Scituate Public Schools
Mentor/Induction Program

2016-2017
Overview of the SPS Mentor/Induction Program

Induction Program for Educators

All school districts are required to provide an induction program for educators in their first year of practice. An Induction program is a planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings (603 CMR 7.02). 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.

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

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.

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

The SPS induction programs shall meet the following requirements:

(a) An induction program for all teachers in their first year of practice with a mentor. 603 CMR 7.04 (2)(C)(2).
(b) An orientation program for beginning teachers and all other incoming teachers and administrators.
(c) Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
(d) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
(e) Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities. [603, CMR 7.12 (2)]
(f) The submission of a plan to the Department of Elementary and Secondary Education (ESE) detailing how they will supervise and support educators who hold an Initial license. G.L. c. 71, s. 38G
(g) The submission of an annual report to ESE on induction and mentoring activities. As of the 2015-16 school year districts will electronically submit annual induction and mentoring program information to ESE.
(h) An induction program for all beginning administrators in their first year of practice with a mentor (603 CMR 7.13).
(i) In addition beginning teachers will complete 50 hours of mentoring beyond the induction year (603 CMR 7.04 (2)(C)(4)).

The intent of the SPS induction program is to provide educators with a systematic structure of support that helps them become effective educators, become familiar with their school and district, refine their practice, and better understand their professional responsibilities. The program is an integral part of an educator’s first year and is the beginning of an educator’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. By the end of their second year of teaching, beginning teachers will complete an effective teaching strategies course. Teachers will be assigned to a building mentor in their second year and will continue to participate in support team meetings through the completion of their third year. Expanding the induction program aligns with the Developing Educator Plan used in evaluation for teachers who do not have PTS, and provides them with the support needed to reach proficiency within their first three years of practice [603 CMR 35.06 (3) (e)(1)].

SPS established an induction program steering committee in 2012-2013. This committee was charged with developing an induction program plan as part of their larger professional development plan. The members defined the roles and responsibilities of key participants, designed the orientation and training programs for beginning/incoming educators, and defined the process for mentor selection and
The committee members, including the program coordinators, continue to review, refine, and develop the program based upon teacher and leader feedback and the retention rates of its educators. They develop a strategy and timeline for making improvements to the program based on the program evaluation. The program coordinators also review the confidentiality and hold harmless policy with mentors and mentees on an annual basis and throughout the school year.

The SPS induction program is intended to be a coherent learning experience that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes.

I. Orientation Program

The orientation program launches the comprehensive induction program for both beginning and all other incoming educators. It provides an opportunity for the educator to learn about the district and school as well as introduces the structure and components of the induction program. The orientation is the perfect opportunity to provide the vision of the Scituate Public Schools and set the tone for the upcoming school year.

As part of the licensure regulations, SPS 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 include:

- District and school performance data, including data from ESE’s School and District Profiles.
- Presentation of school and district improvement goals as well as curriculum alignment.
- An overview of the MA Curriculum Frameworks.
- An overview of the Standards of Effective Teaching Practice, as outlined in 603 CMR 35.00.
- The Educator Evaluation Training Workshops for Teachers.
- An overview of district expectations for staff.
- Introduction to the components of the induction program including the mentor program structure and policies.
- A presentation of district and school information, policies, and procedures which includes a staff handbook.
  - Mentors will review key handbook policies and school specific practices
  - ASPEN training – basics
  - Aesop Training
  - Technology in the classroom – Technology Integrationist Specialists
  - I.E.P.s and special education overview
  - METCO overview
  - 504 and Counseling services
An introduction to key district personnel

- Superintendent and School Committee
- Principals
- Special Education Director
- Director of Business and Finance
- METCO Director

Possible resources to provide include:

- The school improvement plan, including school and district initiatives. (Orientation)
- Data from ESE’s School and District Profiles, District Analysis and Review Tools (DARTs), and Edwin Analytics.
- MA Curriculum Frameworks, local curriculum maps, and resources.
- Educator Evaluation resources, including an overview of the district’s evaluation process, MA Model Rubric for Teacher Evaluation (or district equivalent), evidence collection strategies or requirements, examples of individual or team SMART goals from previous school years.
- Professional development opportunities and/or calendar. (Orientation)
- School handbooks or other publications. (Principals)
- Staff and student directories. (Principals)
- School schedule and calendar. (Principals)
- District Calendar (Orientation)
- Schedule of School Committee Meetings (Orientation)
- Information about how to serve on a school council and schedule of meetings (Principals)

Please see “Related Forms” Section for sample handouts.

II. Beginning Educator Support Structures

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

Support Team

Districts are required to assign all beginning educators a support team that consists of at least a mentor and an administrator qualified to evaluate teachers [603 CMR 7.12 (2) (c)]. Mentors, mentees, Mentor Program Coordinator(s), Department Heads, Coordinators, Principals, Assistant Superintendent, and STA representatives may serve on the support team. Other members might include teacher leaders, administrators and outside professional development providers. The support team provides the beginning teacher with diverse ideas and perspectives and forms the basis for a collegial learning community.
It is advised that the support team should meet with the beginning teacher before the start of the school year. During the New Teacher Orientation the team will:

- Review the criteria and procedures by which the beginning teacher will be formally evaluated, including data relevant to school or grade level/content team goals.
- Schedule regular meetings in the first year to answer any questions or address concerns that the beginning teacher may have. There will be one meeting per month. The Support team will continually revise and revisit the agenda topics, themes or goals for each meeting to reflect the changing needs of beginning educators. Each meeting will include an opportunity for mentees to ask questions and express concerns. The meetings will also provide an opportunity to review the Standards of Effective Teaching Practice and the Educator Evaluation Model Rubric for Teachers (or the district’s rubric) to ensure the beginning teacher fully understands the professional knowledge and skills required of all teachers and the rubric that will be used by administrators during the evaluation process.
- Discuss plans for when the mentor and beginning teacher will work together, schedule observations and conferences, and outline the professional development or training that the beginning teacher will receive. In the second year educators will be required to complete an effective teaching practices course and will be assigned to a building mentor. They will attend support team meetings in their second and third year.
- Discuss responsibilities and expectations for the teacher including school and district priorities and goals.

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

**Mentoring**

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

The mentoring relationship is shaped by the activities that the mentor and beginning teacher participate in together. As part of the licensure regulations, SPS will provide release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities.

