**ESE Master Logo
Massachusetts Department of Elementary and Secondary Education**

2018 Massachusetts Statewide Induction and Mentoring Report

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1. Executive summary

The work of Massachusetts school districts and education collaboratives in developing, evaluating, and enhancing educator induction is essential to ensuring access to excellent educators for all students. Approximately 3,300 beginning educators, including 2,500 beginning teachers, join a Massachusetts public school each year. These educators disproportionately work in schools with high populations of economically disadvantaged students and students of color. Research indicates that on average, novice teachers are less effective than more experienced teachers.[[1]](#footnote-1) Furthermore, a lack of supportive relationships with colleagues ranks among the top factors influencing overall teacher retention.[[2]](#footnote-2)

Quality induction represents an essential juncture in an educator’s professional trajectory by building upon the skills learned in educator preparation programs and fostering further development and investment in schools and classrooms. Effective induction and mentoring programs improve student achievement, increase new teacher effectiveness and retention,[[3]](#footnote-3) reduce district recruiting costs, and expand teacher leadership opportunities, all of which contribute to a more stable, robust and impactful teacher workforce within a district.

The Massachusetts Statewide Induction and Mentoring Report aggregates data on local educator induction practices to provide insight into the current policies and practices around induction throughout the Commonwealth. In 2018, 336 school districts and collaboratives in Massachusetts (91 percent) reported quantitative and qualitative data on their induction programs. Participating organizations include traditional school districts, Horace Mann charter schools, and education collaboratives—those that are required to submit local mentoring and induction reports ([603 CMR 7.12(3)](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=12))—as well as ten Commonwealth charter schools who opted to submit reports. In total, the report represents information from 64 lower performing districts and 227 higher performing districts.[[4]](#footnote-4) Appendix C lists all organizations who submitted responses by the deadline, and thus whose data appears in this report.[[5]](#footnote-5)

As part of the 2018 reporting requirements, districts[[6]](#footnote-6) responded to questions about induction and mentoring programs relative to teachers, principals, and Specialized Instructional Support Personnel (SISPs). Thus, unless otherwise stated, the data presented in this report comes directly from districts’ self-reported perspectives, and not from the Department of Elementary and Secondary Education’s (DESE) data collections. Throughout this report, “induction” refers broadly to all supports for new educators—including mentoring—as well as orientations, peer meetings, and other training ([603 CMR 7.02](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=02)).

## Key Findings

* **Induction programs for principals tend to be less extensive than those for teachers**, although districts report that beginning principals are more prepared at the start of their practice.
  + **Principal mentees generally experience programs with fewer supports**, compared to teacher mentees. In about three-quarters of districts, beginning teachers experience more than one year of induction, compared to about one-third of districts with multi-year induction for beginning principals ([page 15](#_How__long)).
  + **Mentors of teachers receive more frequent training** than do mentors of principals ([page 15](#_How__long)).
  + **Looking across performance Indicators, on average, nine percent of districts reported that beginning teachers were “fully ready” to meet district needs.** By comparison, 26 percent of districts reported that beginning principals were “fully ready” across the various Indicators. Districts rated beginning principals’ preparedness to meet the [Standards of Administrative Leadership Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.docx), and beginning teachers’ preparedness to meet the [Standards for Effective Teaching Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.docx) ([page 4](#_How_well_prepared)).
* **Lower performing districts were more likely to report certain challenges facing their induction programs,** compared to higher performing districts. Lower performing districts were more likely to report:
  + **beginning teachers and principals entering schools less “ready”** in relation to their respective performance Indicators (particularly on Indicator II-C: Cultural Proficiency) ([page 4](#_How_well_prepared));
  + **induction programs for beginning and incoming teachers with a shorter duration** ([page 16](#_Lower_performing_districts));
  + **difficulty in identifying enough qualified mentors for teachers** ([page 9](#_How_do_districts));and
  + **induction programs that are only moderately or minimally effective at retaining new teachers** ([page 18](#_How_do_induction)).
* **Analysis of district responses and their educator retention rates shows that districts’ self-reported amount spent per mentee is not related to retention rates of beginning educators.**
* **Analysis found no meaningful differences in induction and mentoring supports across districts with the highest and lowest annual expenditures per mentee**, except that mentors and mentees meet more frequently in higher spending districts.

1. Who are the mentees?

## *Did teacher mentees attend educator preparation programs?*

#### Fifty-four percent of responding districts reported hiring at least one teacher with a provisional license in the past three years. About half of these districts differentiate mentoring for teachers with provisional licenses versus initial licenses.

***Why the data matters***

Beginning teachers working under an initial license have completed an approved educator preparation program. Those working under a provisional license are not required to have received formal training or preparation. Thus, some districts provide different supports for mentees with provisional licenses.

#### Among districts who differentiate induction for teachers with provisional licenses, they most commonly do so by providing supports for advancing to initial licensure. Many also provide more oversight of curriculum planning, instruction, and classroom management, as well as additional time with mentors or other colleagues.

