

**DISTRICT INDUCTION PLAN
FOR TEACHERS AND ADMINISTRATORS
GEORGETOWN PUBLIC SCHOOLS
2016-2017**



Superintendent of Schools
Mrs. Carol Jacobs

Director of Curriculum and Instruction
Collin MacDonald

District Mentoring Coordinator
Mrs. Amanda Girard

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GEORGETOWN SCHOOL DEPARTMENT

Office of the Superintendent

51 North Street

Georgetown, MA 01833

978-352-5777

MISSION STATEMENT

The Georgetown Public School District is dedicated to educating all students to their fullest potential so that they may become responsible, tolerant, and successful individuals.

BELIEF STATEMENT

In the Georgetown Public School District our beliefs drive our commitments, decisions and actions. Specifically we believe that:

- Our students come first! Their individual, intellectual, physical, social and emotional growth is a priority.
- Our students can reach high standards.
- Our schools must promote academic excellence, creativity, innovation and the achievement of personal excellence.
- Our schools should foster pride in self, school, community, country and world.
- Our curriculum should be state of the art, comprehensive and challenging for all students.
- Our students will become responsible problem solvers and become critical thinkers.
- Our schools must create life-long learners who demonstrate moral and ethical integrity and contribute to the shaping of society.
- Our teachers, parents/guardians and community are partners in understanding and educating every student. Their role is to encourage and support the achievement of our students' goals and dreams.
- Technology is a critical learning tool essential for future success in our global society.
- Our schools will be welcoming, inclusive and safe places to learn where individual differences are respected and valued.

I. MASSACHUSETTS DEPARTMENT OF EDUCATION GUIDELINES FOR TEACHER INDUCTION (from the Massachusetts Department of Education)

With the passage of the 1993 Education Reform Act, districts became required to submit a plan to the Department of Education that outlines how they will support and supervise provisional educators with advanced standing. In response to this statute, public school districts have developed support programs that address the needs of these beginning educators.

In November 2000, the Board of Education approved new licensure regulations to take effect on October 1, 2001. These regulations, among other things, link beginning teacher support programs or induction programs to licensure by making participation in such a program one of the requirements for the Professional License for both teachers and administrators. The regulations outline basic program standards or components that are required of each district induction program.

These guidelines have been developed to assist districts in the creation and administration of these induction programs. Districts are encouraged to develop programs that meet the spirit of the statute and the basic standards included in the regulations while taking into account their own district needs and characteristics. The intention of this document is not to prescribe a specific course of action or program design, but to provide a resource to districts as they develop their programs.

The guidelines are also to be used by providers seeking program approval for district-based, approved preparation programs [603 CMR 7.05 (4)].

MASSACHUSETTS DEPARTMENT OF EDUCATION INDUCTION PROGRAMS FOR TEACHERS

Application – All school districts are required to provide an induction program for teachers in their first year of practice. Induction programs provide the structure that maximizes beginning teacher learning in the context of classroom experience. New teachers learn from veteran teachers; schools increase the possibility of retaining strong, well-trained educators; and most important, student achievement can be elevated. Guidelines based on the following Standards will be provided by the Department.[603, CMR 7.12 (1)]

Standards – All induction programs shall meet the following requirements:

- a) An orientation program for beginning teachers and all other incoming teachers.
- b) Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
- c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.

d) Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities. [630, CMR 7.12 (2)]

Additional Requirements

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

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

The intent of an induction program is to provide teachers with a systematic structure of support that helps them become familiar with their school and district, refine their instructional practice, and better understand their professional responsibilities. The program is an integral part of a teacher's first year of teaching, and is the beginning of a teacher's professional development activities. The induction program is a fundamental part of the district's Professional Development Plan as well as the District and School Improvement Plans.

