

Guidelines for Induction & Mentoring Programs

Providing comprehensive supports to prepare and retain effective educators and to develop leaders

April 2015



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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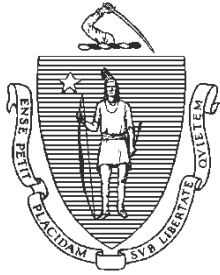
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Mitchell D. Chester, Ed.D.
Commissioner

A Letter From the Commissioner **Massachusetts Department of Elementary and Secondary Education**

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

April 30, 2015

Dear Colleagues,

I am pleased to present the Guidelines for Induction and Mentoring Programs. These Guidelines are aligned with the Massachusetts Department of Elementary and Secondary Education (ESE) licensure regulations, [603 CMR 7.00](#).

Since originally published in 2001, the Guidelines have provided districts across the Commonwealth with a framework for developing, implementing, and refining high quality supports to educators, including those new to the profession, new to the district, or new to a role. Comprehensive induction and mentoring programs offer critical supports to the growth and development of educators and help them make a strong impact on students. Additionally, these programs offer an opportunity for districts to recognize effective educators and provide them with leadership roles as mentors in their schools and districts. Induction and mentoring programs also support a school culture built on collegiality, continuous professional development, and shared responsibility for the outcomes of all students.

Based on the thoughtful suggestions and input from a wide range of stakeholders, the Guidelines incorporate lessons learned from the field regarding meaningful induction and mentoring programs. ESE continues to seek out opportunities to highlight the strong work happening across districts. To support this, we encourage educators and other stakeholders to send comments, questions, and suggestions to us at EducatorDevelopment@doe.mass.edu. Please also visit our Induction and Mentoring webpage for resources and updates at <http://www.doe.mass.edu/educators/mentor/>.

We look forward to continued collaboration to provide the best supports for the educators and students of Massachusetts.

Sincerely,

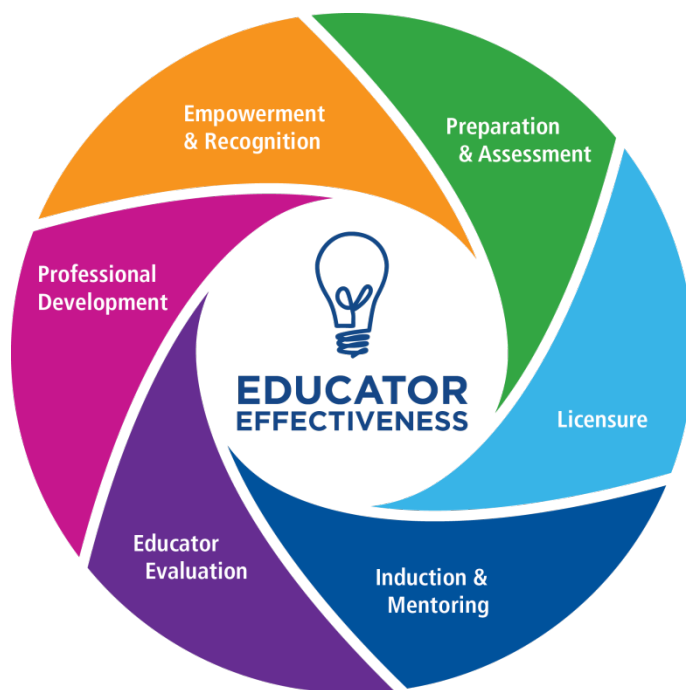
Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

Purpose of Guidance

The intention of this guidance is to provide updated information for how districts can develop, implement, and refine induction and mentoring programs for educators new to the profession, the district, and/or their roles. This guidance aligns educator effectiveness initiatives that have occurred since the previous Guidelines for Induction Programs were published in 2001.

- ✓ **Educator preparation programs** provide educators with content expertise and pedagogical skills. Through coursework, early field-based experiences, and a practicum guided by an effective supervising practitioner, the educator is prepared to have a positive impact on student learning upon entering the profession.
- ✓ **Induction programs** provide the structure that maximizes new educators' learning in the context of classroom experience and integrates educators into the school community. New teachers learn from experienced and effective teacher leaders; schools increase the possibility of retaining strong, well-trained educators; and most important, student learning can be improved.
- ✓ **Evaluation** provides all educators with feedback to improve professional practice and student learning through ongoing reflection and professional development. Evaluation places educators on a continuum of skill; thereby providing districts the opportunity to differentiate support for developing educators and provide opportunities to recognize effective educators through leadership roles that enhance the learning of other educators and all students in a school or district.
- ✓ **Professional development (PD)** occurs throughout educators' careers, targeted on needs and goals identified through evaluation. PD helps educators to strengthen their practice and make an impact on students. It also supports educators in achieving professional milestones, including Professional Teaching Status, Professional Licensure, additional licenses and/or endorsements, and license renewal.

The graphic below illustrates how induction intersects with other educator effectiveness initiatives.



Key Updates and Background Information

Key Updates

The revised guidelines are intended to provide districts and educators with a clear understanding of induction and mentoring program requirements as well as provide considerations for strengthening their supports for educators.

Key updates include:

- **Annual district report to ESE now available electronically.** Under the regulations, districts are required to submit an annual report to ESE on induction and mentoring activities. In recent years, districts were to keep these reports on file and submit them to ESE upon request. As of the 2015-16 school year, districts will electronically submit annual induction and mentoring program information to ESE. More information about reporting is available on [page 15](#).
- **Improved alignment to educator effectiveness initiatives.** Updates to the guidelines have been made to explicitly draw connections across educator effectiveness initiatives and highlight their links to induction and mentoring programs. Additional information about alignment between induction and mentoring and other educator effectiveness work is available on [page ten](#).
- **Increased attention to local needs.** The guidelines highlight opportunities for districts to develop programs which truly meet local needs while ensuring that the spirit of the regulations is maintained. A district has great flexibility when it comes to induction and mentoring programs, including group mentoring structures, multi-year programs, and cross-district programs.
- **New district examples and ESE resources.** A new section is included at the end of the guidelines to share district examples and ESE resources that can support local induction and mentoring programs. Resources are available beginning on [page 29](#), and include samples for collecting feedback from stakeholders on induction and mentoring, to district program examples, and links to ESE resources.

Background Information

In November 2000, the Board of Elementary and Secondary Education adopted new licensure regulations that took effect on October 1, 2001. These regulations, among other things, link beginning educator support programs, called “induction programs” to licensure by making participation in such a program one of the requirements for teachers and administrators to attain the Professional License ([603 CMR 7.04 \(2\)\(c\)\(b\)](#)). The regulations outline basic program standards or components that are required of district induction programs ([603 CMR 7.12](#), [603 CMR 7.13](#)).

The following guidelines have been developed to:

- assist districts in the creation and administration of its induction program and
- align with educator effectiveness reform initiatives.