These activities should help the beginning teacher improve upon practice and develop an understanding of the Professional Standards for Teachers. The activities may include:

- Assisting the beginning teacher in analyzing student data and reflecting on professional practice to propose Student Learning and Professional Practice Goals and a Developing Educator Plan as part of Educator Evaluation.
- Meeting frequently 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.
- Mentoring observations are encouraged to be frequent, short (as brief as ten minutes), targeted (focused on a specific skill, such as transitions), and can be planned or unplanned. Possible observation activities include:
  - Observing one another’s classroom.
  - Observing the classrooms of other effective teachers, including those in other schools and/or districts.
  - Co-teaching the beginning teacher’s class.
  - Teaching the beginning teacher’s class so the beginning teacher can observe another teacher.
  - Videotaping lessons and the mentor-mentee analyzing the video and reflecting on best practices together.

Each beginning teacher and mentor will be required to conduct regular, formal meetings and to log the length of the meetings and their general focus/topic. The beginning teacher and mentor will meet a minimum of twice per month in addition to the support team meetings. Please see “Related Forms” Section for Mentoring Log.

Mentor Selection, Preparing, and Assignment

SPS will 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 educators. The proper selection, preparation, and assignment of mentors are crucial to a successful mentoring relationship.
Recruitment and Selection

Excellent educators should be recruited from all subject areas to serve as mentors. SPS will continue to train a surplus of mentors to meet the varying subject needs of incoming educators from year to year. SPS will consider recruiting recently retired effective educators who meet the criteria below and have the knowledge and skills to serve as mentors.

In determining the type of teacher who would perform well as a mentor, it is recommended that principals employ a criteria-based selection process.

SPS principals will to look for candidates who:

- Are outstanding, proven teachers whose teaching reflects excellent content knowledge of the state curriculum frameworks
- Are trained as mentors (603 CMR 7.02).
- Have completed at least three years of experience (603 CMR 7.02).
- Are effective in the classroom as shown by receiving a rating of at least proficient on recent evaluations.
- Make student gains as a result of their proven practice.
- Are knowledgeable about the Standards of Effective Teaching Practice and Educator Evaluation system.
- Are effective communicators and problem solvers, especially when working with adults.
- Have an awareness of the merits of different teaching styles and pedagogical strategies/methods and can demonstrate a variety of pedagogical strategies/methods.
- Are able to teach to the diverse learning styles of students
- Are knowledgeable about the professional and community resources in the school and district
- Are willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year
- Are able to maintain a confidential relationship
- Are energetic and friendly

Mentor positions will be posted annually. Faculty interested in becoming a mentor must complete the SPS mentor application form and attach documentation that they have completed an approved mentor training program. This form should be submitted to the building principal. Please see “Related Forms” section for Mentor Application.

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 educators 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, SPS may look to our own educators who are experienced mentors, to outside consultants, professional associations, and other recognized professional development providers.

Elements of the training may include:

- Role of a mentor
- Adult development
- Analysis of teaching strategies
- Observation skills
- 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
- Using data to improve practice.
- Effective use of observation tools for capturing and translating observation data strategies for conferencing and feedback.
- Differentiating instruction to meet the needs of all students, including training on cultural differences.
- Focus on key initiatives, such as the MA Curriculum Frameworks, Educator Evaluation, Rethinking Equity and Teaching for English Language Learners (RETEL) and Sheltered English Immersion.
- Ongoing training opportunities. These may include a refresher component for experienced mentors who have not recently served as a mentor or may need additional training based on new state or district initiatives.

**Mentor Assignment**

SPS are required to assign all beginning educators 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. The match to the mentor should take into account individual needs of the beginning teacher. Additionally, the district employs a hold harmless policy for mentors and/or mentees to request changes to assignments without consequences if the current relationship is considered ineffective or incompatible.

It is recommended that criteria-based matching be used when districts assign mentors to beginning educators. Like the criteria-based selection process that may be used when selecting educators to become mentors, a criteria-based matching process may be used for mentor assignment. This assignment of mentors 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 educators. Regular meetings with other mentors will enable experienced educators to continue their own professional development, as well as reflect on their own practice and work with beginning educators.

**Compensation**

Due to the increased responsibility and time commitment required of mentors, SPS provides a stipend for mentors and the mentor program coordinators that complete a mentoring assignment for the school year.

**Resources for Beginning Educators and Mentors**

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

- School Improvement Plan
- District Professional Development Plan
- Handbook for new educators – to be revised and developed annually by the Mentor Coordinators(s) and the Support Team.
- Data from ESE’s School and District Profiles, District Analysis and Review Tools (DARTs), and Edwin Analytics.
- The Massachusetts Model System for Educator Evaluation.
- Feedback from pre-service performance assessments.
- MA Curriculum Frameworks and locally aligned curricula materials.
- Support materials for student assessments, including Massachusetts Comprehensive Assessment System (MCAS), Partnership for Assessment of Readiness for College and Careers (PARCC), other local assessments and common assessments.

**Beginning Teacher Development and Training**

Having beginning educators meet regularly as a group can provide them the opportunity to share their experiences with colleagues. Beginning educators 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 SPS - or department-sponsored or other peer to peer support groups. It is recommended that beginning educators 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, and 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 educators 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.
- Mentors should work with the beginning teacher to identify areas of need and arrange for the beginning teacher to observe teacher leaders in that area. The mentor will need to coordinate with building principal for coverage.
- Explain the evaluation instrument.

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

**III. 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.

- The SPS Mentor/induction program will survey its participants - beginning educators, mentors, principals, and other members of support teams - to determine levels of satisfaction and to understand the strengths and weaknesses of the program.
- The program coordinators will submit annual 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 to the Assistant Superintendent of Schools.
- Program evaluation instruments that might be used are surveys/questionnaires, individual and group interviews, and observations to determine the impact on participating educators and their students. The program coordinator(s) will be responsible for conducting an annual evaluation of the program's effectiveness, using the records and survey instruments, and analyzing the data collected. This report will be submitted to the Assistant Superintendent of Schools,
As part of a coordinated effort to measure the outcomes of these programs, the program coordinator(s) will submit an annual report. This report will include data required for its annual submission to ESE. A draft version of the types of data to be collected can be found in the “Related Forms” section of this document. It is titled, **District Annual Induction and Mentoring Report.**

The program coordinator(s) will compile this information using mentor logs, meeting agendas, minutes, sign in sheets, etc. The report and supporting materials will be submitted the Assistant Superintendent of Schools by the end of each school year.

Please see “Related Forms” section for sample surveys.