Districts are required to provide induction programs for teachers in their first year of teaching ([603 CMR 7.12 \(1\)](#)). There are two categories of teachers when it comes to induction – ***beginning teachers*** and ***incoming teachers***. Beginning teachers are individuals who hold a Preliminary or Initial license and have not participated in an induction program. In their first year of practice, districts are required to provide beginning teachers with an orientation, mentor, support team, and release time. Districts are also required to provide the orientation program to teachers new to the district or their roles, but may choose whether to offer them the other elements of the induction program. An incoming teacher may be a teacher who either holds: a Preliminary or Initial license and participated in an induction program in another district, or holds a Professional or a Temporary license. It is up to the district to determine whether the other elements of the induction program should be modified and offered to these teachers. Districts may also consider offering these induction programs, in part or whole, to teachers who have changed content areas and/or grade level or who are returning to the district after a hiatus from the classroom.

Districts are encouraged to extend induction programs through a beginning teacher's second and third years of teaching. Research and district best practices show positive benefits in teacher effectiveness and retention when induction programs extend into the second and third year of an

educator's practice.¹ Examples of extending induction programs may include group mentoring or new teacher support groups. These options could also be implemented during first year induction programs. Expanding induction programs to three years also aligns with the Developing Educator Plan used in evaluation for teachers who do not have PTS and can provide them with support needed to reach proficiency within their first three years of practice ([603 CMR 35.06 \(3\)\(e\)\(1\)](#)). Additionally, in order to obtain Professional licensure, teachers are required to complete an additional 50 hours of mentoring beyond the induction year ([603 CMR 7.04\(2\)\(c\)\(2\)](#)).

II. GEORGETOWN PUBLIC SCHOOLS TEACHER INDUCTION PROGRAM

The Georgetown Mentoring and Teacher Induction Program recognizes the necessity of attracting and maintaining excellent teachers who can meet the challenges of standards-based educational accountability, now so much a part of the public's view of schooling. The first few years of teaching in a new school system, either as a beginning teacher or as a new teacher, are a difficult challenge. The Georgetown Mentoring Program seeks to support and assist beginning and new teachers as they enter the profession or join the ranks of the Georgetown Professional Community.

INDUCTION PLAN DATA AS REQUESTED BY THE MASSACHUSETTS

DEPARTMENT OF EDUCATION:

1. District Name: Georgetown Public Schools

2. Induction Program Coordinator and Contact Information

Mentoring Committee Members:

Heidi Mongeau-GMHS Assistant Principal
Georgetown Public Schools
11 Winter Street
Georgetown, MA 01833

Amanda Girard-High School Teacher, Mentoring Coordinator
Georgetown Public Schools

¹Alliance for Excellent Education, 2004. Tapping the Potential: Retaining and Developing High-Quality New Teachers. <http://all4ed.org/wp-content/uploads/2007/07/TappingThePotential.pdf>.
New Teacher Center, 2011. High Quality Mentoring & Induction Practices. http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_HighQualitymentoring%26InductionPractices.pdf.

11 Winter Street
Georgetown, MA 01833

Guy Prescott-GMHS Dean of Students
Georgetown Public Schools
11 Winter Street
Georgetown, MA 01833

Collin MacDonald-Director of Curriculum and Instruction (Mentoring Committee Chair)
Georgetown Public Schools
51 North Street
Georgetown, MA 01833

Name of Person Responsible for Compiling the End-of-Year Annual

Induction Report: This data and subsequent report will be compiled by the Mentoring Committee as a whole. Collin MacDonald, Director of Curriculum and Instruction, will be responsible for any required submission of the final report.

III. GOALS OF THE GEORGETOWN INDUCTION PROGRAM:

- To integrate new teachers into the social system of the school, the school district, and the community
- To support the development of the knowledge and skills needed by beginning teachers to be successful in their initial teaching positions
- To provide opportunities for new teachers to analyze and reflect upon their teaching with coaching from veteran teachers
- To initiate and build a foundation with a new teacher for the continued study of teaching
- To increase the positive attitudes of beginning teachers about teaching
- To provide continuing assistance to reduce the problems known to be common to beginning and new teachers
- To increase the retention of good beginning teachers in the profession
- To promote the personal and professional well-being of beginning teachers

IV. ADMINISTRATION OF THE ORIENTATION PROGRAM FOR ALL INCOMING NEW TEACHERS

The Georgetown Educator Induction Program involves teachers both new to the profession, as well as those with teaching experience who are new to the Georgetown Public Schools. The

initial orientation for all teachers new to the profession and to Georgetown begins with two days of orientation during the weeks prior to the start of school. Please see the following pages for the Teacher Induction and Orientation agenda.