Districts are encouraged to develop programs that meet the spirit of the standards included in the regulations while taking into account their own district needs and characteristics. The intention of this

guidance is not to prescribe a specific course of action or program design, but to provide a resource to districts as they develop and refine their programs.

These guidelines may be used by educator preparation program providers that are building in the 50 hours of mentoring experience beyond the induction year as part of their approved professional licensure program ([603 CMR 7.04 \(2\)\(c\)\(5\)](#)).

Laws and Regulations Relevant to Induction Programs

The Educator Licensure Law, [G.L. c. 71, s. 38G](#) requires public school districts to submit a plan to the Department of Elementary and Secondary Education (ESE) detailing how they will supervise and support educators who hold an Initial license.

All school districts are required to provide an induction program for all teachers in their first year of practice ([603 CMR 7.12](#)).

All school districts are required to provide an induction program for all administrators in their first year of practice ([603 CMR 7.13](#)).

For professional licensure, teachers and administrators must complete a one-year induction program with a mentor ([603 CMR 7.04 \(2\)\(C\)\(2\)](#)).

For professional licensure, teachers must complete 50 hours of mentoring beyond the induction year ([603 CMR 7.04 \(2\)\(C\)\(4\)](#)).

Overview of Induction and Mentoring Program Requirements by Educator Type

The following table outlines the required components of induction and mentoring programs (as stated in the [regulations](#)) applied to different types of educators: beginning teachers (new to the profession), incoming teachers (new to the district and/or role), beginning administrators, and incoming administrators. For additional information about the definitions of these educators, please refer to [page nine](#).

The regulations provide a baseline for districts' induction and mentoring programs. ESE strongly encourages districts to go beyond the minimum requirements as needed to ensure educators receive meaningful supports and leadership opportunities.

Induction and Mentoring Program Required Components	Beginning Teacher (new to the profession)	Incoming Teacher (new to the district/role)	Beginning Administrator (new to the profession)	Incoming Administrator (new to the district/role)
Orientation	✓	✓	✓	✓
Assigned Mentor	✓	Recommended	✓	Recommended
50 Hours of mentoring beyond induction year	✓	Possibly. ¹	Recommended	Recommended
Support team, including at a minimum a mentor and qualified evaluator	✓	Recommended	✓	Recommended
Release time for mentor and mentee	✓	Recommended	✓	Recommended
Time and resources to learn hiring, supervision and evaluation methods included in the Professional Standards for Administrators	Not Applicable	Not Applicable	✓	Recommended
Additional induction supports in years 2 and 3	Recommended	Recommended	Recommended	Recommended

¹ A teacher new to the role or district who holds a Professional license has most likely already received 50 hours of mentoring beyond the induction year and would not be required to complete additional mentoring. However, a teacher who holds an Initial license who is either new to the role or district must fulfill this requirement in order to obtain a Professional license.

Definitions (Listed in alphabetical order)

Beginning educator refers to an individual entering into teaching or administration with a Preliminary or Initial license. Beginning educators may also be referred to as novice educators.

Educator refers to any person employed by a school or school district in a position requiring a license ([603 CMR 7.02](#)), including teachers and administrators ([603 CMR 35.02](#)). *Note: The term “new educator” is used in this document to include both beginning and incoming teachers and/or administrators.*

Incoming educator refers to someone who has experience in teaching or administration, but is new to the district or his or her role within a district. *Note: Districts are encouraged to adapt components of their induction programs to differentiate between the needs of beginning and incoming educators.*

Induction program is a planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings ([603 CMR 7.02](#)).

Mentoring is one component of a comprehensive induction program. It refers to the relationship between a beginning or incoming educator (mentee) and an educator (mentor) who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues.

Mentee refers to a beginning educator or an incoming educator being assisted by a mentor. A mentee may also be an educator participating in a performance assessment or a district-based program for licensure being assisted by a mentor.

Mentor refers to an educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure ([603 CMR 7.02](#)).

Professional Teaching Status (PTS) refers to teachers who have served in a district for three previous consecutive school years and are entitled to PTS awarded by the superintendent ([M.G.L. c.71, §41](#)).

Program Supervisor refers to the supervisor from the sponsoring organization (educator preparation program), under whose immediate supervision the candidate for licensure practices during a practicum ([603 CMR 7.02](#)).

Supervising Practitioner refers to an educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent ([603 CMR 7.02](#)).

Alignment to Educator Effectiveness Initiatives

Induction programs serve as critical pathways for educators as they enter the teaching profession, moving educators beyond pre-service learning experiences and supporting their development. The following section highlights key initiatives that contribute to educator effectiveness before, during, and after induction. It is important to keep these connections in mind when designing and implementing induction programs so those involved in induction see the alignment across the learning experiences that support an educator's growth and development (see graphic on [page five](#)).

Educator Preparation

- The [Professional Standards for Teachers](#) and [Professional Standards for Administrative Leadership](#) for preparation and licensure are aligned to the in-service [Standards of Effective Teaching Practice](#) and [Standards for Administrative Leadership Practice](#) used in evaluation. These common standards promote a shared language for educators across their preparation and in-service experiences.
- Performance assessments for Initial licenses for principals and teachers are also aligned to these common standards and are intended to reflect the authentic work of in-service educator roles.
- The relationship between a [candidate and supervising practitioner](#) during preparation is similar to the mentee-mentor relationship. There may also be overlap between educators who are selected to serve as both supervising practitioners and mentors. Districts should consider common criteria for selecting supervising practitioners and mentors.
- Educator preparation program supervisors can share expertise (or support) to support district induction programs given their experience supervising educator candidates during their practicum.
- Preparation programs may also build in the 50 hours of mentored experience beyond the induction year as part of their approved professional licensure program ([603 CMR 7.04 \(2\)\(c\)\(5\)](#)).

Educator Licensure

- Licensure is a credential that signifies competency in an educator's subject matter knowledge and capacity to teach.
- The license renewal process supports the ongoing professional development of educators through the completion of an Individual Professional Development Plan (IPDP) that can be aligned to an educator's goals and activities in the educator plan used in evaluation ([603 CMR 44.04 \(1\)\(c\)](#)). For more information about combining the plans, read the [Educator Evaluation Frequently Asked Questions](#).
- Additionally, induction is required in the first year of employment (regardless of license type) and assessed by ESE when an educator seeks a Professional teacher or administrator license ([603 CMR 7.04 \(2\)\(c\)\(2\)](#)). Teachers must receive 50 hours of mentoring beyond the first induction year for Professional licensure ([603 CMR 7.04 \(2\)\(C\)\(4\)](#)).

Educator Evaluation

- The Educator Evaluation Regulations ([603 CMR 35.00](#)), as amended in 2011, established a common, statewide system to support the continuous growth and improvement of all educators licensed by ESE.
- The common evaluation system includes two dimensions: Summative Performance Rating with four ratings and a high bar for proficiency, and a Student Impact Rating with three ratings.

