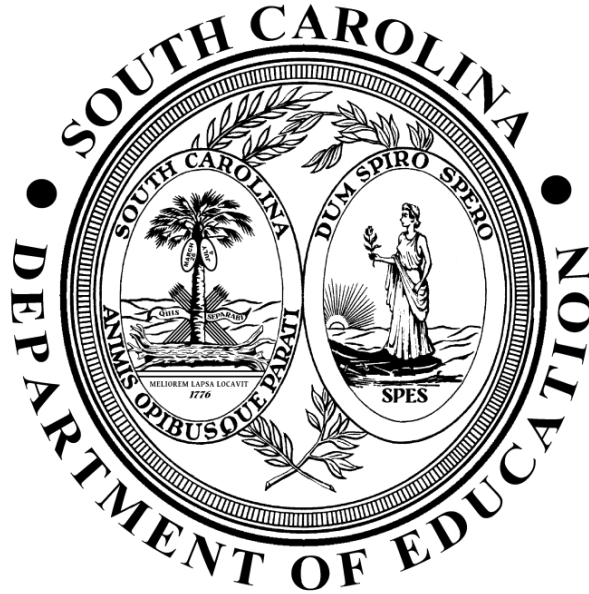


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

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## Induction and Mentoring Guidelines

South Carolina State Board of Education

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## Introduction

Across our country, educational leaders recognize that students need support and feedback to raise their performance to the level needed to be prepared for college and career in the twenty-first century. With the 2015 adoption of the *Profile of the South Carolina Graduate*, South Carolina cultivates a shared vision of the knowledge, skills, and characteristics needed for students to be successful in college, career, and citizenship. Inarguably, the presence of high-quality teachers is central to the effort to ensure that all of our nation's students are able to meet national and state performance standards. Across the United States, however, this effort is being seriously undermined by one factor in particular: our failure to attract, to cultivate, and to keep our newest teachers.

To provide all students with quality teachers, we must strive to improve the professional skills and the retention rate of beginning teachers. A decrease in attrition also allows for the development of strong school communities that are capable of improving student achievement. For this to happen, we must develop programs that support beginning teachers' continued growth as they learn on the job how best to meet the needs of their students. Research shows that intensive, mentor-based induction programs provide support and feedback that can significantly reduce teacher turnover and help teachers to focus on improving instruction.

In 2006, the State Board of Education adopted State Mentoring and Induction Guidelines. These guidelines have been revised to reflect a movement towards teacher proficiency in fostering student growth, feedback from beginning teachers, mentors, and induction coordinators, and research on new teacher support. The South Carolina Department of Education's (SCDE) induction and mentoring program guidelines are based on nationally recognized and research-based mentoring models and are aligned with the state's Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Standards.

South Carolina is dedicated to developing, implementing, and sustaining such programs statewide to ensure that beginning teachers understand what is expected of them, that they receive specific assistance from mentors as they transition into the profession, and that they become an integral part of a learning community that supports their continuous professional growth and development. The purpose of these guidelines is to provide the necessary direction for district leaders, induction and mentoring coordinators, and school-based administrators to meet these central objectives. The Center for Educator Recruitment, Retention, & Advancement (CERRA) and the SCDE will continue to provide leadership for the induction and mentoring initiative.

## **The Legislative Mandate**

The guidelines for South Carolina's induction and mentoring initiative have been developed on the basis of the mandate set forth in Section 59-5-85 of the Code of Laws of South Carolina:

The Department of Education shall develop guidelines for the teacher induction program, established in Section 59-26-20 [*sic*, error for § 59-26-30] which shall include sustained long-term coaching and assistance. Information on best practices in teacher induction programs must be disseminated to school districts. 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.

Section 59-26-30 of the Code stipulates that the State Board of Education (SBE), acting through the South Carolina Department of Education (SCDE), is to

promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts. 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.

S.C. Reg. § 43-205.1.III.B requires each district to develop and implement a plan complying with SBE guidelines to provide “comprehensive guidance and assistance” to teachers in each induction year. Section 59-26-30 further stipulates that the SBE is to “promulgate regulations to be used by local school districts for evaluating and assisting teachers employed under annual contracts.” *See* S.C. Reg. § 43-205.1.IV.B, G.

Under these mandates, South Carolina's induction and mentoring initiative exists as a collaborative effort among the state's school districts, the teacher education programs in the state's colleges and universities, the SBE, the SCDE (through the Office of Educator Effectiveness and Leadership Development (OEELD)), and CERRA. Implemented by the individual school districts statewide, these induction and mentoring programs will have one overriding objective: to inform, encourage, and support beginning teachers for the purpose of improving the quality of teaching in the state, raising the level of student achievement and reducing the rate of attrition among our newest teachers.