## 

***Why the data matters***

The Department aims for all beginning teachers to be prepared to make a positive impact on students from their first day in the classroom. The [Standards for Effective Teaching Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.docx) and [Standards of Administrative Leadership Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.docx) represent the expected components of Massachusetts educators’ practice. As such, “fully ready” is the goal for incoming educator readiness.

## *How well prepared are beginning educators?*

#### *Beginning teachers:*

#### When rating beginning teachers’ readiness on the [Standards for Effective Teaching Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.docx), the most common responses were “mostly ready” or “moderately ready.”

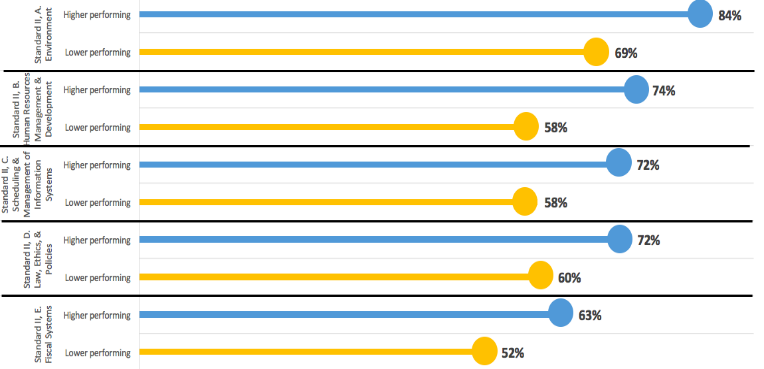
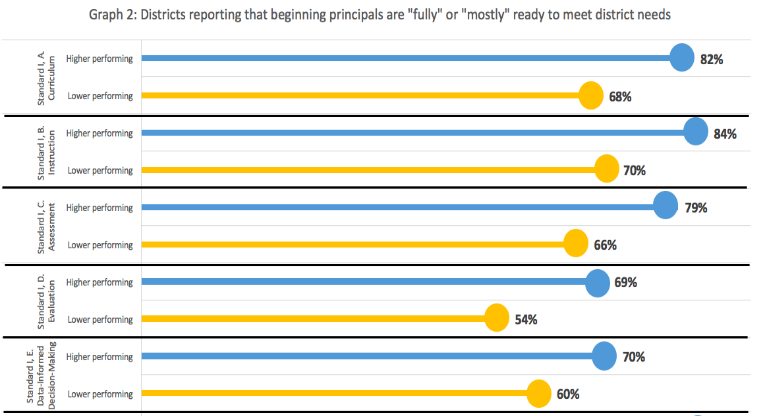
* **Higher performing districts were more likely than lower performing districts to report that beginning teachers and principals were “mostly ready/fully ready,”** on each performance Indicator.
* **Looking across performance Indicators, on average, nine percent of districts reported that beginning teachers were “fully ready” to meet district needs.** By comparison, 26 percent of districts reported that beginning principals were “fully ready” across the various Indicators. Districts rated beginning principals’ preparedness to meet the [Standards of Administrative Leadership Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.docx), and beginning teachers’ preparedness to meet the [Standards for Effective Teaching Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.docx).
* **The differences in the proportion reporting “mostly ready” tended to be largest in Standards I and II** (Curriculum, Planning and Assessment; and Teaching All Students) (See Graph 1).
* **Among lower performing districts, 22 percent said beginning teachers were “minimally ready” or “not ready” in Indicator II, C: Cultural Proficiency**, compared to only 9 percent of higher performing districts.

#### Standard I-A, Curriculum and Planning: Higher performing 67%; lower performing 53% Standard I-B, Assessment: Higher performing 54%; lower performing 39% Standard I-C, Analysis: Higher performing 40%; lower performing 29% Standard II-A, Instruction: Higher performing 70%; lower performing 54% Standard II-B, Learning Environment: Higher performing 75%; lower performing 48% Standard II-C, Cultural proficiency: Higher performing 55%; lower performing 38% Standard II-D, Expectations: Higher performing 66%; lower performing 44%

***Beginning principals***

Aswithteachers**, higher performing districts were more likely than lower performing districts to indicate that beginning principals were “mostly ready/fully ready” but in general felt novice principals were more ready than beginning teachers.**

No districts described beginning principals as “not ready” on any Indicator.



| ***Why the data matters***  In addition to demonstrating sufficient experience (3+ years), effectiveness (Proficient ratings on most recent performance evaluation) and role-aligned licensure expertise ([603 CMR 7.00](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=12)), effective mentors support new teachers in the entire “instructional triangle”: teacher knowledge and skill, the role of students in the learning process, and the level and complexity of the content the student is being asked to learn.[[7]](#footnote-7) Selecting mentors through a strategic application and assignment process with these qualities in mind can yield quality mentors and more effective mentees.[[8]](#footnote-8) |
| --- |

1. Who are the mentors?

## *How do districts find mentors?*

The most common ways districts select teacher mentors are through **supervisor recommendations** (used in 90 percent of responding districts), **educator evaluation ratings** of Proficient or Exemplary (76 percent), and **mentee feedback from previous years** (68 percent). Application processes exist in 59 percent of districts.