- In order to receive Professional Teaching Status (PTS), a teacher must demonstrate proficiency in all four standards within three years of entering the profession. Exceptions may be permitted based on superintendent's review and approval ([603 CMR 35.08 \(6\)](#)).
- Data from the evaluation system should drive the professional development provided to educators while also recognizing effective educators and rewarding them with leadership opportunities.

Professional Development

- Professional development (PD) is embedded throughout educator effectiveness initiatives. High quality PD is a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes.
- PD offerings should be driven by educator and student needs and aligned to the [MA Standards for Professional Development](#).
- An induction program provides targeted PD to meet the needs of beginning and incoming educators.

Induction Programs for Teachers

The intention of an induction program is to provide teachers with a systematic structure of support that helps them to be efficacious, become familiar with their school and district, refine their practice, and to better understand their professional responsibilities. The program is an integral part of a teacher's first year of teaching and is part of a teacher's ongoing professional learning. The induction program should be a fundamental part of the district's professional development plan as well as the district and school improvement plans.

Districts are required to provide induction programs for teachers in their first year of teaching ([603 CMR 7.12 \(1\)](#)). There are two categories of teachers when it comes to induction – **beginning teachers** and **incoming teachers**. Beginning teachers are individuals who hold a Preliminary or Initial license and have not participated in an induction program. In their first year of practice, districts are required to provide beginning teachers with an orientation, mentor, support team, and release time. Districts are also required to provide the orientation program to teachers new to the district or their roles, but may choose whether to offer them the other elements of the induction program. An incoming teacher may be a teacher who either holds: a Preliminary or Initial license and participated in an induction program in another district, or holds a Professional or a Temporary license. It is up to the district to determine whether the other elements of the induction program should be modified and offered to these teachers. Districts may also consider offering these induction programs, in part or whole, to teachers who have changed content areas and/or grade level or who are returning to the district after a hiatus from the classroom.

Districts are encouraged to extend induction programs through a beginning teacher's second and third years of teaching. Research and district best practices show positive benefits in teacher effectiveness and retention when induction programs extend into the second and third year of an educator's practice.² Examples of extending induction programs may include group mentoring or new teacher support groups. These options could also be implemented during first year induction programs.

Expanding induction programs to three years also aligns with the Developing Educator Plan used in evaluation for teachers who do not have PTS and can provide them with support needed to reach proficiency within their first three years of practice ([603 CMR 35.06 \(3\)\(e\)\(1\)](#)). Additionally, in order to obtain Professional licensure, teachers are required to complete an additional 50 hours of mentoring beyond the induction year ([603 CMR 7.04\(2\)\(c\)\(2\)](#)).

² Alliance for Excellent Education, 2004. Tapping the Potential: Retaining and Developing High-Quality New Teachers. <http://all4ed.org/wp-content/uploads/2007/07/TappingThePotential.pdf>.
New Teacher Center, 2011. High Quality Mentoring & Induction Practices. http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_HighQualitymentoring%26InductionPractices.pdf.

District Checklist for Teacher Induction Programs

The following items include components that are both required in regulation and recommended in these guidelines.

Program Planning

- Establish a district steering committee charged with developing, evaluating, and refining the induction program.
- Program plans should include: goals, connections to key district initiatives, communication strategies, roles and responsibilities, orientation and training programs for teachers and mentors, process for mentor selecting and matching, confidentiality policy and hold harmless policy for mentors/mentees to be reassigned, reward and recognition of mentors, and program evaluation.
- Include strategy for supporting teachers in years 2 and 3 of their careers, including how they will complete the 50 hours of mentoring required beyond the first year of induction.
- Post induction and mentoring program on district website.

Program Evaluation and Refinement

- Select criteria for determining impact of induction: including stakeholder feedback, program activities, and outcome measures (e.g., teacher retention rates).
- Determine process for data collection and analysis.
- Steering committee submits recommendations for program refinement.

Program Reporting

- Annual program evaluation report submitted electronically to ESE.
- Post report on district website.

Orientation Program

- Scheduled prior to beginning of school year.
- Suggested elements include: expectations of teachers, overview of induction program components, educator evaluation training workshops for teachers, school performance data, districts and school policies and procedures, overview of key resources for teachers, including information about school culture and community. Orientation should also cover the professional/ethical behavior of educators.

Support Structure for Beginning/Incoming Teachers

- Identify members of support team (includes at least mentor and administrator).
- Schedule regular meetings with beginning/incoming teacher(s) to establish ongoing opportunities for support.
- Plan opportunities for beginning/incoming teachers to meet as a peer group, including additional professional development opportunities.

Mentoring

- Rigorous and transparent selection process for mentors.
- Develop and execute mentor training program.
- Develop systems for mentor accountability, time logs, etc.
- Determine process for matching and assigning mentors to teachers (prioritize matching mentors and mentees by grade level and/or content area).
- All beginning teachers assigned a mentor within the first two weeks of the school year (or, where applicable, date of hire).
- Identify opportunities for group mentoring or establishing peer groups for beginning teachers and/or incoming teachers.

Components of Induction Programs for Teachers

In addition to outlining regulatory requirements, the following section provides detailed recommendations to guide districts' comprehensive induction programs. A [District Checklist for Teacher Induction Programs](#) is included on [page 13](#) to provide an overview of the components and key questions for districts to consider when developing, implementing, and refining their induction programs.

The regulations define the components of induction programs to include:

1. An orientation program before or at the beginning of the academic year for beginning teachers and all other incoming teachers (may include those new to the district, school, or role).
2. Assignment of all beginning teachers to a trained mentor within the first two weeks of the school year (or, where applicable, date of hire).
3. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
4. Providing release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.

Additionally, districts must evaluate their induction programs and annually report these data to ESE, including:

- (a) Program activities.
- (b) Number and complete list of beginning teachers served.
- (c) Number and complete list of trained mentors.
- (d) Number of classroom observations made by mentors.
- (e) Number of hours that mentors and beginning teachers spend with each other.
- (f) Hiring and retention rates for beginning teachers.
- (g) Participant satisfaction.
- (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the induction program.

Program Planning, Evaluation, and Reporting

Planning

Districts should establish a steering committee that is charged with developing an induction program plan as part of their larger professional development plan. The induction program should be a coherent learning experience that is systematic, purposeful and structured over a sustained period of time with the goal of improving teacher practice and student outcomes.

The plan may include, but not be limited to:

- Program goals.
- Communications strategy for informing the school community about the program (including the cost savings associated with investing in an effective induction program versus hiring new educators), promoting the induction program to recruit potential educators, and sharing information with educator preparation programs.

- Roles and responsibilities of the key participants.
- Orientation and training programs for beginning/incoming teachers and mentors.
- Processes for mentor selection and matching.
- Confidentiality policy and hold harmless policy for mentors/mentees to be reassigned.
- Reward and recognition of mentors.
- Evaluation of the effectiveness of the program and a strategy and timeline for making improvements to the program based on the program evaluation.

