

Massachusetts



Department of
Education

Guidelines for Induction Programs

October, 2001



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Massachusetts Department of Education

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David P. Driscoll
Commissioner of Education

October, 2001

Dear Colleagues:

The Department of Education is pleased to present the Guidelines for Induction Programs. These Guidelines are aligned with the 1993 Education Reform Act and the Department's Licensure Regulations (603 CMR 7.00), effective October 1, 2001.

Both the Education Reform Act and the Licensure Regulations require districts to provide a system of support for beginning educators. Induction programs offer this system of support through various components including an orientation, a mentoring relationship, a support team, opportunities for classroom observation and other mentoring activities. These programs help beginning educators refine practice, understand professional roles and responsibilities, and, ultimately, positively affect student achievement.

Educators may find additional materials related to induction programs on the Department's website at <http://www.doe.mass.edu/eq/mentor>.

Sincerely,

David P. Driscoll
Commissioner of Education

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Section I: Introduction

Each public school district seeking to hire a provisional educator with advanced standing must submit a plan to the department of education which details how the district will supervise and support such provisional educators with advanced standing. [Chapter 71, Section 38G]

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]

With the passage of the 1993 Education Reform Act, districts became required to submit a plan to the Department of Education that outlines how they will support and supervise provisional educators with advanced standing. In response to this statute, public school districts have developed support programs that address the needs of these beginning educators.

In November 2000, the Board of Education approved new licensure regulations to take effect on October 1, 2001. These regulations, among other things, link beginning teacher support programs or induction programs to licensure by making participation in such a program one of the requirements for the Professional License for both teachers and administrators. The regulations outline basic program standards or components that are required of each district induction program.

These guidelines have been developed to assist districts in the creation and administration of these induction programs. Districts are encouraged to develop programs that meet the spirit of the statute and the basic standards included in the regulations while taking into account their own district needs and characteristics. The intention of this document is *not* to prescribe a specific course of action or program design, but to provide a resource to districts as they develop their programs.

The guidelines are also to be used by providers seeking program approval for district-based, approved preparation programs [603 CMR 7.05 (4)].

Section II: Induction Programs for Teachers

Application. All school districts are required to provide an induction program for teachers in their first year of practice. Induction programs provide the structure that maximizes beginning teacher learning in the context of classroom experience. New teachers learn from veteran teachers; schools increase the possibility of retaining strong, well-trained educators; and most important, student achievement can be elevated. Guidelines based on the following Standards will be provided by the Department. [603, CMR 7.12 (1)]

Standards. All induction programs shall meet the following requirements:

- (a) An orientation program for beginning teachers and all other incoming teachers.
- (b) Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
- (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- (d) Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities. [603, CMR 7.12 (2)]

Additional Requirements.

- (a) Submission of an annual report to the Department that includes information on:
 - 1. Program activities.
 - 2. Number and complete list of beginning teachers served.
 - 3. Number and complete list of trained mentors.
 - 4. Number of classroom observations made by mentors.
 - 5. Number of hours mentors and beginning teachers spend with each other.
 - 6. Hiring and retention rates for beginning teachers.
 - 7. Participant satisfaction. [603 CMR 7.12 (3)]

The intent of an induction program is to provide teachers with a systematic structure of support that helps them become familiar with their school and district, refine their practice and better understand their professional responsibilities. The program is an integral part of a teacher's first year of teaching and is the beginning of a teacher's professional development activities. The induction program is 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 practice [603 CMR 7.12 (1)]. Specifically, districts are required to provide beginning teachers – individuals holding a provisional or initial license and who have not participated in an induction program – in their first year of practice in the district with an orientation, mentoring relationship, support team and release time. Districts are also required to provide the orientation program to incoming teachers, but may choose not to offer them the other elements of the induction program. An incoming teacher is a teacher who is new to the district and who either holds: a provisional or initial license and participated in an induction program in another district, a professional license, 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 incoming 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. They may also choose to extend these programs through a beginning teacher's second and third years of teaching.

Planning and Preparation

Districts should establish a steering committee that is charged with developing an *induction program plan* as part of their larger professional development plan. This plan may include, but not be limited to: program goals; a

communications strategy for informing the school community about the program; roles and responsibilities of the key participants; orientation and training programs for beginning teachers and mentors; processes for mentor selection and matching; a confidentiality policy; reward and recognition of mentors; and evaluation of the effectiveness of the program.