* Lower performing districts are more likely to report difficulty in identifying enough qualified mentors for teachers.
* Almost half of districts report difficulty in identifying enough qualified mentors for SISPs.

| Table 3: Districts reporting that it is difficult to identify enough qualified mentors to meet the needs of educators | |
| --- | --- |
| Mentors of teachers **(higher performing districts)** | **15%** |
| Mentors of teachers (all districts) | **18%** |
| Mentors of principals (all districts) | **24%** |
| Mentors of teachers **(lower performing districts)** | **27%** |
| Mentors of other administrators (all districts) | **34%** |
| Mentors of SISPs (all districts) | **46%** |

Analyses of districts’ Induction and Mentoring Report responses in conjunction with retention rates also showed a correlation between difficulty in recruiting teacher mentors and lower retention rates of new teachers.

When necessary, 58 districts reported that they look beyond the local school or district to recruit qualified and well-matched mentors—particularly for administrators, SISPs, or specialist teachers. Most frequently, programs draw on **mentors from other districts or retirees**, especially for mentors of administrators. **Regional networks**, such as local education collaboratives and state professional organizations, also help make mentor matches. Specifically, respondents referenced the [Massachusetts Association of School Superintendents](https://www.massupt.org/), the [Massachusetts Association of School Business Officials](https://www.masbo.org/), and the [Massachusetts School Administrators Association](http://www.mssaa.org/mssaa?sid=35) as important resources for recruiting mentors.

When local mentors are hard to recruit, one district recommended **direct outreach to effective, professional, well-regarded staff**, with a personal invitation to serve as a mentor. The **district leadership team** may assist in mentoring administrators. **Group mentoring** can also allow a limited pool of mentors to serve all mentees.

Many small districts reported struggling to find mentors to help mentees with content-specific concerns, especially in less common subjects. When a mentee is available in the same school, but not the same role, three districts said they assign a **part-time, job-alike mentor from another building or district**.

## *How do districts use group mentoring?*

In group mentoring, one mentor works with multiple mentees and meets with them at the same time. Fifty-nine percent of districts use this model with at least some teacher mentors, and 21 percent do so for at least some principal mentors. District often use group mentoring when they struggle to find enough role-alike, experienced mentors, or for educators who are beyond their first year of practice. Group mentoring offers benefits such as idea-sharing, constructive problem solving, and leadership development.[[9]](#footnote-9)

***Teacher group mentoring***

In group mentoring for teachers, districts often construct **groups in similar content areas and/or grade levels**. When mentees have few or no role-alike colleagues in the building—such as a music or severe disabilities teachers—grouping them together can boost camaraderie among positions that often feel isolated. Districts use group models such as professional learning communities and book studies. Often, mentees in a group also spend one-on-one time with the mentor. Some districts begin group mentoring in teachers’ second year of practice, and **mentees help determine the group’s focus areas**. Group mentoring is also an effective way to support experienced teachers who are new to the district.

Several districts report a **positive reception to group mentoring**; teachers appreciate collaborating, sharing ideas, and building a supportive community among mentees. They can share best practices and problem-solve together.

***Principal group mentoring***

Districts reported similar practices for group mentoring of beginning principals. Specifically, groups use mentoring time to troubleshoot problems and share successes. When describing principal group mentoring, districts frequently cited successes. For example, respondents said group mentoring is a beneficial means to model collaboration and to broaden understanding of educator evaluation.

## *How are mentors trained?*

Mentors in nearly all districts receive formal training at some point, but most do not receive *annual* training. And while almost one-half of districts provide refresher training for teacher mentors, only one-quarter of districts do so for principal mentors.

* **Mentors of teachers receive more frequent training than do mentors of principals.**

***Resources for training teacher mentors, used and recommended by MA districts***

* *The 21st Century Mentor’s Handbook* (Paula Rutherford)
* Mentoring in Action (Carol Pelletier Radford)
* The First Years Matter (Carol Pelletier Radford)
* Studying Skillful Teaching (Research for Better Teaching)

***Resources for training principal mentors, used and recommended by MA districts***

* *Teach Like a Champion 2.0* (Doug Lemov)
* *The EntryPlan Approach* (Jentz & Wofford)
* The Skillful Leader (Research for Better Teaching)

Many districts expressed a need for higher-quality mentor training programs and materials. While over 80 percent of districts develop and lead their own mentor training, only 52 percent provide mentors with resources such as a handbook.

Districts shared mentor training approaches that have been effective:

* Differentiate training for elementary and secondary teacher mentors, with secondary mentor training being more content-specific.
* Send mentor coordinators to external training from a vendor or institute of higher education, which the coordinators then relay to the district’s mentors.
* Assign mentor coordinators or experienced mentors to facilitate mentor trainings throughout the year.
* Develop interactive online trainings.
* Invite mentors to attend new teacher trainings alongside mentees, to foster further collaboration and support.

