

## Overview of South Carolina Induction and Mentoring Programs

Beginning with the 2008-09 school year, all South Carolina school districts have developed and implemented Induction and Mentoring Plans approved by the South Carolina Department of Education. Although tailored to the particular needs and characteristics of the district and its personnel, each district program must meet the requirements established in the 2006 South Carolina Induction and Mentoring Program Implementation Guidelines, which were developed in response to a growing body of research that demonstrates the positive impact of high quality induction and mentoring on teacher recruitment, retention, and efficacy.

As part of its overall Induction and Mentoring Program, each district must provide a comprehensive support system for induction-contract educators (including classroom-based teachers, school guidance counselors, library media specialists, and speech language therapists) in order to help them increase their effectiveness, become a part of the professional culture, and prepare for formal evaluation during a subsequent annual-contract year.

Locally, districts establish the procedures, requirements, and criteria that first-year teachers must meet in order to complete the district's induction program successfully. Although districts may vary in how the induction program is delivered and in what is required of first-year teachers to successfully complete the induction program, some typical requirements might include participation in an induction course or seminar, development of a written long-range plan and unit work sample, written reflections upon observations and one's own teaching, and the use of a collaborative log between the mentor and induction-contract teacher.

At minimum, the 2006 Induction and Mentoring Guidelines establish that each district program for induction-contract teachers must include:

- the assignment of a trained mentor for each induction-contract educator, matched as closely as possible to the content area and grade level of the beginning teacher;
- an orientation to the district's induction and mentoring program requirements and criteria for successful completion of that program;
- a mentor-guided formative assessment process that includes opportunities for each induction-contract educator and mentor to collaborate on a regular basis to observe in the classroom and to reflect upon teaching, areas of identified need, school procedures and concerns, and/or planning for professional development activities;
- the creation, by the mentor and advisee, of a written professional growth and development plan for each induction-contract teacher based upon his or her identified professional strengths and areas of need related to the ADEPT Performance Standards;
- professional development activities that support induction-contract teachers in attaining the knowledge and skills needed to achieve the goals established in their growth and development plans; and
- opportunities for all induction-contract educators within a school, district, and/or multidistrict consortium to interact as a group to share information and ideas about teaching on a regular and consistent basis.

The 2006 South Carolina Induction and Mentoring Program Implementation Guidelines are available at [http://www.scteachers.org/Cert/certpdf/mentor\\_guide.pdf](http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf).