

WORCESTER PUBLIC SCHOOLS



**TEACHER/ADMINISTRATOR
MENTORING/INDUCTION PROGRAM**

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*Whenever possible, language directly from the Massachusetts Department of Education Guidelines has been used in this document.

Worcester Public Schools – Induction Program

The intent of this induction program is twofold:

- To provide new teachers with a systematic structure of support that helps them become familiar with their school and district, refine their practice and better understand their professional responsibilities.
- To provide new administrators with the structure and support needed to maximize the effectiveness of new leaders as they confront the many challenges facing schools and districts.

Primary Goals for New Teachers:

- To ensure that beginning teachers develop good teaching and assessment practices so that they may deliver high-quality instruction and evaluation to their students;
- To accustom beginning teachers to the professional norms of help-seeking collegiality;
- To develop an understanding of the professional Standards for Teachers;
- To raise teacher retention rates.

Primary Goals for New Administrators:

- To develop leadership skills;
- To build collegial school and/or district cultures; and
- To develop and understanding of the Professional Standards for Administrators.

Background:

The Massachusetts Education Reform Act of 1993 required all districts to have an Induction year program in place by 1997. The Worcester Public Schools complied with this requirement and also revised the initial Induction Plan in 1995. In October of 2001, the Department of Education released the *Guidelines for Induction Programs*. It is in response to the guidelines that the Worcester Public Schools has realigned its Induction Program. Worcester Public Schools has had a three day orientation program in place for the past twenty (20) years.

To receive the Department's approval, a district plan must, at a minimum, conform to the standards that follow:

Standards for Induction Programs for Teachers:

- a. An orientation program for beginning teachers and all other incoming teachers.
- b. Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
- c. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- d. Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities. [603 CMR 7.12 (3)]

Additional Requirements:

- a. Submission of an annual report to the Department that includes information on:
 1. Program activities.
 2. Number and complete list of beginning teachers served.

3. Number and complete list of trained mentors.
4. Number of classroom observations made by mentors.
5. Number of hours mentors and beginning teachers spend with each other.
6. Hiring and retention rates for beginning teachers.
7. Participant satisfaction [603 CMR 7.12 (3)]

Standards for Induction Programs for Administrators:

- a. An orientation program for first year administrators and all other administrators new to the district.
- b. Assignment of first year administrators to a trained mentor within the first two weeks of working. School districts that hire candidates who seek their Initial license as administrators through Option II must provide evidence to the Department of immediate assignment of the new administrator to a trained mentor when submitting their recommendation for Initial licensure.
- c. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
- d. Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities. Adequate time must be provided for a second year for candidates who obtained their Initial License through Option II.
- e. Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision and evaluation that are included in the Professional Standards for Administrators [603 CMR 7.13 (2)].

Additional Requirements:

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

Components of the Teacher Induction Program

1. **Orientation Program:** As part of the LICENSURE REGULATIONS, districts are required to provide an orientation program to both beginning and incoming teachers [603 CMR 7.12 (2) (a)].

Orientation Program for Teachers

The orientation program for beginning teachers and teachers new to the district will launch the district's comprehensive induction program. It will provide the district and the school with the opportunity to introduce the structure and components of the induction program and to set the tone for the upcoming school year.

The Orientation program will take place in August prior to the opening of school and will consist of a **district-wide program** as well as a **school-based program**. The responsibility of the district-wide program will be the Manager of Program and Staff Development.

Elements of the Orientation Program

- A presentation of the district's policies and procedures.
- A presentation of the district's improvement goals and curriculum alignment.
- An introduction to the components of the induction program including the mentor program structure and policies.
- An overview of the expectations of beginning teachers.
- An introduction to key district personnel.
 - Superintendent
 - Central Administration Staff
 - EAW President
 - Human Resource Manager
 - Representative from the community

2. Beginning Teacher Support Structures

Districts are required to assign all beginning teachers a support team that consists of **at least** a mentor and an administrator qualified to evaluate teachers [603 CMR 7.12 (2) ©].

2A. Mentoring

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

Core Mentoring Activities

The mentoring relationship is shaped by the activities that the mentor and beginning teacher participate in together. As part of the LICENSURE REGULATIONS, districts are required to provide release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities [603 CMR 7.12 (2) (d)]. These activities should help the beginning teacher improve upon practice and develop an understanding of the professional Standards for Teachers (Appendix A).