Districts’ successful mentor training structures include book and article studies; case studies; role-play of challenging scenarios; problem-resolution practice; and discussions of videos showing mentoring in action. Mentor training can **tie in to the district improvement plan**, and should set clear expectations and goals for the mentor role: namely, mentors ought to be **empathetic, non-supervisory, and non-evaluative**.

When asked about providing training for principal mentors that is different from training offered to teacher mentors, most respondents said they provide differentiated training on an as-needed basis or not at all. A small number of districts report using external organizations to provide principal mentor training.

1. What is the content of induction and mentoring programs?

## *How do induction programs support mentees?*

***Why the data matters***

For beginning teachers and principals, districts are required to provide specific supports; orientation; mentors; a support team (including a mentor and qualified evaluator); and release time for the mentor and mentee to meet and participate in observations. ([603 CMR 7.12(2)](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=12) and [603 CMR 7.13 (2)](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=13)).

Districts are more likely to provide the following supports—including required supports—to beginning teachers. Notably, **only about half of teacher induction programs and one-third of principal induction programs provide release time for mentors and mentees**; when asked to name areas for improvement in their programs, the challenge to find time for mentor-mentee meetings is among the topics that districts mention most frequently.

*\*Required induction component for* [*teachers*](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=12) *and* [*administrators*](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=13)*.*

## *How do mentors support mentees?*

The areas most often reported as frequent topics of teacher mentee-mentor interactions are:

* classroom management,
* curriculum/content, and
* pedagogy instructional strategies.

The top focal areas of principal mentor-mentee interactions include:

* school/district procedures,
* school/district culture,
* educator evaluation,
* professional collaboration, and
* providing coaching/feedback to teachers.

Comparing the data in Graphs 5 and 6 to that from [Graphs 1 and 2](#_Beginning_teachers:) suggests that **the topics mentors and mentees most frequently discuss are not well-aligned to the Performance Indicators in which mentees are the least prepared to meet district needs**. For example, the topics most likely to be frequently discussed among teachers and their mentors are classroom management, curriculum/content, and pedagogy/instructional strategies, although these topics do not reflect the Performance Indicators for which teacher mentees are least ready (Analysis, Assessment, Cultural Proficiency, and Communication). The data shows similar misalignment for principal mentees.

| ***Why the data matters***  Providing comprehensive teacher induction for two years can boost teacher effectiveness and student achievement,[[10]](#footnote-10) while one year of teacher induction may not be sufficient to do so.[[11]](#footnote-11)  In Massachusetts, induction and mentoring is required for beginning teachers, principals, and other administrators in their first year, and teacher programs must provide at least 50 hours of mentoring *after* the first year of practice (typically in years two and three) ([603 CMR 7.04](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=04)). |
| --- |

1. How are induction and mentoring programs operated and funded?

## *How long do new educators receive mentoring and induction?*

Principal mentees generally experience induction programs with fewer supports, compared to teacher mentees. **In about three-quarters of districts, beginning teachers experience more than one year of induction**, compared to about **one-third of districts with multi-year induction for beginning principals**.

*Induction recommended but not required*

### **Lower performing districts are more likely to have one-year programs** for beginning or incoming teachers, and less likely to have three-year programs, compared to higher performing districts.

For principals, most districts do not extend induction for beginning principals beyond the first year of practice, regardless of accountability level. When districts do offer principal induction after the first year, year two supports may include a focus on **evaluation and instructional leadership**, or on areas for improvement that mentees and mentors identified in year one. After the first year, principals may participate in **group mentoring**, or have less frequent interactions with their mentors.

## *How frequently do mentors and mentees meet?*

In 56 percent of districts, first-year mentors generally meet at least weekly with their mentors; some meet even more frequently.

* **Analysis found no meaningful differences in induction and mentoring supports across districts with the highest and lowest annual expenditures per mentee**, except that mentors and mentees meet more frequently in higher spending districts.

Among districts that report spending more than $1,000 per mentee, 62 percent reported that mentors and mentees typically meet once a week. For districts that spend $600 or less per mentee, 45 percent reported that mentors and mentees generally meet weekly.

## *What is the estimated annual amount spent per mentee?*

* **Analysis of educator retention rates shows that districts’ self-reported amount spent per mentee is not related to retention rates of beginning educators.**

The self-reported annual amount that districts spend per mentee varies widely, with no clear pattern across district performance levels.[[12]](#footnote-12)

| Table 4: Estimated annual amount spent per mentee | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Under $400: **13%** | | | | | | |  |  |
| **$** | **$** | |  | | | | |  |
| $401-$600: **24%** | | | | | | |  |  |
| **$** | | **$** | | **$** | **$** | **$** |  |
| $601-$800: **14%** | | | | | | |  |
| **$** | | **$** | | **$** |  | | |
| $801-$1,000: **17%** | | | | | | |  |
| **$** | | **$** | | **$** |  | | |
| $1,001-$1,200: **10%** | | | | | | |  |  |
| **$** | | **$** | |  |  | | |  |
| More than $1,200: **23%** | | | | | | |  |  |
| **$** | | **$** | | **$** | **$** | **$** |  |  |

1. What are the outcomes of induction and mentoring programs?

## *How do districts know if their programs are effective?*

Districts are more likely to use metrics to evaluate teacher induction programs than principal induction programs. **Mentor and/or mentee surveys** on the induction and mentoring program and **formal/informal observations** are the two most frequently used metrics to evaluate the effectiveness of induction and mentoring programs.

