effective mentor teachers.</li> <li>• All learning tasks and assessments require demonstration of competencies and positive impact on student learning.</li> <li>• School, school system, and preparation program leaders annually review individual candidates' and aggregated observation data and student achievement data to develop or adjust curriculum, coaching plans, and candidate progression.</li> </ul>	<p><b><i>Meets proficient partnership descriptions AND</i></b></p> <ul style="list-style-type: none"> <li>• Partners use surveys and focus groups to measure candidate satisfaction</li> <li>• Partners use student data to measure candidate success and make changes to the program's design.</li> <li>• Partners review candidate lesson plans, instructional materials, observation data, and student achievement data quarterly to guide candidates' growth targets and to establish quarterly mentor training objectives.</li> <li>• Partners quarterly review program curriculum and assessments to determine efficacy at measuring progress towards growth targets for student, candidate, and new teacher performance.</li> <li>• Partners develop systems for proactively identifying and building pool of mentor teachers.</li> </ul>
<p align="center"><b>LICENSURE: Measure Readiness Through Performance</b></p>	<ul style="list-style-type: none"> <li>• Role of school leader in preparation and certification process</li> <li>• Quality and extent of evidence used to make certification decisions (e.g., alignment to expectations for practicing teachers)</li> <li>• Quality of certification decisions, per student results and teacher performance</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders participate inconsistently or not at all in certification decisions.</li> <li>• Certification decisions are based primarily on course completion and licensure assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners use collaboratively developed, criterion-based performance tasks to assess certification readiness.</li> <li>• Partners codify readiness criteria that are aligned with expectations for practicing teachers.</li> <li>• Partners train school leaders on readiness criteria.</li> <li>• Certification decisions are guided by school leaders and mentors.</li> </ul>	<p><b><i>Meets emerging partnership descriptions AND</i></b></p> <ul style="list-style-type: none"> <li>• School leaders make certification decisions based on observation of practice and using assessments of student growth (e.g., learning targets, benchmark assessments).</li> <li>• Partners review certification decisions based on candidate and student performance data and make adjustments to school leader training and supporting tools as necessary.</li> <li>• Partners periodically meet with candidates to review progress toward readiness.</li> </ul>	<p><b><i>Meets proficient partnership descriptions AND</i></b></p> <ul style="list-style-type: none"> <li>• Partners annually review readiness criteria with school leaders and mentors</li> <li>• Partners quarterly meet with candidates to review progress towards readiness.</li> <li>• School leaders establish readiness criteria that exceed minimum expectations, raising the bar for candidate performance.</li> </ul>