The activities will include:

- Meeting frequently during the school year to plan curriculum and lessons
- Observing one another's classroom
- Co-teaching the beginning teacher's class

- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher improve.

Mentor Selection Criteria, Preparation, and Assignment

The proper selection, preparation, and assignment of mentors are crucial to a successful mentoring relationship.

Process for Recruiting and Selecting Educators for Mentor Training

Excellent veteran teachers will be recruited for mentor training from all grade levels and content areas as mentors to take part in mentor training. The Worcester Public Schools currently has a cadre of more than 250 trained mentors. However, based on our experience, identified shortages at the middle and high school levels in various contents do exist. A concerted effort will be made to recruit additional mentors to satisfy this need.

The Worcester Public Schools will use a criteria-based application/selection process in determining teachers to participate in mentor training.

Selection Criteria – Teachers:

- who have at least 3 years of experience in the Worcester Public Schools
- who are licensed by the Massachusetts Department of Education
- who complete the application process (Appendix C) within the advertised time
- who are knowledgeable about the professional and community resources in the school and district
- who are aware of the merits of different teaching styles and pedagogical strategies/methods
- who are able to teach to the diverse learning styles of students
- who are willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year
- who are able to maintain a confidential relationship
- who are energetic and friendly

Note: The Worcester Public Schools previously trained mentors will be provided with additional information for the purpose of explaining expectations outlined in the new mentoring/induction program and to review skills required/expected during peer observations.

Mentor Training

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

The Worcester Public Schools will also recognize mentors who are trained at a Department of Education Mentor Training Institute. However, the prospective mentor must meet the other criteria established by the district and must provide proof of training to the Staffing/Mentor Coordinator.

Mentors must be able to coach, guide, model, demonstrate and provide objective feedback to enhance beginning teachers' abilities to become reflective about their own practice. The ability to serve as a reflective coach requires utilizing a particular set of skills, attitudes and dispositions. Consequently, mentor training in the Worcester Public Schools will provide mentor teachers with learning opportunities that enhance their knowledge, understanding and application of the following knowledge bases:

- the developmental nature of the needs of beginning teachers;
- the roles of effective mentor teachers;
- classroom observation techniques;
- conferencing and coaching skills to enhance teacher reflection; and
- effective teaching, learning and assessment strategies.

While mentors do not have any responsibility for evaluating or assessing the performance of the beginning teacher, the knowledge of what will be expected of that beginning teacher can be a key support in helping beginning teachers understand what is expected of them. Therefore, a review and discussion of the district's evaluation procedures will also be included in the training of mentors.

Mentor Assignment

Districts are required to assign all beginning teachers to a trained mentor within the first two weeks of teaching [603 CMR 7.12 (2) (b)].

The Staffing/Mentor Coordinator will e-mail to all principals a list of all trained mentors in the Worcester Public Schools by the middle of August.

The principal is responsible for assigning a trained mentor to each beginning teacher in his/her building. However, the principal should not make the mentor assignments until he/she has considered the individual needs of the new teacher. The principal must make every effort to assign a trained mentor at the same grade level or in the same content area as the new teacher. If that is not possible, a teacher who is at the same grade level or in the same content area should be assigned to the Support Team for that beginning teacher.

Mentor Peer Support

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

The Staffing/Mentor Coordinator will schedule and preside over focus groups for mentors at the middle of each year. These focus groups will serve as a way to assess participant satisfaction and perceptions of the effectiveness and impact of their work.

Compensation

Teacher mentors will receive a stipend to compensate them for the time they are required to spend outside of the contractual day. Compensation amounts for the 2002/2003 school year will be as follows:

Mentor 1 teacher - \$300; mentor 2 teachers - \$500; mentor 3 teachers - \$700

A trained mentor will receive 15 PDP's per year when assigned to mentor a beginning teacher.

Resources for Beginning Teachers, Mentors and Support Team Members

The mentor, beginning teacher and members of the support team can use the following documents to structure their work:

- State curriculum frameworks and locally aligned curricula materials
- Support materials for student assessments, including MCAS
- School Improvement Plan
- District Professional Development Plan

2B. Support Team

All beginning teachers will be assigned a Support Team consisting at minimum of the principal, the trained mentor and one other professional designated by the principal. Other members of the Support Team may be selected to offer the beginning teacher multiple perspectives of education. Suggested members are department chairs, other trained mentors, a representative of teacher's union, curriculum and instruction support teachers, technology specialists, etc....

