



Teaching Quality/New Teacher Mentoring

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New and Beginning Teacher Mentoring

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This is the second 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. The first outlines the differences between induction programs and mentoring for new and beginning teachers, defines these terms, and identifies programs in states and districts. The third focuses on induction programs for new and beginning teachers. This second StateNote focuses on new and beginning teacher mentoring.

Mentors serve as advisers and guides for new and beginning teachers. Mentors have long-term experience in the teaching profession and in the school system, and are able to provide wisdom, trust and one-on-one support as counselors and teachers to the novice teacher. Synonyms for **mentor** include: buddy, coach, master teacher, veteran teacher, experienced teacher, counselor, observer, trainer, role model, adviser, guide, senior sponsor and supporter.

According to the Center for Teaching Quality, mentoring is defined as a formal coaching relationship in which an experienced teacher gives guidance, support and feedback to a new teacher. High-quality mentor programs include:

- Thorough training of mentors
- Pairing first- and second-year teachers with mentors in similar grades and subject areas
- Providing release and common planning time for mentors and mentees.

Research indicates that if teachers have support and training, they are much more likely to stay in the profession, which ultimately leads to an increase in teacher retention rates. Many new teachers cite feelings of isolation and lack of support as critical determinants in their decision to leave teaching. According to the American Federation of Teachers (AFT), attrition rates for beginning teachers ranges from 20-30% and may be as high as 50% in some areas. They also claim that teachers who have no induction programs are twice as likely to leave within the first three years of teaching.¹ Not all states require new and beginning teachers to have mentors. However, current trends suggest that providing mentoring support and offering incentives to potential mentors has a positive effect on teachers—inexperienced and experienced.

The National Education Association (NEA) agrees that quality mentoring programs for all first-year teachers are of critical importance. Mentoring enables new and novice teachers to learn “best practices” from

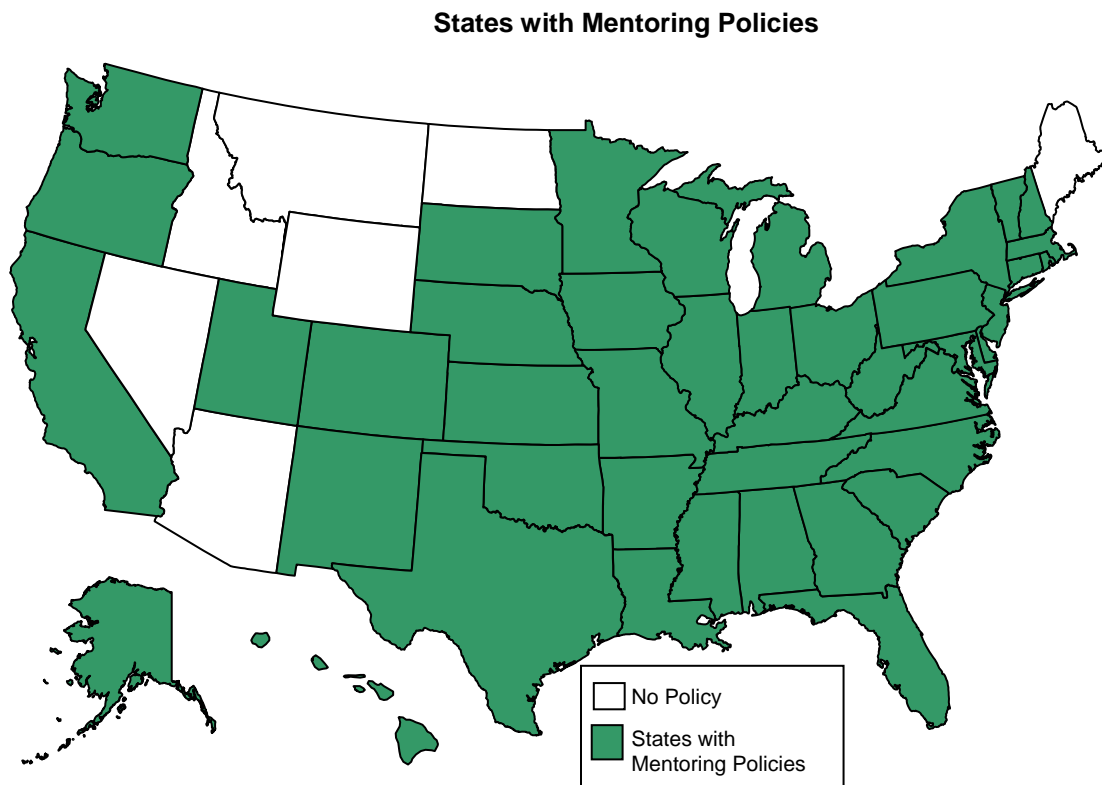
¹ [Beginning Teacher Induction: The Essential Bridge](http://www.aft.org/pubs-reports/downloads/teachers/policy13.pdf). Educational Issues Policy Brief. American Federation of Teachers (AFT). Number 13. September 2001. <http://www.aft.org/pubs-reports/downloads/teachers/policy13.pdf>

seasoned professionals. Their research shows that new teachers who participate in induction programs with a mentoring component are nearly twice as likely to stay in the profession as those who do not.²

States can encourage or mandate that schools provide—and new and beginning teachers participate in—induction programs with mentoring components, but it is important that these are *effective* programs. Research indicates that successful programs contain the following features:

- The use of experienced, well-trained teachers as mentors
- Are based upon well-defined program standards
- Are adequately funded
- Include a good evaluation process of new teachers
- Go beyond the first year of a teacher's career
- Are part of a larger effort that includes reduced teaching loads, appropriate class placements, ample opportunity for observation of other teachers and targeted professional development.³

The following map shows which states and territories have policies establishing mentoring for new and beginning teachers.