Georgetown Public Schools New Teacher Orientation Wednesday, August 24, 2016 & Thursday, August 25, 2016

8:00AM-2:00PM

Perley Media Center

8:00 Breakfast provided by Georgetown Middle/High School

8:30 Welcome and Introductions

Carol Jacobs, Superintendent of Schools

- Georgetown Education Association President, Joe Pittella

- Administrative Team

Jack Tiano, Director of Special Education

Joan Liporto, Director of Finance & Operations

Collin MacDonald, Director of Curriculum & Instruction

Peter Lucia, Middle/High School Principal

Guy Prescott, Athletic Director and Assistant Principal

Heidi Mongeau, Middle/High School Assistant Principal

Margaret Maher, Penn Brook Elementary School Principal

Hope Doran, Perley Elementary School Assistant Principal

- Central Office Team

Julie Lavacchia, Budget & Accounts Payable
Trisha MacDonald, Payroll Coordinator
Laura Markarian, Executive Secretary to the Superintendent
and School Committee Secretary

- Technology Team

Wes Vaughan, Computer Technician, MHS

Barry Belanger, Computer Technician, Penn Brook

- 9:00 Informational Presentations (Central Office Staff)**
- Central Office Functions (Laura Markarian)
 - Calling for a guest teacher (Katie Legere)
- 9:10 Special Education Compliance (Jack Tiano)**
- Confidentiality
 - Completing Forms
 - Teaching Assistance Team Process
 - Referring a child for evaluation
 - The IEP process and your role
 - Section 504 and your role
 - Parent contact and partnership
 - 51A mandated reporting (Jack Tiano, Director of Special Education)
- 9:30 Curriculum & Instruction Department Updates (Collin MacDonald)**
- Atlas-Curriculum mapping system
- 9:45-10:30 Teacher Evaluation (Peter Lucia)**
- 10:30 Questions & Answers**
- 10:45 Penn Brook teachers to meet with Margaret Maher and Hope Doran for office procedures**
- Middle/High School teachers only please remain for office/discipline Procedures (Guy Prescott, Rudi Cudmore, Katie Legere)**
- 11:30-12:30 Lunch**
- 12:30-2:00 Perley Media Center**
- Introduction of Georgetown's Mentoring Program (Amanda Girard)**
- District and school performance data, including data from ESE's [School and District Profiles](#).
 - Presentation of school and district improvement goals as well as curriculum alignment.
 - An overview of the [MA Curriculum Frameworks](#).
 - An overview of the [Standards of Effective Teaching Practice](#), as outlined in [603 CMR 35.00](#).
 - The [Educator Evaluation Training Workshops for Teachers](#).
 - An overview of district expectations for staff.

- Introduction to the components of the induction program including the mentor program structure and policies.
- A presentation of district and school information, policies, and procedures.
- An introduction to key district personnel and members of the parents' association and the school council.
- Information on how and where to access school's resources and supplies.
- An introduction to the community (with maps and demographics).
- A tour of the school.

**Any staff that has not completed their contract or review of benefits should come to the central office at 51 North Street before the end of the day today.

Mentoring and Induction Day Two

Thursday, August 25, 2016

Location: Perley School 2nd Floor Library Media Center

Attendees: New Teachers

Ms. Amanda Girard, Mentoring Coordinator

Collin MacDonald, Director of Curriculum and Instruction

9:00AM-11:30AM Learning about the Georgetown Public Schools-Walking Tour

(Wear Comfortable Shoes!)

Topics:

- SMART goals
- DDMs
- Grade-Level Curriculum and Instruction
- Classroom Structures
- Differentiated Learning
- DDMs

11:30AM-12:30PM Lunch

12:30PM-2:00PM Planning Your Classroom Instruction

Topics:

- Classroom Organization and Management
- Connecting with Parents and the Community

V. ASSIGNMENT OF MENTORS TO BEGINNING TEACHERS AND TRAINING OF MENTORS

All beginning and new teachers to the district are assigned mentors prior to the start of school. The match of mentor and protégé is arranged by the Mentoring Committee with notification provided to the individuals by Principals and the Director of Curriculum and Instruction. Teachers who join the school system after the start of the school year are matched with mentors as needed as soon as possible.

