

*Adopted by the State Board of Education  
at its meeting June 10, 2004.*

Action Item # G.2.c.  
State Board of Education  
June 10, 2004

## **RESOLUTION TO ADOPT NINE STANDARDS FOR EFFECTIVE TEACHER INDUCTION & MENTORING PROGRAMS**

WHEREAS, the foundation of a quality education for all students is providing quality teaching for all students and, moreover, that providing that quality demands the recruitment and retention of competent, qualified teachers; and

WHEREAS, research and current practice indicate that formal, comprehensive, induction and mentoring programs accelerate the successful transitioning of new teachers into the profession and provide the ongoing support so critical to reducing the flow of new teachers out of the profession; and

WHEREAS, induction and mentoring are priority activities under Title I and Title II of the *No Child Left Behind Act of 2001* and standards are essential to ensuring well-designed and meaningful programs; and

WHEREAS, the Task Force on Teacher Quality, as a result of its two-year pilot of an induction and mentoring program, identified the need for state standards for exemplary induction and mentoring programs and by this resolution makes its recommendation to the State Board of Education for the adoption of such standards:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the following nine (9) standards for teacher induction and mentoring programs in Alabama and endorses the State Department of Education's use of these standards in working with the 129 local school systems to enhance the quality of induction and mentoring activities statewide to increase the effectiveness of beginning teachers and thereby increase the performance of the students entrusted to them.

## **Standards for Effective Teacher Induction and Mentoring Programs**

District induction and mentoring programs that support the continuous improvement and growth of beginning teachers have:

1. Goals that reflect local needs and are aligned with the goals of the district and the state.
2. Formal structures, policies, and procedures that support program implementation and address the following:
  - Induction
  - Mentoring process
  - Mentor training
  - Collaborative problem-solving and decision-making
3. Administrative leadership and commitment at the district and building level with designated persons responsible for implementation.
4. Confidentiality policies that guarantee the integrity of the mentoring relationship.
5. Clearly defined roles and responsibilities for mentors.
6. Identified criteria and methods for mentor selection and matching.
7. Adequate human and financial resources available to provide for effective implementation.
8. Mentor training and new teacher orientation provided prior to the opening of school and ongoing, high-quality professional development for mentors and protégés throughout the school year.
9. An evaluation plan for program improvement and accountability and to provide feedback to all stakeholders, particularly the institutions where any new-to-the-profession teacher completed an Alabama State Board of Education-approved program.