Handbook for Teacher Induction and Mentoring

August 2025

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Introduction

This handbook serves as a comprehensive guide for the development and implementation of teacher induction and mentoring programs in Massachusetts, supporting educators as they transition into the profession or adjust to a new district. Grounded in evidence-based practices for effective and culturally sustaining induction and mentoring, this resource outlines key components of a structured, high-quality induction and mentoring program that fosters growth, enhances instructional effectiveness, and promotes long-term retention.

The handbook is intended for district leaders, school leaders, and educators responsible for coordinating induction and mentoring programming in their districts or schools. It offers clear expectations, strategies, and resources to ensure that all teachers— whether novice, career-changers, or experienced educators entering a new district or role— receive equitable, meaningful, and sustained support throughout their induction experience.

While some components of this handbook are specific to induction and mentoring for teachers, many of the recommendations, tools, and resources can be applicable for all staff, including specialized instructional support personnel and paraprofessionals. Given their critical contributions to student learning and well-being, DESE encourages districts and schools to adopt a tailored approach that ensures that all educators, including teachers, paraprofessionals, and other support staff—receive the necessary orientation and ongoing professional development to be well prepared and supported to contribute to the overall success of all students and the school's educational mission.

Purpose

Aligned to Massachusetts [regulatory requirements](#) and the [Guidelines for Induction and Mentoring](#), this handbook supports districts in creating induction and mentoring programs that:

- Develop culturally and linguistically sustaining educators who engage in ongoing reflection and learning to support all students to thrive.
- Are rooted in evidence-based practices that enable strong and supportive mentor-mentee relationships.
- Utilize differentiated, job-embedded professional learning tailored to beginning and incoming educators' individual needs.
- Are part of a professional learning continuum from preparation through onboarding, development, evaluation, and retention, grounded in the [Standards of Effective Practice](#).
- Represent a core element of school and district improvement strategy towards building and sustaining a diverse and effective educator workforce.

How to Use This Handbook

Program coordinators may use this handbook in its entirety or focus on specific sections that best align with their district's current needs and goals. Whether building a new program or refining an existing one, this document is intended to be flexible and practical, offering guidance that supports targeted planning and decision-making.

The handbook is organized into sections that provide guidance on the essential components of a successful Induction and Mentoring Program, including:

- Planning
- Orientation
- Mentoring
- Support Team
- Ongoing Professional Learning
- Program Evaluation and Reporting

The handbook makes reference to the following groups of educators:

- ***Beginning educator*** refers to an individual entering into teaching with an Emergency, Provisional, or Initial license. Beginning educators may also be referred to as novice educators.
- ***Incoming educator*** refers to someone who has experience in teaching but is new to the district or their role within a district.
- ***New educator*** is used in this document to refer to both beginning and incoming teachers.

Integrated throughout the handbook, this icon represents **tools and resources** for mentors and mentees that can be adopted or adapted as needed.

Planning

Key action steps:
- ☐ *Establish a district advisory committee charged with developing, evaluating, and refining the induction program.*
- ☐ *Identify program goals, connections to key district initiatives, and roles and responsibilities.*
- ☐ *Collect information about the backgrounds and needs of each cohort of new teachers to inform program design.*
- ☐ *Review the sections of this Handbook as needed to support planning for each component of the program, including orientation, mentoring, the support team, ongoing professional learning, and program evaluation.*

A well-structured induction and mentoring program begins with intentional planning to ensure that all novice and incoming educators receive the support, resources, and guidance necessary for success (Bartell, 2005). Careful planning allows districts to create an inclusive, responsive, and sustainable framework that fosters teacher growth, strengthens mentorship, and promotes long-term retention (Ingersoll & Strong, 2011).

In the planning phase, program coordinators create the foundation for an effective induction experience by:
- Establishing structures for program leadership and oversight,
- Conducting a needs assessment to identify and refine program goals and priorities,
- Developing a plan for targeted and differentiated supports that are culturally and linguistically responsive and sustaining for all educators.

By prioritizing thoughtful planning, schools can create an induction and mentoring program that is equitable, well-organized, and impactful, ensuring educators feel supported as they transition into their roles and contribute to student success.

Program Leadership and Oversight

School Administrators

Administrators play a crucial role in designing and overseeing an induction program that effectively supports new teachers. By maintaining oversight, fostering open communication, and providing targeted support, administrators help create a welcoming and productive environment for both new teachers and their mentors (Bartell, 2005).

Key administrative responsibilities in the induction and mentoring program include:

- Setting goals and expectations for the program to address critical priorities for new teacher growth and development aligned to school and district priorities.
- Measuring and monitoring program effectiveness.
- Staying informed about mentor-mentee pairings and the topics covered in mentoring sessions.
- Communicating with mentors to discuss successes, challenges, and necessary adjustments.
- Being intermittently present at induction meetings to show support.
- Conducting frequent, informal check-ins with new teachers to encourage open dialogue and offer guidance.

Program 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 school administrator. 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 advisory committee.
- Maintain meeting schedules for beginning teachers and their mentors.
- Lead a peer group for mentors and/or mentees and follow up on recommendations made by each of the groups.
- Coordinate professional development opportunities for the beginning teachers and the mentors.

Advisory Committee

A strong advisory committee fosters a culture of continuous improvement by regularly assessing the program's impact through surveys, classroom observations, and informal feedback from both mentors and mentees. This data-driven approach helps identify successes, address challenges, and adapt the program to meet the evolving needs of new teachers. Additionally, the committee ensures that mentoring efforts remain relevant, equitable, and supportive, ultimately strengthening teacher retention and instructional effectiveness across the district (Ingersoll & Strong, 2011). An advisory committee may be comprised of the Induction and Mentoring Program Coordinator and 4-6 other members, including administrators and current mentors.

Conducting a Needs Assessment

Differentiation begins with understanding each new teacher's strengths and areas for additional support based on their preparation and experience, and then tailoring supports and activities based on these needs.

By collecting information on teachers' content knowledge, pedagogical skills, and prior experience, schools can personalize support and provide targeted resources that address individual strengths and areas for growth. This proactive approach ensures that novice, career-change and incoming teachers receive the guidance they need to transition successfully into their roles while also maximizing their existing expertise (Portner, 2008).

For career-change teachers or those on Provisional or Emergency licenses, these assessments can highlight transferable skills and pinpoint areas where additional pedagogical training may be needed. Additionally, for experienced educators new to a district or role, a needs assessment can ensure that induction programming focuses on adapting to new policies, school culture, and expectations rather than reteaching foundational teaching skills.

Districts can conduct an annual needs assessment to inform planning by:
- Using a pre-orientation survey and/or interview to collect information on teachers' prior experiences, preparation, and perceptions of their existing strengths and areas for growth.
- Identifying teachers' current licensure status and supports needed for advancement.
- Providing a transferable skills inventory to help career-change teachers recognize how their previous experiences (e.g., technology, leadership, communication skills) apply to teaching.
- Using this information to shape the agenda and focus of the orientation, ensuring relevance and targeted supports.