The commitment of district staff and the support of the school community are critical to the success of a district program. It is the responsibility of district leaders to begin to build support for the program and to identify the resources that are needed to implement the program as they engage 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, and new and veteran teachers from elementary, middle, and secondary levels.

Districts should submit their induction program plan to the Department of Education by October 1, 2002 and then every year, thereafter, on that date. These plans will be placed on file at the Department of Education. The 1993 Education Reform Act requires districts to submit these plans to the Department as does the Department's Recertification Guidelines. The Recertification Guidelines state that educators who mentor may receive a maximum of 15 PDPs per year from their district for this activity if the district has submitted a plan to the Department. (Recertification Guidelines, January 2000).

Components of an Induction Program

Orientation Program

An orientation program launches the comprehensive induction program for both beginning and all other incoming teachers. It provides an opportunity for the teacher to learn about the 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.

As part of the licensure regulations, districts are required to provide an orientation program to both beginning and incoming teachers [603 CMR 7.12 (2) (a)]. This orientation program should occur prior to the start of the school year and may be administered in a group setting. Suggested elements:

- An introduction to the community (with maps and demographics)
- A presentation of district and school information, policies and procedures
- Presentation of school and district improvement goals as well as curriculum alignment
- Introduction to the components of the induction program including the mentor program structure and policies
- An overview of the expectations of beginning teachers
- An overview of evaluation procedures and standards
- A tour of the school
- 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

Handouts that could be provided to incoming teachers include the following:

- The school improvement plan
- 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
- Professional development opportunities and/or calendar

Beginning Teacher Support Structures

Beginning teacher support structures are the substance of the induction program. They are crucial to a successful first year in the classroom. In most cases, these support structures focus on linking the beginning teacher with a network of veteran teachers that they can rely on for assistance and guidance. As part of the licensure regulations, the Department of Education has identified support teams and mentoring as two essential structures that all districts must provide to their beginning teachers.

Support Team

Districts are required to assign all beginning teachers a support team that consists of at least a mentor and an administrator qualified to evaluate teachers [603 CMR 7.12 (2) (c)]. Other members might include school principals, department chairs, other trained mentors, representatives of teachers' unions, and outside professional development providers. This support team provides a support structure for beginning teachers consisting of multiple perspectives. It also provides the basis for a collegial learning community. The support team, thus, not only benefits those educators on the team, but also impacts and sets a collaborative tone for others in the learning community. The support team is crucial to internal capacity building which districts need to support and foster the sustained professional growth of all teachers.

It is advised that the support team should meet with the beginning teacher before the start of the school year. At this meeting the support team:

- Reviews the criteria and procedures by which the beginning teacher will be formally evaluated
- Schedules 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 Professional Standards for Teachers to ensure that the beginning teacher fully understands the professional knowledge and skills required of all teachers. See Appendix A for the Professional Standards for Teachers.
- Discusses plans for when the mentor and beginning teacher will work together, schedules observations and conferences, and outlines the professional development or training that the beginning teacher will receive.

Mentoring

Mentoring provides the beginning teacher with a one on one relationship with an experienced teacher. The mentoring relationship can be very rewarding, both professionally and personally, for the beginning teacher and the mentor. While the beginning teacher acquires one on one support and a practical understanding of teaching through the mentoring relationship, the mentor teacher is able to reflect upon and improve his/her own practice by sharing experiences and expertise.

❖ 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 Professional Standards for Teachers. The activities may include:

- Meeting frequently during the school year to plan curriculum and lessons
- Observing one another's classroom
- Co-teaching the beginning teacher's class
- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher improve

❖ Mentor Selection, Preparation, and Assignment

Districts should invest time to select individuals to be mentors; prepare these individuals for the mentoring relationship and responsibilities through training; and carefully assign mentors to beginning teachers. The proper selection, preparation, and assignment of mentors are crucial to a successful mentoring relationship.

Recruitment and Selection

Excellent veteran teachers should be recruited from all subject areas to serve as mentors. Districts may also want to consider recruiting recently retired teachers who have the knowledge and skills to serve as mentors. Districts with established programs should train a surplus of mentors to meet the varying subject needs of incoming teachers from year to year.

