

Massachusetts



Department of
Education

Teacher Induction Programs in Massachusetts

Summary Report

May, 2002



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Massachusetts Department of Education

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May, 2002

Dear Colleagues:

With the passage of the Education Reform Act of 1993, school districts across the Commonwealth became required to create and administer programs to support their beginning educators. Many districts, over the course of the past nine years, have responded by implementing mentoring programs that pair beginning teachers with veteran teachers. The Department of Education has supported many of these programs since 1996 with grant funding, training for mentors and administrators, programs for beginning teachers such as Case Study Seminars and technical assistance. This support has helped many districts across the Commonwealth build the internal capacity needed to sustain these support programs over time.

Most recently, the Department has acknowledged the importance of induction programs to educator development by tying these programs to educator licensure. Under the new licensure regulations that became effective October 2001, participation in an induction program is a requirement for the professional license for both teachers and administrators. All school districts in the Commonwealth are, as a result, required to offer induction programs to educators that are new to the district. The new regulations also outline standards for district induction programs. These standards expand the idea of support from the mentoring model to a more comprehensive induction model that includes an orientation, a support team and release time for induction program activities as well as a mentoring relationship.

As the data in the following report shows, many districts already have all or some of these induction program standards in place. This demonstrates the achievements made in the area of educator support since the passage of the Education Reform Act. Districts are encouraged to use the report findings as a resource for developing and improving their own teacher induction programs.

Sincerely,

David P. Driscoll
Commissioner of Education

Table of Contents

Executive Summary	Page 1
Methodology	Page 2
Report Findings	Page 3
Themes	Page 13
Recommendations.....	Page 14
Appendix A	Page 16

Executive Summary

The Department has collected data about induction program practices from district induction coordinators, principals, beginning teachers and mentors from 104 districts. This report provides substantial information to the field about induction program practices across the Commonwealth. The Department hopes this information will be used to create new induction programs where they do not already exist and strengthen those already in existence. The findings are summarized below:

- District programs engage in some level of program planning and administrator support.
- An orientation, mentoring relationship, beginning teacher workshops and evaluation administered by a qualified administrator are a few of the components of the induction program that districts offer which usually last the entire school year.
- The majority of mentoring relationships involve one-to-one mentoring and districts have a variety of policies and procedures for mentor selection, mentor/mentee matching and mentor training that guides these relationships.
- Mentoring activities are quite varied and range from helping the beginning teacher become acclimated to new surroundings such as introductions to colleagues, help with grading or providing moral support to those that relate to the improvement of practice such as observation, lesson planning, and classroom management techniques.
- District programs provide benefits to beginning and mentor teachers including positively impacting practice and effectiveness in the classroom; create a sense of collegiality; and rely on a strong sense of commitment from participants, most notably, mentors.
- The recommendations that arose from this report encourage districts to: develop innovative strategies for addressing the constraints of time and money; increase the involvement of association representation in the planning process; provide administrators the training needed to support beginning teachers; ensure that the mentoring activities that are taking place are appropriately helping the beginning teacher learn and grow professionally; and ensure that the supervisor-administered evaluation is a professional growth experience.