**Reporting**

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

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

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

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

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

**IV. Roles and Responsibilities**

(Adapted from Massachusetts Department of Education 2015. [Guidelines for Induction Programs](#), p.21)

**Beginning Teacher:**

1. **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.
2. **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.

3. **Observe experienced educators at work.** The beginning teacher should adhere to a schedule of observations of various experienced educators. The beginning teacher could keep a log to record and reflect on the diversity of their styles.

4. **Participate regularly in programs organized for beginning educators.** These include peer support groups, professional development seminars and beginning teacher workshops.

5. **Maintain a log of mentor/protégé interactions**

Mentor:

1. **Facilitate a strong start to the year.** Mentors can help beginning educators launch into a productive year by making sure they know where to obtain all needed materials and are familiar with routines and schedules.

2. **Provide instructional support.** This includes, but is not limited to:
   
   - Regular observation of and conferencing with the beginning teacher.
   - Modeling instructional strategies or facilitating opportunities for the beginning teacher to observe other effective teachers (could be done through videotaping).
   - Providing advice on classroom management and how to handle various behavioral issues.
   - Support teaching and learning standards of the MA Curriculum Frameworks.
   - Support in achieving proficiency as identified in the MA Model Rubric for Teachers (or district rubric).

3. **Provide professional support.** Beginning educators need to be informed of district, school, and grade level/content team data and goals.

4. **Provide personal support.** Mentors can help relieve the stress on first time educators by introducing them to other faculty members and helping the beginning teacher to put problems in perspective with support and encouragement.

5. **Maintain a confidential relationship with the beginning teacher.** It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The role of the mentor is to support the beginning teacher, not to evaluate him/her.
6. **Serve as a liaison.** The mentor should have the knowledge and skills to refer the beginning teacher to other educators and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.

7. **Serve as a resource.** Inform the beginning teacher of opportunities and supports provided by various professional associations.

8. **Serve as a teacher leader.** Mentors are identified leaders within a school community. As such, they share responsibility with administrative leadership and other colleagues to promote a school culture that emphasizes ongoing adult learning, the sharing of best practices, and ongoing professional development to support the learning and achievement of all students.

9. **Maintain a log of mentor/protégé interactions.**

**Principal:**

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

1. **Establish a collegial school culture** that supports professional collaboration among beginning and experienced teachers.

2. **Ensure reasonable working conditions for the beginning teacher,** which might include schedule modifications. For example, the beginning teacher may be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor’s.

3. **Facilitate the relationship between the mentor and beginning teacher.** The principal should ensure that the mentor and beginning teacher meet regularly and that they are satisfied with each other’s participation in the program. Principals are also encouraged to meet regularly with the beginning teacher to gather feedback on the induction and mentoring program and offer additional support.

4. **Conduct an orientation program** for new educators and mentors.

5. **Conduct the formal evaluation of the new teacher.** The principal should ensure that the new teacher is informed early in the year about the district’s educator evaluation system and procedures and is evaluated on schedule.

6. **Oversee the selection of mentors.** The matching of trained mentors and beginning teachers should take place at the building level using selection criteria developed at the district level. When assigning a mentor, matching grade level and/or subject matter should be a priority along with the other needs of a beginning teacher.

7. **Communicate regularly with school mentors.** While maintaining confidentiality, mentors and principals should have opportunities to discuss the general needs of beginning educators and
set priorities for their professional development. It is important to have an open line of communication between principals and mentors to provide educators with consistent and streamlined feedback.

**Mentor Coordinator:**

SPS has a program coordinator(s) to provide induction program support within and across the district. In these roles, mentor coordinators may assume the following responsibilities:

- Co-chair the Steering Committee.
- Maintain meeting schedules for beginning educators 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 educators and the mentors.
- Communicate with the preparation programs that trained the beginning educators to provide information on where beginning educators excel or may need additional training so the preparation programs can make any necessary program adjustments.

**Support Team:**

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

**District Steering Committee:**

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

**Other District Sources of Support:**

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

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

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

V. Induction Programs for Administrators

SPS provide an induction program for all administrators in their first year of practice (603 CMR 7.13 (1)). Administrators include Supervisors/Directors, Special Education Administrators, School Business Administrators, Principals, Assistant Principals, Superintendents, and Assistant Superintendents. Induction programs provide the structure and support needed to maximize the effectiveness of beginning leaders as they confront the many challenges facing schools. Beginning school leaders can learn from experienced mentor administrators and are better able to support teachers in their efforts to improve student learning.
Due to the limited number of individuals who may enter administrative positions in a given year, SPS may choose to design and implement administrator induction programs on its own or partner with another district(s) or an educational organization that would oversee the administrator induction program on the district’s behalf. Districts may also consider hiring retired administrators to serve as mentors.

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

A strong induction program for administrative leaders builds upon the framework outlined in the “Induction Programs for Teachers” section of the Guidelines. This framework is modified to ensure that the program components enable beginning and incoming administrative leaders to meet the four Professional Standards for Administrative Leadership:

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

- MENTOR LOG
- MENTEE INFORMATION
- BUILDING INFORMATION CHECKLIST
- MENTOR/NEW TEACHER CHECKLIST
- PROPOSED TOPICS AND TIMELINE FOR MENTORS
- NEW EDUCATOR NEEDS ASSESSMENT
- KEY QUESTIONS FOR THE REFLECTING CONFERENCE
- SUBSTITUTE PLANS
- SUGGESTED TOPICS FOR MONTHLY SUPPORT MEETING AGENDAS
- MENTOR TRAINING EVALUATION
- MENTOR INTEREST ASSESSMENT
- DISTRICT ANNUAL INDUCTION AND MENTORING REPORT 2015-16
- EVALUATION OF MENTOR PROGRAM
- MENTOR APPLICATION FORM
MENTOR LOG

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Area(s) of Certification:
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Personal Information (outside interests/family, etc.) (optional):
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________________________
BUILDING INFORMATION CHECKLIST

Here are some things to think about before the school year to help you organize your first days. Use the extra space to write your notes.