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. Districts may want to look for candidates who are:

- Outstanding, experienced teachers whose teaching reflects excellent content knowledge of the state curriculum frameworks
- Aware of the merits of different teaching styles and 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
- Willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year
- Able to maintain a confidential relationship
- Energetic and friendly

Mentor Training

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

In choosing trainers, districts should look to their own teachers who are experienced mentors, to consultants, professional associations and other recognized professional development providers. Districts may also choose to have their prospective mentors participate in Department of Education-sponsored Mentor Training Institutes.

Elements of the training may include:

- Role of a mentor
- Adult development
- Analysis of teaching strategies
- Observation skills
- Strategies for conferencing and feedback
- Diagnosing and analyzing classroom management issues
- Broad problem solving skills
- Designing portfolios and preparing for professional performance evaluation
- Reflective practice
- Using student work to evaluate and inform practice
- Standards-based curriculum, instruction and assessment

Ideally, initial training should occur in the spring or summer preceding the mentoring assignment.

Mentor Assignment

Districts are required to assign all beginning teachers to a mentor within the first two weeks of teaching [603 CMR 7.12 (2) (b)]. Mentor assignments should not be decided until after the beginning teacher is hired and his/her individual needs are considered in the match.

It is recommended that criteria-based matching be used when districts assign mentors to beginning teachers. Like the criteria-based selection process that may be used when selecting teachers to become 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 new 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.

❖ **Mentor Peer Support**

For the mentor, participation in the mentoring relationship is an important form of professional development for experienced teachers. Meetings with other mentors will enable experienced teachers to build upon their mentor training and work with the beginning teacher to enhance their own practice.

❖ **Compensation**

Due to the increased responsibility and time commitment required of mentors, it is recommended that they receive some amount of 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; or other forms of professional recognition.

❖ **Resources for Beginning Teachers and Mentors**

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

- State curriculum frameworks and locally aligned curricula materials
- Support materials for student assessments, including Massachusetts Comprehensive Assessment System (MCAS)
- School Improvement Plan
- District Professional Development Plan.

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 mistakes of their peers in this type of forum. These groups may take the form of case study seminars, such as those that are district- or Department-sponsored 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 import to beginning teachers such as: professional standards for teachers, classroom management, standards-based instruction, differentiated instruction, assessment, technology and time management.

Beginning Teacher Evaluation

Evaluation Criteria: At the introductory meeting with the Support Team, it is important for the beginning teacher to be informed of the process by which he or she will be evaluated. The mentor also needs to be made aware of this information. This procedure ensures that beginning teachers and mentors understand the performance standards and evaluation processes. The standards of the evaluation will form a "curriculum" for the joint work of the mentor and beginning teacher throughout the school year. To this end, the evaluator should:

- Provide the beginning teacher with a copy of the district's performance standards
- Inform the beginning teacher of when and how many times he or she will be evaluated
- Direct the beginning teacher to observations in classrooms where teachers exceed these standards
- Explain the evaluation instrument.

The Evaluator: It is optimal that the principal or another administrator qualified to evaluate beginning teachers is responsible for evaluation. This is not the role of the mentor.

Induction Program Evaluation

Systematic data collection on program design, implementation, and outcomes of the induction program, including educator retention rates, is necessary to determine program effectiveness.

- All programs should survey their participants - beginning teachers, mentors, principals, and other members of support teams - to determine levels of satisfaction and to understand the strengths and weaknesses of 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, and observations to determine the impact on participating teachers and their students.
- 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.

As part of a coordinated effort to measure the outcomes of these programs, the licensure regulations require districts to submit an annual report to the Department of Education that includes the following data: program activities, number and complete list of beginning teachers served, number and complete list of trained mentors, number of classroom observations made by mentors, number of hours mentors and beginning teachers spend with each other, hiring and retention rates for beginning teachers and participant satisfaction. [603 CMR 7.12 (3) (a)].

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.
- **Seek out help.** The beginning teacher must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- **Observe experienced teachers at work.** The beginning teacher should adhere to a schedule of observations of various experienced teachers. The beginning teacher could 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 development seminars and beginning teacher workshops.