Supports to Program

- The Worcester Public Schools beginning teacher support program includes; Building Principals, Assistant Principals, Department Heads, Curriculum Liaisons and Mentor Coordinator as part of the support team for beginning teachers.
- Support includes: facilitating observation and conferencing time for mentors and mentees, providing help in finding resources for the mentors to use with mentees and helping mentees to access various professional resources and staff development.

The Support Teams not only benefits those educators on the team, but also impacts and sets a collaborative tone for others in the learning community. The Support Team is crucial to internal capacity building which districts need to support and foster the sustained professional growth of all teachers.

2C. Beginning Teacher Development and Training

Having beginning teachers meet regularly as a group can provide them the opportunity to share their experiences with colleagues. Beginning teachers can discuss and learn from the successes and mistakes of their peers in this type of forum. To this end, the Staffing/Mentor Coordinator developed the Beginning Teacher Institute for first and second year teachers. The Staffing/Mentor Coordinator facilitates the meetings (12-16, 2 ½ hour weekly meetings). The Beginning Teacher Institute (BTI) begins in September and ends in December. College credit is also available for completion of the Institute's requirements.* See Appendix D for the Beginning Teacher Institute program.

The principal will be responsible for notifying the beginning teacher of other training being offered at the school or within the district that encompasses skills that would help to ensure a successful first year and would provide instructional support for district curriculum requirement/programs/materials.

*Details have not been worked out at Worcester State College

2D. Beginning Teacher Evaluation

- During the Orientation program, beginning teachers will be given an overview of the evaluation process in the Worcester Public Schools.
- At the introductory meeting with their mentor, the beginning teachers will be presented with a more in-depth explanation of the process by which he/she will be evaluated.
- It is important that the mentor is also made aware of this process, but equally important that the mentor is in no way involved in evaluation.
- The evaluator of the beginning teacher is responsible for the following within the first two weeks of school.
 - a. Provide the beginning teacher with a copy of the district's performance standards.
 - b. Inform the beginning teacher of when and how many times he or she will be evaluated
 - c. Direct the beginning teacher to observations in classrooms where teachers exceed these standards.
 - d. Explain the evaluation instrument.

This procedure ensures that beginning teachers and mentors are fully informed and understand the performance standards and evaluation processes. The standards of evaluation will form a "curriculum" for the joint work of the mentor and beginning teacher throughout the school year.

3. Induction Program Evaluation

As part of a coordinated effort to measure the outcomes of these programs, the licensure regulations **require** districts to submit an annual report to the Department of Education that includes the following data:

- Program activities
- Number and complete list of beginning teachers served
- Number and complete list of trained mentors
- Number of classroom observations made by mentors
- Number of hours mentors and beginning teachers spend with each other
- Hiring and retention rates for beginning teachers
- Participant satisfaction

[603 CMR 7.12 (3) (a)]

Each year the Staffing/Mentor Coordinator will organize and oversee the Induction program Evaluation. The evaluation process has three overarching objectives:

- To document the training of mentors and beginning teachers;
- To identify, understand, and enhance the impact of mentoring and support teams on the instructional effectiveness of beginning teachers; and

- To develop and report recommendations of evaluation finding to the Steering Committee and as required by the Department of Education.

Systematic data collection on program design, implementation, and outcomes of the induction program, including educator retention rates, is necessary to determine program effectiveness. There, the Staffing/Mentor Coordinator will assure that the data is collected annually, will analyze the data and will report to the Steering Committee and the department of Education as required. (see Appendix E)

4. Data Collection Requirements and Responsibilities

1. The Staffing/Mentor Coordinator will conduct an annual survey of all participants – beginning teachers, mentors, principals and members of support teams – to determine levels of satisfaction and to understand the strengths and weaknesses of the program.
2. The Staffing/Mentor Coordinator will maintain records (attendance, agenda, etc) of the mentor training sessions, orientation meetings, focus group meetings, any other district level training, etc.
3. Mentors and beginning teachers will be required to keep a reflective log which will be turned in to the Staffing/Mentor Coordinator at the end of the school year.

The Staffing/Mentor Coordinator will convene an annual meeting of the Steering Committee to present the analysis of the data, to make any necessary program adjustments.

- Any changes or adjustments to the program will be distributed by the Staffing/Mentor Coordinator to principals prior to the start of the next school year.
- Principals will be responsible for the distribution of the changes to mentors, support team members, and beginning teachers at the start of the school year.

