## Tool 5: Induction and Mentoring Inventory

**Instructions:** Program coordinators with others who support the induction and mentoring (I&M) program in the district and school will work together to complete the inventory or plan for learning supports for emergency and provisionally licensed teachers as part of their I&M program. Complete and/or revise the applicable tables below to better understand what content is or will be offered to emergency and provisionally licensed teachers and to identify areas for improvement or offer individualized support. Visualizations of the of the [Standards and Indicators of Effective Practice](https://www.doe.mass.edu/edeffectiveness/standards/teaching/teaching.pdf) can be found at the end of the tool to print and have as a guide.

Table 1. Orientation Program

**Orientation program**—An orientation program launches the comprehensive induction program for both beginning and incoming teachers (603 CMR 7.12 (2)(a)). It provides an opportunity for the teacher to learn about the students, community, district, and school as well as introduces the structure and components of the induction program. For districts, the orientation is the perfect opportunity to provide the vision and set the tone for the upcoming school year.

Below, detail your plans for a comprehensive novice teacher orientation program.

|  |  |
| --- | --- |
| **Objective(s):** | Novice teachers will... |
| **Time frame:** |  |
| **Dosage:**  |  |
| **Content/topics:**  |  |
| **Key activities:**  |  |
| **Indicator(s):** |  |

Table 2. Mentoring

**Mentoring**—Refers to the relationship between a beginning or incoming educator (mentee) and an educator (mentor) who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues.

Below, detail your plans for continued mentoring of novice teachers.

|  |  |
| --- | --- |
| Objective(s): | Novice teachers will... |
| Time frame: |  |
| Dosage:  |  |
| Content/topics:  |  |
| Key activities:  |  |
| Indicator(s): |  |

**Table 3.** Beginning **Teacher Learning Communities**

**Beginning teacher learning communities**—The defining feature of beginning teacher learning communities is the emphasis on peer-to-peer support. Beginning teacher learning communities provide beginning teachers with opportunities to share their experiences, exchange perspectives on common problems of practice, and learn from one another in a supportive, collegial environment.

Below, detail your plans for facilitating beginning teacher learning communities.

|  |  |
| --- | --- |
| Objective(s): | Novice teachers will... |
| Time frame: |  |
| Dosage:  |  |
| Content/topics:  |  |
| Key activities:  |  |
| Indicator(s): |  |

Table 4. Other Supports as Needed

Below, detail your plans for providing additional support to mentees based on the identified areas of support needs.

|  |  |
| --- | --- |
| Objective(s): | Novice teachers will... |
| Time frame: |  |
| Dosage:  |  |
| Content/topics:  |  |
| Key activities:  |  |
| Indicator(s): |  |