## *How do induction programs relate to teacher retention?*

Eighty-three percent of districts reported **that their induction program is mostly or highly effective at retaining new teachers**. However,

* **Lower performing districts were more likely to report that induction programs are only moderately or minimally effective at retaining new teachers (29 percent),** compared to higher performing districts (11 percent).

| ***Why the data matters***  Research suggests that districts providing mentoring are more likely to retain new teachers[[13]](#footnote-13). A national longitudinal study found that 92 percent of mentored novice teachers returned to teaching the next year, compared to 84 percent of novice teachers without a mentor. Additionally, this same study found that over each of their first five years, teachers who had participated in first-year mentoring were more likely to continue teaching than those who did not have first-year mentoring.[[14]](#footnote-14) |
| --- |

In addition, districts with lower proportions of beginning teachers[[15]](#footnote-15) tended to report that induction programs were more effective at retaining new teachers, compared to districts with high proportions of beginning teachers.[[16]](#footnote-16) Additional research is necessary to verify the impact of specific programs on new teacher retention.

| ***Why the data matters***  A national survey of National Board Certified Teachers reported on the effectiveness of specific mentoring supports, according to those who received such supports. Most respondents rated spending sufficient time with a mentor (73 percent) and observing the mentor modeling effective practice (60 percent) as among the most effective components of mentoring.[[17]](#footnote-17) |
| --- |

## *How do induction programs relate to beginning teachers’ effectiveness?*

Research indicates that quality induction programs improve mentees’ practice.[[18]](#footnote-18) Nearly all districts (95 percent) responded that induction has been mostly or highly effective in improving the effectiveness of beginning teachers.

In particular, districts’ belief that induction helps beginning teachers improve correlates with:

* + Frequency of mentor-mentee meetings
  + Opportunities for mentees to observe the mentor
  + Use of learning walks
  + Meetings including a supervisor

Additional research is necessary to determine the relationships between characteristics of induction programs and beginning teacher effectiveness.

Interestingly, fewer districts described their programs as “highly effective” in improving new teacher efficacy (21 percent) than in retaining new teachers (32 percent).

#### *Possible answers also include “Unknown”; the graph does not show those answers.*

Appendix A: District-developed resources

The following additional resources were submitted by districts and collaboratives in past years’ induction and mentoring reports and are available on DESE’s [Induction & Mentoring Resources webpage](http://www.doe.mass.edu/edeffectiveness/mentor/reports.html). To share your own organization’s materials, please contact [EducatorDevelopment@doe.mass.edu](mailto:EducatorDevelopment@doe.mass.edu).

**Program Overview**

* Program components and sustainability (Assabet Valley Regional Vocational Technical)
* Information on second- and third-year program (Fall River)
* Induction program differentiation (Triton)

**Mentor Recruitment and Selection**

* Timeline for mentor selection (Concord Area Special Education Collaborative)
* Roles and responsibilities (Holbrook, Saugus)
* Mentor agreement (Waltham)

**Planning for the year**

* New educator needs assessment (Triton, Winthrop)
* Monthly mentoring checklists (Holbrook, Milton)
* First week and monthly mentoring checklists (Lincoln-Sudbury)

**Mentor/mentee activities**

* Communication log aligned with Standards (Andover)
* Peer observation and coaching model (Nauset)
* Recommended activities and support log (Somerville)
* Observation feedback forms (Assabet Valley Regional Vocational Technical, Norton)
* Collaborative assessment of mentee (Fall River)
* Mentee scavenger hunts (Maynard)

**Program assessment and improvement**

* Evaluation overview (Assabet Valley Regional Vocational Technical)
* Mentor and mentee surveys (Athol-Royalston, Concord Area Special Education Collaborative, Tewksbury, Winthrop (mentors and mentees))
* Monthly reflection (Saugus)

Appendix B: All aggregated responses

**Who are the mentees?**

| Table 5: In the past three years, has your district hired a teacher with a provisional license (who has not completed an educator preparation program)? | |
| --- | --- |
| Yes | 54% |
| No | 46% |

| Table 6: Is the induction and mentoring support you provide differentiated for teachers with a provisional license versus an initial license? | |
| --- | --- |
| Yes | 14% |
| Somewhat | 34% |
| No | 52% |

#### Based on the Standards for Effective Teaching Practice, please indicate the extent to which beginning teachers (in their first three years of practice) are ready to meet your district’s needs.