## **Induction and Mentoring Program Guidelines**

During the initial year of implementation of the revised Induction and Mentoring Program Guidelines, as a part of the Expanded ADEPT Plan, districts will submit in writing a plan for the induction and mentoring of induction contract teachers for implementation for the 2018–19 school year.

Each district's plan will be reviewed by representatives from the SCDE's OEELD. Districts will be notified if the plan has been recommended to the SBE for approval or if necessary revisions must be made and the plan resubmitted. In subsequent years, the district will continue to use the Induction and Mentoring section of the annual ADEPT Plan to inform the SCDE and CERRA of changes and improvements. Changes and improvements must be approved by the SBE before implementation. S.C. Reg. § 43-205.1.

### **Guiding Principles**

#### Implementation and Support of a Comprehensive Induction and Mentoring section of the district's ADEPT Plan

Multiple stakeholders are to be involved in the development and support of the district's ADEPT plan, including the induction and mentoring section; stakeholders should include the superintendent or designee, an induction and mentoring coordinator, school-level administrators, and trained mentors.

#### Roles, Selection, Development, and Support of Stakeholders

Roles and responsibilities of all stakeholders must be specified, as well as the criteria for their selection and assignment; requirements for training, ongoing development, and differentiated support must also be established.

#### Mentoring Towards Efficacy and Improved Practice

Effective mentoring of induction teachers must be undertaken, to include use of the mentoring cycle, identification of learning opportunities, effective feedback, goal-setting, and ongoing coaching throughout the induction year.

#### Systematic Program Evaluation and Improvement

Evaluation of the State Induction and Mentoring Program, as well as district plans, is undertaken annually to determine effectiveness, areas in need of development, and the support needed to affect the necessary changes.

## **1.0 District Superintendent or Designee Responsibilities**

- 1.1 The superintendent or designee must allocate the authority, time, and resources necessary for all stakeholders to appropriately and effectively execute the development, implementation, support, and continuous review of the Induction and Mentoring section of the district's ADEPT Plan.
- 1.2 The superintendent or designee must specify the intended purpose and scope of the Induction and Mentoring section of the district's ADEPT Plan and must assure that information gathered about induction contract teachers is considered to be confidential and used *solely* to guide the induction process, with multiple sources being considered when personnel decisions are made.
- 1.3 The superintendent or designee must appoint an Induction and Mentoring Coordinator to serve as the Plan's primary administrator. The superintendent or designee also must establish the roles and responsibilities of the Coordinator, as well as all other stakeholders involved in the implementation and oversight of the Induction and Mentoring section of the district's ADEPT Plan.
- 1.4 The superintendent or designee must assure that all stakeholders have sufficient knowledge and understanding necessary to implement the Induction and Mentoring section of the district's ADEPT Plan, to include Expanded ADEPT Support and Evaluation System training as well as ongoing, differentiated professional development.
- 1.5 The superintendent or designee must ensure that sufficient time is allotted for mentors to effectively carry out their duties as a mentor and for induction teachers to develop and demonstrate their knowledge, understanding, and application of the South Carolina Teaching Standards.
- 1.6 The superintendent or designee must assure that a system of collecting feedback on the quality and effectiveness of the Plan from all participants is established and maintained. The superintendent or designee also must specify the approach the district will follow in reviewing, analyzing, and using the feedback to improve its Plan.

## **2.0 Induction and Mentoring Coordinator Responsibilities**

- 2.1 The Induction and Mentoring Coordinator must successfully complete the SC Mentor Training and the SC Mentor Trainer Certification Training as early as practicable after assuming the Coordinator role but no later than the end of the current school year.

- 2.2 The Induction and Mentoring Coordinator shall direct the implementation and oversight of the Induction and Mentoring section of the district's ADEPT Plan; in that capacity, the Coordinator shall
- a. communicate the plan's purpose and scope to Plan stakeholders and all other district employees involved with employment and supervision of induction teachers;
  - b. assure that all Plan stakeholders meet the requirements to serve in their designated Plan roles and that they receive the necessary training and support to effectively carry out their duties under the Plan;
  - c. establish procedures for, and assure compliance with, the use and confidentiality of all induction teacher information gathered by stakeholders;
  - d. function as the SCDE and CERRA contact person for all induction and mentoring information, updates, surveys, and trainings; and
  - e. collaborate with SCDE and CERRA staff to oversee the coordination and facilitation of all district-led mentor trainings and professional development opportunities for district mentors.
- 2.3 The Induction and Mentoring Coordinator must verify that everyone recommended to serve as a mentor under the Induction and Mentoring section of the district's ADEPT Plan
- a. holds a valid South Carolina professional educator certificate for his or her professional position;
  - b. has a minimum of one year of successful teaching experience in South Carolina at the continuing contract level and is either a current practitioner or has been employed in a South Carolina public school system within the past five years;
  - c. has been trained on the evaluation aspects of the Expanded ADEPT Support and Evaluation System through training approved by the SCDE. The one-day orientation to the South Carolina Teaching Standards (SCTS) is approved for this purpose;
  - d. has expressed interest in becoming a mentor; and
  - e. has the recommendation of a school administrator.
- 2.4 The Induction and Mentoring Coordinator must assure that everyone selected to serve as a mentor has been evaluated on the basis of their
- a. knowledge of research-based instructional strategies and effective student assessment based on the state's academic standards;
  - b. understanding of the importance of literacy, with reading, writing, and speaking, being emphasized in every classroom;
  - c. demonstrated proficiency in the use of instructional technology;
  - d. record of exemplary teaching and professional conduct;