1. Do you have keys to your classroom or to other rooms you may need access to?
________________________________________________________________________

2. Do you have the necessary furniture for your room? ___________________________
________________________________________________________________________

3. What are the “school rules” and policies you will need to present to students? See agenda, handbook. ________________________________________________________
________________________________________________________________________

4. What are the procedures for obtaining classroom books and for checking them out to students? ______________________________________________________________
________________________________________________________________________

5. What expendable supplies are available, and what are the procedures for obtaining them? __________________________________________________________________
________________________________________________________________________

6. What instructional technologies are available, and what are the procedures for obtaining them? __________________________________________________________
________________________________________________________________________

7. Are you able to operate the computers and other technology in your classroom effectively? ______________________________________________________________
________________________________________________________________________

8. What is the required paperwork for the first day of school, everyday attendance, and the lunch program? _____________________________
________________________________________________________________________

9. What is the procedure for the arrival of students on the first day of school; for every day after that?
________________________________________________________________________
10. How will you meet the needs of students with special accommodations, i.e. IEPs, 504, medical or physical concerns?

__________________________________________________________________________________________

11. What time will your class have music, art, recess, P.E., lunch, library, computer lab, or school counseling?

__________________________________________________________________________________________

12. Are there any special events or assemblies you need to be aware of the first week of school?

__________________________________________________________________________________________

13. How do the students leave at the end of the day? Do you have any bus riders and do they leave early?

__________________________________________________________________________________________

14. What are your school’s policies about rules and consequences, suspension, and keeping students after school for either make-up work or detention? Do parents need to be notified?

__________________________________________________________________________________________

15. Where is the copy machine and how do you use it?

__________________________________________________________________________________________

16. How do you get assistance from the office for emergencies, illness or discipline problems?

__________________________________________________________________________________________

17. What are the procedures for early dismissal and late arrivals?

__________________________________________________________________________________________

18. When is the principal available and about what should he/she be consulted?

__________________________________________________________________________________________

19. When is the school nurse available and how do you contact the nurse?

__________________________________________________________________________________________
20. Is a counselor available and what types of referrals does he/she want?
________________________________________________________________________
________________________________________________________________________

21. What janitorial services are available for your room and what should you do if they are inadequate?
________________________________________________________________________
________________________________________________________________________

22. Are you familiar with the parts of the building to which you may send students (library, restroom, etc.) and do you know the procedures to follow?
________________________________________________________________________
________________________________________________________________________

23. Have you prepared a handout for students or a bulletin board display of rules, major class procedures, and course requirements?
________________________________________________________________________
________________________________________________________________________

24. Do you know the bell schedule?
________________________________________________________________________
________________________________________________________________________

25. Are your lesson plans for the first few days of school ready for each class?
________________________________________________________________________
________________________________________________________________________

26. Do you know if any of your students have a special medical condition that should be accommodated in your room arrangement and instruction?
________________________________________________________________________
________________________________________________________________________

27. Do you have a district and school calendar?
________________________________________________________________________
________________________________________________________________________

28. Do you have a staff directory?
________________________________________________________________________
________________________________________________________________________

29. Where are the student files kept, and what are the procedures to access them?
________________________________________________________________________
________________________________________________________________________

30. Who do I contact for technology support?
________________________________________________________________________
________________________________________________________________________

31. Do you have a copy of the STA contract?
________________________________________________________________________
________________________________________________________________________
32. What is the procedure for recording teacher absences?
________________________________________________________________________

33. Do you know the date and format for first formal meeting with parents (room meeting)?
________________________________________________________________________
## MENTOR/NEW TEACHER CHECKLIST

### School Layout
- Washrooms
- Teachers’ work area
- Teachers’ lunch area
- Main office/secretaries
- Supply room
- Custodians’ office
- School forms
- Library
- Bus entrance
- Teacher parking
- Nurse’s office
- Guidance office
- Music rooms
- Art rooms
- Language rooms
- Gymnasium/health rooms
- Other

### Building Procedures
- Staff meetings
- Working hours for teachers per contract
- Duties
- Clubs and activities
- Field trips (buses/chaperones, etc.)
- Homeroom attendance
- Open house/back to school night
- Parent/teacher conferences
- Movement of students (exits/lunchtime, etc.)
- Dress (students and teachers)
- Fire/disaster drills
- Lunch supervision
- Student accidents/emergencies
- Issues specific to the building
- Cafeteria procedures
- Support team - DCAP
- Computer lab
- Faculty Senate
- Student recognition
- End of year procedures

### Access to Resources
- Supply requisitions
- AV equipment requests
- Computer access for teachers
- Computer access for students
- Ordering textbooks
- Ordering consumables
__________ Building technical support person

**Resource People**
- Librarian
- Curriculum Coordinators/Department Heads
- Counselors
- Custodian
- Literacy and math specialists
- School Psychologist

**Curriculum**
- Review of text and materials
- Review of district curriculum (scope & seq.)
- Central office curriculum staff
- Management/pacing of curriculum
- Lesson plan procedures/expectations
- Subject matter “experts” on staff
- Teaching teams
- Grading procedures
- Homework/testing policies
- Report cards/progress reports
- Opening day schedule (plans/procedures)
- First week of planning
- Substitute plans folder
- Assessment dates (MCAS/SAT/PSAT/AP)

**Organization of Classroom**
- Options for room arrangement
- Student traffic patterns
- Storage and access to classroom materials
- Student access to classroom materials
- Displaying fire drill procedures
- Reading centers

**Special Education**
- IEP Process
- IEP services
- Review of IEPs
- Special education procedures
- Consult meetings/liaisons
- IEP meeting protocol
- IEP pay slips
- Pull-out/inclusion programs
- Purpose of BBST

**Discipline Protocol**
- Establishing expectations for classroom behavior
- What works for the mentor?
- Behavior expectations of students outside of class
- Formal discipline procedures
- Referral process for inappropriate behavior
- Consequences of extreme behavior
Personal and Professional Procedures

- Review of teachers’ contract
- Review of teachers’ handbook
- Snow days/call list
- Procedure for calling in sick
- Personal and professional days
- Professional development opportunities
- Confidentiality of student
- Confidentiality of collegial issues
- Evaluation process (see contract)
- Union issues/representative in bldg.
- Appropriate Professional Behavior
## PROPOSED TOPICS AND TIMELINES FOR MENTORS