🛠 Beginning-of-the-Year Questions for Mentees
Sample questions to collect information about beginning and incoming teachers' prior experience and goals for their induction experience.

🛠 Novice Teacher Self-Reflection
The Novice Teacher Self-Reflection tool supports individualization within the induction process by providing an opportunity for the novice teacher to self-reflect on areas of needed support and guidance as they relate to the Standards and Indicators of Effective Practice.

Differentiating Supports for Diverse Needs

> ***What's required in the Induction and Mentoring Guidelines?***
> Recognizing that educators enter the profession or begin in their roles with a multitude of different prior experiences and types of preparation, it is the responsibility of the district to identify new educators' individual goals, strengths, and areas for growth in order to provide support tailored to educators' needs and leverage the assets they bring to their role to deepen and advance their competencies in relation to the Standards of Effective Practice. Induction and mentoring supports should be differentiated based on educators' prior experience, the pathway into the profession, and differences across roles.

Each educator transitioning to a new district or role requires tailored support to ensure their success. By differentiating induction programming, applying flexible learning strategies, and providing intentional mentor pairings, schools can create a supportive and personalized onboarding experience (Elliott, Isaacs, & Chugani, 2010).

Differentiating Based on Prior Experience

All new educators, including beginning and incoming educators, are required to receive an orientation. The other components of induction, such as mentoring, professional learning, and the support team, are not required for incoming educators but are optional based on district determination and educator needs. Districts may opt to offer a modified program of induction and mentoring supports for this group of educators as needed.

An incoming teacher 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.

Differentiating Based on Pathway to Licensure

For new educators who have completed an approved Massachusetts educator preparation program and earned their Initial license, it may be beneficial to focus induction and mentoring supports on standards that the new educators were *introduced to* or *practiced* during their preparation but may not yet have fully *demonstrated*, thereby creating a seamless continuum between preparation and in-service employment. This guidance can be found in the Professional Standards for Teachers, which define the pedagogical and professional knowledge and skills required of all teachers who complete Massachusetts-based educator preparation programs. In particular, beginning teachers who completed an approved Massachusetts educator preparation program have already met expectations based on the Candidate Assessment of Performance (CAP). CAP is a performance assessment completed during practicum that mirrors the educator evaluation

process and requires aspiring teachers to *demonstrate* the Essential Elements[1], a subset of practices considered essential to new teachers' readiness to be effective from day one for all students, particularly for students from historically marginalized groups and communities.

For new educators on a Provisional or Emergency license who have not yet completed a formal teacher preparation program, it may be beneficial to prioritize induction and mentoring supports around the Essential Elements that are otherwise emphasized in traditional preparation. These elements are representative of essential knowledge and skills across all four standards and can serve as an umbrella for other skills outlined in the standards.

Differentiating Based on Role

To the extent possible, induction and mentoring supports should be tailored to the educator's role. This may include strategies such as, but not limited to:

- Mentor assignment based on grade-level, content area, or educational setting.
- Role-alike mentoring cohorts or affinity groups.
- Targeted professional learning opportunities.

[Induction and Mentoring Scope and Sequence](#)

The Scope and Sequence is a framework to guide districts in delivering effective induction and mentoring support for new educators with diverse preparation and experience, including:

- *Beginning teachers who followed a traditional preparation pathway*
- *Beginning teachers entering the profession through a non-traditional route, such as a career-changer*
- *Incoming teachers entering with experience in another district or state*

This framework assists districts in strategically planning mentoring and professional learning activities to ensure that key topics, skills, and concepts are covered at the right time and in a logical progression, helping new teachers develop into their role with clarity and confidence.

[Guide to Differentiating Induction and Mentoring Programs for Emergency and Provisionally Licensed Educators](#)

This guide, developed in consultation with Massachusetts educators, offers a four-stage process to support districts and schools in considering the unique needs of teachers who hold Emergency or Provisional licenses when planning and implementing induction and mentoring programming.

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[1] The seven essential elements in the 2024 CAP Guidelines are: I-A-1 Subject Matter Knowledge, I-C-2 Adjustments to Practice, II-A-1 High Expectations and Support, II-A-3 Inclusive Instruction, II-B-2 Safe Learning Environment, III-C-1 Collaboration on Student Learning and Well-being, and IV-A-1 Reflective Practice.

Building a Culturally Sustaining Program

Ensuring that new teachers, inclusive of all identities and experiences, feel supported, valued, and equipped to serve diverse student populations is essential for fostering an equitable and welcoming school environment. By centering culturally responsive mentoring, equitable access to resources, and open conversations about bias and equity, schools build an induction program that strengthens both teacher success and student outcomes (Zozakiewicz, 2010).

Strategies for incorporating culturally and linguistically sustaining practices are embedded throughout this Handbook and include:

- Understanding the myriad of strengths new teachers bring to their role as well as their individual goals for their own professional growth.
- Training mentors in culturally and linguistically sustaining practices and setting expectations for mentees to incorporate these strategies in their instruction.
- Creating community spaces for educators with shared identities and experiences to build relationships and strengthen collaboration.
- Training mentors to effectively support mentees from diverse backgrounds.
- Embedding discussions on race, identity, and bias into mentoring sessions, ensuring educators feel prepared to engage in equity-focused conversations.
- Offering induction materials in multiple languages and formats to accommodate diverse educator needs.

Sustaining New Teachers in the Profession

In planning for induction and mentoring programs, it is important to take a holistic view of the full system of supports and professional learning available to new teachers in order to ensure that programming is comprehensive, aligned, and responsive to educators' evolving needs while avoiding overburdening new teachers with additional expectations.

Strategies for maintaining a balanced and sustainable program include:

- Inventorying existing supports and identifying gaps.
- Routinely checking in with mentors and mentees about their workload.
- Leveraging support teams to monitor coherence and impact on new educators' growth and development.
- When possible, embedding mentoring support within the school day to reduce additional time commitments.

Additional Resources:
- [Strengthening Early Career Teachers: Effective Components of Induction Programs](#) (Annenberg Institute's EdReseach for Action, 2025).
- [High-Quality Mentoring and Induction Practices](#) (The New Teacher Center, 2016)

Orientation

Key action steps:
- ❑ *Schedule the orientation to occur prior to start of the school year and identify options for make-up trainings for teachers hired throughout the year.*
- ❑ *Develop an agenda based on new teachers' needs and in alignment with district and school goals and priorities.*
- ❑ *Collect and distribute key resources and information.*

What's required in the Induction and Mentoring Guidelines?
An orientation is required for all novice and incoming educators, including educators new to the profession and educators new to the district or their role. The orientation occurs prior to the start of the school year (or upon hire) and launches the comprehensive induction program. It provides an opportunity for the educator to learn about the students, school, district, and community, as well as introduces the structure, components, and goals of the induction program.

