



Teaching Quality/Induction Programs and Mentoring – Defining the Terms and Identifying State Policies

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State Induction Programs and Mentoring for New and Beginning Teachers

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This is the first in a series of three StateNotes focusing on induction programs and mentoring for new and beginning teachers. New and beginning teachers are considered teachers with no prior experience teaching in a classroom and do not include teachers who pursue Alternate Routes to Certification. This StateNote applies primarily to traditional route teachers where state policy may or may not include alternate route teachers. This first StateNote addresses the differences between induction programs and mentoring for new and beginning teachers and defines these terms that are often used synonymously. It also includes a listing of which states have different types of induction and mentoring programs. The second StateNote focuses on new and beginning teacher mentoring. The third focuses on induction programs for new and beginning teachers.

The lines are often blurred between the terms **induction** and **mentoring**. Each state and school district across the country has their own laws and policies in place to assist new and incoming teachers. The way these policies and procedures are performed or carried out varies widely and the two terms are often used interchangeably or synonymously when they actually mean two entirely different things.

Induction programs are comprehensive initiations or introductions to a position that provide inexperienced teachers with the necessary models and tools for beginning their teaching careers and specific guidance aimed at helping them meet performance standards.¹ Induction may include mentoring, assistance in planning, professional development and evaluation.² Synonyms for **induction** include: support, orientation, training, internship, assistance or assessment programs, retention programs, beginning new teacher program, transitional program for existing teacher, cohort program, phase in, professional development, workshops.

Mentors serve as advisers and guides for new and beginning teachers. Mentors have more experience in the profession and the system and provide wisdom, trust and one-on-one support as counselors and teachers to the novice teacher. **Mentoring** refers to the process of support given by a mentor or veteran teacher to an inexperienced teacher. Synonyms for **mentor** include: buddy, coach, master teacher, veteran teacher, experienced teacher, counselor, observer, trainer, role model, adviser, guide, senior sponsor and supporter.

¹ [The Induction of New Teachers. Promising Practices: New Ways to Improve Teacher Quality](#). U.S. Department of Education. (September 1998.) Accessed on January 3, 2007. <http://www.ed.gov/pubs/PromPractice/chapter5.html>

² [Teacher Induction Programs: Trends and Opportunities](#). *Policy Matters*. American Association of State Colleges and Universities. Volume 3, Number 10. October 2006. http://www.aascu.org/policy_matters/pdf/v3n10.pdf

The Center for Teaching Quality explains that induction goes beyond mentoring to provide an extensive framework of support, professional development and standards-based assessments and evaluations. "Comprehensive induction programs vary in their particular design, but essential elements include a high-quality mentor program, ongoing professional development, access to an external network of beginning teachers, and standards-based evaluations of beginning teachers and the program itself."³

Ideally, any new job would include both induction and mentoring by combining an induction phase to orient a new employee to the work environment with a mentor who has seniority to assist them in their duties and responsibilities. However, in the teaching field, these procedures can be sorely lacking, which has a negative impact on the retention of beginning teachers. Evidence shows that new teachers whose first few years on the job include quality mentoring, supervision and orientation into the profession, develop the skills necessary for successful teaching and gain the support and confidence they need to remain in the teaching profession.

According to the Southern Regional Education Board, "[a]s states continue to develop, implement and research the effectiveness of support programs for beginning teachers, many also are focusing on the differences between induction programs and mentoring alone. What is often thought of as induction includes a wider support system beyond that of one-on-one-mentoring—one that may include a team of mentors, links to the community, reduced workloads and a closer link between teacher preparation institutions and schools."⁴

The most recent statistics from the National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) (1999-2000) reveals that 59.6% of public school teachers with less than five years experience participated in a formal first-year induction program. Of those, 46.8% worked with a mentor in their subject area and 36.1% reported that their mentor teacher helped them to a great extent.⁵