The commitment of district staff and the support of the school community are critical to the success of a district program. Districts may choose to give individual schools additional flexibility in developing school-specific induction programs. It is the responsibility of district leaders to support the program(s) and to identify the [resources](#) that are needed to implement the program(s) as the steering committee engages in the planning process.

To ensure this district-wide support, the steering committee should include, where possible, a central office administrator, school administrators, union leaders, experienced mentors, and early career educators and veteran educators from elementary, middle, and secondary levels. Additionally, educator preparation programs within the neighboring communities and/or that have partnerships with districts should have a representative on the steering committee. Including educator preparation programs as part of the steering committee promotes collaboration between educator preparation programs and districts focused on the needs of beginning teachers. Creating an opportunity for dialogue across stakeholders can provide a deeper understanding of the skills beginning teachers have mastered when entering the profession and areas in which they need continued support and development.

Evaluation and Refinement

Systematic data collection on program design, implementation, and outcomes of the induction program, including educator retention rates, is necessary to determine program effectiveness and potential program improvements ([603 CMR 7.12\(3\)](#)).

- All districts should [collect feedback](#) from their program participants—mentees, mentors, principals, and other members of support teams—to determine levels of satisfaction and to understand the strengths and weaknesses of the program in order to continuously improve the program.
- All programs should maintain records of participants, program activities, and resources used for the program. This information should include how many participated and the amount of time spent in induction/mentoring activities.
- Program evaluation instruments that might be used are surveys/questionnaires, individual and group interviews, observations to determine the impact on participating teachers and their students, and retention rates of teachers and administrators who experienced the induction program.
- The program steering committee should be responsible for conducting an annual evaluation of the program's effectiveness, using the records and survey instruments, and analyzing the data collected to make future improvements.

Reporting

ESE will collect annual district reports electronically ([603 CMR 7.12\(3\)](#)). The goals of the annual report are to:

1. Encourage district reflection on induction and mentoring practices in order to identify strengths and areas for further development; and
2. Provide ESE with data to identify promising induction and mentoring practices the agency can share across districts, and to understand the needs of districts in order for the agency to provide additional supports and resources to districts.

The report is intended to provide an overview of each district's induction and mentoring activities. By having districts submit a common electronic report, ESE hopes to streamline the reporting process, provide clear data submission expectations, and avoid the report being overly burdensome on districts.

At the conclusion of each school year (June), superintendents will be emailed a link to complete the annual induction and mentoring report. Districts must complete the report by July 31st. Note: ESE may decide to delay reviewing a district's Title II, Part A application until the district's induction and mentoring report has been completed. A PDF version of the report will also be made available on ESE's Induction and Mentoring website for districts to review prior to submitting the annual report. For more information and to see a copy of the 2015-16 report, please visit the [website](#).

Districts may also be asked to provide additional information about induction and mentoring programs through Title II, Part A and the MA School and District Accountability Reviews. Districts are encouraged to post their induction and mentoring programs and reports on their website to support educator recruitment initiatives.

Orientation Program

An orientation program launches the comprehensive induction program for both beginning and incoming teachers ([603 CMR 7.12 \(2\)\(a\)](#)). It provides an opportunity for the teacher to learn about the students, community, district, and school as well as introduces the structure and components of the induction program. For districts, the orientation is the perfect opportunity to provide the vision and set the tone for the upcoming school year.

This orientation program should occur prior to the start of the school year. Suggested elements include:

- District and school performance data, including data from ESE's [School and District Profiles](#).
- Presentation of school and district improvement goals as well as curriculum alignment.
- An overview of the [MA Curriculum Frameworks](#).
- An overview of the [Standards of Effective Teaching Practice](#), as outlined in [603 CMR 35.00](#).
- The [Educator Evaluation Training Workshops for Teachers](#).
- An overview of district expectations for staff.
- Introduction to the components of the induction program including the mentor program structure and policies.
- A presentation of district and school information, policies, and procedures.
- An introduction to key district personnel and members of the parents' association and the school council.
- Information on how and where to access school's resources and supplies.
- An introduction to the community (with maps and demographics).
- A tour of the community to see the neighborhoods where students live.
- A tour of the school.

Possible resources to provide include:

- The school improvement plan, which should include school and district initiatives.
- Data from ESE's [School and District Profiles](#), [District Analysis and Review Tools](#) (DARTs), and [Edwin Analytics](#).
- MA Curriculum Frameworks, local curriculum maps, and resources.
- Educator Evaluation resources, including an overview of the district's evaluation process, MA Model Rubric for Teacher Evaluation (or district equivalent), evidence collection strategies or requirements, example individual or team SMART goals from previous school year.
- Professional development opportunities and/or calendar.
- School handbooks or other publications.
- Staff and student directories.
- School schedule and calendar.
- Information about how to serve on a school council.
- Schedules of school council and school committee meetings.

Support Structures for Beginning Teachers

Beginning teacher support structures are the substance of the induction program. They are crucial to a successful first year in the classroom and beyond. In most cases, these support structures focus on linking the beginning teacher with a network of effective teachers that they can rely on for assistance and guidance. Support teams and mentoring are two essential structures that all districts must provide to their beginning teachers ([603 CMR 7.12 \(2\)\(b\)\(c\)](#)).

Support Team

Districts are required to assign all beginning teachers a support team that consists of at least one mentor and an administrator qualified to evaluate teachers ([603 CMR 7.12 \(2\)\(c\)](#)). Other members of the team might include school principals, department chairs, other trained mentors, representatives of teachers' unions, other beginning teachers, specialized instructional support personnel, and outside professional development providers. The support team provides the beginning teacher with diverse ideas and perspectives and forms the basis for a collegial learning community.

The support team should meet with the beginning teacher(s) before the start of the school year in order to accomplish the following:

- Review the criteria and procedures by which teachers are formally evaluated, including data relevant to school or grade level/content team goals.
- Schedule regular meetings in the first year to answer any questions or address concerns that the beginning teacher may have. These meetings should also provide an opportunity to review the [Standards of Effective Teaching Practice](#) and the [Educator Evaluation Model Rubric for Teachers](#) (or the district's rubric) to ensure the beginning teacher fully understands the professional knowledge and skills required of all teachers and the rubric that will be used by administrators during the evaluation process.
- Discuss plans for when the mentor and beginning teacher will work together, schedule observations and conferences, outline the professional development or training that the beginning teacher will receive, and how the beginning teacher can receive informal supports as well.
- Discuss responsibilities and expectations for the teacher including school and district priorities and goals.

Beginning Teacher Development and Training

Having beginning teachers meet regularly as a group can provide them the opportunity to share their experiences with colleagues. Beginning teachers can discuss and learn from the successes and challenges of their peers in this type of forum. These groups may take the form of case study seminars or other peer-to-peer support groups. It is recommended that beginning teachers also participate in training that encompasses skills for a successful first year and instructional support for district curriculum requirements. Both the groups and the training should try to address topics that are of importance to beginning teachers such as: [MA Curriculum Frameworks](#) and [Model Curriculum Units, Educator Evaluation, Model Rubric for Teachers](#), classroom management, standards-based instruction, differentiated instruction, formative assessment, technology, and time management.

