

BBRSD Teacher and Administrator Mentoring and Induction Program



Sally-Ann Stukuls
Director of Curriculum and Grants, Grades 6-12

Introduction

The state of Massachusetts and the Massachusetts Department of Education (click on the following link for information from MA DESE pertaining Mentoring programs)

[w Mentoring Guidelines.docx](#) requires all new teachers and administrators to be mentored in an induction program according to the following laws:

Laws pertaining to mentoring:

Laws and Regulations Relevant to Induction Programs

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

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

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

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

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

The intention of an induction program is to provide teachers and administrators with support that helps them to become familiar with their school and district, refine their practice, and to better understand their professional responsibilities. The program is an integral part of a

teacher's/administrators's first year of teaching/leading and is part of their ongoing professional learning.

New Teachers and administrators are assigned a properly trained mentor (who has held their role at least three years, is in a similar role, and has professional status. They are then invited to a new staff orientation session that takes place in August prior to the first day of school. At this session, new staff are introduced to administration, and the different departments of the school system. They are trained on how to access their accounts and are then given a tour of the towns and schools. After lunch, they work with their mentors on getting ready for the new year. Mentors meet with mentees weekly and keep a log to show evidence of topics discussed for a minimum of 30 hours in their first year and 50 hours in their second. Four times per year, the mentor coordinator holds additional meetings after school to help new staff with topics that are relevant to that time of year (grading, evaluations, classroom management, professional development, goal development, MCAS, formative and summative assessments, etc.). Administrators will concentrate on the four professional standards such as:

- **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.

Mentors will not only serve as a guide and liaison but will also be available for questions and will observe the mentee to provide feedback about classroom set up, management, and lesson delivery.

Resources:

 **Mentoring Guidelines.docx**