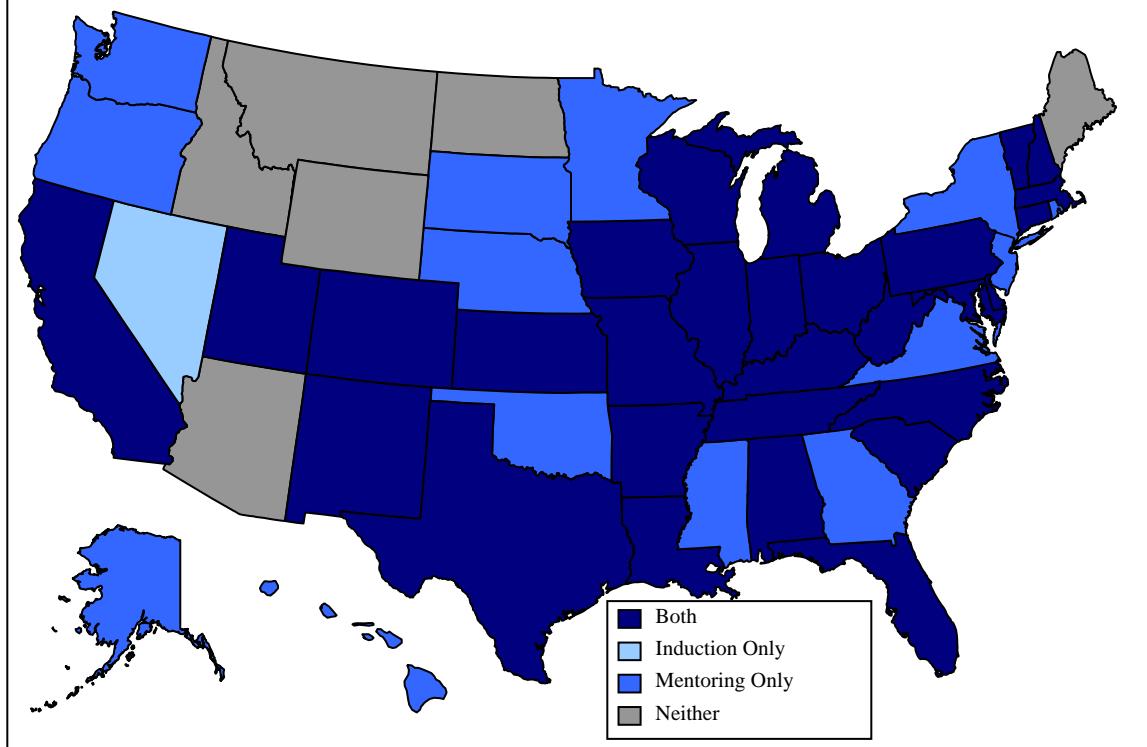
The following map shows which states and territories have policies establishing an induction program, mentoring, both an induction program and mentoring, or neither.

³ [Induction and Mentoring](#). Recruitment and Retention brief. Center for Teaching Quality. November 4, 2004.
<http://www.teachingquality.org/pdfs/HuntInduction.pdf>

⁴ [States Take Action to Support Beginning Teachers](#). Southern Regional Education Board (SREB). August 2006.
http://www.sreb.org/main/goals/Publications/06E14_Support_Beginning_Teachers.pdf

⁵ [Schools and Staffing Survey](#) (SASS). The National Center for Education Statistics (NCES), Table 6. 1999-2000.
http://nces.ed.gov/surveys/sass/TableDisplay.asp?TablePath=tables/table_06.asp

State Induction Programs and Mentoring for New and Beginning Teachers



Guam has both an Induction Program and Mentoring.

Puerto Rico has an Induction Program.

American Samoa and the Virgin Islands have neither Induction Programs nor Mentoring.

Note: There is no induction program for regularly licensed teachers in the state of Nevada, but there is a training and orientation requirement for conditionally licensed teachers.

The following table shows which states and territories have policies establishing an induction program, mentoring program or mentoring component, or both; if the state requires the district or board to implement an induction or mentor program; and the distinction between induction and mentoring as defined by the state in statute or code, or by the states' department of education. "No state policy found" indicates that no state policy exists or that no state policy was found on this particular topic.