The Essential Role of Orientation in Teacher Induction and Mentoring

A well-structured orientation program is a foundational component of a successful teacher induction and mentoring process. It provides new educators— whether novice, incoming, or career-changing—with the essential knowledge, resources, and support needed to transition smoothly into their roles. An effective orientation fosters confidence, sets clear expectations, and establishes a welcoming and inclusive environment that encourages professional growth from day one (Geter, 2024).

Through comprehensive onboarding, new teachers gain familiarity with school policies, instructional frameworks, and available support systems. Orientation sessions introduce them to key staff members, curriculum standards, and student expectations, ensuring they feel prepared and connected to their new school community. Additionally, providing guidance on time management, procedures, and available professional development opportunities helps alleviate the uncertainty that often accompanies the start of a teaching career.

Beyond logistical preparation, a strong orientation program promotes a culture of collaboration and mentorship. By pairing new teachers with mentors early in the school year, schools facilitate meaningful relationships that offer ongoing support beyond the initial training (Wiens, Chou, Vallett, & Beck, 2019). When orientation seamlessly integrates with a broader mentoring initiative, it lays the groundwork for long-term teacher success, retention, and overall instructional effectiveness.

Investing in a structured, supportive onboarding experience enhances teacher preparedness, fosters engagement, and ultimately strengthens student learning outcomes.

Designing an Effective Orientation Program

A well-designed orientation program ensures that all new teachers receive the foundational knowledge, support, and connections needed to start strong. A strong orientation program is more than a one-time event—it is the foundation for a successful transition into a new teaching role. By prioritizing these key themes, schools and districts ensure that new educators feel informed, supported, and ready to contribute to student success (Wiens, Chou, Vallett, & Beck, 2019).

Key priorities of effective orientation programs include:
- Creating a welcoming atmosphere helps new teachers feel valued and supported.
- Providing opportunities for relationship-building with colleagues, administrators, and mentors helps establish a sense of belonging and encourages open communication.
- Clearly communicating essential topics, such as school policies, grading procedures, technology platforms, and professional expectations
- Providing access to instructional materials and resources and an understanding of curriculum and planning expectations.
- Offering strategies for setting realistic goals and maintaining a healthy balance between professional responsibilities and personal well-being.
- Fostering a sense of professional community, with opportunities for networking with colleagues, mentor introductions, and participation in professional learning communities to encourage ongoing collaboration.
- Encouraging self-reflection through goal-setting, journaling, or structured discussions helps teachers assess their strengths and identify areas for growth.

Orientation Resources

A well-organized induction program includes comprehensive materials that provide new teachers and mentors with clear guidance on policies, resources, and available supports. By assembling and distributing key information *before* orientation, districts ensure that educators feel informed, supported, and prepared for the start of the school year.

Information and resources to compile and distribute include:
- ❑ The district's core values, mission and vision, and educational priorities.
- ❑ District's dedication to fostering an inclusive and equitable educational environment.

- ❏ Visual guide to the district's leadership structure and support networks.
- ❏ Photos and contact information for administrators and district personnel, specifying who to contact for different needs.
- ❏ School maps
- ❏ Information about mentoring programs, coaching opportunities, professional learning communities (PLCs), and advanced PD opportunities.
- ❏ Overview of student demographics to help teachers understand the communities they serve.
- ❏ Procedures for medical emergencies, field trips, and crisis management to ensure all staff are prepared for unexpected situations.
- ❏ Expectations, goals, and communication norms for mentoring relationships.

Considerations

The following considerations offer strategies for customizing orientation sessions, ensuring equitable access to resources, and creating a welcoming and supportive environment for all educators:

- Incorporate teacher-led sessions that allow new teachers to select topics based on their interests and needs.
- Provide virtual options for certain sessions to increase accessibility.
- Develop self-study modules on key topics as a supplement to in-person orientation.
- Plan makeup sessions throughout the year for late hires and those who miss initial sessions.
- Include a diverse range of speakers, including educators from different backgrounds, to provide multiple perspectives and lived experiences.
- Incorporate student perspectives (in person or via video) to highlight the district's values and the impact of great educators.
- Include sessions that foster connections between teachers and the larger school community.
- Encourage peer collaboration by creating opportunities for teachers to connect across roles.

[Panel Discussion Questions and Scenarios](#)
A resource for teacher discussion panels to foster professional dialogue, shared reflection, and collective problem-solving during Orientation.

Additional Resources:
- [Investing in new teacher orientation and mentoring can produce long-term benefits](#) (National Council on Teacher Quality, 2023)
- [Do alternatively certified teachers need different support?](#) (Learning Forward, 2022)

Mentoring

Key action steps:
- ❑ *Establish a schedule for induction and mentoring activities throughout the school year.*
- ❑ *Plan and implement systems and strategies for supporting mentors and mentees.*

What's required in the Induction and Mentoring Guidelines?
All beginning teachers and beginning administrators should be assigned to a mentor within the first two weeks of the school year or, where applicable, date of hire. Mentors provide instructional, social-emotional, and logistical support to novice educators as they navigate their new position. Mentoring can occur in a one-on-one format or in a group setting, and should include activities such as, but not limited to:

- Collaboration around implementation of the [Massachusetts Curriculum Frameworks](#) and [Standards of Effective Practice](#);

- The centering of culturally and linguistically sustaining practices;

- Opportunities for the mentee to observe the mentor and/or other colleagues;

- Opportunities for the mentor to observe and provide feedback to the mentee;

- Reflection and discussion about the beginning educator's successes, challenges, and general experiences in their new role; and

- Support with navigating school and district processes and procedures.

The Essential Role of Mentoring in Teacher Induction

Mentorship is valuable for both novice teachers and experienced educators transitioning to a new district or role. For beginning teachers, mentorship builds confidence, deepens instructional skills, and fosters resilience as they navigate their first years in the classroom. Career-change teachers and experienced educators new to a district or role benefit from mentorship as they adapt to new expectations, school policies, and professional communities while advancing their existing skills.

Mentors create a supportive, non-evaluative space where new teachers—whether novice, career-changers, or new to a district—can seek guidance, build confidence, and develop resilience. Through trust, open communication, and collaboration, mentors foster a sense of belonging while strengthening teachers' independence.

Beyond providing direct support to mentees, mentoring strengthens the entire school community by helping experienced educators develop leadership skills, gain fresh

perspectives, and contribute to a culture of collaboration and continuous improvement.

School districts play a crucial role in fostering effective mentorship programs by providing structured support, resources, and time for meaningful mentor-mentee interactions. Investing in mentorship ensures teacher retention, instructional excellence, and positive student outcomes (Wiens, Chou, Vallett, & Beck, 2019).