Guam has Mentoring policies.

Washington D.C., American Samoa, Puerto Rico and the Virgin Islands have no Mentoring policies.

The following table shows which states and territories have policies (as defined by the state through statute or code, or by the state's department of education) establishing a beginning teacher mentoring program; the components of the mentoring programs; the qualifications or requirements to become a mentor; any

² [Attracting and Keeping Quality Teachers](http://www.nea.org/teachershortage/index.html). Issues in Education, Teacher Shortage. National Education Association (NEA). (Last accessed September 2007.) <http://www.nea.org/teachershortage/index.html>

³ The Progress of Education Reform 1999-2000: [Teacher Preparation and Induction: New Imperatives for Teacher Preparation](http://www.ecs.org/clearinghouse/22/38/2238.htm). The Education Commission of the States (ECS). Vol. 2, No. 3. October-November 2000. <http://www.ecs.org/clearinghouse/22/38/2238.htm>

incentives or compensation available for mentors; and whether the program is voluntary or required for the district or the beginning teacher to work with a mentor or participate in such a program. "No state policy found" indicates that no state policy exists or that no state policy was found on this particular topic.

State/ Territory	Components of Beginning Teacher Mentoring Programs	Qualifications or Requirements of Mentors	Incentives/Compensation for Mentors	Program is Voluntary or Required for District/Beg. Teacher	No state policy found
AL	<p>Each new teacher will receive mentoring for a minimum of two years with an option of a third year based on mastery of competencies.</p> <p>Active teachers will mentor new teachers on a one to one basis. Retired teachers can mentor new teachers on no more than a 15 to one ratio.</p> <p>Mentors must successfully complete Alabama Beginning Teacher Mentor Training.</p>	<p>Mentors are selected based on qualifications recommended by the state superintendent of education. The mentors advise and offer instructional counseling to new teachers and have no administrative duties, nor do they participate in evaluation of the new teacher. (HB 213 6-07)</p> <p><u>Mentor teachers</u> have a minimum of three years' successful teaching experience and subject-area expertise; demonstrate effectiveness in classroom instruction via provision of such evidence as: (a) student achievement growth, including standardized test scores, (b) portfolio of student work documenting evidence of student learning, and (c) documentation of effective teaching, e.g., results of observations by principals/supervisors, videotaped lesson, model professional learning and growth through participation in (and/or leadership of) job-embedded professional development activities; and demonstrate excellence in</p>	<p>Mentors receive a \$1,000 stipend for the academic year. (HB 213 6-07)</p>	<p>All local education agencies (LEAs) will begin implementing a comprehensive mentoring program for each new teacher during the 2007-08 school year.</p>	

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		communicating and collaborating with colleagues. Prospective mentors provide recommendations from a minimum of two colleagues attesting to their ability to work collaboratively toward professional growth and improvement goals.			
AK	First- and second-year teachers from participating school districts receive mentoring. The Alaska Statewide Mentor Project (ASMP) model is based on the nationally acclaimed program at the New Teacher Center at the University of California, Santa Cruz.	Mentors are teachers with extensive classroom experience, often in a variety of grade levels in urban and rural Alaska.	Mentors are released from teaching to provide mentoring for a two-year period.		
AS					X
AZ					X
AR	A traditionally trained novice teacher (prepared at a college or university with an education degree) is mentored for one school year and is advised to take the Praxis III performance assessment in the second semester of the first year of teaching. Any novice teacher who is unsuccessful in taking the Praxis III will automatically be mentored for an additional year. Mentors assist the novice teacher in the development of the professional development plan, identification and celebration of strength areas, procurement of resources (both human and	A mentor is a licensed teacher trained in the state-adopted mentoring model with a minimum of three years of successful teaching experience. According to the Arkansas Induction/Mentoring Model , mentors must be a licensed Arkansas educator, have been teaching full-time for a minimum of three years, show evidence of ongoing professional growth which is documented at the district level in accordance with the Arkansas Consolidated	Mentors receive a stipend of \$600 per semester, or \$1200 per school year. They receive 24 hours of professional development credit for completing Arkansas Mentor Training. In addition, mentors receive 30 hours of professional development credit for being a mentor for one year.	Each Arkansas school district is required to have an approved mentoring plan on file with the Arkansas Department of Education prior to employing any novice teachers in the district.	