Mentoring

The mentoring relationship can be very rewarding for the beginning teacher and the mentor. Mentoring provides the beginning teacher access to a teacher who has demonstrated effectiveness with students and colleagues. At the same time, mentors are given the opportunity to be recognized as strong educators and leaders within their school/district. Serving as a mentor provides effective educators with ongoing professional development and the chance to expand their impact through spreading their knowledge with other educators (who in turn are more effective with their students).

Core Mentoring Activities

The mentoring relationship is shaped by the activities that the mentor and beginning teacher participate in together. As part of the licensure regulations, districts are required to provide release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities ([603 CMR 7.12 \(2\) \(d\)](#)). These activities should help the beginning teacher improve upon practice and develop an understanding of the Standards of Effective Teaching Practice. The activities may include:

- Assisting the beginning teacher in analyzing student data and reflecting on professional practice to propose Student Learning and Professional Practice Goals and a Developing Educator Plan as part of Educator Evaluation.
- Meeting frequently (both formally and informally) during the school year to reflect on practice and plan curriculum and lessons.
- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher reflect and improve.
- Activities related to observing educator practice (similar to ESE's recommendations for [observations in evaluation](#) on page 39), mentoring observations are encouraged to be **frequent, short** (as brief as ten minutes), **targeted** (focused on a specific skill, such as transitions), and can be **planned or unplanned**. Possible observation activities include:
 - Observing one another's classroom.
 - Observing the classrooms of other effective educators, including those in other schools and/or districts.
 - Co-teaching the beginning teacher's class.
 - Teaching the beginning teacher's class so the beginning teacher can observe another teacher.
 - Videotaping lessons and the mentor-mentee analyzing the video and reflecting on best practices together.

Mentor Selection, Training, and Assignment

Districts should invest time to select individuals to be mentors; prepare these individuals for the relationship and responsibilities through training; and carefully assign mentors to beginning teachers. The proper selection, training, and assignment of mentors is crucial to a successful mentoring relationship. The following sub-sections provide additional considerations for districts in order to support the efficacy of their mentors and mentoring programs.

Mentor Selection

Effective teachers should be recruited from all subject areas to serve as mentors. The application and selection process for mentors should be transparent and clearly communicated. In determining the type of teacher who would perform well as a mentor, it is recommended that districts employ a criteria-based selection process. Such a process first outlines the desired characteristics of mentors, as determined by the district, and then uses these criteria in the selection process, including:

- Trained as mentors, or plan to complete the district training ([603 CMR 7.02](#)).
- Completed at least three years of experience ([603 CMR 7.02](#)).
- Effective in the classroom as shown by receiving a rating of at least proficient on recent evaluations.
- Outstanding, proven teachers whose practice reflects excellent content knowledge of the MA Curriculum Frameworks.
- Making student gains as a result of their proven practice.
- Knowledgeable about the [Standards of Effective Teaching Practice](#) and Educator Evaluation system.
- Effective communicators and problem solvers, especially when working with adults.
- Aware of the merits of different teaching styles and can demonstrate a variety of pedagogical strategies/methods.
- Able to teach to the diverse learning styles of students.
- Knowledgeable about the professional and community resources in the school and district
- Able to maintain a confidential relationship.
- Willing and able to invest time with supports and scheduling adjustments by the school and district to develop mentoring skills and participate in the program for the duration of the year (or into subsequent years as determined by the duration of the program).

Districts may also want to consider recruiting recently retired effective teachers who meet the above criteria and have the knowledge and skills to serve as mentors. Districts with established programs should train a surplus of mentors to meet the varying subject and grade level needs of beginning teachers from year to year.

Mentor Training

All mentors need to be trained ([603 CMR 7.12 \(2\) \(b\)](#)). Effective teachers of children do not automatically make effective coaches for adults. Mentors must receive training in the skills of effective mentoring and strategies for supporting beginning teachers to be successful in a standards-based classroom. This training should be managed at the district level to ensure the same quality of training for all of their mentors.

In choosing people to lead training, districts should look to their own teachers who are experienced mentors to serve in leadership roles, other districts, consultants, professional associations and other recognized professional development providers.

Elements of the training may include:

- Role of a mentor.
- Adult development and learning strategies.
- Using data to improve practice.
- Analysis of teaching strategies.
- Observation skills.
- Effective use of observation tools for capturing and translating observation data strategies for conferencing and feedback.
- Diagnosing and analyzing classroom management issues.
- Broad problem solving skills.
- Designing portfolios and preparing for educator evaluation.
- Reflective practice.
- Identifying priorities for new educators using the evaluation rubric.
- Using student work and feedback to evaluate and inform practice.
- Standards-based curriculum, instruction and assessment.
- Differentiating instruction to meet the needs of all students, including training on cultural differences.
- Focus on key initiatives, such as the [MA Curriculum Frameworks](#), [Educator Evaluation](#), [Rethinking Equity and Teaching for English Language Learners](#) (RETELL) and Sheltered English Immersion.
- Ongoing training opportunities. These may include a refresher component for experienced mentors who have not recently served as a mentor or may need additional training based on new state or district initiatives.

Ongoing Mentor Support

For the mentor, participation in the mentoring relationship is an important form of professional development for experienced teachers. Regular meetings with other mentors will enable mentors to continue their own professional development, as well as reflect on their own practice and work with beginning teachers.

Mentor Assignment and Compensation

Districts are required to assign all beginning teachers to a mentor within the first two weeks of the school year (or, where applicable, date of hire) ([603 CMR 7.12 \(2\) \(b\)](#)). The match to the mentor should take into account individual needs of the beginning teacher. Additionally, the district should employ a hold harmless policy for mentors and/or mentees to request changes to assignments without consequences if the current relationship is considered ineffective or incompatible.

It is recommended that criteria-based matching, such as by subject, content area, or grade level, be used when districts assign mentors to beginning teachers. Like the criteria-based selection process used to select mentors, a criteria-based matching process may be used for mentor assignment. This assignment of mentor to beginning teacher should take place at the building-level. The mentor and beginning teacher should, where possible, be paired according to content area, grade level and location. The subject matter match should be the foremost priority. It is also desirable that the beginning teacher and, whenever possible, the mentor have compatible schedules and classrooms located near one another. Smaller districts may consider partnering with neighboring districts to share mentoring resources.

One-on-one mentoring is an approach districts may consider, but may not always be the most suitable option. Districts may consider pairing a mentor with multiple mentees to prioritize giving the mentees access to an effective educator in their content area/grade level or school building. For educators new to the district with previous teaching experience, group mentoring may provide more tailored support to meet their needs. When considering group mentoring, districts should still ensure there are opportunities for mentors and mentees to meet individually.