- e. effective interpersonal, communication, and collaboration skills;
  - f. demonstrated commitment to his or her own professional growth and learning;
  - g. willingness and ability to participate in the training and professional development necessary to acquire the skills and knowledge necessary to be an effective mentor; and
  - h. willingness and ability to deepen his or her understanding of cultural, racial, ethnic, linguistic, and cognitive diversity.
- 2.5 The Induction and Mentoring Coordinator must require that all mentors successfully complete the South Carolina Mentor Training through either a district-led training or a state training offered by the SCDE and/or CERRA; for any district-led trainings, the Coordinator must submit to the SCDE the names of all educators who completed the training within two weeks of the conclusion of the training. The SCDE will maintain a record of all educators who have successfully completed the South Carolina Mentor Training. Mentors may be eligible to receive up to a maximum of 12 certificate renewal credits upon their successful completion of the South Carolina Mentor Training.
- 2.6 The Induction and Mentoring Coordinator must ensure that all mentors participate in continuing professional development activities within each five-year period following completion of the South Carolina Mentor Training. The Coordinator must
- a. require mentors to complete the three-day SCTS training;
  - b. allow for mentor participation in district, state, or national seminars, workshops, or conferences on induction, teacher evaluation, mentoring and/or mentor forums, as well as opportunities for mentors to lead professional development around mentoring topics; and
  - c. work with the district's renewal credit plan coordinator to determine the acceptable renewal credit for mentor professional development activities and allow up to 60 approved professional development credits to be applied toward the renewal of a mentor's professional certificate.
- 2.7 The Induction and Mentoring Coordinator should select experienced mentors to participate in advanced training opportunities conducted by CERRA and/or the SCDE's OEELD, to include South Carolina Mentor Trainer Certification Training and other trainings developed by or endorsed by the SCDE and CERRA. Mentors may be eligible to receive up to a maximum of 18 certificate renewal credits upon their successful completion of any one advanced training. The Coordinator must ensure that mentors selected for these trainings have
- a. served as a mentor for at least one academic year;
  - b. received successful performance reviews as a teacher and have served successfully as a mentor for at least one academic year; and



- c. been recommended for advanced mentor training by the building principal and the district's Induction and Mentoring Coordinator.
- 2.8 The Induction and Mentoring Coordinator must establish clear procedures for the assignment of mentors to induction teachers and annual-contract teachers receiving diagnostic assistance and for the timely reconsideration of assignments when either the mentor or the induction teacher reports concerns related to the pairing.
- 2.9 The Induction and Mentoring Coordinator must ensure that mentors
  - a. fully utilize and adhere to all aspects of the South Carolina Mentor Training when working with their assigned induction teacher;
  - b. carry out their duties in an appropriate and effective manner; and
  - c. are not involved in the evaluation of their assigned induction teacher, though mentors may share information with school-level administrators concerning assistance provided and any additional needs for support.
- 2.10 The Induction and Mentoring Coordinator must ensure that the following are discussed with all induction teachers at the beginning of the school year:
  - a. district's policies, procedures, benefits, and calendar;
  - b. teacher-oriented and student-oriented services available in the district and the community;
  - c. social, cultural, and economic characteristics of the community being served by the district;
  - d. services and referral procedures related to special education and EL (English Learner) students;
  - e. The SCTS 4.0 rubric or the district's approved teacher evaluation system;
  - f. requirements for professional educator certification and certificate renewal; and
  - g. an overview of the district's mentoring plan and this guidelines document, the South Carolina Induction and Mentoring Program: Implementation Guidelines, including the web address at which this document is available.
- 2.11 The district's Induction and Mentoring Coordinator must ensure that all induction teachers within a school, the district, and/or any multi-district consortium interact as a group to share information, ideas, and suggestions about teaching. These interactions should occur regularly and consistently and may be face-to-face meetings, online exchanges, and so on and should promote a growing network among the individual members of the professional learning community.
- 2.12 The Induction and Mentoring Coordinator must implement the district's system for collecting feedback on the quality and effectiveness of the Plan from all participants. Specifically, the Coordinator must

- a. assure the collection, compilation, and analysis of program evaluation data to include the Induction and Mentoring participant feedback;
- b. coordinate the review, analysis, and dissemination of evaluation information;
- c. review any available state data on teacher turnover and retention; and
- d. implement necessary changes for improvement in the plan.