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	material), and identification of professional development opportunities.	School Improvement Plans, possess good communication and interpersonal skills, and successfully complete Pathwise Mentor Training.			
CA	<p>The Certificated Staff Mentoring Program was established for the purpose of encouraging excellent, experienced teachers to teach in staff priority schools and to assist teacher interns during their induction and first years of teaching.</p> <p>The California Peer Assistance and Review Program for Teachers 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>	<p>In the Certificated Staff Mentoring Program: Mentors or experienced teachers must have a professional credential in the same grade and subject level as those mentored; no less than seven years teaching experience; teach in a staff priority school and agree to provide assistance to at least one, but not more than five, intern or beginning teachers, for a period of at least five years; and must meet the needs of the school and have demonstrated ability to foster pupil achievement and learning, as determined by the school principal.</p> <p>In the California Peer Assistance and Review Program for Teachers: A consulting teacher shall meet locally determined criteria and be a credentialed classroom teacher with permanent status or, in a school district with an average daily attendance of less than 250 pupils; a credentialed classroom teacher who has completed at least three consecutive school years as an employee of the school</p>	<p>In the Certificated Staff Mentoring Program: Teachers receive \$6,000 per year as a mentor</p> <p>The California Peer Assistance and Review Program for Teachers does not specify the amount that consulting teachers receive, however in order for a school district to receive funds, they must certify to the superintendent of public instruction that they plan to implement the program.</p>	<p>School district participation for the California Peer Assistance and Review Program is voluntary/and teacher participation is voluntary.</p>	

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		<p>district in a position requiring certification qualifications; have substantial recent experience in classroom instruction; have demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.</p>			
CO	<p>Mentoring is a component of an approved induction program for traditional and alternative route teachers.</p>	<p>The state board of education is responsible for establishing criteria relating to the designation of mentor teachers by school districts and accredited independent schools providing alternative teacher programs.</p> <p>Guidelines for potential mentor teachers may include, but are not limited to: educational attainment; level of experience; the general consensus of professional opinion in such school district or accredited independent school; procedures and criteria for the evaluation of approved alternative teacher programs by the department of education; and procedures and criteria for performance evaluations of alternative teachers, however the state board may provide for</p>			

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		performance evaluations by mentor teachers.			
CT	<p>The Beginning Educator Support and Training (BEST) Program is a two-to three-year comprehensive induction program of support and assessment for beginning classroom teachers holding initial educator certificates and includes school-based support by a mentor or support team.</p> <p>There are two paths: Portfolio Induction Program and Support Only Induction Program, and both include a mentor component.</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>	<p>A mentor is an accomplished teacher who has been selected by the local school district and has completed BEST Program Support Teacher training. The mentor is trained to provide instructional support to the beginning teacher as well as to identify additional resources needed to ensure the beginning teacher develops competency in his or her teaching. (There are also Support Teams in addition to mentors.)</p> <p>The state department of education provides a three-part seminar series designed to support mentors in the role they play in promoting the professional development of beginning teachers.</p>		Beginning teachers must successfully complete BEST Program requirements in order to be eligible for the provisional educator certificate.	
DE	Each new educator is assigned a mentor for his or her first year in the profession (with continuing support in years two and three) who will assist the new educator in becoming acclimated to the role, the school, and Delaware content standards and Delaware Professional Teaching Standards, applicable national specialist standards or Delaware Administrator Standards. The new educator will meet with his	Teacher and Specialist Mentors must satisfactorily complete training in mentoring and coaching development provided by the Lead Mentors.	<p>Mentors and lead mentors are paid an extra responsibility salary supplement annually, upon documentation of satisfactory fulfillment of duties and responsibilities. The supplement shall be no less than \$750 and no more than \$1,500.</p> <p>As of 2005, mentors are paid at the end of the year according to a scale based on the number of new teachers served: \$750 for 1 new teacher \$1000 for 2 new teachers</p>	The New Teacher Mentoring/Induction Program is required for beginning teachers.	

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	or her mentor at least 30 documented hours during the first year of employment. The assignment of a mentor beyond the first year is at the discretion of the employing authority, based upon a review of the educator's performance.		\$1250 for 3 new teachers.		
DC					X
FL	TeachinFlorida.com offers tele-mentoring opportunities that allow veteran teachers to reach out to new teachers in need of advice and encouragement.	Mentors are selected by the department of education and consist of National Board Certified Teachers, District Teachers of the Year and Florida League of Teachers.		The department of education shall create guidelines and identify best practices for 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. Any Florida teacher who is a registered member of TeachinFlorida.com may request the guidance of a mentor.	
GA	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.	A mentor teacher is a peer who has a Teacher Support Specialist (TSS) certificate endorsement issued by the Professional Standards Commission (PSC), and who has been chosen by a selection committee to provide assistance and guidance to assigned protégé teachers.	A mentor teacher can earn stipends for not more than three mentoring units per school year. Stipends are contingent on annual appropriations by the general assembly and the total number of approved mentoring units. A stipend is defined as remuneration for a minimum of 15 hours of work with one or more protégé teacher that is verified by the local school system.		
GU	Project Håtsa is a Guam Public School System Teacher Quality		A duty of the Dr. Antonio C. Yamashita Educator Corps (Educator Corps) Council is		