Due to increased responsibility and the time commitment required of mentors, it is not uncommon for districts to offer them financial compensation. Other forms of compensation might include, but are not limited to: tuition waivers; release time for professional development, observation and consultation; a reduced teaching schedule; and/or other forms of professional recognition. School districts should consider using [Title II, Part A](#) funding resources to support this work.

Resources for Beginning Teachers and Mentors

The mentor and the beginning teacher can use the following documents to structure their work:

- Data from ESE’s [School and District Profiles](#), [District Analysis and Review Tools](#) (DARTs), and [Edwin Analytics](#).
- [The Massachusetts Model System for Educator Evaluation](#).
- Feedback from pre-service performance assessments.
- [MA Curriculum Frameworks](#) and locally aligned curricula materials.
- Support materials for student assessments, including Massachusetts Comprehensive Assessment System (MCAS), Partnership for Assessment of Readiness for College and Careers (PARCC), other local assessments and common assessments.
- School improvement plan and district professional development plan.

Roles and Responsibilities

A. Beginning Teacher:

- **Play an active role in the mentoring relationship.** A beginning teacher can do this by offering critical reflections on his/her own practice and identifying areas in which assistance is needed. A beginning teacher may also decide to share elements of his or her evaluation to discuss goals, receive targeted feedback, and assess progress.
- **Seek out help.** The beginning teacher must understand that he or she must seek out support from team members, be forthcoming in communicating classroom issues, and remain open to feedback in order to develop as a professional. The mentor-mentee relationship is meant to be confidential; beginning teachers should take advantage of the relationship and obtain assistance as needed.
- **Observe effective teachers at work.** The beginning teacher should adhere to a schedule of observations of various effective teachers (could be done through videotaping). The beginning teacher may keep a log to record and reflect on the diversity of their styles.
- **Participate regularly in programs organized for beginning teachers.** These include peer support groups, professional learning opportunities, and beginning teacher workshops. Additionally, beginning teachers should look for opportunities to share their expertise with colleagues and contribute to a school culture of professional collaboration.

B. Mentor:

- **Facilitate a strong start to the year.** Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials, are familiar with routines and schedules, and curriculum expectations.
- **Provide instructional support.** This includes, but is not limited to:
 - Regular observation of and conferencing with the beginning teacher.
 - Modeling instructional strategies or facilitating opportunities for the beginning teacher to observe other effective teachers (could be done through videotaping).
 - Provide advice on classroom management and how to handle various behavioral issues.
 - Support in teaching and learning standards of the MA Curriculum Frameworks.
 - Support in achieving proficiency as identified in the [MA Model Rubric for Teachers](#) (or district rubric).
- **Provide professional support.** Beginning teachers need to be informed of district, school, and grade level/content team data and goals.
- **Provide personal support.** Mentors can help relieve the stress beginning teachers by introducing them to other faculty members and helping the beginning teacher to put problems in perspective with support and encouragement.
- **Maintain a confidential relationship with the beginning teacher.** It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The role of the mentor is to support the beginning teacher, not to evaluate him/her.
- **Serve as a liaison.** The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.
- **Serve as a resource.** Inform the beginning teacher of opportunities and supports provided by the school, district, and professional associations.
- **Serve as a teacher leader.** Mentors are identified leaders within a school community. As such, they share responsibility with administrative leadership and other colleagues to promote a school culture that emphasizes ongoing adult learning, the sharing of best practices, and ongoing professional development to support the learning and achievement of all students.

C. Principal:

The roles and responsibilities of the principal may vary by setting. In an elementary school, the principal would typically assume all of the responsibilities listed below. However, in a secondary school the principal may choose to share the following responsibilities with the assistant principal(s):

- **Establish a collegial school culture** that supports professional collaboration among beginning and experienced teachers.
- **Ensure reasonable working conditions for the beginning teacher**, which might include schedule modifications. For example, the beginning teacher may be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor's.
- **Facilitate the relationship between the mentor and beginning teacher.** The principal should ensure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program. Principals are also encouraged to meet regularly with the beginning teacher to gather feedback on the induction and mentoring program and offer additional support.
- **Conduct an orientation program** for new teachers and mentors.

- **Conduct the formal evaluation of the new teacher.** The principal should ensure that the new teacher is informed early in the year about the district’s educator evaluation system and procedures and is evaluated on schedule.
- **Oversee the selection of mentors.** The matching of trained mentors and beginning teachers should take place at the building level using selection criteria developed at the district level. When assigning a mentor, matching grade level and/or subject matter should be a priority along with the other needs of a beginning teacher.
- **Communicate regularly with school mentors.** While maintaining confidentiality, mentors and principals should have opportunities to discuss the general needs of beginning teachers and set priorities for their professional development. It is important to have an open line of communication between principals and mentors to provide teachers with consistent and streamlined feedback.

D. Mentor Coordinator:

A school or district may choose to establish a mentor coordinator or a cadre of lead mentors to provide induction program support within a school or across a district. In these roles, mentor coordinators or lead mentors may assume many of the aforementioned responsibilities of the principal, except the formal evaluation. The mentor coordinator could be an administrator or a teacher who is released from certain teaching responsibilities and/or is provided with a stipend. The distribution of these responsibilities should be a joint decision of the principal and mentor coordinator. These responsibilities could include:

- Chair or co-chair the Steering Committee.
- Maintain meeting schedules for beginning teachers and their mentors and ensure that these are followed.
- Lead the mentor peer support group and the beginning teacher peer support group and follow up on recommendations made by each of the groups.
- Coordinate professional development opportunities for both the beginning teachers and the mentors.
- Communicate with the preparation programs that trained the beginning teachers to provide information on where beginning teachers excel or may need additional training so the preparation programs can make any necessary program adjustments.

E. Support Team:

- **Provide team support for the beginning teacher** during the first year that will supplement the support being provided through the mentoring relationship. Note that this support team may be the subject or grade level team with whom the teacher works.
- **Meet regularly with the beginning teacher** during the first year to answer any questions or address concerns that the beginning teacher may have as well as to ensure that the teacher is aware of the professional knowledge and skills required of all teachers.

F. District Steering Committee:

- **Develop an induction program plan** that outlines various program components and incorporates input from a variety of district sources and includes analysis of the district’s needs.
- **Determine the resources needed and available** to develop and sustain the induction program.
- **Conduct an annual review and evaluation of the program’s effectiveness** and suggest program improvements based on the data collected.

G. Other District Sources of Support:

- **The department chair** is an excellent resource for providing subject-specific assistance and implementation of the curriculum at the secondary school level.
- **Other colleagues**, including instructional coaches, reading specialists, specialized instructional support personnel (school counselor, school nurse, school psychologist, etc.) who can provide targeted supports to beginning or incoming teachers based on specific areas of need.
- **Professional development provider** can provide ongoing professional development in both the content area and in pedagogy.