B. Mentor:

- **Ensure 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 and are familiar with routines and schedules.
- **Provide instructional support.** This includes, but is not limited to:
 - Regular observation of and conferencing with the beginning teacher;
 - Support in teaching and learning standards of the state curriculum frameworks;
 - Refining various teaching strategies;
 - Addressing issues such as classroom management and communicating effectively with parents;
 - Recognizing and addressing multiple learning styles and individual student needs.
- **Provide professional support.** Beginning teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Mentors should be a resource for information on evaluation and professional practice.
- **Provide personal support.** Mentors can help relieve the stress on first time 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.
- **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 various professional associations.

C. Principal:

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

- **Establish a school culture** that is built on collegiality and supports professional collaboration among new and veteran teachers.
- **Ensure reasonable working conditions for the beginning teacher,** which might include schedule modifications. For example, the beginning teacher could 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 make sure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program.
- **Conduct an orientation program** for beginning teachers and mentors.
- **Conduct the formal evaluation of the beginning teacher.** The principal should ensure that the beginning teacher is informed early in the year about the district's evaluation standards and procedures and is evaluated on schedule.
- **Oversee the selection of mentors.** The matching of mentors and beginning teachers should take place at the building level using selection criteria developed at the district level.

D. Mentor Coordinator:

A Mentor Coordinator 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.

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.
- **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.
- **Review the criteria and procedures for evaluation** to ensure that both the beginning teacher and the mentor understand the performance standards that will be used in the beginning teacher's evaluation.
- **Outline and present to the beginning teacher the professional development and training** that he/she will receive. This includes participation in courses, conferences or peer to peer support groups.
- **Meet to discuss how and when the beginning teacher and mentor will work together** to facilitate the mentoring relationship and engage in mentoring activities.

F. Steering Committee

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

G. Others:

- **The department chair** is an excellent resource for providing subject-specific assistance and implementation of the curriculum at the secondary school level.
- **Professional development provider** can provide ongoing professional development in both the content area and in teaching.

Section III: Induction Programs for Administrators

Application. All school districts are required to provide an induction program for all administrators in their first year of practice (two years required for candidates who obtained their Initial license through Option II). Induction programs provide the structure and support needed to maximize the effectiveness of new leaders as they confront the many challenges facing schools. New school leaders can learn from experienced mentor administrators and are better able to support teachers in their efforts to improve student learning. Guidelines based on the following Standards will be provided by the Department. [603 CMR 7.13 (1)]

Standards. All induction programs shall meet the following requirements:

- (a) An orientation program for first year administrators and all other administrators new to the district.
- (b) Assignment of first year administrators to a trained mentor within the first two weeks of working. School districts that hire candidates who seek their Initial license as administrators through Option II must provide evidence to the Department of immediate assignment of the new administrator to a trained mentor when submitting their recommendation for Initial licensure.
- (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
- (d) 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. Adequate time must be provided for a second year for candidates who obtained their Initial license through Option II.
- (e) 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 [603 CMR, 7.13(2)].

Additional Requirements.

- (a) Submission of an annual report to the Department that includes information on:
 1. Program activities.
 2. Number and complete list of beginning administrators served. This information must be provided for a second year for candidates who obtained their Initial license through Option II.
 3. Number and complete list of trained mentors involved in the program.
 4. Number of site-based visits made by mentors.
 5. Number of hours mentors and beginning administrators spent with each other. This information must be provided for a second year for candidates who obtained their Initial license through Option II.
 6. Hiring and retention rates for first-year administrators. This information must be provided for a second year for candidates who obtained their Initial license through Option II.
 7. Participant satisfaction.
 8. Partnerships developed with other districts, professional associations, and institutions of higher education to support the administrator induction program. [603 CMR 7.13 (3)]

Due to the limited numbers of individuals that 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 an educational organization that would oversee the administrator induction program on the district's behalf.

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 not instructive 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 listed in the three categories below. 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.

These guidelines are intended to assist districts in developing programs that address the unique needs and nature of these positions. The guidelines are not intended to prescribe a specific course of action or program design.

Supervisor/Director, Special Education Administrator, School Business Administrator

The "Induction Programs for Teachers" section of the Guidelines provides the framework for induction programs for Supervisor/Director, Special Education Administrator, and School Business Administrator positions. This framework includes program planning, induction program components, and roles and responsibilities. Modifications should be made to that framework to address the specific features of each of these positions.