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	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. Focus 2 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.		to designate and compensate Mentors within the Guam Public School System, participating in the Fifth-Year Teacher Induction Program.		
HI		A person may qualify to be a new teacher mentor immediately upon retirement.	State appropriations from the general fund are provided for fiscal year 2007-2008 for not more than five complex areas to establish the capacity to coordinate and expand complex-level resources for support services including professional development, alignment of curriculum and mentoring in schools.		
ID					X
IL	The new teacher induction and mentoring program assists new teachers in developing the skills and strategies necessary for instructional excellence. 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; and reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching	Mentor teacher criteria and process for selection are included in individual school plans for induction and mentoring programs. Each mentor teacher shall demonstrate the best practices in teaching his or her respective field of practice. Mentor teachers must hold or have retired while holding a Standard or Master certificate that should, to the extent possible,	The state board of education pays the public school \$1,200 annually for each of two school years for each new teacher participating in a new teacher induction and mentoring program. The funds go towards providing one or more of the following: mentor teacher compensation; mentor teacher training or new teacher training or both; and release time. The Illinois Teaching Excellence Program provides incentive and	Each public school or two or more public schools acting jointly must develop a new teacher induction and mentoring program provided that funding is available. /In order to receive a Standard Teaching Certificate, a person must complete a program of induction and mentoring for new	

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	<p>Standards.</p> <p>The program must be based on a plan that assigns a mentor teacher to each new teacher for a period of at least two school years.</p> <p>The Illinois Teaching Excellence Program provides incentive and bonus funding for teachers and school counselors employed by school districts who hold Master Certificates and agree to mentor classroom teachers.</p>	<p>be the same type of certificate held by the new teachers to whom they are assigned.</p> <p>Mentors cannot be assigned to more than five new teachers during any given school year and must complete a training program that addresses a variety of components.</p>	<p>bonus funding for teachers and school counselors employed by school districts who hold Master Certificates and agree to mentor classroom teachers. An annual incentive of \$1,000 paid to each teacher who agrees to provide 60 hours of mentoring during that year to classroom teachers. An annual incentive of \$3,000 paid to each teacher who agrees to provide 60 hours of mentoring during that year to classroom teachers in schools on academic early warning status or in schools in which 50% or more of the students receive free or reduced lunch or both.</p>	<p>teachers.</p>	
<p>IN</p>	<p>The Beginning Teacher Internship Program (BTIP) is scheduled to be phased out and replaced with the Indiana Mentoring and Assessment Program (IMAP). Enrollment requirements are the same for both programs. IMAP is organized around 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> <p>Each beginning teacher must participate in a Beginning Teacher Internship Program (BTIP) for at least two semesters. The superintendent must assign to each beginning teacher a mentor. Each beginning teacher internship plan shall identify the expectations for and</p>	<p>A certified mentor is an accomplished teacher who has been selected by the local school district and has completed state-approved mentor training.</p> <p>Standards for mentors of beginning teachers include knowledge, disposition and performance.</p> <p>Under the BTIP, where possible, each mentor should: have at least five years teaching experience; teach at a grade level similar to that of the beginning teacher; teach a similar subject to that of the beginning teacher; and teach in the same building as the beginning teacher.</p>	<p>Under the BTIP, the mentor is entitled to an annual stipend paid by the state and the superintendent, where practical, must provide the mentor release time from the mentor's nonclassroom duties and classroom duties.</p>	<p>Each beginning teacher must participate in a Beginning Teacher Internship Program (BTIP) for at least two semesters.</p> <p>Beginning teachers in all content and developmental areas who hold an Initial Practitioner License must successfully complete the portfolio assessment as a participation requirement in the Indiana Mentoring and Assessment Program (IMAP).</p>	

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	<p>responsibilities of each of the superintendent, principal, mentor and beginning teacher.</p> <p>IMAP: After receiving an Initial Practitioner License, beginning teachers will participate in a two-year period of mentorship. The culmination of this mentorship period is the submission of a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching.</p>				
IA	<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 a minimum, 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>	<p>The beginning teacher mentoring and induction plan must provide structure for mentor selection.</p>	<p>A mentor in a beginning teacher induction program is eligible for an award of \$500 per semester for full participation in the program. A district may use local dollars to increase the mentor award.</p> <p>The beginning teacher mentoring and induction plan must provide district organizational support for release time for mentors.</p>	<p>Each school district and area education agency must provide a beginning teacher mentoring and induction program for all beginning teachers.</p> <p>Beginning teachers shall be informed by the school district, prior to their participation in a mentoring and induction program, of the Iowa teaching standards and criteria upon which they will be evaluated and of the evaluation process utilized by the school district.</p>	
KS	<p>The induction program provides quality mentoring for new career teachers.</p>	<p>A mentor teacher is a certificated or licensed teacher who has</p>	<p>The mentor teacher shall be provided an annual stipend not to exceed</p>		

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	<p>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.</p>	<p>completed at least three consecutive school years of employment in the same school district; has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board; and has participated in, and successfully completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.</p> <p>In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria: professional competency as indicated by the board's most recent evaluation of the teacher, including competency in the teacher's area of certification or licensure, effective communication skills and efficacy of instruction; and recognition under national or state programs, including the national board teaching certification program and the Kansas exemplary educators network.</p>	<p>\$1,000 over and above the regular salary to which the mentor teacher is entitled for the school year.</p>		
<p>KY</p>	<p>The Kentucky Teacher Internship Program (KTIP) is an internship program</p>	<p>School districts shall maintain a pool of resource teachers and</p>	<p>A resource teacher shall not serve as such for more than one teacher intern</p>	<p>All new teachers and out-of-state teachers with less</p>	