5. Budget Requirements

- Mentor training materials
- Remuneration for mentor trainers if training takes place outside of contractual hours
- Stipends for mentors
- Other miscellaneous items

6. Funding Sources

- City appropriations
- Massachusetts Department of Education entitlement and competitive grants
- Other external grant funding sources

7. Roles and Responsibilities

A. Beginning Teacher:

- **Play an active role in the mentoring relationship.** A beginning teacher can do this by offering critical reflections on his/her own practice and identifying areas in which assistance is needed.

- **Seek out help.** The beginning teacher must understand that her or she must seek out support from the support team members, be forthright in communicating classroom issues and remain open to feedback in order to develop as a professional.
- **Maintain a reflective journal** to record activities and reflect on the diversity of the styles observed. The journal should also detail all activities that the beginning teacher participates in during the year, only the confidential mentor/mentee log needs to be submitted to the Staffing /Mentor Coordinator
- **Participate regularly in programs organized for beginning teachers.** These include peer focus groups, professional development seminars and any other beginning teacher workshops.
- **Participate in at least two rounds of peer coaching with the mentor.** The mentor will set up the schedule and the principal will assure that substitute coverage is available.
- **Attend one (1) reflective/feedback session** with the Staffing/Mentor Coordinator held during the middle of the school year.

B. Mentor:

- **Ensure a strong start to the year.** Mentors should help beginning teachers by making sure they know where to obtain all needed materials and are familiar with routines and schedules.
- **Provide instructional support.** This includes, but not limited to:
 - ✓ Regular observation of the conferencing with the beginning teacher;
 - Within the first two weeks of school, set up a schedule with beginning teacher and maintain record of meetings
 - Schedule at least two rounds of peer coaching with the beginning teacher
 - ✓ Support in teaching and learning standards of the state curriculum frameworks;
 - ✓ Refining various teaching strategies;
 - ✓ Addressing issues such as classroom management, communicating effectively with parents;
 - ✓ Recognizing and addressing multiple learning styles and individual student needs.
- **Provide professional support.** Beginning teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Mentors should be a resource for information on evaluation and professional practice.
- **Provide personal support.** Mentors can help relieve the stress on first time teaches by introducing them to other faculty members and helping the beginning teacher put problems in perspective with support and encouragement.
- **Maintain a confidential relationship with the beginning teacher.** It is critical that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner.
- **Serve as a liaison.** The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.

- **Serve as a resource.** Inform the beginning teacher of opportunities and supports provided by various professional associations.
- **Maintain a reflective journal** which details the activities that the mentor and beginning teacher participate in during the year (to be turned in to the Staffing/Mentor Coordinator at the end of the year).
- **Attend one reflective/feedback session** with the Staffing/Mentor Coordinator usually held during the middle of the school year.

C. Principal: The role and responsibilities of the principal may vary by setting.

- **Establish a school culture** that is built on collegiality and supports professional collaboration among new and veteran teachers.
- **Ensure reasonable working conditions for the beginning teacher.**
- **Facilitate the relationship between the mentor and beginning teacher.** The principal must make sure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program.
- **Assign a Support Team for each new teacher.** The support team may consist of department heads, literacy teachers, curriculum and instruction teachers. The principal should allow for regular meetings of mentor/mentee support team members to be utilized when necessary.
- **Conduct an orientation program Building Basic's** for beginning teachers, mentors and support team members, if possible.
- **Conduct the formal evaluation of the beginning teacher.** The principal must ensure that the beginning teacher is informed early in the year about the district's evaluation standards and procedures and is evaluated on schedule. In some buildings the evaluation of teachers is conducted by others, e.g., department heads, vice-principals. However, the principal is responsible for informing the teacher of the person who will be conducting the evaluation.
- **Oversee the selection of mentors.** The matching of mentors and beginning teachers should take place at the building level using the list of trained mentors maintained at the district level.

D. Staffing/Mentor Coordinator

- **Chair or co-chair the Steering Committee**
- **Develop an Induction Program plan** that outlines the various program components and incorporates input from a variety of district sources.
- **Schedule and lead the Mentor and Mentee Focus Group meetings and the Beginning Teacher Institute meetings.**
- **Coordinate professional development opportunities** for both the beginning teachers and the mentors.
- **Plan the orientation program** for beginning teachers. Record of attendance and agendas must also be maintained.
- **Organize the mentor training** activities for the district. This includes advertising the training, collecting the applications and recommendations and sending out acceptance letters to teachers who will take part in the training.
- **Serve as the district support team** for beginning teachers, mentors, principals, etc.