State/Territory	Induction Program	Mentor Program or Component	State Requires District/Board to Implement Induction or Mentor Program	Distinction between Induction and Mentoring: State Definition of Program or Component	No state policy found
AL	X	X	X	Resolution adopted by the state board of education outlines nine standards for district induction and mentoring programs to have in order to support the continuous improvement and growth of beginning teachers.	
AK		X		The Alaska Statewide Mentor Project (ASMP) includes rigorous mentor selection, full release of master classroom teachers so they can mentor full-time and participate in professional development for mentors, structured face-to-face	

				teacher/mentor interaction at least monthly with weekly follow-up e-mail and/or phone meetings, documentation of specific instructional goals for teachers and ongoing mentoring for the first two years of teaching.	
AS					X
AZ					X
AR	X	X	X	<p><u>Induction</u> is the mentoring, support and accelerated professional development associated with first employment as the teacher-of-record in an Arkansas public school or other Arkansas agency or organization requiring an Arkansas Teaching license.</p> <p><u>Mentoring</u> is support and focused feedback provided to a novice teacher by an experienced certified mentor, with the goal of increased novice teacher retention, professional development, and enhancement of instructional skills and competency.</p>	
CA	X	X		<p>The Beginning Teacher Support and Assessment (<u>BTSA</u>) program is designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials.</p> <p><u>Certificated Staff Mentoring Program</u> was established to encourage excellent, experienced teachers to teach in a staff priority school and to assist teacher interns during their induction and first years of teaching.</p> <p><u>California Peer Assistance and Review Program for Teachers</u> replaced the California Mentor Teacher Program. Specific components of the program must be in a locally developed program, including, but not limited to requiring: performance goals for an individual teacher be aligned with pupil learning; assistance and review that includes multiple observations of a teacher during periods of classroom instruction; school district provision of sufficient staff development activities to assist a teacher to improve his or her teaching skills and knowledge; and a monitoring component with a written record.</p>	
CO	X	X		Approved induction program is defined as a program of continuing professional	

				<p>development for initial licensees that meets the standards of the state board of education and that upon completion leads to a recommendation for licensure by the school district or districts providing such induction program.</p> <p>Mentoring is a component of an induction program for traditional and alternative route teachers. A mentor teacher is any teacher who is designated by the school district or districts providing an approved induction program for initial teacher licensees, and who has demonstrated outstanding teaching and school leadership and can provide exemplary modeling and counseling to initial teacher licensees participating in an approved induction program.</p>	
CT	X	X		<p>The Beginning Educator Support and Training (BEST) Program was established by the state board of education and is defined as the support and assessment program for holders of initial educator certificates. The program must be designed to improve the quality of the first school years of teaching and to determine whether holders of initial educator certificates have achieved the level of competency to entitle them to provisional educator certificates.</p> <p>BEST Program Support is designed to complement the local district's induction process and ensure that beginning teachers have minimum levels of school-based support provided by a trained mentor or support team assigned to them during their first year.</p>	
DE	X	X		<p>The New Teacher Mentoring/Induction Program is a three-year induction program for beginning teachers to include mentoring by highly trained and well-qualified mentors and mentor teams.</p> <p>The program includes four cycles to be completed over the three year period: Cycles One and Two: ETS Pathwise™ Induction. Cycle Three: Assessment for Student Learning; Doing it Right, Doing it Well. Cycle Four: Professional Growth Planning.</p> <p>Mentoring is defined as activities prescribed by the department or other</p>	

				employing authority in which a holder of an Initial License must engage during the three-year term of the Initial License. Mentoring also means activities prescribed by the department or other employing authority for educators who are new to Delaware or who move to another employing authority.	
DC					X
FL	X	X		The department of education shall create guidelines and identify best practices for the mentors of first-time teachers and for new teacher-support programs that focus on the professional assistance needed by first-time teachers throughout the first year of teaching.	
GA		X		The intent of the Mentor Teacher Program is to establish requirements for the implementation and funding of mentor teacher programs which support protégé teachers (those with less than three years of experience) in local school systems.	
GU	X	X		<p>Project Hātsa is a Guam Public School System Teacher Quality Enhancement Grant. The overall goal of the project is to increase student achievement through improved teacher quality. There are three focus areas which include goals, objectives and timelines.</p> <p>Focus 2 specifically addresses Mentoring and Professional Growth. Goal 4 has two objectives which are to increase the likelihood of teacher retention by providing systemic mentor training and induction support from trained mentors and revision of professional growth requirements.</p>	
HI		X		The department of education may employ teachers and administrators retired from the Hawaii Department of Education for positions to serve as mentors for new classroom teachers.	
ID					X
IL	X	X	X	Each public school or two or more public schools acting jointly must develop a new teacher induction and mentoring program to assist new teachers in developing the skills and strategies necessary for instructional excellence, provided that funding is made available by the state board of education. (New teachers are also required to participate in order to receive a Standard Teaching Certificate.)	