The criteria for mentor/protégé match are as follows:

- Minimum four years teaching experience in the Georgetown Public Schools
- Completion of district Mentor Training (required)
- Where possible for like positions:
 - Same school as protégé
 - Same grade /subject as protégé
 - Proximity within the building with the protégé
 - Rotation of opportunity for mentorship – all other factors fulfilled

VI. BECOMING A MENTOR

Mentor Training: August 11, 2016 Thursday

Time: 8:00 a.m. to 3:00 p.m.

Location: Perley Media Center

The training of Georgetown mentors is performed in-house. This training program is based upon information from Massachusetts Department of Education workshops on developing mentoring programs and the training of mentors. In effect Georgetown has adopted the Department of Education model for our Mentoring Institute.

The core topics of Georgetown's mentor training include:

- Expectation of Mentors
- Mentor skill building
- The mentor's roles and tasks
- The mentoring process and strategies
- Guided practice in key mentoring attitudes and skills
- Training and expectations that mentors and protégés will share with each other

Mentor requirements:

- Current Teacher License/Certification
- Professional status

- Completion of a minimum of four years teacher/administrative service in the Georgetown Public Schools
- Desire to assist a teacher new to the profession
- Successful completion of a Mentor Training Program (Mentor Training Programs outside the Georgetown Public Schools are subject to prior approval)
- Current Georgetown certification as a mentor with yearly re-certification available at Induction Day.
- All mentors trained outside the Georgetown Public Schools must be part of a 2 hour Certification/Recertification Program prior to entering the Georgetown mentoring pool

Duties of a Mentor:

- Attend all district-level Mentoring/Induction meetings.
- Fulfill all obligations outlined in the District Induction/Mentoring Plan as prescribed by the District Mentoring Committee.
- Observe your assigned protégé for a minimum of three formal sessions of at least thirty minutes each. Observations are to occur throughout the school year.
- Ensure that your protégé observes you or another qualified teacher at least twice during the school year for a minimum of thirty minutes each time.
- Meet with your protégé for a minimum of sixty hours during the school year. For this purpose, a meeting is defined as a situation devoted to discussing or assisting the protégé with the improvement of classroom instruction which includes but is not limited to:
 - Attend Induction Day formal meetings – including two Induction/Orientation Days in August
 - Attend all scheduled district after-school Induction/Mentoring meetings
 - Participate in classroom observations and feedback with mentor
 - Participate in Instructional Rounds and Analysis meetings throughout school year
 - Maintain the ongoing prescribed mentoring/protégé log
 - Submit documentation as required to the Mentoring Committee at each meeting.

Immediately inform the District Mentoring Committee in writing of any situation which may impact your ability to fulfill your duties/obligation as a Mentor.

The New Teacher's Support Team

The Georgetown Teacher's Support Team is a group consisting of, but not limited to a mentor, the principal, and the respective subject area coordinator. The mentor and protégé are matched based on the criteria enumerated above. Other district-wide professional staff can be involved in support as needed. The purpose of the support team is to help insure the success of the new teacher.

VII. INDUCTION PROGRAM ACTIVITIES AND REQUIREMENTS FOR BEGINNING TEACHERS

Protégés, including new teachers hired after the orientation days, must complete all program components. Teachers who have attended and fulfilled mentoring and induction programs in previous districts must provide evidence of successful completion of a mentoring program from teacher's previous district.

2016-2017 Meeting Schedule for Mentors and Protégés

Participation in Induction is required in the first year of employment (regardless of license type) and assessed by ESE when an educator seeks a Professional teacher or administrator license ([603 CMR 7.04 \(2\)\(c\)\(2\)](#)). Teachers must receive 50 hours of mentoring beyond the first induction year for Professional licensure ([603 CMR 7.04 \(2\)\(C\)\(4\)](#)).