- **Maintain a database of trained mentors in the district.** This list should be sent out to principals each year (preferably in August) so that the principal can make the matches in his/her building in a timely manner.
- **Act as the liaison to the Department of Education** regarding Induction/Mentoring program matters.
- **Determine the resources needed and available** to develop and sustain the induction program.
- **Conduct an annual evaluation of the program's effectiveness** and suggest program improvements based on the data collected.

E. Support Team

- **Provide team support for the beginning teacher** during the first year that will supplement the support being provided through the mentoring relationship.

Supports to program:

- **The Worcester Public Schools Beginning Teacher Support Program** includes: Building Principals, Assistant Principals, Department Heads, Curriculum Liaisons and Mentor coordinator as part of the support team for beginning teachers.
- **Support includes:** facilitating observation and conferencing time for mentors and mentees, providing help in finding resources for the mentors to use with mentees and helping mentees to access various professional resources and staff development.

F. Steering Committee

- **Meet at least annually to evaluate the program's effectiveness** and suggest program improvements based on the data and analysis presented by the induction program coordinators.

Induction Program for Administrators

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

Standards for Induction Programs for Administrators:

- a. An orientation program for first year administrators and all other administrators new to the district.
- b. Assignment of first year administrators to a trained mentor within the first two weeks of working. School districts that hire candidates who seek their Initial license as administrators through Option II must provide evidence to the Department of immediate assignment of the new administrator to a trained mentor when submitting their recommendation for Initial licensure.

- c. Assignment of a support team that shall consist of, but not limited to, the mentor and an administrator qualified to evaluate administrators.
- d. Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities. Adequate time must be provided for a second year for candidates who obtained their Initial license through Option II.
- e. Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision and evaluation that are included in the Professional Standards for Administrators. [603 CMR, 7.13 (2)]

Additional Requirements:

Submission of an annual report to the Department that includes information on:

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

The Induction Program for Administrators will be coordinated by the Superintendent and Deputy Superintendent. They will be responsible for ensuring that each new administrator is assigned a mentor who is experienced in the position of the new administrator and/or a support team for their first year in the new position.

The Worcester Public Schools' Induction Program for Administrators will be twofold:

1. The Deputy Superintendent of Schools, Dr. Stephen Mills and other current administrators will conduct **Aspiring Administrator Cohort Groups** with teachers in the district who hold a professional license but who are not in administrative positions. The leadership of the district recognizes that there will be many retirements in the coming years and it will be in the interest of the district to have a cadre of **prospective administrators** who have developed initial skills in leadership and are prepared to step into these challenging positions. This collaborative program is connected with Worcester State College and when a teacher finishes the program, they will be a licensed administrator.

2. The Induction program for administrators will provide the structure and support needed by **newly appointed administrators** to develop their leadership skills, build collegial school and/or district cultures as well as develop an understanding of the Professional Standards for Administrators. The program will be supportive not instructive in nature and is designed to address the needs of and provide meaningful on-going support.

Components of the Induction Program for Administrators:

- a. **Newly Appointed Administrators**, within one week of being appointed, will meet with the person in the district designed to evaluate him/her.
 - The expectations and responsibilities of the new administrator will be explained in detail. Particularly important will be the evaluation responsibilities that the new administrator might have.
 - The evaluation procedure will be clearly explained and a schedule of the evaluation(s) will be set. The evaluator will also explain the components of the Administration Induction Program to the new administrator, which requires that newly hired administrators:
 - Will be assigned a mentor who is an experienced administrator in the same position. The district leadership will afford the administrative mentor time to spend with the beginning administrator time to shadow the mentor.
 - Will be assigned a Support Team consisting of experienced administrators at the district and school levels.
- b. **Newly appointed administrators and administrator mentors will keep records** of dates and times spent in Induction Program activities and will provide these records to the Staffing/Mentor Coordinator at the end of the school year.

An Induction Program is required for all new administrators but should be modified to ensure that the program components are pertinent to the specific position. The following positions require an Induction Program: Supervisor/Director, Special Education Administrator, School Business Administrator, Principal/Assistant Principal, Superintendents/Assistant Superintendents.

Specific components identified by the Department of Education in the Induction program Guidelines of October, 2001, are listed below.