Incorporating Mentoring into the School Day and Year

Intentional planning for mentor-mentee interactions within the school day and year is essential to ensuring that novice and incoming teachers receive consistent, meaningful support while balancing the demands of their professional responsibilities. A well-structured mentoring schedule should provide dedicated time for one-on-one check-ins, peer observations, and collaborative learning opportunities, all while remaining flexible to accommodate district constraints and individual teacher needs.
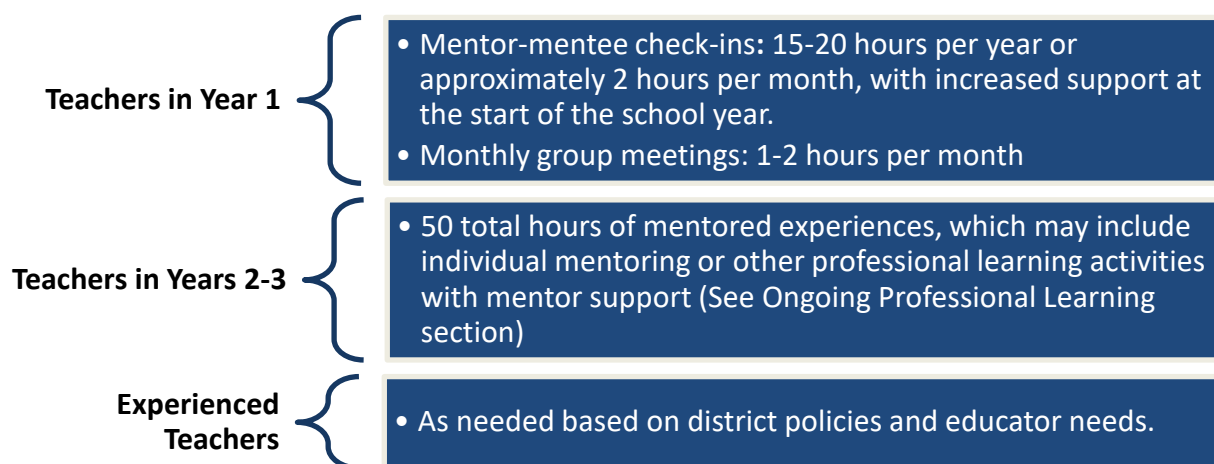
What's required in the Induction and Mentoring Guidelines?
Induction and mentoring is required for teachers and administrators in their first year of practice (603 CMR 7.12-13) and strongly recommended for other new educators, such as specialized instructional support personnel, as these targeted supports can benefit all new educators and, ultimately, all students in Massachusetts.
….
Districts must provide release time during the school day for both the mentor and mentee to engage in regular classroom observations and other mentoring activities (603 CMR 7.12 (2) (d)).

Standard mentoring time expectations will vary depending on an educator's background, experience, and licensure status, as well as district budget and policies. Recommendations for minimum hourly requirements are as follows:

Teachers in Year 1
- Mentor-mentee check-ins: 15-20 hours per year or approximately 2 hours per month, with increased support at the start of the school year.
- Monthly group meetings: 1-2 hours per month

Teachers in Years 2-3
- 50 total hours of mentored experiences, which may include individual mentoring or other professional learning activities with mentor support (See Ongoing Professional Learning section)

Experienced Teachers
- As needed based on district policies and educator needs.

Considerations for scheduling mentoring activities include:
- Differentiate meeting time requirements and topics based on needs and experience, with more intensive support provided to novice teachers and as-needed support for incoming teachers with prior experience.
- Whenever possible, mentoring should be embedded into the school day using common planning time, release periods, or shared duties that allow for collaboration.
- Offer flexible scheduling options to minimize conflicts with after-school commitments, personal responsibilities, and other professional obligations.

The following sections of the handbook outline best practices, recommendations, and resources for:

Supporting Mentors

- Establishing the role
- Recruiting qualified mentors
- Training, support, and professional development
- Recognition

Supporting Mentees

- Identifying mentor-mentee partnerships
- Fostering trusting and supportive relationships
- Mentoring format and schedule
- Recognition

Supporting Mentors

Key action steps:
- ☐ *Clearly define the mentor's role.*
- ☐ *Develop a process for recruiting and selecting mentors.*
- ☐ *Train mentors on their role and culturally responsive mentorship practices.*
- ☐ *Establish systems for ongoing support, feedback, and professional development for mentors.*
- ☐ *Implement strategies for recognizing and celebrating mentors' important contributions.*

The Mentor Role

Clearly articulating the mentor's expectations, roles, and responsibilities is critical to establishing a strong program. Effective mentors support new teachers by:
- Providing instructional, social-emotional, and logistical support to mentees as they transition into their roles.
- Establishing and maintaining a trusting, non-evaluative relationship, reinforcing confidentiality, collaboration, and professional growth.
- Offering culturally responsive mentorship, supporting educators from diverse backgrounds and preparation pathways.
- Guiding mentees in implementing the Massachusetts Curriculum Frameworks and Standards for Effective Teaching Practice, with a focus on culturally and linguistically sustaining practices.
- Modeling best teaching practices, observing mentees in their classroom when possible, and providing actionable feedback.
- Supporting mentees in self-reflection, goal setting, and professional growth, aligning with district evaluation and licensure expectations.
- Assisting mentees in navigating school policies, procedures, and available resources.
- Encouraging peer collaboration and professional networking, connecting mentees to additional district supports.

Ultimately, a mentor serves as a thought partner and informal coach, helping new teachers build confidence, refine their practice, and remain resilient in their professional journey (Kyle, Moore, & Sanders, 1999).

[Sample Job Description: Mentor Teacher for Novice and Incoming Educators](#)
A customizable template for a Mentor Teacher job description.

Recruiting Qualified Mentors

Recruiting qualified and motivated mentors for novice and incoming teachers requires a strategic and intentional approach. School districts and administrators can ensure the success of their mentoring programs by identifying, encouraging, and supporting experienced educators who are both skilled and committed to teacher development.

> ***What's required in the Induction and Mentoring Guidelines?***
> To be eligible to serve as a mentor, an educator must have at least three full years of experience under an Initial or Professional license and serve in the same professional role as the beginning educator (e.g., a teacher or administrator).

Strategies for recruiting strong mentors include:
- Develop a comprehensive "job description" that communicates time commitments, responsibilities, and benefits of serving in the role.
- Identify and encourage strong candidates, looking for experienced educators who demonstrate strong instructional skills and a collaborative mindset.
- Use a nomination system, where administrators and fellow teachers recommend potential mentors.
- Promote the benefits of mentoring as a leadership and professional development opportunity.
- Consider mentoring as evidence of Exemplary practice in educator evaluation, as it demonstrates expanded impact on the school community and students.
- Offer incentives such as stipends and professional development points.
- Offer robust mentor training and continuous professional learning opportunities.
- Create mentor networking groups where experienced mentors can collaborate, share challenges, and learn from one another.