August 11, 2016: New Mentor Training for District Qualified Teachers

August 23, 2016: New Staff Breakfast-Georgetown High School and Mentoring Program Introduction

August 24, 2016: Mentoring Program Induction –Perley Media Center

August 29, 2016: Meet Your Mentor! (If Mentors and Protégés haven't been paired yet date TBD within first two weeks of school)

- **August 30 – June 15:** Biweekly contact between mentor and protégé
- **August 30 – June:** Ongoing informal and formal meetings between mentor and protégé

Sept. 29, 2016—Unpacking the Teachers Rubric

- 3:00PM in the Perley Media Center
 - Meeting of all mentors and protégés

November 10, 2016— Professional Culture

- 3:00PM in the Perley Media Center
 - Meeting of all mentors and protégés

January 5, 2017—Student Engagement

- 3:00PM in the Perley Media Center
 - Meeting of all mentors and protégés

March 2, 2017—Formative Assessment

- 3:00PM in the Perley Media Center
 - Meeting of all mentors and protégés

May 18, 2017— Family and Community Engagement

- 3:00PM in the Perley Media Center

- Meeting of all mentors and protégés

2016-2017 Georgetown Instructional Rounds Schedule

Sessions will alternate as AM and PM sessions to facilitate all schools and grade levels:

- Oct 19, 2016
- Dec 7, 2016
- Feb 8, 2017
- April 12, 2017

2016-2017 Mentoring Professional Learning Committee Book Club

Book Club Title: *Making Learning Visible*

- November 2016 to February 2017
- Alternating monthly meetings and online postings
 - Nov. 9, 2016 3-4 Location TBD
 - Dec. 12-16, 2016 Virtual Meeting via Schoology.com
 - Jan. 25, 2017 3-4 Location TBD
 - Feb. 27-Mar. 3 Virtual Meeting via Schoology.com

Release Time for the Mentor and Beginning Teacher

Release time for the mentor and beginning teacher is provided by a combination of scheduling during non-instructional times, common planning time, and substitute coverage.

VIII. PROTÉGÉ'S OBLIGATIONS FOR SUCCESSFUL PROGRAM COMPLETION

The Georgetown Public Schools supports first and second year teachers through many different types of district mentoring experiences during a teacher's first two years of teaching. All new teachers must participate in the district's year one induction program activities as well as fulfill a minimum of 50 hours of collective mentoring experiences during year two in order to advance to professional licensure. Although no formal mentor is assigned during a teacher's second year, the second year teacher should consider his/her experienced colleagues, department chair, curriculum coordinator, supervisor, and/or principal to be his/her community of mentors. New teachers who wish to obtain a professional license must keep a log of mentoring (including professional development) experiences during year two. Upon request of the district, and/or

third year teachers, continued protégé support will be offered through a New Teachers Support Group school throughout the protégé's third year of employment in the district.

1. Completion of Year One Mentoring and Induction Program (Required)

2. Completion of Year Two Protégé Program (Required)

3. Completion of Year Three Protégé Program (By Request of Teacher/District)

YEAR TWO PROTÉGÉ PROGRAM INFORMATION

A list of acceptable mentoring experiences follows:

- Attend district-scheduled Induction and Mentor Meetings as designed by mentor coordinator
- Attend classroom Instructional Rounds as designed by mentor coordinator (see schedule below)
- Read and participate in Critical Friends/ Professional Learning Community as designated by mentor coordinator
- Participate in peer observations in colleagues' classes
- Attend and participate in district book clubs
- Participate in Mentor Induction Schoology forums online
- Participate in district sponsored content or pedagogical workshops aligned with district goals and led by the teacher leaders and/or a district consultant
- Attend meetings between a coordinator, a principal or department head
- Attend new teacher induction district meetings that review topics of school system culture, e.g., classroom management, parent conferences, and teacher evaluation
- Observe your mentor or another qualified teacher as directed by your mentor
- Attend vertical team and other district-based strategic committee meetings

YEAR THREE PROTÉGÉ PROGRAM INFORMATION (On As Needed Basis)

The 2015 regulations provide a baseline for districts' induction and mentoring programs. ESE strongly encourages districts to go beyond the minimum requirements as needed to ensure educators receive meaningful supports and leadership opportunities. Year Three Mentoring and Induction will consist of New Teacher Support Groups where deemed necessary by the district.