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Time Period</th>
</tr>
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<tbody>
<tr>
<td>Meet mentor</td>
<td>Orientation</td>
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<tr>
<td>Daily routine</td>
<td>Orientation</td>
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<tr>
<td>School rules</td>
<td>Orientation</td>
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<tr>
<td>Taking attendance</td>
<td>Orientation</td>
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<tr>
<td>Classroom expectations</td>
<td>Orientation</td>
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<tr>
<td>Day one – expectations</td>
<td>Orientation</td>
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<tr>
<td>Copiers</td>
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<tr>
<td>Textbooks</td>
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<tr>
<td>Recordkeeping</td>
<td>Orientation</td>
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<tr>
<td>Classroom rules</td>
<td>Orientation</td>
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<td>Aspen training</td>
<td>Orientation</td>
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<tr>
<td>Nurse policies</td>
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<td>Keys</td>
<td>Orientation</td>
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<tr>
<td>Building hours</td>
<td>Orientation</td>
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<tr>
<td>Custodian – Introduction</td>
<td>Orientation</td>
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<tr>
<td>Class lists</td>
<td>Orientation</td>
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<tr>
<td>Emergency procedures</td>
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<td>Fire drill procedures</td>
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<td>Introductions to secretaries</td>
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<tr>
<td>HR on first day policies</td>
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<td>System log in</td>
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<td>E-mail</td>
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<td>Parking</td>
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<td>Phones and checking voicemail</td>
<td>Orientation</td>
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<td>S drive</td>
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<td>Technology Coordinator Overview</td>
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<tr>
<td>Who’s who in your building?</td>
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<td>Schedule</td>
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<td>Lesson planning</td>
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<td>Class activators</td>
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<td>HW assessment</td>
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<td>Grade book organization</td>
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<td>Seating plan</td>
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<tr>
<td>Professional dress</td>
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<td>Back to school night</td>
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<td>IEPs</td>
<td>Sept</td>
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<td>504s</td>
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<td>Special education meetings</td>
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<td>AESOP</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Personal/sick days</td>
<td>Sept</td>
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<tr>
<td>Sub plans</td>
<td>Sept</td>
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<tr>
<td>Emergency sub plans</td>
<td>Sept</td>
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<td>Academic advisories</td>
<td>Sept</td>
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<tr>
<td>Professional goals</td>
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<tr>
<td>Student discipline/classroom management</td>
<td>Sept/Dec</td>
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<tr>
<td>Socializing w/ colleagues</td>
<td>Sept</td>
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<td>Progress reports</td>
<td>Oct</td>
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<tr>
<td>Appropriate parent communication</td>
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<tr>
<td>Ethics/protecting your self</td>
<td>Oct</td>
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<tr>
<td>Mandated reporting – review</td>
<td>Oct</td>
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<td>Social media use</td>
<td>Oct</td>
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<td>Outside of school behavior</td>
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<td>Cellphone use in school</td>
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<tr>
<td>Digital citizenship</td>
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<tr>
<td>Professional responsibilities</td>
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<td>Report cards</td>
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<tr>
<td>Incompletes</td>
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<tr>
<td>Student Recognition</td>
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<td>Observations</td>
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<td>Attending school events</td>
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<tr>
<td>Medically tutored students</td>
<td>Nov</td>
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<td>Midyear exams</td>
<td>Dec</td>
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<tr>
<td>Classroom support for management</td>
<td>Dec</td>
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<tr>
<td>Changing your teaching depending on class behavior</td>
<td>Dec</td>
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<tr>
<td>Teacher personal well-being</td>
<td>Dec</td>
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<tr>
<td>Interacting with rest of faculty</td>
<td>Dec</td>
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<tr>
<td>Seniors during semester two</td>
<td>Jan</td>
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<tr>
<td>New semester course transition</td>
<td>Jan</td>
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<tr>
<td>Course recommendations</td>
<td>Jan</td>
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<tr>
<td>Final Exams</td>
<td>Apr</td>
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<tr>
<td>Graduation</td>
<td>Apr</td>
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<tr>
<td>MCAS and PARCC and how it affects you</td>
<td>Feb</td>
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<tr>
<td>AP tests</td>
<td>Feb</td>
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<tr>
<td>Failing students</td>
<td>Mar</td>
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<td>End of year activities</td>
<td>May</td>
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<tr>
<td>Upcoming events</td>
<td>Ongoing</td>
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<tr>
<td>SPS initiatives</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
NEW EDUCATOR NEEDS ASSESSMENT
A tool for communication, brainstorming, trigger casual communication, not evaluative

Directions: Please complete the response for each item that mostly nearly indicates your level of need for assistance in the area described in the item. Adapted from ASCD: *How to Help Beginning Teachers Succeed*, by Stephen Gordon.

Responses:
1. **Very High Need** for assistance
2. **High Need** for assistance
3. **Moderate Need** for assistance
4. **Some Need** for assistance
5. **Little or No Need** for assistance

___________ Finding out what is expected of me as a teacher
___________ Communicating with the principal
___________ Communicating with other teachers
___________ Communicating with parents
___________ Organizing and managing my classroom
___________ Maintaining student discipline
___________ Obtaining instruction materials and resources
___________ Planning for instruction
___________ Managing my time and work
___________ Diagnosing student needs
___________ Evaluating student progress
___________ Motivating students
___________ Assisting students with special needs
___________ Dealing with individual differences among students
___________ Understanding the curriculum
___________ Completing the administrative paperwork
___________ Using a variety of teaching methods
___________ Facilitating discussion groups
___________ Grouping for effective instruction
___________ Administering standardized achievement tests
___________ Understanding the school system’s teacher evaluation process
___________ Understanding my legal rights and responsibilities as a teacher
___________ Create a plan for self-care
___________ Dealing with union-related issues
___________ Becoming aware of special services provided by the school district

List any professional needs that are not addressed by the preceding items.

What types of support that is not currently available should the school district provide to you and other mentors?
Key Questions for the Reflecting Conference

Ask for the Teacher’s Reflections

“How do you think the lesson went?”
“Did you achieve the objectives we discussed in the planning conference?”
“You were worried about time on task. How do you think the students did?”

More Questions that Prompt Reflection

“Can we talk more about that?”
“Why do you think that happens?”
“What evidence do you have about that?”
“What does this remind you of?”
“What if it happened this way?”
“Do you see a connection between this and….?”
“How else could you approach that?”
“What do you want to happen?”
“How could you do that?”

Probe for Specificity

“What did you hear that makes you think they understand?”
“What evidence do you have that John completed the assignment?”
“You were trying to keep good eye contact. Where in the lesson was your eye contact most direct?”

Invite the Teacher to Consider the Data that Was Requested

“Would you be interested in seeing which students used which words?”
“Would you like to see the data I collected on class traffic?”
“Would you like to know how many times you labeled students’ thinking?”