Mentor Training, Support, and Professional Development

A successful mentoring program not only supports new teachers but also ensures that mentors receive the guidance, training, and professional development they need to be effective and confident in their roles. Ongoing mentor support strengthens the quality of mentorship and ensures that mentors are aligned with program goals while continuously improving their skills (Wiebke & Bardin, 2009).

> ***What's required in the Induction and Mentoring Guidelines?***
> Districts are responsible for providing mentors with training on their role prior to the start of the mentoring program and ongoing support as needed throughout the year. It is recommended that mentors receive refresher training on an annual or biannual basis as determined by the district.

Topics for mentor training and support include:
- The responsibilities of their role, such as:
  - Facilitating regular mentor-mentee meetings
  - Supporting reflective practice and goal setting
  - Observing and providing feedback to mentees
  - Connecting mentees with professional learning, resources, and supports as needed
  - Confidentiality
- Effective, culturally responsive practices for mentoring new educators, such as:
  - Building trusting relationships and establishing effective communication
  - Valuing and leveraging mentees' backgrounds and experiences as assets
  - Supporting mentee's professional learning, growth, and agency
- Grade-level content standards and evidence-based, culturally and linguistically sustaining practices as articulated in the Massachusetts Curriculum Frameworks and Standards of Effective Practice.

Mentor Training

Effective mentor training ensures that mentors of all experience levels are prepared to support new teachers with confidence and expertise. Novice mentors benefit from foundational training that focuses on coaching strategies, effective communication, and feedback techniques, equipping them with the tools needed to guide mentees through their first years in the classroom. Returning mentors, meanwhile, should participate in refresher training to recalibrate expectations, stay informed about district updates and program changes, and refine their mentoring practices. By differentiating training based on experience level, schools can ensure that all mentors are aligned with program goals and prepared to provide high-quality support to new teachers.

To ensure mentor training is accessible, effective, and adaptable, districts should implement flexible delivery methods that accommodate diverse schedules and learning preferences. This may include district-led mentor training (for alignment with local policies, instructional priorities, and district-specific induction goals) and regional collaborative training (to share best practices, pool resources, and standardize mentor training while fostering broader professional networks) or a combination. Districts may consider delivering training in an in-person, virtual, or hybrid format, or using self-paced learning modules.

Mentor Support and Continuous Improvement

Mentoring is an evolving role that requires continuous learning and reflection. Ongoing professional development ensures that mentors stay up to date on best practices, emerging challenges, and new instructional strategies. Opportunities such as mentor professional learning communities (PLCs), workshops, scenario-based

training, and asynchronous learning modules allow mentors to refine their skills while collaborating with other educators. Advanced professional development for veteran mentors should include topics such as facilitating mentor networks, supporting diverse teacher needs, and leading group mentoring discussions. By embedding ongoing learning into the mentoring program, schools empower mentors to grow as instructional leaders while providing the highest level of support for new teachers.

Providing structured support and regular feedback helps mentors refine their coaching strategies and stay engaged in their roles:

- Mentors should receive constructive, formative feedback on their mentoring practices to enhance their effectiveness.
- Scheduled mentor-only check-ins allow mentors to reflect on challenges, share successes, and receive guidance on refining their approach.
- Regularly share timely reminder emails and curated resources and best practices such as discussion prompts, templates, and other tools.
- Create a centralized digital library of mentoring resources and program information.
- Use interactive digital spaces for mentor reflections, documentation, and tracking key themes addressed throughout the year.

Mentor Skills Self-Assessment Checklist

The Mentor Skills Self-Assessment Checklist is designed to help mentors reflect on their strength and areas for growth in supporting novice teachers. This self-assessment serves as a tool for evaluating key mentoring skills and identifying areas for improvement. It allows mentors to track their development over time and ensures they are effectively guiding and supporting new educators.

Mentor Professional Development Topics

Areas of focus for training and ongoing professional development of mentors.

Recognizing Mentors

By implementing both public and personalized recognition strategies, schools can create a culture where teachers feel valued, supported, and motivated to continue growing in their roles (Delta Kappa Gamma Society International, 2016).

Recognizing and celebrating mentors and their commitment and impact on mentees and the district validates their contributions, strengthens their engagement. It also reinforces the importance of mentorship within the school community. Mentors invest their time, expertise, and energy into guiding new teachers, often going beyond their own responsibilities to ensure their mentees succeed. Celebrating their dedication

not only expresses gratitude but also encourages a culture of leadership, collaboration, and continuous professional growth.

Strategies to recognize mentors include:
- Acknowledge and highlight mentors' impact during staff meetings or school-wide events
- Feature mentor contributions in the school newsletter, website, or social media to celebrate their role in teacher development.
- Host an appreciation ceremony, luncheon, or other event to formally recognize their efforts.
- Provide certificates, plaques, or awards.
- Offer personalized thank-you notes or messages from administrators, mentees, or colleagues.
- Show appreciation with small tokens of gratitude, such as gift cards, classroom resources, or personalized items.
- Offer mentors additional professional development opportunities or recognition within leadership programs.

Supporting Mentees

Key action steps:
- ❑ *Determine a process for matching and assigning mentors to teachers.*
- ❑ *Assign all beginning teachers to a mentor within the first two weeks of the school year (or date of hire).*
- ❑ *Establish expectations for mentoring formats and activities, with a focus on fostering trusting and supportive relationships and prioritizing work-life balance and mental health.*
- ❑ *Identify opportunities for beginning and/or incoming teachers to meet and collaborate as a peer group, such as through group mentoring, affinity groups, or professional learning communities.*
- ❑ *Implement strategies for recognizing and celebrating mentees' progress.*

Mentor–Mentee Partnerships

Strong mentor-mentee partnerships are key to a successful program. To best support new teachers, mentor-mentee partnerships should be established through a selective matching process that prioritizes the mentee's specific needs while considering factors such as licensure, content/program area, grade level, teaching experience, and instructional style (Gordon, 2021).

Whenever possible, mentees should be paired with mentors who have relevant teaching experience in the same content/program area or grade level. However, broader considerations may also be considered, such as:
- Pairing a novice teacher with a mentor who has experience working with early-career educators.
- Matching teachers transitioning from another career with mentors who have successfully navigated a similar path.
- Matching mentor's areas of expertise to mentee's identified areas for growth
- Matching mentors and mentees based on communication preferences or working styles.

By prioritizing intentional and thoughtful mentor-mentee pairing, schools can create meaningful, collaborative mentorships that lead to stronger instructional practices, increased teacher retention, and a more collaborative school community.

Mentoring Formats

Mentoring can occur through one-on-one interactions between the mentor and mentee as well as through dedicated professional learning communities. Group mentoring and affinity groups may be valuable components of a district's induction and mentoring program, as regular peer collaboration offers educators shared problem-solving, thought partnership, and sense of community, helps educators develop confidence and resilience in their practice, and contributes to greater retention (Geeraerts et al., 2014).