#### Based on the Standards for Administrative Leadership Practice, please indicate the extent to which beginning principals (in their first three years of practice) are ready to meet your district’s needs.

**Who are the mentors?**

| Table 7: How are mentors selected? | | | |
| --- | --- | --- | --- |
|  | **Mentors of Teachers** | **Mentors of Principals** | **Mentors of**  **Other Administrators** |
| Educator Evaluation Rating of Proficient or Higher | 76% | 24% | 18% |
| Recommendations by colleagues | 31% | 15% | 13% |
| Recommendations by supervisors | 90% | 28% | 22% |
| Application process | 59% | 6% | 5% |
| Interview | 13% | 6% | 4% |
| Mentee feedback from previous years | 68% | 14% | 11% |
| Other | 13% | 8% | 9% |

| Table 8: How are teacher mentors and mentees matched in your district? | |
| --- | --- |
| By content area | 87% |
| Within the school building | 87% |
| By grade level | 79% |
| By mentor's skill set | 49% |
| By schedule (i.e. sharing a prep time) | 12% |
| By race/ethnicity | 1% |
| Other | 10% |

| Table 9: Do some of the teacher mentors in your district work with multiple mentees by meeting with them at the same time (group mentoring)? | |
| --- | --- |
| Yes | 59% |

| Table 10: How are principal mentors and mentees matched in your district? | |
| --- | --- |
| By mentor’s skill set | 58% |
| Limited ability to select due to small number of available mentors | 41% |
| By grade span | 36% |
| By race/ethnicity | 1% |
| Other | 15% |

| Table 11: Do some of the principal mentors in your district work with multiple mentees by meeting with them at the same time (group mentoring)? | |
| --- | --- |
| Yes | 21% |

**How are programs structured?**

| Table 12: In general, how frequently do mentees in their first year of practice meet with mentors? | |
| --- | --- |
| Weekly | 56% |
| Every two weeks | 26% |
| Monthly | 8% |
| Other | 11% |

| Table 13: In general, how frequently do mentees not in their first year of practice meet with mentors? | |
| --- | --- |
| Weekly | 14% |
| Every two weeks | 31% |
| Monthly | 31% |
| Quarterly | 5% |
| Other | 15% |
| Not sure | 4% |

| Table 14:  In general, when do mentor-mentee meetings occur? | |
| --- | --- |
| After school | 88% |
| During school (e.g. common planning time) | 74% |
| Before school | 58% |
| Designated PD days/times | 24% |
| Summer | 19% |
| Other | 8% |

| Table 15: Does your district partner with any other districts, educator preparation programs, or other organizations to support your induction and mentoring program? | |
| --- | --- |
| Yes | 29% |

| Table 16:  What type of organization? | |
| --- | --- |
| Consultants/other organizations | 55% |
| Retired educators | 31% |
| Other districts | 27% |
| Professional organizations | 27% |
| Collaboratives | 24% |
| Educator preparation programs or higher education institutes | 17% |
| [Other](javascript:void(0);) | 12% |

**What is the content of induction and mentoring programs?**

| Table 17: During their time together, how frequently do teachers and their mentors focus on the following topics? | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Always** | **Often** | **Sometimes** | **Rarely** | **Never** |
| School/district procedures | 12% | 63% | 24% | 1% | 0% |
| School/district culture | 8% | 58% | 32% | 2% | 0% |
| Curriculum/content | 21% | 64% | 15% | 0% | 0% |
| Pedagogy/instructional strategies | 20% | 64% | 16% | 0% | 0% |
| Classroom management | 19% | 66% | 15% | 1% | 0% |
| Assessment strategies | 7% | 58% | 34% | 1% | 0% |
| Parent communication/engagement | 8% | 53% | 38% | 2% | 0% |
| Differentiation for specific student populations (EL, SPED, gifted) | 11% | 52% | 36% | 2% | 0% |
| Educator evaluation | 9% | 48% | 39% | 3% | 0% |
| Professional collaboration | 12% | 45% | 39% | 3% | 0% |
| Advancing licensure | 0% | 7% | 50% | 39% | 4% |
| Other | 9% | 25% | 58% | 5% | 3% |

| Table 18: During their time together, how frequently do principals and their mentors focus on the following topics? | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Always** | **Often** | **Sometimes** | **Rarely** | **Never** |
| School/district procedures | 24% | 60% | 12% | 2% | 2% |
| School/district culture | 23% | 56% | 17% | 2% | 2% |
| Curriculum/content | 8% | 49% | 39% | 2% | 2% |
| Instructional leadership | 24% | 47% | 26% | 2% | 1% |
| Classroom management | 5% | 30% | 48% | 13% | 4% |
| Assessment strategies | 6% | 44% | 43% | 5% | 3% |
| Parent communication/engagement | 12% | 57% | 28% | 2% | 2% |
| Differentiation for specific student populations (ELL, SPED, gifted) | 9% | 41% | 44% | 4% | 2% |
| Educator evaluation | 29% | 56% | 12% | 2% | 2% |
| Professional collaboration | 22% | 50% | 25% | 2% | 2% |
| Operations and building management | 17% | 51% | 28% | 3% | 2% |
| Budget | 11% | 40% | 38% | 9% | 2% |
| Providing coaching/feedback to teachers | 18% | 54% | 23% | 3% | 2% |
| Advancing licensure | 1% | 8% | 43% | 42% | 7% |
| Other | 7% | 29% | 51% | 6% | 8% |