**Immediately inform the District Mentoring Committee in writing of any situation which may impact your ability to fulfill your duties/obligation as a protégé. Teachers who do not fulfill the induction program requirements will be asked to re-enroll in the following school year's induction program*

Overview of Induction and Mentoring Program Requirements by Educator Type

Induction and Mentoring Program Required Components	Beginning Teacher (new to the profession)	Incoming Teacher (new to the district/role)	Beginning Administrator (new to the profession)	Incoming Administrator (new to the district/role)
Orientation	✓	✓	✓	✓
Assigned Mentor	✓	Recommended	✓	Recommended
50 Hours of mentoring beyond induction year	✓	Possibly. ¹	Recommended	Recommended
Support team, including at a minimum a mentor and qualified evaluator	✓	Recommended	✓	Recommended
Release time for mentor and mentee	✓	Recommended	✓	Recommended
Time and resources to learn hiring, supervision and evaluation methods included in the Professional Standards for Administrators	Not Applicable	Not Applicable	✓	Recommended
Additional induction supports in years 2 and 3	Recommended	Recommended	Recommended	Recommended

¹ A teacher new to the role or district who holds a Professional license has most likely already received 50 hours of mentoring beyond the induction year and would not be required to complete additional mentoring. However, a teacher who holds an Initial license who is either new to the role or district must fulfill this requirement in order to obtain a Professional license.

Educator Licensure

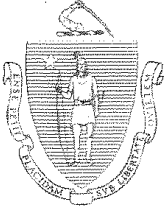
- Licensure is a credential that signifies competency in an educator’s subject matter knowledge and capacity to teach.
- The license renewal process supports the ongoing professional development of educators through the completion of an Individual Professional Development Plan (IPDP) that can be aligned to an educator’s goals and activities in the educator plan used in evaluation

[\(603 CMR 44.04 \(1\)\(c\)\)](#). For more information about combining the plans, read the Educator Evaluation [Frequently Asked Questions](#).

- Additionally, induction is required in the first year of employment (regardless of license type) and assessed by ESE when an educator seeks a Professional teacher or administrator license ([603 CMR 7.04 \(2\)\(c\)\(2\)](#)). Teachers must receive 50 hours of mentoring beyond the first induction year for Professional licensure ([603 CMR 7.04 \(2\)\(C\)\(4\)](#)).

Final Paperwork and Logs

- *Upon completion of Year One requirements, Mentors please submit Year One Professional Hours Log with a total number of Year One Induction hours to Amanda Girard by June 1, 2017. Mentees should submit personal reflection of six peer observations by June 1, 2017.*
- *Upon completion of Year Two requirements, please submit Year Two Professional Hours Log with a total number of 50 hours and Verification School-Based Employment form to Amanda Girard by June 1, 2017.*
- *Upon completion of Year Three requirements, please submit your Year Three Professional Hours Log with a total number of hours (as determined by the Mentor Committee) to Amanda Girard.*



Massachusetts Department of Elementary and Secondary Education

Office of Educator Licensure
75 Pleasant Street, Malden, Massachusetts 02148

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Verification of School Based Employment / Induction and Mentoring

Employee's legal name (print): _____
Last
First
Middle

Social Security Number: _____ Or Educator License Number: _____

Or MEPID _____

Name of School	School District (City/town if not a district)	State	Employed as follows: License Field and Grade Level (e.g. Elementary, 1-6)	Employment		F.T.E. (If<1.0)
				Start Date (M/ D/ Y)	End Date (M/ D/ Y) Or Present	

In accordance with Massachusetts Regulations for Educator Licensure And Preparation Program Approval 603 CMR 7.00, the employee has completed:

Please check:

A one-year induction program with a mentor

At least 50 hours of mentored experience beyond the induction year

The employment, induction program, and mentored experience verified above were successfully completed as attested by my signature in the role of:

Please check one: Superintendent Principal Head Administrator*

Name (print): _____

Signature: _____ Date: _____

Telephone number: _____ Email: _____

*Note: This form is to be completed by the provider of the employment, induction program, and mentored experience. *Head Administrator could be an Assistant Superintendent, HR Director, or a similar position in a non-public educational setting. The Department may contact you if any clarification is needed.*