Group Mentoring

In a group mentoring model, one mentor supports multiple mentees in a structure where mentees can learn from each other's experiences, fostering peer collaboration and group problem-solving in addition to receiving expert guidance from a mentor. This format may be especially valuable for groups of educators with similar career pathways, such as career changers, special education teachers, English learner specialists, and career technical educators, providing a space to exchange relevant insights, navigate challenges, and build confidence with others.

This model allows the mentor to facilitate discussions, share best practices, and encourage networking within the mentee group, creating a community of learning. Additionally, by working with multiple mentees, mentors develop leadership and coaching skills, expanding their ability to support a diverse range of teachers while strengthening the overall mentorship culture within the school or district.

Community Groups

Community groups create support networks for teachers who share common experiences, identities, backgrounds, or professional roles. This format may be especially valuable for teachers from culturally and linguistically diverse backgrounds (Dech, 2022). Community groups help foster a sense of belonging, offering emotional and professional support that strengthens teacher retention. By cultivating spaces where teachers feel seen, community groups empower teachers to develop their skills in a collaborative and culturally and linguistically sustaining environment.

Mentoring and Professional Learning Activities

Effective induction and mentoring programs include a diverse range of professional learning experiences for mentees, including:

- Regular opportunities for goal setting, reflection, and collaboration with a mentor
- Individualized coaching and constructive feedback focused on instructional practices and classroom management (which may or may not be provided by the mentor)
- Professional development sessions targeted to the needs of new teachers
- Opportunities to collaborate with peers
- Opportunities to observe other teachers in their classrooms/practice
- Collaboration on resources that support culturally and linguistically sustaining practices
- Release time during the school day for both the mentor and mentee to engage in regular classroom observations and other mentoring activities

Strategies for designing effective and equitable mentoring meetings include:

- Leverage the [Induction and Mentoring Scope and Sequence](#) to identify key concepts and skills to emphasize for professional learning and support.
- Use a mix of in-person, virtual, and asynchronous learning to increase flexibility and accommodate different schedules.
- Coordinate regular group meetings (5-6 times annually), with mentor-guided but mentee-driven discussions and optional attendance for second- and third-year mentees.
- Administer surveys to mentors and mentees to identify timely and relevant discussion topics.
- Host informal social gatherings to build community and provide socialization opportunities among new teachers.
- Use mentor-mentee logs to track interactions and identify trends in discussion topics. These can be in Google Forms for ease of access by mentors, mentees, and program coordinators.

[Mentor-Mentee Meeting Agenda](#)
A sample of a structured framework for meetings to support both the mentor and mentee in maximizing their time together and maintaining a focus on the mentee's professional development.

[Mentor-Mentee Conversation Starters](#)
These month-by-month prompts help mentors initiate dialogue that goes beyond surface-level check-ins, encouraging mentees to reflect deeply on their practice, ask questions, and engage in problem-solving.

[Reflection Questions](#)
Monthly self-reflection questions for mentees.

Fostering Trusting and Supportive Mentor-Mentee Relationships

Building a trusting and supportive mentor-mentee relationship lays the foundation for mentee success and long-term retention in the profession. By prioritizing open communication, confidentiality, collaboration, and personal connection, mentorship programs create a supportive, engaging, and effective learning experience that helps mentees navigate the challenges of their transition. A strong mentor-mentee relationship ensures that all new educators feel valued, empowered, and equipped to thrive in their roles, fostering both individual growth and a more cohesive, collaborative school community (Gordon, 2021).

[Fostering Trusting and Supportive Mentor-Mentee Relationships](#)
Best practices and considerations to support mentors in fostering relationships with their mentees.

[Sample Process for Addressing Mentor-Mentee Conflicts](#)
Strategies for constructively addressing conflicts between mentors and mentees.

Prioritizing Work-Life Balance and Mental Health

The demands of teaching can be overwhelming, particularly for novice and career-change educators, making it essential to embed mental health resources and work-life balance strategies into orientation and mentoring. By fostering a culture that prioritizes teacher well-being, schools can improve retention, job satisfaction, and overall effectiveness in the classroom (Kutsyuruba & Godden, 2019).

Strategies for promoting work-life balance and mental health support include:
- Offer access to stress management strategies, mindfulness practices, and mental health resources to help new teachers navigate the challenges of their roles.
- When possible, integrate professional development and mentoring into teachers' daily schedules rather than requiring additional after-hours commitments.
- Organize group discussions, structured check-ins, and stress management workshops to build camaraderie and reduce isolation among new teachers.
- Equip new educators with strategies to balance workload expectations, prioritize tasks, and maintain a sustainable work-life balance.
- Introduce mindfulness exercises, breathing techniques, or short meditation sessions as part of orientation and mentoring meetings to help reduce stress and improve focus.

Mentee Recognition

Recognizing and celebrating mentees and their dedication and progress reinforces their contributions, boosts confidence, and fosters a sense of belonging within the school community. Recognition helps educators new to the district feel valued, motivated, and supported as they navigate the challenges of their first years in the classroom/district. By celebrating their growth and achievements, schools create an environment where new teachers are encouraged to continue developing their skills and building strong professional relationships.

Strategies to recognize mentees include:
- Acknowledge and highlight contributions of mentees during school-wide meetings or in the school newsletter, website, or social media.
- Establish a "Novice Teacher of the Month" program to showcase individual achievements.
- Provide certificates or awards to recognize progress.
- Offer personalized thank-you notes or messages from mentors and administrators to acknowledge their hard work.
- Celebrate small achievements during mentor-mentee check-ins to provide continuous encouragement.
- Implement a peer "shout-out" program where colleagues recognize and appreciate each other's efforts.
- Organize team celebrations, such as lunches or dinners, to strengthen camaraderie.
- Encourage mentees to participate in school events or committees, helping them feel more connected to their school community.
- Provide opportunities for novice teachers to present their work to colleagues, allowing them to showcase their growth and contributions.

Additional Resources:
- [Mentors for New Teachers Found to Boost Student Achievement - By a Lot](#) (EdWeek, 2017).
- [Effective Mentoring Practices for Teachers of Color and Indigenous Teachers](#) (Kappan, 2021).
- [Fostering Inclusive Conversations through Mentoring](#) (Comprehensive Center Network, 2021).
- [Coaching for Equity](#) (Aguilar, 2020).
- [Why New Teacher Mentoring Falls Short and How to Fix It (](#)National Institute for Excellence in Teaching, 2021).
- [Mentoring the Mentor](#) (Edutopia, 2022)
- [The Qualities of Exceptional Mentor Teachers](#) (Edutopia, 2022)
- [The Proven Impact of Affinity Spaces](#) (Race, Research, and Policy Portal of the Institutional Antiracism and Accountability Project).

