Collecting stakeholder feedback provides districts with meaningful data to support the continuation of induction and mentoring programs and drive program improvements. Districts are encouraged to incorporate feedback from a variety of stakeholders—mentors, mentees, school administrators, program partners (including educator preparation programs), and other staff associated with the induction and mentoring program. Districts will not submit stakeholder feedback to ESE; however, they may be asked to provide general information about how feedback was collected, patterns in the feedback, and actions taken as a result of feedback ([603 CMR 7.12 (3)(g)](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=12)).

This resource includes:

* [Sample feedback topics](#topics)
* [Sample feedback items for mentors](#mentors)
* [Sample feedback items for mentees](#mentees)
* [Survey items from the 2014 TELL Mass Survey](#TELL)

This document is intended to be a resource for districts to use when considering components of an induction and mentoring program for which they would like to solicit stakeholder feedback.[[1]](#footnote-1)

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| Sample Feedback Topics*The following topics are intended to guide districts when considering aspects of induction and mentoring programs for which they may collect feedback (via surveys, focus groups, etc.). This list is not exhaustive and districts may choose to prioritize topics based on local priorities and program needs.* |
| * Impact of induction and mentoring on educator practice (practice of mentees and mentors)
* Impact of induction and mentoring within the district (educator recruitment and hiring, retention, school/district culture, etc.)
* Collaboration within and across schools in the district to support and implement the induction and mentoring program
* Program resources (funding, time, materials, etc.)
* Program structure (duration of induction and mentoring supports, one-on-one vs. group opportunities, program leadership, program evaluation and plan for continuous improvement, etc.)
* Partnerships that support induction and mentoring programs (other districts, educator preparation programs, outside consultants, etc.)
* Administrator support and involvement in induction and mentoring
* Mentor training (frequency, quality, etc.)
* Mentor selection
* Mentor rewards and incentives
* Opportunities for mentors to collaborate with one another (monthly meetings, ongoing training, etc.)
* Opportunities for mentees to collaborate with one another (new teacher support groups, group mentoring, targeted professional development, etc.)
* Meetings between mentors-mentees (frequency, structure, topics discussed)
* Mentor-mentee classroom collaboration (opportunities to observe one another, co-teach, etc.)
* Induction and mentoring support for non-classroom teachers (administrators, school nurses, counselors, etc.)
* Open-ended feedback (successes, challenges, suggestions, etc.)
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| Sample Feedback Items for Mentors*The following items are based on district examples shared with ESE. If districts would like to use these examples, they are encouraged to adjust them to reflect local priorities and program needs.* |
| * Which district training and meeting topics were most helpful for you and your new teachers this year (MA Curriculum Frameworks, licensure requirements, goal setting, differentiation for ELL students, educator evaluation, etc.)?
* Rate the effectiveness of the mentor training you received
* On average, how often did you and your new teacher meet?
* Did you and your new teacher use a communication log to document: dates, amount of time met, and topic related notes during mentoring meetings?
* How frequently did you and your new teacher plan observation time with each other over the course of the school year?
* Based on your experience with your new teacher, what topics should the district focus on in terms of providing supports to new teachers (curriculum and instruction, developing student assessments, analyzing student data, interacting with parents and families, collaborating with colleagues, differentiating instruction for specific groups of learners (ELL, special needs, advanced), reflecting on practice, etc.)?
* As a mentor, you are recognized as a leader in the school/district. Rate level of agreement.
* In what ways did you support your mentee with educator evaluation?
* In what ways did school and district leadership collaborate with/support you as a mentor?
* What suggestions do you have for improving the induction and mentoring program? Supports for mentors? Supports for mentees?
* Districts can also use a survey to collect feedback on mentors’ interest in continuing as a mentor, serving as a mentor coordinator or lead mentor in the district, etc.
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| Sample Feedback Items for Mentees*The following items are based on district examples shared with ESE. If districts would like to use these examples, they are encouraged to adjust them to reflect local priorities and program needs.* |
| * How would you rate the mentoring experience you have had during the year?
* How useful was the information shared with you at the district orientation? Please add comments to help us plan for the future.
* On average, how often did you and your mentor meet?
* On average, what was the duration of your meetings with your mentor?
* Did you and your mentor use a communication log to document: dates, amount of time met, and topic related notes during mentoring meetings?
* How frequently did you and your mentor plan observation time with each other over the course of the school year?
* Were the topics and activities you and your mentor shared over the course of the year useful for improving effective teaching practice?
* Based on your experience, what topics should the district focus on in terms of providing supports to new educators (curriculum and instruction, developing student assessments, analyzing student data, interacting with parents and families, collaborating with colleagues, differentiating instruction for specific groups of learners (ELL, special needs, advanced), reflecting on practice, etc.)?
* As a new educator, do you have opportunities to share your strengths and ideas with colleagues?
* My school supports professional collaboration and learning from one another. Rate your level of agreement.
* Question related to how new teacher was supported by administrator and mentor, related to consistent feedback and understanding areas in which the new teacher should focus growth.
* What aspects of the induction and mentoring program should the district continue to provide to new teachers?
* What suggestions do you have for improving the induction and mentoring program? Supports for mentees? Supports for mentors?
* Districts can also collect feedback on the type of supports new educators would like to receive in their second and third years of practice.
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| TELL Mass Survey Items |
| As part of Race to the Top, educators across the Commonwealth participated in the TELL Mass (Teaching, Empowering, Leading and Learning) survey in 2012 and 2014. Part of the survey included questions specific to new teacher and new administrator supports. Districts may consider using those data to inform areas of focus for strengthening induction and mentoring programs, baseline data, or questions to consider asking educators going forward. Below are the survey items used in the TELL Mass survey in 2014.  |