Supervisor/Director

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

- Create a school climate for high expectations for learning
- Apply effective methods of curriculum design, implementation and evaluation
- Understand and model the use of assessment as a tool for instruction
- Coordinate curriculum to ensure that content, scope and sequence are appropriate to student learning at and across different grade levels
- Adapt curriculum and instructional methods to address the different learning styles of all students

- Adapt curriculum and instructional methods to address the different learning styles of all students
- Integrate standards into the curriculum
- Carry-out district-wide reforms that improve the numeracy and literacy of all children
- Use community resources to enhance curriculum and instruction
- Conduct evaluations of instructional programs and use the outcomes to improve teaching and learning
- Understand and utilize effective methods of staff development and in-service education
- Accept and encourage individual differences in teaching style
- Understand human development and learning of children and adults throughout all stages of the life cycle; and develop policies and programs which appropriately reflect these stages
- Understand and model effective teaching methods
- Understand budgeting and grants management in order to support, develop and advocate for departmental budgets
- Integrate theories and apply current research and practices related to the effective supervisor/director to accomplish the school and district goals.

Special Education Administrator

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

- Understand and identify children who may need unique and specialized instruction due to learning difficulties created by cognitive, behavioral, physical and/or medical challenges
- Model and provide sound leadership on theories and techniques for the inclusion of students that may need differentiated instruction
- Enable all students to access the general curriculum by providing the full continuum of services to all
- Develop, use and inform other staff about positive behavioral support systems
- Make community and governmental resources available for students with special needs and their families
- Know theories and techniques that apply to differentiated learning and be able to instruct staff on those techniques
- Provide or make available learning environments for special needs students, including regular education alternative learning environments, transitional and vocational environments
- Understand federal and state special education laws and regulations, and apply this knowledge to conflict resolution, mediation and negotiation
- Integrate theories and apply current research and practices related to effective special education administration to accomplish the goals of special education
- Accept and encourage individual differences in teaching style
- Understand human development and learning of children and adults throughout all stages of the life cycle and develop policies and programs that appropriately reflect these stages

- Understand state and federal standards and assessments, provisions for assessment accommodations, and be able to accommodate alternative assessments
- Use assessment as a tool for instruction.

School Business Administrator

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

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

Principals/Assistant Principals

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

A strong Induction Program for Principals/Assistant Principals builds upon the framework outlined in the "Induction programs for Teachers" section of the Guidelines. This framework should be modified to ensure that the program components enable new principals/assistant principals to:

- Create and sustain a school culture that focuses on high achievement and helps teachers to collaborate and work together
- Expand knowledge base and practice regarding supervision and evaluation of staff
- Recognize and implement effective educational practices in a standards-based classroom
- Provide instructional leadership by guiding the instruction of teachers within the school building and supporting their instruction by serving as a knowledgeable resource

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

Superintendents/Assistant Superintendents

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

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

- Develop an entry plan that helps the superintendent/assistant superintendent acclimate to the new position
- Create and sustain a vision for the district and entire learning community that fosters a collaborative district culture
- Use strategic leadership to guide systemic reform
- Recognize the importance of a utilize collegial contracts (i.e. area superintendents/assistant superintendent) as components of a support system
- Develop an understanding of the existing local community
- Develop an understanding of Department of Education annual requirements as well as the appropriate personnel to contact
- Understand contract management including collective bargaining procedures, administrator contracts and the superintendent/assistant superintendent contract, knowledge of mediation and arbitration
- Evaluate and supervise administrators and staff

- Communicate effectively with school committee, administrators, staff, local collective bargaining groups, school and local community groups including local, town and city officials and the media
- Work with the community through local service clubs and community organizations
- Understand the Education Reform Law of 1993, the curriculum frameworks and the Massachusetts Comprehensive assessment System (MCAS)
- Understand school building assistance processes including issues of new construction, major renovations and other building projects
- Understand procurement law including requests for proposals, invitations to bid and conflict of interest issues
- Understand the historical and political context of state and local issues
- Understand the impact of town and city budgets on school budget development
- Understand the skills and strategies needed to exercise conflict resolution and problem solving
- Direct and assist in the proper management of special education initiatives
- Know school committee policy issues
- Separate school committee policy issues from superintendent/assistant superintendent administrative issues in terms of decision-making
- Know and understand relevant statutes and regulation (Dept. of Revenue, Dept. of Education and Office for civil Rights and Occupational Safety and health Administration)
- Develop the techniques and strategies needed to manage a crises.

Finally, the Worcester Public School's Mentoring/Induction Program will continue to support all new personnel to the district and will continue to refine the program to ensure continuous growth for new teachers/administrators and support personnel.