Use Positive Suppositions to Extend Thinking

“As you reflect back on your lesson, what were some of the examples that promoted safe use of the equipment?”
“As you envision your next lesson, what will have John engaged to keep him on task?”
“How did the coaching session help in developing your lesson?”
Substitute Plans

Teachers are expected to leave lesson plans for all planned absences and have emergency lesson plans on hand for unexpected absences. These plans should include rosters, seating charts, a hall pass, and easy-to-deliver instructions and assignments. Additionally, please include a CONFIDENTIAL list of students that have medical needs, seizures, diabetes, etc. Please keep in mind that substitute teachers may not be familiar with your subject area as you plan.

Please include the location of your lesson plans when you call to report your absence.

Preparing for Substitutes

- Prepare a sub folder ahead of time. Work with your mentor on this.
- Try not to schedule a test or a quiz for a substitute.
- While planning lessons, take precautions not to include manipulative materials, laboratory supplies and/or objects you don’t want to disappear.
- Don’t assume the substitute will be knowledgeable about your content area.
- Try not to be absent on Mondays and Fridays.
- Have a “buddy” teacher who can welcome your substitute and offer him/her help. When you return, check with your “buddy” to see how effectively the sub was in the classroom. This arrangement can be reciprocal.
MENTOR TRAINING EVALUATION

Did you find this mentor training useful? Explain.

______________________________________________________________________________
______________________________________________________________________________

What would you like to have learned, discussed, or covered that was not a part of today’s training?

______________________________________________________________________________
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MENTOR INTEREST ASSESSMENT

*Directions*: Please complete the response for each item that most nearly indicates your interest in learning more about the area described. Adapted from ASCD: *How to Help Beginning Teachers Succeed* by Stephen Gordon.

*Responses*: 1 = Very Interested; 2 = Moderately Interested; 3 = Not Interested

<table>
<thead>
<tr>
<th>Interest Area</th>
<th>Response</th>
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<tbody>
<tr>
<td>Learning more about what is expected of me as a mentor.</td>
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<tr>
<td>The observation component of mentoring.</td>
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<tr>
<td>Diagnosing the needs of the new teacher.</td>
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<tr>
<td>Discussing teaching with the new teacher (interpersonal skills).</td>
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<tr>
<td>Assisting the new teacher with classroom management.</td>
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<tr>
<td>Helping the new teacher develop a variety of effective teaching strategies.</td>
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<tr>
<td>Finding resources and materials for the new teacher.</td>
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<tr>
<td>Providing emotional support for the new teacher.</td>
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<tr>
<td>Helping the new teacher motivate students.</td>
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<tr>
<td>Helping the new teacher deal with individual differences among students.</td>
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<tr>
<td>Helping the new teacher evaluate student progress.</td>
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</tbody>
</table>

Other: ______________________________________________________________________

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Introduction

Comprehensive induction and mentoring programs offer critical supports to the growth and development of educators and help them make a strong impact on students. Additionally, these programs offer an opportunity for districts to recognize effective educators and provide them with leadership roles as mentors in their schools and districts. Induction and mentoring programs also support a school culture built on collegiality, continuous professional development, and shared responsibility for the outcomes of all students.

The Induction and Mentoring District Report is intended to provide the Massachusetts Department of Elementary and Secondary Education (ESE) with a broad understanding of the induction and mentoring activities in place to support educators across the Commonwealth. The annual report requirements and components are outlined in 603 CMR 7.12(3).

The goals of the annual report are to:
1. Encourage district reflection on current induction and mentoring practices so districts may identify strengths and areas for further development;
2. Provide ESE with data so the agency can identify promising induction and mentoring practices to share across districts and understand areas where the agency can provide additional supports and resources to districts.

ESE’s Use of the Data
ESE intends to aggregate the data from each district and publish an annual report to highlight trends in induction and mentoring programs across the state as well as to disseminate promising practices to support districts in learning from one another.

Completing the Report
Districts will submit their annual reports by completing an electronic form. At the conclusion of each school year (June), superintendents will be emailed a link to complete the annual induction and mentoring report. Districts must complete the report by July 31st.

Prior to beginning the electronic report, districts should first download the Word or PDF version of the report available on the Induction and Mentoring website to review the contents, gather necessary data, and prepare responses so they are easy to enter into the electronic report. The electronic report must be completed in one sitting, districts are unable to enter partial information and return later. The report is intended to be completed in less than one hour.
When reporting data, districts should only include data from the most recent school year. For example, when completing the report in July 2016, districts should include data from the 2015-16 school year.

ESE will continue to reflect on the format of the report and data elements included. Upon completion, you will be directed to a short survey to give ESE feedback on your experience completing the report. We hope you will take an extra 2-3 minutes to help us improve.

______________________________

**Contact and Demographics**

1) Please complete the information below about the person submitting this report.

First Name: __________________________________________________________
Last Name: __________________________________________________________

**Role:**

( ) Superintendent  
( ) Assistant Superintendent  
( ) Professional Development Director  
( ) Human Resources Director  
( ) District Data Coordinator  
( ) Principal  
( ) Teacher Leader  
( ) Other (specify): ___________________________________________________

**Email Address:** ___________________________________________________
**Confirm Email Address:** ____________________________________________
**Phone Number:** __________________________________________________

Please check off others involved in completing this report. (Check all that apply.)

[ ] Superintendent  
[ ] Assistant Superintendent  
[ ] Professional Development Director  
[ ] Human Resources Director
[ ] District Data Coordinator
[ ] Principal
[ ] Teacher
[ ] Mentor
[ ] Mentor Coordinator/Lead Mentor
[ ] Other (specify): _______________________________________________

2) Please complete the table below about teachers and administrators.

<table>
<thead>
<tr>
<th>Number of Educators</th>
<th>Do they participate in the district's induction and mentoring program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers in their 1st year of teaching in their career</td>
<td>___</td>
</tr>
<tr>
<td>Teachers in their 2nd year of teaching in their career</td>
<td>___</td>
</tr>
<tr>
<td>Teachers in their 3rd year of teaching in their career</td>
<td>___</td>
</tr>
<tr>
<td>Administrators in their 1st year of administration in their career</td>
<td>___</td>
</tr>
<tr>
<td>Administrators in their 2nd year of administration in their career</td>
<td>___</td>
</tr>
<tr>
<td>Administrators in their 3rd year of administration in their career</td>
<td>___</td>
</tr>
</tbody>
</table>
3) How many trained mentors do you have for teachers and administrators?

<table>
<thead>
<tr>
<th>Number of trained mentors for teachers</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of trained mentors for administrators</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) Does the district provide induction and mentoring supports to specialized instructional support personnel (e.g., school counselors, nurses, business officers, curriculum directors, etc.)?