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	<p>designed to provide assistance to new teachers. Its main goal is to help new teachers experience a successful first year in the classroom.</p> <p>All new teachers and out-of-state teachers with less than two years of successful teaching experience who seek initial certification in Kentucky must serve a one year internship presided over by a beginning teacher committee that includes a resource teacher as mentor.</p>	<p>principals who have successfully completed the Kentucky Teacher Internship Program (KTIP) Committee training in order to assure eligibility for appointment to beginning teacher committees.</p> <p>The KTIP Committee training may be approved for up to 12 hours of professional development credit toward the continuing education requirements for resource teachers.</p> <p>All committee members must be trained in both KTIP and IECE if they are assigned to an intern who has a Statement of Eligibility (SOE) in Interdisciplinary Early Childhood Education (IECE) and is doing his or her internship in pre school.</p>	<p>concurrently. A stipend of \$1,400 shall be paid for a year of service and be disbursed on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one year internship.</p> <p>The professional development programs approved by the department of education for which teachers may receive support from the teachers' professional growth fund shall provide programs for the ongoing support of teacher participants throughout the year, which may include a peer coaching or mentoring and assessment program; and planned activities, including follow-up workshops and support networks of teachers of the core disciplines using technologies, including but not limited to, telephone, video and online computer networks.</p>	<p>than two years of successful teaching experience who are seeking initial certification in Kentucky must serve a one year internship.</p>	
LA	<p>Under LaTAPP, mentors or mentor support teams will be assigned to new teachers for two years. During these two years of assistance and support, the mentor or mentor support team and new teacher should meet both frequently and regularly to carry out the activities outlined in §2303 and §2305 of Title 28, Part XXXVII. Bulletin 1943.</p> <p>Louisiana FIRST Online is a program designed to equip Louisiana school districts with resources to better</p>	<p>Under LaTAPP, those who serve as mentors to Louisiana's new teachers must be competent, caring teachers. Rigorous and comprehensive training as mentors and assessors is essential for the mentor. The mentor must have excellent communication and interpersonal skills, and be fair, objective, honest and ethical. To be eligible for assignment as a</p>	<p>Under LaTAPP, only retired educators, college faculty, other educators as deemed appropriate, and experienced teacher assessors and mentors receive compensation for their assistance/assessment activities. When and if the state makes additional funding for this program available, the board and Louisiana Department of Education (LDE) shall determine, with input from Local Education Agencies (LEA), how to best utilize those resources.</p>	<p>LaTAPP is required for all new teachers and those from out-of-state.</p> <p>The Teacher Assistance and Assessment Program must be successfully completed by all teachers entering service for the first time in the public schools to retain or acquire a regular teaching certificate.</p>	

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	<p>meet the needs of new teachers. The program will provide extensive support to teachers during their first five years in the classroom. In 2007-2008, Louisiana FIRST Online will feature E-Mentoring—a new vision for mentoring and induction.</p> <p>Mentoring will expand and enrich opportunities for beginning teachers and their mentors to collaborate by providing accessibility, consistency and targeted support for new teachers.</p> <p>Features of E-Mentoring include: department of education contracted and supervised mentors; ratio of one mentor to 15 new teachers; new teacher participation in an online environment; focus on the Louisiana Components of Effective Teaching; and quarterly face-to-face meetings between mentors and new teachers.</p>	<p>mentor, the teacher must have a permanent teaching certificate and a minimum of three years of teaching experience; a minimum of one complete year of experience in the school system; and training as both an assessor and a mentor.</p> <p>To qualify as a mentor teacher, an experienced teacher must have: a permanent teaching certificate and a minimum of three years teaching experience (five years preferred); a minimum of two years experience in the school system where he/she will serve as a mentor (preferably in the building in which the new teacher is located); evidence of excellence in teaching (type of evidence is left up to the LEA and building principal); evidence of continuing professional development (type of evidence is left up to the LEA and building principal); successful completion of the Louisiana teacher assessor and mentor training programs (teacher met standards for knowledge and performance in these training programs); and the ability to model effective instruction and communicate effectively.</p>			
ME					X

<p>MD</p>	<p>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.</p> <p>Mentoring programs are aligned with the two-year probationary period and the one-year extension for public school employees holding professional certificates, conditional certificates and resident teacher certificates.</p> <p>Mentor programs also must include: models of effective classroom practices that address the identified needs of mentees; regular meetings with mentees to provide ongoing support and feedback on classroom performance to enable mentees to address their performance evaluation criteria and outcomes; and identification and coordination of appropriate resources to address the performance needs of mentees.</p>	<p>Mentoring programs must include training for mentors that includes initial training of each mentor on the essential characteristics of mentoring adults and the duties and responsibilities of a mentor, and ongoing feedback and training to enable each mentor to address the specific and varied performance needs of mentees.</p> <p>A mentor shall possess the following attributes: hold an advanced professional certificate; demonstrate knowledge of or training in adult learning theory and peer coaching techniques; demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and possess a positive reference from a current or recent building principal or supervisor that addresses the instruction, management, human relations and communication skills of the mentor applicant.</p>		<p>The department of education shall develop guidelines for the establishment of comprehensive induction programs for new teachers employed by hard-to-staff schools.</p>	
<p>MA</p>	<p>The purpose of the Massachusetts Master Teacher Corps Program is to build a group of recognized teachers of high achievement in the profession who will serve to mentor incoming apprentice teachers.</p>	<p>The department of education may select master teachers who achieve master teacher status through certification from the National Board for Professional Teaching Standards (NBPTS), pass a challenging content test and agree to mentor apprentice</p>	<p>The department of education may provide master teachers with partial or full reimbursement for the assessment costs of NBPTS certification. The department shall provide master teachers with ongoing salary bonuses which shall be limited to \$5,000 per year. Within the \$5,000 limit, the</p>		