#### How are induction and mentoring programs managed and funded?

| Table 19: What rewards or incentives do mentors receive? | |
| --- | --- |
| Stipend | 95% |
| Designation as a school/district leader | 22% |
| Additional professional development opportunities | 20% |
| Credits toward salary scale | 9% |
| None | 2% |
| Reduced teaching/administration load | 1% |
| Other | 12% |

| Table 20: What funding is used to support your district's induction and mentoring program? | |
| --- | --- |
| Title IIA (Fund code 140) | 61% |
| District funds/Chapter 70 | 56% |
| Title IA (Fund code 305) | 3% |
| State grants | 2% |
| Financial supports/grants from non-government organizations (nonprofits, higher education institutes, etc.) | 2% |
| Other | 12% |

**What are the outcomes of induction and mentoring programs?**

| Table 21: Please indicate any metrics your district uses to evaluate what you are doing well and what you can improve in your induction and mentoring program. | | | |
| --- | --- | --- | --- |
|  | Teacher induction and mentoring program | Principal induction and mentoring program | Used to evaluate other programs |
| Changes in mentors' notes and/or feedback for mentees | 41% | 12% | 5% |
| Retention of new educators | 70% | 22% | 8% |
| Student learning outcomes for new educators | 21% | 12% | 4% |
| Mentor and/or mentee surveys on induction and mentoring program | 80% | 13% | 9% |
| End-of-year interviews with mentors and/or mentees | 47% | 16% | 4% |
| Summative mentee assignment (e.g., reflection or portfolio) | 31% | 6% | 2% |
| Educator Evaluation data | 50% | 20% | 8% |
| Formal/informal observations | 74% | 26% | 10% |
| Student feedback on teacher/administrator effectiveness | 12% | 5% | 3% |
| Teacher feedback on colleague/administrator effectiveness | 29% | 14% | 4% |
| Other | 5% | 2% | 1% |

Appendix C: Respondents who submitted completed reports, and whose data is reflected in this report

| Abington  ACCEPT Education Collaborative  Acton-Boxborough  Acushnet  Adams-Cheshire  Agawam  Amesbury  Amherst (submitted on behalf of Amherst-Pelham and Pelham)  Andover  Arlington  Ashburnham-Westminster  Ashland  Assabet Valley Regional Vocational Technical  Athol-Royalston  Attleboro  Auburn  Avon  Ayer Shirley  Barnstable (submitted on behalf of Barnstable Community Horace Mann Charter)  Baystate Academy Charter  Bedford  Belchertown  Bellingham  Belmont  Berkley  Berkshire Hills  Berlin-Boylston (submitted on behalf of Berlin and Boylston)  Beverly  Bi-County Collaborative  Billerica  Blackstone Valley Regional Vocational Technical  Blackstone-Millville  Blue Hills Regional Vocational Technical  Boston  Boston Day and Evening Academy Charter  Bourne  Boxford (submitted on behalf of Topsfield and Middleton) | Braintree  Bridgewater-Raynham  Bristol County Agricultural  Bristol-Plymouth Regional Vocational Technical  Brockton  Burlington  Cambridge  Canton  Cape Cod Collaborative  Cape Cod Regional Vocational Technical  CAPS Collaborative  Carlisle  Carver  Central Berkshire  Central Massachusetts Special Education Collaborative  Chelmsford  Chelsea  Chicopee  City on a Hill Charter Public Schools  Clinton  Cohasset  Collaborative for Educational Services  Collaborative for Regional Educational Services and Training  Community Day Charter Public Schools  Concord (submitted on behalf of Concord-Carlisle)  Concord Area Special Education Collaborative  Danvers  Dartmouth  Dedham  Dennis-Yarmouth  Dighton-Rehoboth  Douglas  Dracut  Dudley-Charlton  Duxbury  East Bridgewater  East Longmeadow  Easthampton  Easton  EDCO Collaborative |
| --- | --- |