Supervisor/Director

The induction program framework should be modified to ensure that the program components help new administrators in the Supervisor/Director position to:

- Create a school climate for high expectations for learning
- Apply effective methods of curriculum design, implementation and evaluation
- Understand and model the use of assessment as a tool for instruction
- Coordinate curriculum to ensure that content, scope and sequence are appropriate to student learning at and across different grade levels
- Adapt curriculum and instructional methods to address the different learning styles of all students
- Integrate standards into the curriculum
- Carry-out district-wide reforms that improve the numeracy and literacy of all children
- Use community resources to enhance curriculum and instruction
- Conduct evaluations of instructional programs and use the outcomes to improve teaching and learning
- Understand and utilize effective methods of staff development and in-service education
- Accept and encourage individual differences in teaching style
- Understand human development and learning of children and adults throughout all stages of the life cycle; and develop policies and programs which appropriately reflect these stages
- Understand and model effective teaching methods
- Understand budgeting and grants management in order to support, develop and advocate for departmental budgets
- Integrate theories and apply current research and practices related to the effective supervisor/director to accomplish the school and district goals.

Special Education Administrator

The induction program should be modified to ensure that the program components help new special education administrators to:

- Understand and identify children who may need unique and specialized instruction due to learning difficulties created by cognitive, behavioral, physical and/or medical challenges
- Model and provide sound leadership on theories and techniques for the inclusion of students that may need differentiated instruction
- Enable all students to access the general curriculum by providing the full continuum of services to all
- Develop, use and inform other staff about positive behavioral support systems
- Make community and governmental resources available for students with special needs and their families

- Know theories and techniques that apply to differentiated learning and be able to instruct staff on those techniques
- Provide or make available learning environments for special needs students, including regular education alternative learning environments, transitional and vocational environments
- Understand federal and state special education laws and regulations, and apply this knowledge to conflict resolution, mediation and negotiation
- Integrate theories and apply current research and practices related to effective special education administration to accomplish the goals of special education
- Accept and encourage individual differences in teaching style
- Understand human development and learning of children and adults throughout all stages of the life cycle, and develop policies and programs that appropriately reflect these stages
- Understand state and federal standards and assessments, provisions for assessment accommodations, and be able to accommodate alternative assessments
- Use assessment as a tool for instruction.

School Business Administrator

The induction program should be modified to ensure that the program components help new school business administrators to:

- Understand principles of financial planning, including analyzing and evaluating the financial resources for system operation and translating program needs into cost requirements
- Execute appropriate financial management procedures (accounts payable and receivable), methods and techniques to create, revise and monitor the school budget
- Understand and use principles and practices of effective accounting
- Understand resource allocation and assets management
- Understand plant facilities and equipment management, including assessing physical plant and equipment needs in terms of school goals and objectives
- Understand food and transportation services
- Understand municipal and school finance
- Integrate and apply current research, theories and practices related to the effective school business administration to accomplish school and district goals
- Support the use of community and governmental resources for students and their families
- Understand payroll systems
- Understand state, Department of Education and federal reporting procedures including grants management.

<h3><u>Principals/Assistant Principals</u></h3>
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The mentoring component is an important part of the Principal/Assistant Principal induction program. As with teacher induction programs, it is essential that districts provide continuing opportunities for new principals/assistant principals and their mentors to meet and discuss issues or concerns as they arise. Districts should also provide the opportunity for new principals and assistant principals to make site visits to each other's schools to observe best practices.

A strong Induction Program for Principals/Assistant Principals 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 new principals/assistant principals to:

- Create and sustain a school culture that focuses on high achievement and helps teachers to collaborate and work together
- Expand knowledge base and practice regarding supervision and evaluation of staff

- Recognize and implement effective educational practices in a standards-based classroom
- Provide instructional leadership by guiding the instruction of teachers within the school building and supporting their instruction by serving as a knowledgeable resource
- Provide teachers appropriate strategies around standards
- Collaborate with a variety of groups including teachers, students, parents and local community members on matters that impact the school community and learning environment
- Communicate clearly with staff, central office, and parents
- Develop approaches for collecting student data and engage all staff in analyzing and using data to inform decisions about curriculum and student performance
- Balance management and instructional leadership
- Connect the work of the classroom with the extended school community through the vehicle of School Councils
- Provide training in School Improvement Plan development
- Identify processes for working as a group to plan strategies and curriculum for school growth and improved student learning
- Engage other community groups to gain support for school programs
- Exercise a leadership role in the implementation and oversight of state special education law, regulations (IDEA '97 and 504 plan regulations) and processes
- Know and understand budget planning and management
- Understand and utilize conflict resolution and problem-solving strategies.