				The program includes three components: Observation of the new teacher's classroom practice by an experienced teacher; review and analysis of written documentation prepared by the new teacher; reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards.	
IN	X	X		<p>The Beginning Teacher Internship Program (BTIP) is scheduled to be phased out over the next few years and is currently being replaced with the Indiana Mentoring and Assessment Program (IMAP). Enrollment requirements are the same for both programs.</p> <p>IMAP is organized around the Division of Professional Standards standards-based portfolio assessments with related building/district-level support, and it is linked to the standards and recently adopted staged licensure framework.</p>	
IA	X	X	X	<p>The beginning teacher mentoring and induction plan must, at a minimum, provide for a two-year sequence of induction program content and activities to support the Iowa teaching standards and beginning teacher professional and personal needs; mentor training that includes, at least, skills of classroom demonstration and coaching, and district expectations for beginning teacher competence on Iowa teaching standards; placement of mentor and beginning teachers; the process for dissolving mentor and beginning teacher partnerships; district organizational support for release time for mentors and beginning teachers; structure for mentor selection and assignment to beginning teachers; a district facilitator; and program evaluation.</p>	
KS	X	X		<p>The successful transition from novice teacher to skilled practitioner demands a comprehensive program for the induction of early career teachers. Such a program orients the novice to the school, the district and the community. In addition, it links professional development opportunities, school improvement initiatives and appraisal with a mentoring system designed to support the teacher in mastering the many aspects related to</p>	

				teaching and learning. The induction program provides quality mentoring for new career teachers. The mentoring program establishes on going mentor professional development that addresses the developmental stages of the probationary teacher, roles and responsibilities of the mentor, coaching-observation-feedback, relationship building and collaboration strategies.	
KY	X	X		The Kentucky Teacher Internship Program (KTIP) is designed to provide assistance to new teachers. Its main goal is to help new teachers experience a successful first year in the classroom. There are currently two programs: the regular KTIP program, which is currently being phased out, and the KTIP Teacher Performance Assessment (TPA), which links effective teaching practice to student success. Beginning in January 2008, all new teacher interns will be required to complete the KTIP TPA .	
LA	X	X		The Louisiana Teacher Assistance and Assessment Program (LaTAPP) is a uniform statewide program of assessment for new teachers entering service for the first time in a Louisiana Public School System. LaTAPP has a mentoring component. Louisiana FIRST Online is a program designed to equip Louisiana school districts with resources to better meet the needs of new teachers. The program provides extensive support to teachers during their first five years in the classroom. This program includes an induction and a mentoring component.	
ME					X

MD	X	X	X	The department of education shall develop guidelines for the establishment of comprehensive induction programs for new teachers employed by hard-to-staff schools. Mentoring is a provision included in the guidelines of the induction program.	
MA	X	X	X	Induction programs include a mentor component and must meet, at least, the following requirements: an orientation	

				<p>program for beginning teachers and all other incoming teachers; assignment of all beginning teachers to a trained mentor within the first two weeks of teaching; assignment of a support team to include the mentor and an administrator qualified to evaluate teachers; and release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.</p> <p>The purpose of the Massachusetts Master Teacher Corps Program is for building a group of recognized teachers, of high achievement in the profession, who will serve to mentor incoming apprentice teachers and further the goals of the education reform act.</p>	
MI	X	X		<p>For the first three years of his or her employment in classroom teaching, a teacher must be assigned by the school in which he or she teaches to one or more master teachers, college professors or retired master teachers, who will act as a mentor or mentors to the teacher.</p> <p>During the three-year period, the teacher must also receive intensive professional development induction into teaching, based on a professional development plan that includes classroom management and instructional delivery.</p>	
MN		X		<p>School districts are encouraged to develop teacher mentoring programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers with special needs or experienced teachers in need of peer coaching.</p>	
MS		X	X	<p>The formal assignment of mentor teachers who have demonstrated mastery of teaching skills and subject matter knowledge should substantially improve the induction and professional growth of beginning teachers in this state, as well as provide mentor teachers with additional and valuable opportunities to enhance their own professional growth.</p>	
MO	X	X	X	<p>The state board requires holders of four-year initial professional certificates to participate in mentoring programs approved and provided by the district for a minimum of two years and to participate in a beginning teacher assistance</p>	