H. Educator Preparation Programs:

The importance of districts collaborating with educator preparation programs to further support induction and mentoring of recent graduates and build partnerships is integral to preparing and supporting a pipeline of effective educators and is part of ESE's [program approval process](#).

- **Districts and educator preparation programs** need to work together to ensure that induction is high quality and well-designed.
- **Create greater alignment** between what is taught in preparation programs and what occurs in the classroom.
- **Elicit feedback from district partners** on the effectiveness of program graduates and areas of growth that may be addressed in preparation programs.
- **Support collaboration between program supervisors, supervising practitioners, and district mentors and mentor coordinators.** Promote opportunities to communicate experiences working with beginning educators, practices for supporting them, and reflect on how classroom experiences can translate to improvements in educator preparation programs.
- **Serve as a resource for mentors and beginning teachers.** This may include facilitating trainings, providing access to online resource materials, or providing content or pedagogical expertise to support problems of practice.
- **Partnerships between preparation programs and districts have the potential to:**
 - Advance approaches that feature joint responsibility for induction by hiring districts and preparation programs.
 - Collaboratively design program descriptions based on identified needs of the preK-12 community.
 - Collaboratively identify and select candidates for programs who meet local needs.
 - Implement a cohort model to prepare educators for the unique needs of a particular district.
 - Facilitate in-depth/year long field based experiences for educator candidates through pre-practicum and practicum experiences.
 - Provide leadership opportunities for effective educators to teach in preparation programs.
 - Support opportunities for preparation program faculty to work in schools/districts.
 - Engage district/school leaders in preparation program advisory boards/committees to support the continuous design and program evaluation process of preparation programs.

Induction Programs for Administrators

School districts are required to provide an induction program for all administrators in their first year of practice ([603 CMR 7.13 \(1\)](#)). Administrators include Supervisors/Directors, Special Education Administrators, School Business Administrators, Principals, Assistant Principals, Superintendents, and Assistant Superintendents. Induction programs provide the structure and support needed to maximize the effectiveness of beginning leaders as they confront the many challenges facing schools. Beginning school leaders can learn from experienced mentor administrators and are better able to support teachers in their efforts to improve student learning.

Due to the limited number of individuals who may enter administrative positions in a given district, districts may either choose to design and implement administrator induction programs on their own or partner with another district(s) or an educational organization that would oversee the administrator induction program on the district's behalf. Districts may also consider hiring retired administrators to serve as mentors.

Induction programs for administrators will provide the structure and support that these educators need to develop their leadership skills, build collegial school and/or district cultures as well as develop an understanding of the Professional Standards for Administrators. These programs should be supportive in nature and should be designed to address the needs of and provide meaningful on-going support for administrators who are new to a specific position or district. It is important to keep in mind that certain individuals may need more support in some areas than others. Administrator induction programs should also be customized to address the unique needs of the various types of administrators. As with induction programs for teachers, these programs are a fundamental part of the district's professional development plan as well as the district and school improvement plans.

A strong induction program for administrative leaders builds upon the framework outlined in the "[Induction Programs for Teachers](#)" section of the Guidelines. This framework should be modified to ensure that the program components enable beginning and incoming administrative leaders to meet the four [Professional Standards for Administrative Leadership](#):

- **Instructional Leadership:** Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
- **Management and Operations:** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
- **Family and Community Engagement:** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- **Professional Culture:** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Additionally, districts are encouraged to build upon the [Performance Assessment for Leaders](#) (PAL) in designing administrator induction programs.

The following checklist provides an overview of the components and key questions for districts to consider when developing and refining their induction programs for administrators.

District Checklist for Administrator Induction Programs

The following items include components that are both required in regulation and recommended in these guidelines.

Program Planning

- Establish a district steering committee charged with developing, evaluating, and refining the program.
- Program plans should include: goals, connections to key district initiatives, communication strategies, roles and responsibilities, orientation and training programs for administrators and mentors, process for mentor selecting and matching, confidentiality policy and hold harmless policy for mentors/mentees to be reassigned, reward and recognition of mentors, and program evaluation.
- Include strategy for supporting administrators in years 2 and 3 of their careers.
- Post induction and mentoring program on district website.

Program Evaluation and Refinement

- Select criteria for determining impact of induction: including stakeholder feedback, program activities, and outcome measures.
- Determine process for data collection and analysis.
- Steering committee submits recommendations for program refinement.

Program Reporting

- Annual program evaluation report submitted electronically to ESE.
- Post report on district website.

Orientation Program

- Scheduled prior to beginning of school year.
- Suggested elements include: expectations of administrators, overview of induction program components, educator evaluation training, school performance data, districts and school policies and procedures, overview of key resources for administrators, including information about school culture and community. Orientation should also cover the professional/ethical behavior of educators.

Support Structure for Beginning/Incoming Administrators

- Identify members of support team (includes at least mentor and supervisor).
- Schedule regular meetings with beginning/incoming administrator(s) to establish ongoing opportunities for support.
- Plan opportunities for beginning/incoming administrators to meet as a peer group, including additional professional development opportunities. In order to provide these opportunities, a district may need to collaborate with other nearby districts.

Mentoring

- Rigorous and transparent selection process for mentors.
- Develop and execute mentor training program.
- Develop systems for mentor accountability, time logs, etc.
- Determine process for matching and assigning mentors to administrators (prioritize matching mentors and mentees by similar school characteristics and location).
- All beginning administrators assigned a mentor within the first two weeks of working (or, where applicable, date of hire).

Components of Induction Programs

Similar to the components of induction programs for teachers, the regulations identify the components required for administrator induction programs.

The regulations define the components of administrator induction programs to include:

1. An orientation program for first year administrators and all other administrators new to the district.
2. Assignment of all first year administrators to a trained mentor within the first two weeks of working.
3. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
4. Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities.
5. Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators.

Additionally, districts must evaluate their induction programs and report these data to ESE, including:

- (a) Program activities.
- (b) Number and complete list of beginning administrators served.
- (c) Number and complete list of trained mentors involved in the program.
- (d) Number of site-based visits made by mentors.
- (e) Number of hours that mentors and beginning administrators spent with each other.
- (f) Hiring and retention rates for first-year administrators.
- (g) Hiring and retention rates for teachers by school.
- (h) Participant satisfaction.
- (i) Partnerships developed with other districts, professional associations, and institutions of higher education to support the induction program.

Mentoring

The mentoring component is an important part of the administrative leaders induction program. As with teacher induction programs, it is essential that districts provide continuing opportunities for new administrative leaders and their mentors to meet and discuss issues or concerns as they arise. Districts should also provide the opportunity for new administrative leaders to make site visits to each other's schools/districts to observe best practices. Depending on the size of the district a regional partnership could be formed for training and/or observing.