Superintendents/Assistant Superintendents

An induction program for Superintendents/Assistant Superintendents also builds upon the framework outlined in the “Induction Programs for Teachers” section of the Guidelines. This framework should be modified to address the specific nature of the Superintendent/Assistant Superintendent positions with a specific focus on the development of the leadership skills and substantive knowledge needed to successfully oversee a school district. As with principal/assistant principal induction programs, mentoring should be an integral component of an induction program for superintendents/assistant superintendents.

This induction program framework should be modified to ensure that the program components enable new superintendents/assistant superintendents to:

- Develop an entry plan that helps the superintendent/assistant superintendent acclimate to the new position
- Create and sustain a vision for the district and entire learning community that fosters a collaborative district culture
- Use strategic leadership to guide systemic reform
- Recognize the importance of and utilize collegial contacts (i.e. area superintendents/assistant superintendent) as components of a support system
- Develop an understanding of the existing local community
- Develop an understanding of Department of Education annual requirements as well as the appropriate personnel to contact
- Understand contract management including collective bargaining procedures, administrator contracts and the superintendent/assistant superintendent contract, knowledge of mediation and arbitration
- Evaluate and supervise administrators and staff
- Communicate effectively with school committee, administrators, staff, local collective bargaining groups, school and local community groups including local, town and city officials, and the media
- Work with the community through local service clubs and community organizations
- Understand the Education Reform Law of 1993, the curriculum frameworks and the Massachusetts Comprehensive Assessment System (MCAS)
- Understand school building assistance processes including issues of new construction, major renovations and other building projects

- Understand procurement law including requests for proposals, invitations to bid and conflict of interest issues
- Understand the historical and political context of state and local issues
- Understand the impact of town and city budgets on school budget development
- Understand the skills and strategies needed to exercise conflict resolution and problem solving
- Direct and assist in the proper management of special education initiatives
- Know school committee policy issues
- Separate school committee policy issues from superintendent/assistant superintendent administrative issues in terms of decision-making
- Know and understand relevant statutes and regulations (Department of Revenue, Department of Education and Office for Civil Rights and Occupational Safety and Health Administration)
- Develop the techniques and strategies needed to manage crises.

APPENDIX A:

Professional Standards for Teachers

- (1) Application. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a performance assessment 1) in the practicum phase of preparation for the Initial license, 2) as part of the Performance Assessment Program option for earning the Professional license, and 3) as one option for relicensure during each five-year cycle after the Professional license is obtained. The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.
- (2) Standards for All Teachers Except Library Teachers
- (a) Plans Curriculum and Instruction
1. Draws on content of the relevant curriculum frameworks to plan activities addressing standards that will advance students' level of content knowledge.
 - a. Identifies prerequisite skills, concepts, and vocabulary that students need to know in order to be successful in a learning activity.
 - b. Identifies reading and writing needs that must be addressed for successful learning.
 2. Plans sequential units of study that make learning cumulative and that are based on the learning standards in the frameworks.
 3. Draws on results of formal and informal assessments as well as knowledge of human development to plan learning activities appropriate for the full range of students within a classroom.
 4. Plans lessons with clear objectives and relevant measurable outcomes.
 5. Plans the pedagogy appropriate to the specific discipline and to the age and cognitive level of the students in the classroom.
 6. Seeks resources from colleagues, families, and the community to enhance learning.
 7. Incorporates appropriate technology and media in lesson planning.
 8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
- (b) Delivers Effective Instruction
1. Communicates high standards and expectations when beginning the lesson:
 - a. Makes learning objectives clear to students.
 - b. Communicates clearly in writing and speaking.
 - c. Finds engaging ways to begin a new unit of study or lesson.
 - d. Builds on students' prior knowledge and experience.
 2. Communicates high standards and expectations when carrying out the lesson:
 - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
 - b. Employs a variety of teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others) as they apply to the content area being taught.
 - c. Employs a variety of reading and writing strategies for addressing learning objectives.
 - d. Uses questioning to stimulate thinking and encourages all students to respond.
 - e. Uses instructional technology appropriately.
 3. Communicates high standards and expectations when extending and completing the lesson:
 - a. Assigns homework or practice that furthers student learning and checks it.
 - b. Provides regular and frequent feedback to students on their progress.