Support Team

Key action steps:
- ☐ *Identify members of the support team (including at least the mentor and evaluator).*
- ☐ *Establish systems for early and clear communication.*
- ☐ *Monitor the supports provided to new educators, with a focus on coherence, alignment, and sustainability.*

The Essential Role of a Support Team in Teacher Induction and Mentoring

A Support Team ensures that new teachers receive the comprehensive guidance, professional development, and emotional support they need to succeed. While a mentor-mentee relationship is at the heart of induction, effective support extends beyond one-on-one mentoring to include a network of professionals who can provide expertise, resources, and ongoing encouragement (Hampton, Rhodes, & Stokes, 2004).

What's required in the Induction and Mentoring Guidelines?
Per 603 CMR 7.12 (2)(c), districts are required to assign all beginning teachers and beginning administrators a support team that consists of their mentor, evaluator (or other administrator qualified to evaluate teachers), and others involved in ensuring a supportive and comprehensive induction experience for the beginning educator. This is an optional support for incoming educators.

The support team's role is to monitor and promote coherence in the professional learning and supports being provided to the beginning educator and ensure that the beginning educator is receiving needed supports, including guidance on advancing their license, if applicable.

The primary function of the Support Team is to coordinate and monitor the new educator's professional learning and development, ensuring that all available resources are aligned and accessible. This includes:
- Helping the beginning educator understand the formal evaluation process and expectations.
- Addressing questions, challenges, or concerns.
- Ensuring the educator has access to ongoing professional development and licensure guidance.
- Promoting coherence across different supports, from mentoring to district-led training.

An effective Support Team leverages both district and school-based professionals to provide comprehensive guidance for beginning educators. This collaborative approach ensures that new teachers and administrators receive targeted support from individuals who understand both district-wide expectations and the specific dynamics of their school community (Giangreco, Suter, & Hurley, 2011).

Support Team Composition

The composition of a Support Team should be flexible, allowing districts to include mentors, administrators, instructional coaches, department heads, and other key staff who can offer specialized expertise, professional development opportunities, and practical guidance. By integrating both district and school-based perspectives, the Support Team fosters a cohesive, well-rounded induction experience that aligns new educators with their school's culture, instructional priorities, and long-term professional growth.

Sample Members of Support Teams
- Mentor Teacher – Provides subject-specific guidance, classroom management strategies, and general teaching advice.
- Mentor Program Coordinator – Acts as a non-evaluative support figure, connecting mentors and mentees with appropriate resources.
- Instructional Coach – Focuses on pedagogy, curriculum alignment, and best teaching practices.
- Grade-Level or Department Team – Collaborates on lesson planning, assessment strategies, and shared resources.
- Special Education & English Learner Education Coordinators – Support inclusive teaching strategies and differentiated instruction.
- Building Administrator (Principal/Assistant Principal) – Guides teachers on school culture, policies, and professional growth.

Distinguishing Between a Mentor and a Support Team
The Mentor and Support Team serve distinct yet complementary functions in providing guidance, professional development, and structured support to new educators.

A mentor offers consistent, one-on-one support, focusing on classroom management, instructional strategies, and subject-specific guidance. Mentors work closely with new teachers to help them navigate the daily challenges of teaching, providing ongoing feedback and emotional support in a non-evaluative capacity. Their role is to build trusting relationships with mentees, helping them refine their practice and gain confidence in their instructional abilities.

The **Support Team** expands the scope of support by incorporating multiple school and district-based professionals who provide expertise beyond the mentor's role. Unlike a mentor, some Support Team members—particularly administrators—may have an evaluative role, though many models emphasize the importance of non-evaluative support as well. A key advantage of a Support Team is its flexibility in addressing a mentee's individualized needs based on their experience level, comfort, and school structure. It ensures that new teachers have access to multiple perspectives and areas of expertise, helping them develop both instructional and professional competencies. While the mentor provides personalized support, the Support Team ensures alignment with district expectations, licensure requirements, and broader professional learning opportunities.

An effective Support Team plays a crucial role in ensuring new educators receive structured, relevant, and flexible support throughout their induction. By coordinating mentoring, instructional guidance, and professional learning, the Support Team helps beginning teachers navigate their first years successfully. To ensure consistent and meaningful support for new educators, Support Teams should establish regular yet flexible systems for communication, balancing check-ins with informal support opportunities and individualized guidance based on teacher needs.

Strategies for implementing an effective Support Team structure:
- Establish early and clear communication by introducing all members at the beginning of the year.
- Clarify each member's roles and responsibilities with regards to supporting the new teacher.
- Prepare a contact list with photos and roles for new teachers to reference.
- Streamline communication and support through the mentor as the primary point-of-contact for the new teacher.
- Leverage coaches, administrators, or other colleagues to ensure that new teachers have access to additional support as needed.
- Schedule support team meetings as needed in order to address specific challenges and provide timely support.

[Mentee Resource Inventory](#)
A table of key contacts for mentees to access information or learning opportunities in specific topics.

Additional Resources:
- [5 Ways Administrators Can Support Mentor Programs](#) (Edutopia, 2022).
- [Redefining Mentoring for New Staffing Models](#) (The New Teacher Center, 2025).

Ongoing Professional Learning

Key action step:
- ❑ *Develop a plan for supporting teachers in years 2 and 3 of their careers, ensuring that teachers receive at least 50 hours of mentored experiences as required for earning the professional license.*

The Essential Role of Ongoing Professional Learning in Teacher Induction and Mentoring

> **What's required in the Induction and Mentoring Guidelines?**
> Educators are required to complete at least 50 hours of mentored experiences beyond the induction year in order to advance to the Professional license (603 CMR 7.04).
>
> Professional learning opportunities in Years 2-3 may or may not include formal mentor relationships but should be directly aligned and tailored to the needs of the novice teachers rather than broad professional development offered to the district.

Meeting the requirement for ongoing professional learning is more than a compliance task—it is an opportunity for districts to design multi-year, meaningful professional learning experiences that are tailored to the evolving needs of beginning teachers.

Ongoing professional learning during Years 2–3 plays a critical role in helping beginning teachers—especially career changers and those without prior experience—move beyond foundational knowledge to deeper instructional practice, leadership development, and sustained growth. At this stage, induction support should be flexible, personalized, and embedded within the professional learning culture of the school and district (National Commission on Teaching and America's Future, 2016).

Designing Effective Professional Learning for New Educators

Ongoing professional learning should:
- Focus on deepening and advancing educators' practice based on the Standards of Effective Practice.
- Be differentiated based on roles, backgrounds, experience levels, and educator needs.
- Facilitate educator collaboration around instruction.
- Promote ongoing reflection and dialogue on educators' identities, biases, and practices and their impact on student learning and well-being.

