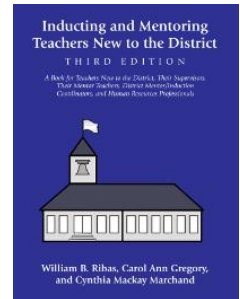




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**Massachusetts ESE Guidelines for Induction & Mentoring Programs  
for Teachers, S.I.S.P. and Administrators and their alignment with the  
book: [Inducting and Mentoring Teachers New to the District](#)  
(Ribas Associates - Ribas, Gregory, & Marchand 2014)**



The following is the district check list found on page 13 of the ESE guidelines.

**Program Planning- Chapters 10 and 11**

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

**Program Evaluation and Refinement - Chapter 11**

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

**Program Reporting**

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

**Orientation Program - Chapters 2, 3, 4, 5, 6, and 7**

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

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*Embedded Professional Development that results in Permanent, Positive Change*

**Support Structure for Beginning/Incoming Teachers - Chapters 10 and 11  
(new teacher calendar and competencies in chapters 3, 4, 5, 6, and 7)**

- Identify members of support team (includes at least mentor and administrator).
- Schedule regular meetings with beginning/incoming teacher(s) to establish ongoing opportunities for support.
- Plan opportunities for beginning/incoming teachers to meet as a peer group, including additional professional development opportunities (*use the month by month task lists and performance competency chapters in our book as the focus of these meetings*).

**Mentoring - Chapters 3, 5, 8, 9, and 11 (including job descriptions mentors and mentor leaders)**

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