- c. Provides many and varied opportunities for students to achieve competence.
 - 4. Communicates high standards and expectations when evaluating student learning:
 - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 - a. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
 - (c) Manages Classroom Climate and Operation
 - 1. Creates an environment that is conducive to learning.
 - 2. Creates a physical environment appropriate to a range of learning activities.
 - 3. Maintains appropriate standards of behavior, mutual respect, and safety.
 - 4. Manages classroom routines and procedures without loss of significant instructional time.
 - (d) Promotes Equity
 - 1. Encourages all students to believe that effort is a key to achievement.
 - 2. Works to promote achievement by all students without exception.
 - 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
 - 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of a local, state, national, and international civic community.
 - (e) Meets Professional Responsibilities
 - 1. Understands his or her legal and moral responsibilities.
 - 2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
 - 3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
 - 4. Participates in building a professional community by collaborating with colleagues to continuously improve instruction, assessment, and student achievement.
 - 5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
 - 6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
 - 7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.
- (3) Standards for Library Teachers.
- (a) Draws on content of the relevant curriculum frameworks to plan activities addressing standards that will advance students' level of content knowledge.
 - (b) Identifies reading and writing needs that must be addressed for successful learning.
 - (c) Plans and uses the pedagogy appropriate to the specific discipline and to the age and cognitive level of the students in the classroom.
 - (d) Communicates high standards and expectations to students.
 - (e) Communicates clearly in writing and speaking.
 - (f) Accurately measures student achievement of, and progress toward, the learning objectives using a variety of formal and informal assessments and uses results to plan further instruction.
 - (g) Creates an environment that is conducive to learning.
 - (h) Manages classroom routines and procedures without loss of significant instructional time.
 - (i) Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of local, state, and national, and international civic community.
 - (j) Understands his or her legal and moral responsibilities.
 - (k) Conveys knowledge of and enthusiasm for his/her academic discipline to students.

- (l) Maintains interest in current theory, research and developments in the academic discipline and applies knowledge in classroom practice.
- (m) Participates in building a professional community by collaborating with colleagues to continuously improve instruction, assessment, and student achievement.
- (n) Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
- (o) Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan linked to grade level and school and district goals, and is receptive to suggestions for growth.
- (p) Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources

APPENDIX B: **Professional Standards for Administrators**

Application. The Professional Standards for Administrators are the standards on which the Performance Assessment Program for the Professional license will be based. Performance assessments may also be options within succeeding five-year cycles for relicensure. The Department will provide guidelines for the performance assessment at these different levels of licensure.

(1) Standards.

(a) Leadership

1. Articulates the purposes of education and the place of public schools in the United States of America.
2. Articulates vision and mission.
3. Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.
4. Knows and encourages appropriate uses of instructional technologies.
5. Promotes activities that honor academic excellence.
6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.
7. Helps staff align their curriculum with the state's curriculum frameworks.
8. Understands principles of mentoring and provides new teachers with mentors.
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.

(b) Administration

1. Has effective oral and written communication skills.
2. Uses effective methods of personnel selection, supervision, and evaluation.
3. Practices relevant fiscal management policies and procedures.
4. Uses technology appropriately for his or her professional position.
5. Acts with integrity, fairness, and professionalism.
6. Understands plant facilities and equipment management.

(c) Equity

1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.
2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
3. Fosters understanding that effort is a key factor in achievement.
4. Helps all students see themselves as unique individuals responsible for their own actions.
5. Assures high academic expectations for all students.
6. Holds teachers, students, and self to high standards of performance and behavior.

(d) Community Relationships

1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/ district.
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.

(e) Professional Responsibilities

1. Meets his or her legal and moral responsibilities.
2. Maintains interest in current developments in the professional discipline.
3. Knows educational principles and research that promote sound practices.
4. Studies educational research of relevance to professional responsibilities.
5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.

6. Is familiar with the range of student support services.
7. Is familiar with the range of professional training programs and providers for prospective teachers.
8. Knows multiple strategies to assess student performance.
9. Understands approaches to organizational change, school-based management, and school restructuring.
10. Understands federal, state, and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
11. Demonstrates understanding of current issues in American education.

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