( ) Yes
( ) No

5) Do the mentors for specialized instructional support personnel serve in similar roles (e.g., an experienced school nurse serves as a mentor to a beginning school nurse)?

( ) Yes
( ) No
( ) Sometimes

---

**General Induction and Mentoring Information**

6) Who is primarily responsible for overseeing the district's induction and mentoring program? (Please check one.)

( ) Superintendent
( ) Assistant Superintendent
( ) Professional Development Coordinator
( ) Human Resources Director
( ) District Data Coordinator
7) What is the duration of the induction and mentoring program? (Check appropriate box for each role.)

<table>
<thead>
<tr>
<th>Role</th>
<th>Not provided</th>
<th>Less than 1 school year</th>
<th>1 school year</th>
<th>2 school years</th>
<th>3 school years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning teacher (less than 3 years of teaching experience)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Incoming teacher (new to the district or role)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Beginning administrator (less than 3 years of administration experience)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Incoming administrator (new to the district or role)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Specialized Instructional Support Personnel</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

8) If you provide a second and/or third year of induction and mentoring, please briefly describe what supports are provided and how they vary from supports in the first year.

____________________________________________________________________________

____________________________________________________________________________
9) Are induction and mentoring supports differentiated between beginning educators (those in their first three years of practice) and incoming educators (those new to the district or role)?

( ) Yes
( ) No

________________________________________________________________________

Funding

10) What is the estimated annual amount spent on induction and mentoring programs in the current school year (2015-2016)?

( ) Under $5,000
( ) Between $5,001-$15,000
( ) Between $15,001-$25,000
( ) Between $25,001-$50,000
( ) Between $50,001-$100,000
( ) Over $100,000

11) In general, what is the largest cost associated with induction and mentoring in your district? (Check one.)

( ) Mentor stipends
( ) Professional development for mentees
( ) Training for mentors (bringing in consultants)
( ) Paying for substitutes
( ) Other (specify): __________________________________________________________________

12) What funding is used to support your district's induction and mentoring program? (Select all that apply.)

[ ] Title IA (Fund code 305)
[ ] Title IIA (Fund code 140)
[ ] District funds/Chapter 70
[ ] State grants
[ ] Financial supports/grants from non-government organizations (nonprofits, higher education institutes, etc.)
[ ] Other (specify): __________________________________________________________________
**Induction Activities**

13) Select the supports that are provided as part of an induction program for educators in your district.

If you choose "other", please describe in comment box below.

<table>
<thead>
<tr>
<th></th>
<th>School orientation</th>
<th>Release time for mentors/mentees</th>
<th>Support team</th>
<th>Targeted professional development</th>
<th>Reduced workload</th>
<th>Specific books/resources</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher (less than 3 years of teaching experience)</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Incoming Teacher (new to the district or role)</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Beginning Administrator (less than 3 years of administration experience)</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Incoming Administrator (new to the district or role)</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
</tr>
<tr>
<td>Specialized Instructional Support Personnel</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
<td>[]</td>
</tr>
</tbody>
</table>

**Comments:**
14) Are there dedicated times for beginning and/or incoming teachers to meet as a group (either within a school or within the district)?

( ) Yes
( ) No

15) Are there dedicated times for beginning and/or incoming administrators to meet as a group (either within a school or within a district)?

( ) Yes
( ) No

**Mentoring Programs**

The following questions are intended to provide ESE information about differences in mentoring for teachers and mentoring for administrators.

**16) How are mentors selected? (Check all that apply.)**

*If you choose "other", please describe in comment box below.*

<table>
<thead>
<tr>
<th>Mentors of Teachers</th>
<th>Mentors of Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Evaluation Rating of Proficient or Higher</td>
<td>[ ]</td>
</tr>
<tr>
<td>Recommendations by colleagues</td>
<td>[ ]</td>
</tr>
<tr>
<td>Recommendations by supervisors</td>
<td>[ ]</td>
</tr>
<tr>
<td>Application process</td>
<td>[ ]</td>
</tr>
<tr>
<td>Mentee feedback from previous years</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
17) Do mentors maintain full teaching/administration responsibilities? (Check one.)

<table>
<thead>
<tr>
<th></th>
<th>Mentors of Teachers</th>
<th>Mentors of Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>No, they have reduced teaching/administration responsibilities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>No, the mentor role is a full-time position</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>We have a combination of full-time mentors and mentors with teaching administration responsibilities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

18) How are mentors trained? (Check all that apply.)

*If you choose "other", please describe in comments box below.*

<table>
<thead>
<tr>
<th></th>
<th>Mentors for Teachers</th>
<th>Mentors for Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-developed mentor training program</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Mentor training from an educator preparation program or higher education institution</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Mentor training from an external consultant or organization (not ed prep or higher ed)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Online course</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
19) Who leads the mentor training? (Check all that apply.)

*If you choose "other", please describe in comments box below.*

<table>
<thead>
<tr>
<th></th>
<th>Mentors for Teachers</th>
<th>Mentors for Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors in the district (lead mentors, mentor coordinators, etc.)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Administrators in the district</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Education Preparation Program/Higher Education Institution faculty</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>External consultants</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Comments:

20) How frequently are mentors required to complete training? (Check one.)

*If you choose "other", please describe in comments box below.*

<table>
<thead>
<tr>
<th></th>
<th>Mentors for Teachers</th>
<th>Mentors for Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only once</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Only once, but provide a yearly refresher training</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Comments:
Once every three years | [ ] | [ ]
Once every five years | [ ] | [ ]
Other | [ ] | [ ]

Comments:

21) (Optional) Briefly describe the training provided to mentors.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Mentor Compensation and Rewards

The following questions are to provide ESE with general information about the district's mentoring program for all educators.

22) What rewards or incentives do mentors receive? (Check all that apply.)

[ ] Stipend (enter amount): ____________________________
[ ] Designation as a school/district leader
[ ] Reduced teaching/administration load
[ ] Additional professional development opportunities
[ ] None
[ ] Other (please describe): ____________________________

23) Is it a challenge for your districts to identify enough qualified mentors to meet the needs of your educators?

( ) Yes
( ) No
Mentors and Mentees: Matching

24) How are mentors and mentees matched in your district? (Check all that apply.)

[ ] By grade level
[ ] By content area
[ ] Within the school building
[ ] Other (specify): ________________________________

25) Are the majority of your mentors and mentees matched on a one-to-one basis?

( ) Yes
( ) No

26) Does your district use group mentoring (i.e., a mentor meets with multiple mentees at a time)?