				program. <u>Beginning teacher assistance programs</u> include various provisions, including requiring each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. A professional development committee works with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serves as a confidential consultant upon a teacher's request; assesses faculty needs and develops in-service opportunities for school staff; and presents to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.	
MT					X
NE		X	X	The state board of education must develop guidelines for <u>mentor teacher programs</u> in local systems in order to provide ongoing support for individuals entering the teaching profession.	
NV	X			There is no induction program for regularly licensed teachers, however there is a training and orientation requirement for conditionally licensed teachers who are not yet full teachers.	
NH	X	X		<p>Under <u>The Teacher Quality Enhancement System</u>, Goal III is to develop and employ a consistent system of quality mentoring and on-going professional development across the state to support new teachers' practice and improve teacher longevity in the profession.</p> <p>Four Induction-with-Mentoring projects were funded through the New Hampshire Local Educational Support Center Network using the Induction-with-Mentoring Toolkit developed together by the New Hampshire Department of Education and other stakeholders and piloted in 2004.</p> <p>The Induction-with-Mentoring program should provide support services to new teachers, or teachers who are new to the profession, district, building or grade level, and have less than three years of teaching experience.</p> <p><u>Induction-with-Mentoring</u> is defined as a program that incorporates induction</p>	

				supports <i>and</i> individual mentoring services to educators; a program where both elements are seen as necessary, but not sufficient elements to achieve effectiveness.	
NJ		X	X	Rigorous mentoring shall be provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance in accordance with the Professional Standards for Teachers. The local mentor plan includes in-person contact between the mentor teacher and the novice teacher.	
NM	X	X	X	<p>The Assistant Secretary for the Indian Education Division within the department of education must seek funds to establish, develop and implement, among other things, teacher induction support services to increase the number of American Indian teachers and principals and provide continued professional development for educational assistants, teachers and principals serving American Indian students, in conjunction with the Indian education advisory council.</p> <p>The Teacher Mentorship Program for Level I Teachers provides beginning teachers with an effective transition into the teaching field, to build on their initial preparation and to ensure their success in teaching; to improve the achievement of students; and to retain capable teachers in the classroom and remove teachers who show little promise of success.</p>	
NY		X	X	Boards of education and boards of cooperative educational services are authorized to participate in the New York state mentor teacher-internship program.	
NC	X	X	X	<p>A new teacher must complete preservice training to obtain initial certification. The state board of education develops and distributes guidelines that address optimum teaching load, extracurricular activities, student assignment and other working condition considerations that help support new teachers.</p> <p>The state board is responsible for developing a mentor teacher-training program for teachers entering the profession, including the development of criteria for selecting excellent, experienced and qualified teachers to be</p>	

				participants in the mentor teacher training program.	
ND					X
OH	X	X	X	A formal program of support for entry year teachers shall be a minimum of one academic year in length. Entry year support for the beginning teacher shall include mentoring that is provided on an ongoing basis and that is congruent with the required performance-based assessment and consistent with guidelines provided by the Ohio Department of Education.	
OK		X		Mentors provide guidance and assistance to a resident teacher employed by the school district.	
OR		X	X	The formal assignment of mentors who have demonstrated the appropriate subject matter knowledge and teaching and administrative skills should substantially improve the induction and professional growth of beginning teachers and administrators in the state. The mentorship program is defined as a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation; assistance in instructional planning and preparation; support in implementation and delivery of classroom instruction; development of school leadership skills; and other assistance intended to help the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning. The beginning teacher and administrator mentorship program was established to provide eligible beginning teachers and administrators in the state with a continued and sustained mentorship program from a formally assigned mentor teacher or administrator. Any district is eligible to participate in the mentorship program.	
PA	X	X	X	The induction plan must reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.	