### **3.0 School Level Administrator Responsibilities**

- 3.1 School-level administrators shall be responsible for the pairing of mentors and induction teachers, pursuant to the procedures established by the Induction and Mentoring Coordinator; all pairing assignments should
  - a. give due consideration to the area of certification, physical location, and any special situations or needs of the induction teacher;
  - b. avoid assignment of more than one induction teacher to a mentor who has a full teaching load;
  - c. not allow a mentor to serve in an evaluator role with the assigned induction teacher;
  - d. be made before the induction teacher begins teaching, or in the case of hires made after the beginning of the school year, no more than two weeks after the hire; and
  - e. be promptly reviewed and reconsidered when concerns related to the pairing are raised by either the induction teacher or the mentor.
- 3.2 School-level administrators should provide a comprehensive school-level orientation for all induction teachers assigned to their school, to include information about
  - a. the school's strategic plan;
  - b. school-level policies and procedures, including those related to student discipline;
  - c. supplies and resources, including available technology; and
  - d. school staff and the professional learning community.
- 3.3 School-level administrators must establish and implement procedures to support the induction teacher's full participation in and benefit from the requirements of the Induction and Mentoring section of the district's ADEPT Plan; specifically, administrators must ensure that opportunities are provided for induction teachers to
  - a. engage in a pre-observation conference with their mentor prior to each observation;

- b. be observed in the classroom by their mentor, at least once per evaluation cycle, and receive formative feedback through a post-observation conference;
- c. observe their mentors or other experienced teachers, at least once per evaluation cycle, and discuss the observation with the mentor and/or teacher observed;
- d. work with their mentors to prepare for and understand the Student Learning Objective process;
- e. meet at least once per month to discuss their reflections on teaching, specific areas where improvement is needed, the planning of Teacher Learning Opportunities, reflections on Student Learning Objectives, and any other areas of need or concern; and
- f. actively participate in the district's system for collecting feedback on the quality and effectiveness of the Induction and Mentoring section of the district's ADEPT Plan.

## **Appendix**

### **Mentor Responsibilities**

This document will be included in Mentor Training and will be updated as needed to address any needs from the field.

#### Requirements for becoming a Mentor:

- Valid educator certificate for his or her professional position
- Minimum of one year of successful teaching at the continuing contract level
- Recommendation of a school administrator and the Induction and Mentoring Coordinator
- Demonstrated proficiency in use of instructional technology
- Current practitioner or has been employed in a SC public school within the last five years
- Successful completion of all required Mentor trainings and activities

#### Duties of an effective Mentor:

- Participate in the full South Carolina Mentoring Cycle (see below)
  - Individual districts will determine the number of cycles to be completed annually (must be at least once per evaluation cycle)
- Within that cycle, mentors should utilize the following tools:
  - The Guide for Professional Success (GPS) as a map of the SC Mentoring Cycle
  - The Coaching Dialogue Protocol
  - The traits for effective feedback
  - The goal setting formula
- Maintain the confidential nature of the mentoring relationship. Address the new teacher's needs through Teacher Learning Opportunities (TLOs) and provide resources Support the induction teacher in developing, executing, and reflecting on Student Learning Objectives (SLOs)
- Submit contact logs or support documents as required by the district

#### Considerations for effective mentoring:

- Beginning teachers' needs: social/emotional, physical, and instructional
  - Needs vary throughout the year and among new teachers
- Informal and formal communications are both equally needed. Coaching dialogue: validate, clarify, and stretch & apply. Effective communication: pause, paraphrase, and ask a question
  - The goal is to build efficacy through differentiated mentoring
- TLOs: Identify opportunities and the necessary steps for professional growth based on the teacher's needs, may be level one or two, the identification of TLOs may occur at any stage of the cycle

South Carolina Mentoring Cycle:

- Pre-observation conference: Establish the focus of the observation, set expectations, gather information to establish the type of observation tool to be used, use the Coaching Dialogue Protocol
- Observation: Use the tool that matches the focus, follow established protocols, collect data rather than judgments
- Post-observation data analysis and conference: Provide data and effective feedback that addresses the focus area, use the Coaching Dialogue Protocol, set SMART goals that follow the established formula
- Teacher Learning Opportunities (TLOs): Identify opportunities and the necessary steps for professional growth based on the teacher's needs, may be level one or two, the identification of TLOs may occur at any stage of the cycle