When crafting an administrator mentoring program, districts should keep in mind the following criteria (see the associated sections in the [Mentoring section](#) for Teacher Induction):

- [Core Mentoring Activities](#)
- [Mentor Selection](#)
- [Mentor Training and Ongoing Support](#)
- [Mentor Assignment and Compensation](#)
- [Roles and Responsibilities](#)

Reporting

ESE will collect annual district reports electronically ([603 CMR 7.12\(3\)](#)). As stated previously, the goals of the annual report are to:

1. Encourage district reflection on induction and mentoring practices in order to identify strengths and areas for further development; and
2. Provide ESE with data to identify promising induction and mentoring practices the agency can share across districts, and to understand the needs of districts in order for the agency to provide additional supports and resources to districts.

The report is intended to provide an overview of each district's induction and mentoring activities. By having districts submit a common electronic report, ESE hopes to streamline the reporting process, provide clear data submission expectations, and avoid the report being overly burdensome on districts.

At the conclusion of each school year (June), superintendents will be emailed a link to complete the annual induction and mentoring report. Districts must complete the report by July 31st. Note: ESE may decide to delay reviewing a district's Title II, Part A application until the district's induction and mentoring report has been completed. A PDF version of the report will also be made available on ESE's Induction and Mentoring website for districts to review prior to submitting the annual report. For more information and to see a copy of the 2015-16 report, please visit the [website](#).

Districts may also be asked to provide additional information about induction and mentoring programs through Title II, Part A and the MA School and District Accountability Reviews. Districts are encouraged to post their induction and mentoring programs on their website to support educator recruitment initiatives.

Resources for District Induction Programs

The following resources are included for the information and convenience of the public, and do not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education.

ESE continues to seek out opportunities to highlight the strong work happening across districts. To support this, we encourage educators and other stakeholders to send comments, questions, and suggestions to us at EducatorDevelopment@doe.mass.edu. Please also visit our Induction and Mentoring webpage for updates, additional resources, and a list of frequently asked questions at <http://www.doe.mass.edu/educators/mentor/>.

Example Massachusetts Induction and Mentoring Programs

There are a number of comprehensive induction and mentoring programs in Massachusetts. For example:

- [Attleboro Public Schools](#) (detailed website, confidentiality policy)
- [Ayer Shirley Regional School District](#) (examples of timeline, calendar)
- [Foxborough Regional Charter School](#) (three year program)
- [Lynn Public Schools](#) (calendars and events)
- [Project SUCCESS Examples](#)
 - [Belchertown Public Schools](#)
 - [Seekonk Public Schools](#)
 - [Newton Public Schools](#)
 - [Danvers Public Schools](#)
- [New Superintendent Induction Program](#), sponsored by the Massachusetts Association of School Superintendents. Read a two-page summary at: <http://www.doe.mass.edu/rttt/nsip.pdf>.
- The Working Group for Educator Excellence, in partnership with ESE, has compiled district examples of best practices and tools related to seven levers of educator expertise, including induction and mentoring, hiring and recruitment, and teacher leadership. Resources are available at <http://wgee.org/best-practices/promising-practices-by-district/>.

Resources on Educator Effectiveness Initiatives

Educator Preparation

- [Pre-service Performance Assessment Guidelines for Teachers](#) (PPA)
- [Performance Assessment for Leaders](#) (PAL)
- [Educator Preparation Program Profiles](#)
- [Educator Preparation Program Review and Approval](#)
- [Become a Reviewer for Educator Preparation Programs](#)

Educator Licensure

- [Licensure Renewal Guidelines](#)
- [Individual Professional Development Plan Template](#)
- [Educator Plan Updated to Track Professional Development Activities](#)

- Educator Plan Addendum for [Educators Renewing License Before 7/1/16](#), for [Educators Renewing License On or After 7/1/16](#)

Educator Evaluation

- [Quick Reference Guides](#)
 - [Educator Evaluation & Professional Development](#)
 - [Educator Evaluation and the MA Curriculum Frameworks](#)
- [Frequently Asked Questions](#), including a section on aligning Educator Evaluation with other ESE Initiatives
- [Regulations](#)
- [ESE Model System](#)
- [Performance Rubrics](#)
- [Educator Evaluation Training Requirements and Resources](#)

Professional Development

- [MA Standards for High Quality Professional Development](#)
- [ESE Sponsored PD Offerings](#)
- [Resources and Tools for PD Providers](#), including districts, Collaboratives, Higher Education Institutes, and other vendors

Mentor Training Resources

As part of Race to the Top (RTTT), ESE partnered with the University of Massachusetts Dartmouth to offer a year-long, graduate level course for lead mentors called Project SUCCESS. Designed to increase district capacity, the program followed a train-the-trainer model enabling districts to develop lead mentors who could train other mentors in the district.

Over the course of three years, 400 lead mentors were trained from 70 districts. A full list of participating districts can be found [online](#). Several examples of induction and mentoring programs are available online from participating districts (and referenced above).

The final capstone for the course included developing a district action plan to support induction and mentoring. Examples of completed action plans are available online.

- District action plan template
- Individual action plan reflection

Districts are encouraged to work collaboratively to train mentors and share resources. For more information about Project SUCCESS, including training resources and videos, contact Kat Johnston at ksjohnston@doe.mass.edu.

Program Reporting Resources

Districts will submit an annual induction and mentoring report to ESE in July. To streamline this process, districts may access a [PDF version of the report](#) on our website to view the full set of data districts are expected to submit.

Additionally, ESE has developed a [Collecting Stakeholder Feedback](#) resource for districts to consider when collecting participants' feedback on the quality and impact of induction and mentoring programs.

Survey Data

- Built into the educator preparation program review process, ESE will administer an annual survey to program completers and newly employed educators regarding their induction and mentoring experience beginning in the 2014-15 school year. Once available, the questions and a link to the survey data will be included.
- The Teaching Empowering Leading and Learning (TELL Mass) survey was administered statewide in 2012 and 2014 through RTTT. The survey included specific questions for new teachers about the supports provided in their district. The questions and statewide results are available at <http://www.tellmass.org>. District-specific results are available for participating districts that met the minimum, 50 percent response rate and had a minimum of five respondents.

Supplemental Funding Resources

[Title II, Part A: Improving Educator Quality State Grants](#): The purpose of Title II, Part A funding is to increase student achievement through comprehensive district initiatives that improve effective educators, including preparation, training, recruitment, and retention. These funds can be used to support induction and mentoring programs, including paying mentor stipends, providing materials and supplies for mentees and/or mentors, and hiring consultants to assist with the development and/or implementation of the program. Districts can learn more about Title IIA, including their allocations for the current fiscal year, on ESE's [website](#).

Districts are encouraged to seek alternate funding to supplement Title IIA in order to support comprehensive induction and mentoring programs.

Share Additional Examples and Resources

ESE continues to seek out opportunities to highlight the strong work happening across districts. To support this, we encourage educators and other stakeholders to send additional examples and resources to us at EducatorDevelopment@doe.mass.edu. Questions, comments, and/or suggestions are also welcome. Based on the feedback we receive, we will continue to update our Induction and Mentoring webpage with additional resources at <http://www.doe.mass.edu/educators/mentor/>.