Districts are encouraged to create comprehensive, sustained programs that provide opportunities for new educators to learn with and from experienced colleagues in ways that go beyond generic, one-size-fits-all professional development. While not all ongoing learning must be part of a formal mentoring relationship, it should be directly aligned to the goals and growth areas of novice and incoming teachers, and responsive to their specific contexts. Collecting teacher input and feedback to guide the selection of focus areas and delivery formats will help ensure that professional learning is relevant and responsive to their needs.

Strategies for providing ongoing professional learning for new teachers include:
- Implement individual coaching cycles and self-paced learning plans with goal setting and progress tracking.
- Convene cohorts of beginning educators in mentor-led professional learning communities with a shared focus for learning.
- Facilitate (via video or in-person) peer observations with opportunities to debrief with a mentor.
- Offer opportunities for self-directed learning aligned to professional goals and/or district priorities, with support and feedback from a mentor.
- Create video libraries and self-paced modules for on-demand learning.
- Use a "menu" approach to offer choice in projects, topics, and learning paths.
- Encourage teacher-led research projects, book studies, or small-group inquiry.

🛠 [Model Book Study](#)
Sample structure and guiding questions for a book study format that encourages reflection, discussion, and application of best practices to enhance teaching effectiveness, classroom management, and overall teacher growth.

🛠 [Teacher Team Research Project](#)
Sample structure, schedule, and topics for research and inquiry projects led by teams of mentors and mentees.

Additional Resources:
- [Building Better PL: How to Strengthen Teacher Learning](#) (Research Partnership for Professional Learning, 2022).

Program Evaluation and Reporting

Key action steps:
- ☐ *Select criteria for determining the impact of induction based on program goals.*
- ☐ *Determine the information to collect and the process to collect and analyze it.*
- ☐ *Engage in the advisory committee in analysis of the data and recommendations for program refinement.*
- ☐ *Submit the annual report to DESE.*
- ☐ *Share program outcomes with stakeholders in the school community.*

The Essential Role of Program Evaluation in Teacher Induction and Mentoring

Ongoing program evaluation is a critical component of a successful teacher induction and mentoring system. It ensures that districts are not only implementing their programs with fidelity, but also continuously improving them based on data, outcomes, and educator feedback. Evaluation helps answer key questions:

- Is the program meeting the needs of new teachers?
- Is it improving educator practice, supporting retention, and ultimately impacting student learning? (Ingersoll, R. M., & Strong, M., 2011)

What's required in the Induction and Mentoring Guidelines?
Districts are responsible for monitoring the implementation, impact, and outcomes of induction and mentoring programs with regards to improved educator practice, educator retention, and student learning. This includes collecting feedback from mentors and mentees to inform continuous improvement of the program.

Districts are required to submit an annual report to DESE that includes information about induction and mentoring program activities and outcomes. Reports are required of traditional school districts, Horace Mann charter schools, and educational collaboratives and are optional for Commonwealth charter schools.

Findings should inform ongoing program refinement, helping ensure that induction efforts remain relevant, high-quality, and aligned to the evolving needs of educators (Keese et al., 2022). By embracing program evaluation as a tool for growth—not just compliance—districts can strengthen the quality and impact of their induction and mentoring programs, ultimately supporting more effective educators and better outcomes for students.

Strategies for monitoring program effectiveness and supporting continuous improvement include:

- Conduct quarterly meetings (e.g., in November, February, and May) for district leaders and program coordinators to review progress monitoring data.
- Administer a mid-year and end-of-year survey to mentors and mentees to collect feedback on their experience and areas for program improvement.
- Use frequent "temperature checks" or "exit tickets"
- Collect feedback from students and families and use it to inform programming.
- Use mentor-mentee logs to track the frequency and focus of mentoring interactions.

[End-of-Year Mentor Survey](#)
Tool for collecting feedback from mentors.

[End-of-Year Mentee Survey](#)
Tool for collecting feedback from mentees.

Considerations

- Encourage open, constructive feedback that promotes growth. Build trust by introducing informal feedback early to help mentees feel safe sharing honestly.
- Combine metrics such as surveys and growth checklists with informal feedback and mentor observations to get a complete picture of program impact.
- Use logs and reflections to observe how different types of feedback affect mentee engagement and learning.
- Recognize that feedback should not be one-size-fits-all. Adjust approaches based on each mentee's communication style and learning preferences.
- Use the data gathered—both formally and informally—to make real-time adjustments and inform long-term program planning.

Additional Resources:
- [Collecting Evidence of Program Success](#) (AIR's GTL Center, 2019).

⚒ Tools and Resources

[Beginning-of-the-Year Questions for Mentees](#)
Sample questions that program coordinators can use to collect information about beginning and incoming teachers' prior experience and goals for their induction experience.

[Novice Teacher Self-Reflection](#)
The Novice Teacher Self-Reflection tool supports individualization within the induction process by providing an opportunity for the novice teacher to self-reflect on areas of needed support and guidance as they relate to the Standards and Indicators of Effective Practice.

[Induction and Mentoring Scope and Sequence](#)
The Scope and Sequence is a framework to guide districts in delivering effective induction and mentoring support for new educators with diverse preparation and experience, including:
- *Beginning teachers who followed a traditional preparation pathway*
- *Beginning teachers entering the profession through a non-traditional route, such as a career-changer*
- *Incoming teachers entering with experience in another district or state*

This framework assists districts in strategically planning mentoring and professional learning activities to ensure that key topics, skills, and concepts are covered at the right time and in a logical progression, helping new teachers develop into their role with clarity and confidence.

[Guide to Differentiating Induction and Mentoring Programs for Emergency and Provisionally Licensed Educators](#)
This guide offers a four-stage process to support districts and schools in considering the unique needs of emergency and provisionally licensed teachers when planning and implementing induction and mentoring programming.

[Panel Discussion Questions and Scenarios](#)
A resource for teacher discussion panels to foster professional dialogue, shared reflection, and collective problem-solving during Orientation.

[Sample Job Description: Mentor Teacher for Novice and Incoming Educators](#)
A customizable template for a Mentor Teacher job description.

[Mentor Skills Self-Assessment Checklist](#)
The Mentor Skills Self-Assessment Checklist is designed to help mentors reflect on their strength and areas for growth in supporting novice teachers. This self-assessment serves as a tool for evaluating key mentoring skills and identifying areas for improvement. It allows mentors to track their development over time and ensures they are effectively guiding and supporting new educators.

[Mentor Professional Development Topics](#)
Areas of focus for training and ongoing professional development of mentors.

[Mentor-Mentee Meeting Agenda](#)
A sample of a structured framework for meetings to support both the mentor and mentee in maximizing their time together and maintaining a focus on the mentee's professional development.

[Mentor-Mentee Conversation Starters](#)
These month-by-month prompts help mentors initiate dialogue that goes beyond surface-level check-ins, encouraging mentees to reflect deeply on their practice, ask questions, and engage in problem-solving.

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Acknowledgements

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