| Edward M. Kennedy Academy for Health Careers Horace Mann Charter  Erving  Essex North Shore Agricultural and Technical  Everett  Fairhaven  Fall River  Falmouth  Farmington River  Fitchburg  Florida (on behalf of Clarksburg, Rowe, and Savoy)  Foxborough  Framingham  Franklin  Freetown-Lakeville  Gardner  Gateway  Georgetown  Gill-Montague  Gloucester  Grafton  Granby  Greater Fall River Regional Vocational Technical  Greater Lawrence Regional Vocational Technical  Greater New Bedford Regional Vocational Technical  Greenfield  Groton-Dunstable  Hadley  Hamilton-Wenham  Hampden-Wilbraham  Hampshire (on behalf of Chesterfield-Goshen, Southampton, Westhampton, Williamsburg, and Worthington)  Hancock  Hanover  Harvard  Hatfield  Hilltown Cooperative Charter  Hingham  Holbrook  Holliston  Holyoke  Hopedale  Hopkinton  Hudson  Hull | Ipswich  King Philip  LABBB Collaborative  Lawrence  Lawrence Family Development Charter  Lee  Leicester  Leominster  Leverett  Lexington  Lincoln  Lincoln-Sudbury  Littleton  Longmeadow  Lowell  Lower Pioneer Valley Educational Collaborative  Ludlow  Lunenburg  Lynn  Lynnfield  Malden  Manchester Essex  Mansfield  Marblehead  Marlborough  Marshfield  Martha’s Vineyard (on behalf of Edgartown, Oak Bluffs, Tisbury, and Up-Island Regional)  Masconomet  Mashpee  Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District  Maynard  Medford  Medway  Melrose  Mendon-Upton  Methuen  Middleborough  Milford  Millbury  Millis  Milton  Minuteman Regional Vocational Technical  Mohawk Trail (submitted on behalf of Hawlemont)  Monomoy |
| --- | --- |

| Monson  Montachusett Regional Vocational Technical  Mount Greylock (submitted on behalf of Lanesborough and Williamstown)  Nahant  Nantucket  Narragansett  Nashoba  Nashoba Valley Regional Vocational Technical  Natick  Nauset (submitted on behalf of Brewster, Eastham, Orleans, and Wellfleet)  Needham  New Bedford  New Salem-Wendell  Newburyport  Newton  Norfolk  Norfolk County Agricultural  North Adams  North Andover  North Attleborough  North Brookfield  North Middlesex  North Reading  North River Collaborative  Northampton  Northampton-Smith Vocational Agricultural  Northborough  Northbridge  Northeast Metropolitan Regional Vocational Technical  Northshore Education Consortium  Norton  Norwell  Norwood  Old Colony Regional Vocational Technical  Old Rochester (submitted on behalf of Marion, Mattapoisett, and Rochester)  Orange  Pathfinder Regional Vocational Technical  Peabody  Pembroke  Pentucket | Petersham  Pilgrim Area Collaborative  Pioneer Valley  Pittsfield  Plainville  Plymouth  Provincetown  Quaboag  Quincy  Ralph C Mahar  Randolph  Reading  READS Collaborative  Revere  Richmond  Rockland  Rockport  Rowe  Salem (on behalf of Bentley Academy Charter)  Saugus  Scituate  Seekonk  SEEM Collaborative  Sharon  Shawsheen Valley Regional Vocational Technical  Sherborn (submitted on behalf of Dover and Dover-Sherborn)  Shore Educational Collaborative  Shrewsbury  Shutesbury  Silver Lake (submitted on behalf of Halifax, Kingston, and Plympton)  Somerset Berkley  Somerville  South Coast Educational Collaborative  South Hadley  South Middlesex Regional Vocational Technical  South Shore Charter  South Shore Educational Collaborative  South Shore Regional Vocational Technical  Southbridge  Southeastern Massachusetts Educational Collaborative  Southeastern Regional Vocational Technical |
| --- | --- |
| NahantNantucket |  |

| Southern Berkshire  Southern Worcester County Educational Collaborative  Southern Worcester County Regional Vocational Technical  Southwick-Tolland-Granville  Springfield  Stoneham  Stoughton  Sudbury  Sutton  Swampscott  Swansea  TEC Connections Academy Commonwealth Virtual School District  Tantasqua  Tewksbury  The Education Cooperative  Tri-County Regional Vocational Technical  Triton  Tyngsborough  Upper Cape Cod Regional Vocational Technical  Uxbridge  Valley Collaborative  Wachusett  Wakefield | Walpole  Waltham  Ware  Wareham  Watertown  Wayland  Webster  Wellesley  West Boylston  West Bridgewater  West Springfield  Westborough  Westfield  Weston  Westport  Westwood  Weymouth  Whitman-Hanson  Whittier Regional Vocational Technical  Wilmington  Winchendon  Winchester  Winthrop  Woburn  Worcester  Wrentham |
| --- | --- |

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4. “Higher performing” districts are those designated levels 1 and 2 in 2016, and “lower performing” districts are designated levels 3–5 (based on prior [accountability level](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/accountability-and-assistance-system-overview.html) designations). Three participating districts had insufficient data to receive an accountability level in 2016. Accountability data from 2017 is insufficient due to districts’ participation in next generation MCAS assessments. [↑](#footnote-ref-4)
5. Because some organizations share mentoring programs and thus reported together, the data in this report comes from 294 local Induction and Mentoring Reports. [↑](#footnote-ref-5)
6. While the participating organizations include both school districts and educational collaboratives, this report uses the term “districts” to refer to both. [↑](#footnote-ref-6)
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