( ) Yes
( ) No

Mentors and Mentees: Activities

27) In general, how frequently do mentors and mentees meet in your district? (Check one.)

( ) Weekly
( ) Every two weeks
( ) Monthly
( ) Quarterly
( ) Other (specify): ________________________________
( ) Not sure
28) In general, when do these meetings occur? (Check one.)

( ) Before school
( ) During school (common planning time)
( ) After school
( ) Other (specify): _________________________________________________

29) During their time together, how frequently do teachers and their mentors focus on the following topics:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/district procedures</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>School/district culture</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Curriculum/content</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Pedagogy/instructional strategies</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Classroom management</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Assessment strategies</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Parent communication</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Differentiation for specific student populations (ELL, SPED, gifted)</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Educator evaluation</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Professional collaboration</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Operations and building management</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Budget</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>Other</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
</tbody>
</table>
30) During their time together, how frequently do administrators and their mentors focus on the following topics:

<table>
<thead>
<tr>
<th>Administrators and Mentors</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/district procedures</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>School/district culture</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Curriculum/content</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Pedagogy/instructional strategies</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Classroom management</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Assessment strategies</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Parent communication</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Differentiation for specific student populations (ELL, SPED, gifted)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Educator evaluation</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Professional collaboration</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Operations and building management</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Budget</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Providing coaching/feedback to teachers</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Other</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

31) In which of the following activities do mentees and mentors participate? (Check all that apply.)

*If you choose "other", please describe in comments column below.*
### Teachers | Administrators
---|---
Mentee observes mentor’s classroom/school | [ ] | [ ]
Mentor observes mentee’s classroom/school | [ ] | [ ]
Mentee observes other educators in the school/district | [ ] | [ ]
One-on-one meetings between mentor-mentee | [ ] | [ ]
Mentors meeting with other mentors | [ ] | [ ]
Mentees meeting with other mentees | [ ] | [ ]
Mentor, mentee, and supervisor meetings | [ ] | [ ]
Written communications (email, reflection journals, etc.) | [ ] | [ ]
Other | [ ] | [ ]

**Comments:**

---

**Induction and Mentoring Program Outcomes**

32) Based on feedback collected from stakeholders (mentors, mentees, administrators, etc.), what are two things your program is doing well?

1.: _________________________________________________
2.: _________________________________________________
33) Based on feedback collected from stakeholders (mentors, mentees, administrators, etc.), what are two things your program plans to improve upon?

1.: _________________________________________________

2.: _________________________________________________

34) Based on the Standards for Effective Teaching Practice, what areas do beginning teachers need the most support? (Please check the top three.)

[ ] Standard I, A. Curriculum and Planning
[ ] Standard I, B. Assessment
[ ] Standard I, C. Analysis
[ ] Standard II, A. Instruction
[ ] Standard II, B. Learning Environment
[ ] Standard II, C. Cultural Proficiency
[ ] Standard II, D. Expectations
[ ] Standard III, A. Engagement
[ ] Standard III, B. Collaboration
[ ] Standard III, C. Communication
[ ] Standard IV, A. Reflection
[ ] Standard IV, B. Professional Growth
[ ] Standard IV, C. Collaboration
[ ] Standard IV, D. Decision-Making
[ ] Standard IV, E. Shared Responsibility
[ ] Standard IV, F. Professional Responsibilities

35) Based on the Standards for Administrative Leadership Practice, what areas do beginning administrators need the most support? (Please check the top three.)

[ ] Standard I, A. Curriculum
[ ] Standard I, B. Instruction
[ ] Standard I, C. Assessment
[ ] Standard I, D. Evaluation
[ ] Standard I, E. Data-Informed Decision-Making
[ ] Standard II, A. Environment
Partnerships

36) Does your district partner with any other districts, educator preparation programs, or other organizations to support your induction and mentoring program?

() Yes
() No

37) Which type of partners does your district collaborate with to support induction and mentoring?

[ ] Other district(s)
[ ] Educator preparation program or higher education institute
[ ] Consultants/other organizations
[ ] Retired educators
[ ] Other (please specify): ____________________________________________________
Final thoughts

38) ESE is interested in collecting examples of resources and artifacts to share across districts. Please attach or include links to resources and artifacts relevant to your district's induction and mentoring program that you would like to share with ESE and/or other districts (sample calendars, mentor job descriptions, training resources, etc.). Please include a short (1-2 sentences) description of these resources/artifacts.

(You can upload up to 10 attachments, each must be no more than 500KB. You can also include URLs in the box below.)

Comments:

Thank You!

Thank you for submitting your 2015-2016 Induction and Mentoring Program Report! We look forward to learning more about your program. If you have questions, please email a member of our team at EducatorDevelopment@doe.mass.edu.

We would appreciate if you take 2-3 minutes to provide us with your feedback about your experience completing this report. Please click here to begin.
EVALUATION OF MENTOR PROGRAM  
(Survey Adapted from Ayer Public Schools)

Date: __________________________________________________________

Please choose a number for each statement using the following scale to indicate the extent of your agreement/disagreement.

1. strongly disagree  2 = disagree  3 = agree  4 = strongly agree

1. The purpose of the Mentoring Program was clear to me.  
2. The Mentor Program met my expectations.  
3. My Mentor was a good match for me.  
4. The individual meeting with my mentor met my needs.  
5. My school community as a whole was supportive.  
6. My administrators were supportive.  
7. The Mentoring Program had a positive effect on my professional practice.  
8. I would have had difficulty and felt isolated without a Mentor.  
9. My enthusiasm for my profession has increased due to the Program.  
10. I’ll likely remain in education as a result of the Mentoring Program.
Mentor Teacher Application  
Scituate Public Schools

Instructions: Please respond to the following questions in an honest and complete manner. Return the completed form to your principal. Feel free to use the reverse side of this application if additional space is required. Please attach your mentor training documentation to this form.

Name: ___________________________________________ Date: _____________________

School: ___________________________________________ Grade/Subject: _____________

Areas of Certifications: ____________________________________________________________________
_____________________________________________________________________________________

Mentor Training - When: ________________ by Whom: ______________________________

Years employed by Scituate Public Schools _____________________________________________

Total Years teaching experience _______________________________________________________

Why do you want to become a mentor? What personal and professional qualities and/or experiences can you bring to mentoring a new teacher?

What special skills, traits and training do you possess which should be taken into consideration when considering your application to be a mentor?

How are you keeping current in curriculum and assessment areas? Please cite examples.