		teachers. The department may develop and include alternatives to the NBPTS program provided such alternatives maintain equivalent or higher standards of excellence in teaching.	department may authorize a nominal payment to the school district to facilitate time for the master teacher to engage in mentoring activity.		
MI				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.	
MN				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.	
MS	<p>The Mississippi Teacher Center established a beginning teacher support program to provide eligible beginning teachers in the state with continued and sustained support from a formally assigned mentor teacher during the first full year of teaching.</p> <p>The program must provide a minimum of 90 hours of direct contact between mentor teachers and</p>	<p>The selection, nature and extent of duties of mentor teachers shall be determined by the school district.</p> <p>Each mentor teacher must successfully complete a training workshop provided or approved by the Mississippi Teacher Center prior to participating in the beginning teacher</p>	Beginning in the 2006-2007 school year, if funds are available, each middle school (any school composed individually or of some composite of Grades 6 through 8) in Mississippi shall have at least two mentor teachers who will receive additional base compensation of \$1,000. To be eligible for this state funding, the individual school must have a classroom management	.	

	<p>beginning teachers, including observation of or assistance with classroom teaching, or both, during the school day.</p> <p>The Mississippi Teacher Center shall develop or approve workshops to provide training for mentor teachers and beginning teachers.</p>	<p>support program.</p> <p>The Mississippi Teacher Center shall develop or approve workshops to provide training for mentor teachers and beginning teachers.</p>	<p>program approved by the local school board.</p> <p>A school district may compensate mentor teachers from any available funds or grant additional release time to mentor teachers for additional duties to support a beginning teacher.</p>		
MO	<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 program.</p>			<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 program. Beginning teacher assistance programs 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.</p>	
MT					X
NE	<p>The mentor teacher program must include a written plan for mentoring developed by the mentor and first-year teacher including activities, a timeline and provisions for mentor preparation and support.</p>	<p>The mentor teacher programs must identify criteria for selecting excellent, experienced and qualified teachers to be participants.</p> <p>A mentor is defined as a permanent certificated teacher who has demonstrated the competencies necessary for successful teaching and who initially assists certified persons</p>	<p>Mentor teacher program may include benefits or incentives for mentors for their services to the mentor teacher program including, but not limited to: release time, stipends for mentoring activities conducted outside of the normal contracted teaching day, college credit, professional growth points and classroom materials.</p>	<p>The state board of education must develop guidelines for mentor teacher programs in local systems in order to provide ongoing support for individuals entering the teaching profession. The mentor teacher programs must identify criteria for selecting excellent, experienced and</p>	

		<p>toward mastery of those competencies.</p> <p>Mentor teachers must hold a valid Nebraska teaching or administrative certificate; must not be the first-year teacher's supervisor or an administrator in the local school system; must be regularly employed for the instruction of pupils in the public schools; and be permanent, certificated employees.</p>		<p>qualified teachers to be participants.</p> <p>All first year teachers must be provided a mentor and mentoring support from a permanent, certificated teacher.</p>	
NV					X
NH	<p>Under The Teacher Quality Enhancement System: 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>The Induction-with-Mentoring program should provide support services to new teachers, which means teachers who are new to the profession, district, building or grade level, and have less than three years of teaching experience.</p> <p>A goal of the program is to increase the knowledge and skills of beginning teachers, including maintaining electronic, professional portfolios.</p> <p>Mentoring is defined as a sustained relationship between novice and experienced teachers, in which the experienced teachers provide support and guidance that encourage novices to enter or continue their development as educational practitioners.</p>	<p>A mentor is defined as an experienced educator who has been trained as a mentor who provides professional and personal guidance for a mentee who may be a beginning educator or someone new to the profession, role, district, school or grade level.</p>		<p>Four Induction-with-Mentoring projects have been funded through the New Hampshire Local Educational Support Center Network. This is a pilot project beginning in Summer of 2004 and runs through September 2007.</p>	