				<p>Induction is defined as a process by which a variety of professional support services are provided to newly employed teachers and educational specialists under the guidance of professional personnel to facilitate entry into the education profession.</p>	
PR	X		X	<p>Schools must establish teaching admission programs for new teachers or for teachers who have not practiced the profession for three years preceding their appointment. The secretary must establish the standards concerning the operation of these programs.</p>	
RI		X	X	<p>The Mentor Program is organized for quality, efficiency and consistency with collaborative partners from all stakeholders, is implemented in a way that assures quality mentors and effective mentoring relationships, provides ongoing professional development for all stakeholders, and uses a comprehensive, ongoing system of program evaluation and improvement.</p>	
SC	X	X	X	<p>Induction programs developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness.</p> <p>Mentoring is a component of the induction program.</p>	
SD		X		<p>The South Dakota Board of Education must establish duties and qualifications for teachers to be designated as mentor teachers. Participation in the program is discretionary with each school district.</p>	
TN	X	X		<p>The beginning teacher program is an assisted experience whereby employed first-year teachers (those with less than one year experience who have completed student teaching but not an internship) are inducted into the teaching profession.</p> <p>Mentors, along with principals, shall provide periodic and frequent formative evaluation designed to provide feedback and support to the beginning teachers.</p>	
TX	X	X		<p>The Induction Program for Beginning Teachers is for teachers who do not have prior teaching experience. Beginning teachers will be assigned a mentor and participate in teacher orientation, which</p>	

				may include specialized induction year program activities.	
UT	X	X	X	<p>Career ladder programs must include a program of evaluation and mentoring for beginning teachers designed to assist those beginning teachers in developing the skills required of capable teachers. Implementation of progressive strategies regarding induction, professional development and evaluation are essential in creating successful teachers.</p> <p>Mentor is defined as a Level 2 or Level 3 educator, who is trained to advise and guide Level 1 teachers.</p>	
VT	X	X	X	<p>Each school must develop and implement a school-wide system of appropriate needs-based professional development for all professional staff. The school's professional development system must, among other things, provide new professional staff with appropriate training and put new professional staff members in contact with the local and regional standards boards to establish an Individual Professional Development Plan (IPDP) for the licensure period.</p> <p>Mentoring shall be a structured component of each school's needs-based professional development system. Mentoring is defined as the pairing of a mentor with an educator who is either new to the profession or new to the school in order to provide training, orientation, assistance and support.</p> <p>Mentoring is an essential component of the preparation and induction of new educators, and of the continuum of professional preparation, development and leadership.</p>	
VA		X	X	The board of education is required to establish mentor teacher programs utilizing specially trained public school teachers as mentors to provide assistance and professional support to teachers entering the profession and to improve the performance of experienced teachers who are not performing at an acceptable level.	
VI					X
WA		X		The teacher assistance program provides mentor teacher assistance as a source of continuing and sustained support to	

				beginning teachers, or experienced teachers who are having difficulties, or both, in and outside the classroom.	
WV	X	X	X	All individuals granted a professional teaching certificate must complete a state sanctioned beginning educator internship program of continuing professional development designed to assist the educator during the first year or two of employment by providing a mentor to guide him/her during the transition to a new job assignment.	
WI	X	X	X	<p>State regulations establish induction requirements and specific provisions for initial educator (initial licensure) support. The employing school district must insure that the initial educator will: receive ongoing orientation from the employing school district collaboratively developed and delivered by school boards, administrators, teachers, support staff and parents; be provided support seminars by the employing school district that reflect the Wisconsin Teacher Standards and the mission and goals of the school district; and be provided with a qualified mentor by the employing school district (the mentoring period may be less than five years).</p> <p>To move to the professional educator level, an initial educator must design and complete a professional development plan that demonstrates increased proficiency and which reflects the Wisconsin Teacher Standards that have been identified by the initial educator team for improvement. Mentoring is not a component of this level or plan.</p>	
WY					X

Errors? Omissions? Please contact Jeanne Kaufmann at jkaufmann@ecs.org

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