**TELL Mass 2014 New Teacher Survey Questions**

New Teacher Support

Q11.1. As a beginning teacher, I have received the following kinds of supports.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. Formally assigned mentor | 🔘 | 🔘 |
| b. Seminars specifically designed for new teachers | 🔘 | 🔘 |
| c. Reduced workload | 🔘 | 🔘 |
| d. Common planning time with other teachers | 🔘 | 🔘 |
| e. Release time to observe other teachers | 🔘 | 🔘 |
| f. Formal time to meet with mentor during school hours | 🔘 | 🔘 |
| g. Orientation for new teachers | 🔘 | 🔘 |
| h. Access to professional learning communities where I could discuss concerns with other teacher(s) | 🔘 | 🔘 |
| i. Regular communication with principals, other administrator or department chair | 🔘 | 🔘 |
| j. Other | 🔘 | 🔘 |
| k. I received no additional support as a new teacher. | 🔘 | 🔘 |

Q11.2. On average, how often did you engage in each of the following activities with your mentor?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Never | Less than once per month | Once per month | Several times per month | Once per week | Almost daily |
| a. Developing lesson plans | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| b. Being observed teaching by my mentor | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| c. Observing my mentor's teaching | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| d. Analyzing student work | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| e. Reviewing results of students' assessments | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| f. Addressing student or classroom behavioral issues | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| g. Reflecting on the effectiveness of my teaching together | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| h. Aligning my lesson planning with the state curriculum and local curriculum | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| i. Other | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |

Q11.3. How much did the support you received from your mentor influence your practice in the following areas?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | Hardly at all | Some | Quite a bit | A great deal |
| a. Instructional strategies | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| b. Subject matter I teach | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| c. Classroom management strategies | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| d. Using data to identify student needs | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| e. Differentiating instruction based upon individual student needs and characteristics | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| f. Creating a supportive, equitable classroom where differences are valued | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| g. Enlisting the help of family members, parents and/or guardians | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| h. Working collaboratively with other teachers at my school | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| i. Connecting with key resource professionals (e.g., coaches, counselors, etc.) | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| j. Complying with policies and procedures | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| k. Completing administrative paperwork | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| l. Providing emotional support | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| m. Other | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |

Q11.4. Please indicate whether each of the following were true for you and your mentor.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. My mentor and I were in the same building. | 🔘 | 🔘 |
| b. My mentor and I taught in the same content area. | 🔘 | 🔘 |
| c. My mentor and I taught the same grade level. | 🔘 | 🔘 |

Q11.5. Overall, the additional support I received as a new teacher improved my instructional practice.

* Strongly disagree
	+ Disagree
	+ Agree
	+ Strongly agree
	+ Don't know

Q11.6. Overall, the additional support I received as a new teacher has helped me to impact my students’ learning.

* Strongly disagree
	+ Disagree
	+ Agree
	+ Strongly agree
	+ Don't know

Q11.7. Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

* Strongly disagree
	+ Disagree
	+ Agree
	+ Strongly agree
	+ Don't know

**TELL Mass 2014 New Principal Survey Questions**

New Principal Support

Q12.1. Have you been formally[1] assigned a mentor in the past three years?

* Yes
	+ No

*Formally means assigned by the superintendent or other central office staff to a mentor (another principal, administrator, etc.) to provide induction and additional support.*

Q12.2. My mentor was effective in providing support in the following areas.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Agree | Strongly agree | Don't know |
| a. Instructional leadership | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| b. School improvement planning | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| c. Budgeting | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| d. Scheduling | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| e. Staffing (hiring, firing, etc.) | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| f. Teacher evaluation | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| g. Teacher remediation | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| h. Data-driven decision making | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| i. Working with parents and the community | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |

Q12.3. Please indicate whether each of the following were true for you and your mentor.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. My mentor and I work in schools at the same level. | 🔘 | 🔘 |
| b. My mentor and I work in the same district. | 🔘 | 🔘 |
| c. My mentor and I work in schools within 50 miles of each other. | 🔘 | 🔘 |

Q12.4. On average, how often did you engage in each of the following activities with your mentor?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Never | Less than once per month | Once per month | Several times per month | Once per week | Almost daily |
| a. Coaching conversations with my mentor | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| b. Being observed in my school by my mentor | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| c. Observing my mentor’s school | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| d. School improvement planning with my mentor | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |
| e. Having discussions with my mentor about leadership | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 | 🔘 |

Q12.5. Overall, my mentoring experience has been important in my decision to remain as principal in this school.

* Strongly disagree
	+ Disagree
	+ Agree
	+ Strongly agree
	+ Don't know

Q12.6. My mentoring experience has been important in my effectiveness as a school leader.

* Strongly disagree
	+ Disagree
	+ Agree
	+ Strongly agree
	+ Don't know
1. Note: A district may determine that stakeholder feedback, particularly for administrators primarily responsible for induction and mentoring programs, could be used in educator evaluation as part of the staff feedback requirement. For more information, visit <http://www.doe.mass.edu/edeval/feedback/>. [↑](#footnote-ref-1)