<p>NJ</p>	<p>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.</p>	<p>The local Professional Development Committee is responsible for developing an application process for selecting mentor teachers and the criteria for mentor teacher selection and the district board of education shall be responsible for the implementation of the local mentor plan.</p> <p>At a minimum, the selection criteria for mentors shall include a certified teacher: with at least three years of experience who is actively teaching in the district; who is committed to the goals of the local mentor plan; has agreed to maintain the confidential nature of the mentor teacher/ novice teacher relationship; has demonstrated exemplary command of content area knowledge and of pedagogy; is experienced and certified in the subject area in which the novice teacher is teaching, where possible; is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves; is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher; provides letters of recommendation as</p>	<p>Stipends for mentor teachers and the costs associated with release time are provided by the district boards of education through state funds.</p>	<p>District boards of education that employ novice teachers must comply with providing a local mentoring plan.</p> <p>All novice teachers are required to participate in a mentoring program that takes place over a period of 30 weeks for provisional teachers holding a Certificate of Eligibility with Advanced Standing (CEAS) and 34 weeks for provisional teachers holding a Certificate of Eligibility (CE).</p>	
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		determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work; and agrees to complete a comprehensive mentor training program.			
NM	<p>The purpose of the Teacher Mentorship Program for Level I Teachers is to provide 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; to retain capable teachers in the classroom; and to remove teachers who show little promise of success.</p> <p>The framework for a teacher mentorship program includes: individual support and assistance for each beginning teacher from a designated mentor; structured training for mentors; an ongoing, formative evaluation that is used for the improvement of teaching practice; and procedures for a summative evaluation of beginning teachers' performance during at least the first three years of teaching, including annual assessment of suitability for license renewal, and for final assessment of beginning teachers seeking level two licensure.</p>			The department shall develop a framework for a teacher mentorship program for all Level I teachers, and shall require submission and approval of each school district's teacher mentorship program.	
NY		Mentors are those who have demonstrated their mastery of pedagogical and subject matter skills, given evidence of superior teaching abilities and interpersonal relationship qualities, and who have		Each board of education and board of cooperative educational services which determines to participate in the mentor teacher-internship program shall require those first- or second- year eligible teachers	

		indicated their willingness to participate in such program.		which it chooses to include in the program, to perform their duties under the guidance of a mentor teacher.	
NC			Beginning with the 2008-2009 school year, National Board Certified Teachers who serve as mentors at high-needs schools shall retain the 12% salary increment for National Board for Professional Teaching Standards (NBPTS) certification. The General Assembly funds a mentor teacher program that recognizes the achievements of excellent, experienced teachers and provides each newly certified teacher with a qualified and well-trained mentor. The funds are used to compensate each mentor for serving as a mentor prior to and during the school year.	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 participants in the mentor teacher training program.	
ND					X
OH	Entry-year support for the beginning teacher shall include mentoring that is provided on an ongoing basis and that is congruent with the performance-based assessment.	.		School districts, chartered community schools and chartered non-public schools are required to provide a formal structured program of support, including mentoring , to all entry-year teachers and principals.	
OK	The mentor teacher will provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in classroom observation and consultation.	Mentors must possess the requisite knowledge and skills for assisting the beginning teacher. A mentor teacher is defined as any teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance and	School districts provide a stipend of not more than \$500 for each mentor teacher.	Every beginning teacher (zero years experience as a classroom teacher) employed shall serve under the guidance and assistance of a mentor teacher for a minimum of one school year.	

		<p>assistance to a resident teacher employed by the school district. A mentor teacher must be a classroom teacher and have a minimum of two years of classroom teaching experience as a certified teacher.</p> <p>Membership or nonmembership in a professional teacher organization shall not be considered as a factor in selecting a mentor teacher. When possible, a mentor teacher shall have successfully completed a mentor teacher professional development institute and be assigned to the same school site and have similar certification as the resident teacher.</p>			
OR	<p>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 assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.</p>	<p>Mentors will have demonstrated the appropriate subject matter knowledge and teaching and administrative skills.</p> <p>The selection, nature and extent of duties of mentor teachers and administrators will be determined by the school district with specific guidelines.</p> <p>A mentor is defined as one who possesses a teaching, personnel service or administrative license issued by the Teacher Standards and Practices Commission; has successfully served for three or more years as a licensed</p>	<p>Stipends received for each beginning teacher or administrator may be used by the school district to compensate mentors in addition to their regular duties or to compensate other individuals assigned duties to provide release time for teachers or administrators acting as mentors.</p>		

		teacher or administrator in any public school; has been selected and trained; and has demonstrated mastery of the appropriate subject matter knowledge and teaching and administrative skills.			
PA	Mentoring is a component of the induction plan. 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.			Each school must submit an approval plan to the department of education for the induction experience for first-year teachers, long-term substitutes and educational specialists. Newly employed professional personnel with prior school teaching experience may be required by the school to participate in an induction program.	
PR					X
RI	The Mentor Program structures adequate time and opportunities for mentors and mentees to engage in meaningful and regularly scheduled mentor/mentee networking sessions, conferencing, observation, I-Plan support and shared professional development.	The Mentor Program has a mentor selection process that is based upon written criteria including, but not limited to: demonstrated ability to work with adults; commitment to participate in all activities outlined in program; commitment to the school community; teaching experience of a minimum of five years; knowledge of and commitment to standards-based instruction in the classroom; professional growth; and teaching experience in the district.		Every school district receiving state education aid under the Rhode Island Student Investment Initiative must develop a district strategic plan which includes a process for mentoring of new teachers.	

		Quality training of mentors is a minimum of 10 hours.			
SC		By July 1, 2000, the state department of education shall adopt criteria for the selection and training of teachers who serve as mentors for new teachers as a part of the induction program.	The state board of education, acting through the department of education, must establish a program whereby schools and school districts may be awarded funds to develop various types of incentives for those teachers who are trained and serve as mentors to new teachers as a part of the induction program. Among the incentives that may qualify are additional pay, release time and additional assistance in the classroom.		
SD	Formal assistance provided by a mentor teacher includes direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, and other assistance intended to enhance the professional performance and development of the beginning teacher.	A mentor teacher shall have at least five years verified teaching experience with at least one of those years being within the past seven years, or have at least five years teaching experience and can document experience within the past seven years in an educational field relative to the five Core Propositions of the National Board Professional Teaching Standards, and a valid or expired teaching certificate or license.		Participation is discretionary for districts and teachers, however if a district decides to participate, they must have a plan for a mentoring program .	
TN	The program shall occur primarily in the school setting and include classroom observations, opportunities for informed observations of both experienced teachers and other first-year teaching peers, in-service seminars, and regular and frequent contact with teacher mentors throughout the school year.			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.	
TX	<p>The Induction Program for Beginning Teachers is for teachers who do not have prior teaching experience. Beginning teachers will be assigned a mentor teacher and participate in teacher orientation, which may include specialized induction-year program activities.</p> <p>Each school district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience.</p>	<p>To serve as a mentor, a teacher must: complete a research-based mentor and induction training program approved by the commissioner of education; complete a mentor training program provided by the district; and have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance.</p>	<p>The commissioner of education shall adopt rules and provide funding to school districts that assign mentor teachers, which may be used for mentor teacher stipends; scheduled time for mentor teachers to provide mentoring to assigned classroom teachers; and mentoring support through providers of mentor training.</p>	<p>A school district shall ensure that all teachers are provided with an orientation of the Professional Development and Appraisal System (PDAS).</p>	
UT	<p>For career ladder: Level 1 teachers shall satisfactorily collaborate with a trained mentor, pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio.</p>	<p>For career ladder: A mentor shall hold a Utah Professional Educator's Level 2 or 3 license and have completed a mentor training program including continuing professional development.</p> <p>A mentor for a provisional educator, where possible, shall be a career educator who performs substantially the same duties as the provisional educator and has at least three years of educational experience.</p>	<p>The district may compensate a person employed as a mentor for a provisional educator or participant in the evaluation for those services, in addition to the person's regular salary, if additional time is required in the evaluation process.</p>	<p>For career ladder: Entry years' enhancements of professional and emotional support are required for Level 1 teachers. The requirements apply to teachers during their first three years of teaching and include mentoring, testing, assessment/evaluation and developing a professional portfolio.</p> <p>The principal or immediate supervisor of a provisional educator shall assign a mentor to the provisional educator.</p>	
VT	<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</p>	<p>A mentor is an experienced educator who has demonstrated high-quality instructional practice and who has been provided training in mentoring.</p>		<p>Each school must develop and implement a school-wide system of appropriate needs-based professional development for all professional staff of</p>	

	<p>school in order to provide training, orientation, assistance and support.</p> <p>The school board, after reviewing the “Guidelines for Developing Successful Educator Mentoring Programs” recommended by the Vermont Standards Board for Professional Educators (VSBPE), shall determine the specifics of each component of the mentoring program in their school(s).</p>			<p>which mentoring is a component.</p>	
VA		<p>The board shall issue guidelines for mentor teacher programs and set criteria for the qualifications and training of mentor teachers.</p> <p>Mentor programs shall be administered by local school boards, with the assistance of an advisory committee made up of teachers and administrators, and mentors must be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors.</p>	<p>The board shall allocate, from any appropriated funds, moneys to participating school divisions to support mentor teacher programs which shall include, but not be limited to, compensation for mentor teachers.</p> <p>Local school boards shall strive to provide adequate release time for mentor teachers during the contract day.</p>	<p>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.</p> <p>Following the adoption of the Education Accountability and Quality Enhancement Act in 2000, mentors are required for every beginning teacher.</p>	
VI					X
WA	<p>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.</p>	<p>In order to be nominated to serve as a mentor teacher, the teacher shall be a superior teacher based on his or her evaluations and hold a valid continuing or standard certificate.</p>	<p>The teacher stipend is the amount paid by a school district to a teacher for participation in a teacher assistance program.</p>		

<p>WV</p>	<p>The beginning teacher internship program is a school-based program intended to provide appropriate staff development activities and supervision to beginning teachers to assure their competency for licensure to teach in the public schools of this state.</p> <p>The beginning teacher internship program shall consist of the following components: a professional support team; an orientation program to be conducted prior to the beginning of the instructional term and supervised by the mentor teacher; the scheduling of joint planning periods for the mentor and beginning teacher throughout the school year; mentor observation of the classroom teaching skills of the beginning teacher; weekly meetings between the mentor and the beginning teacher to discuss the performance of the beginning teacher and any needed improvements; monthly meetings of the professional support team to discuss the performance of the beginning teacher; in-service professional development programs; and a final evaluation of the performance of the beginning teacher completed by the principal recommending professional status, continuing internship status or discontinuation of employment.</p>		<p>The beginning teacher internship program allows for the provision of necessary release time from regular duties for the mentor teacher, as agreed to by the principal and the mentor teacher, and a stipend of at least \$600 for the mentor teacher.</p>	<p>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.</p> <p>Every person to whom a professional teaching certificate is awarded shall successfully complete a beginning teacher internship program.</p>	
<p>WI</p>	<p>The employing school district must insure that the initial educator be provided with a qualified mentor by the employing school district. The mentoring period may be for less than five years.</p>			<p>State regulations for the initial licensure phase establish induction requirements and specific provisions for initial educator support. The employing school</p>	

				district must insure that the initial educator be provided with a qualified mentor by the employing school district.	
WY					X

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

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