Methodology

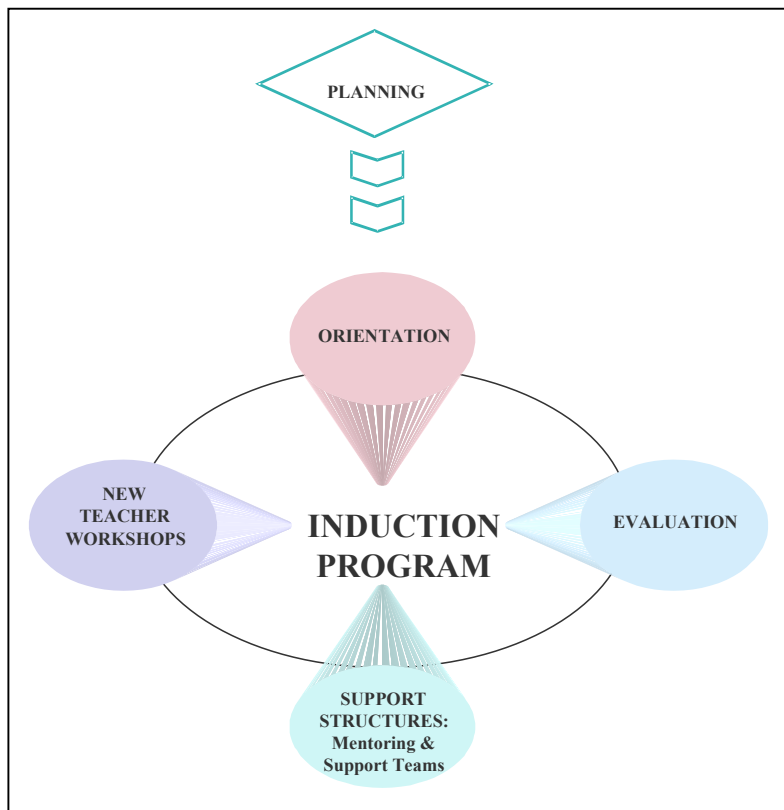
This report presents information on current district practices and trends related to district induction programs and mentoring efforts. This information was collected from surveys that were distributed to every Massachusetts school district in May 2001. Each district received sets of four individualized surveys that were to be distributed to the following constituencies: beginning teachers, mentors, school principals, and program coordinators. While the questions were tailored to each category of respondent, they addressed the same core of information. All surveys contained both multiple-choice and open-response questions. In total, educators from 104 districts responded. The 2,732 surveys that were returned represented: 1270 beginning teachers from 93 districts, 1099 mentors from 89 districts, 281 principals from 77 districts, and 82 program coordinators from 70 districts.

Report Findings

Introduction

An induction program may consist of many different components. These components include: an orientation; support structures such as mentoring, support teams, and coaching; beginning teacher training/workshops; mentor workshops; and evaluation. The Department's *Regulations for Educator Licensure and Preparation Program Approval* requires districts in Massachusetts to provide teachers in their first year of practice with an induction program. At the very least, these programs must include an orientation, a mentoring relationship with a trained mentor, assignment to a support team and release time to participate in support activities.¹

This report provides information on these components and on data relevant to planning an induction program. General findings and information about induction programs in Massachusetts are also contained in this document.



¹ Massachusetts Department of Education's Guidelines for Induction Programs
(<http://www.doe.mass.edu/eq/mentor/induct.pdf>)

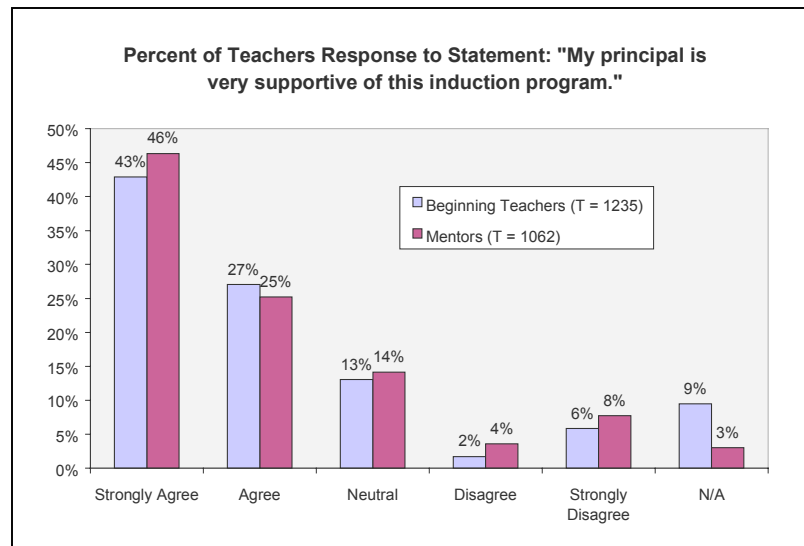
Report Findings

Program Planning

The majority of district induction program coordinators across the Commonwealth have indicated that some form of program planning has taken place at the district level. More than half of the 82 district coordinators indicated that the planning process included the creation of a steering committee with at least Superintendent, Principal, Program Coordinator and Veteran Teacher representation. Some districts indicated that representatives from the school committee or an assistant superintendent also served. Less than half of these district coordinators indicated that representatives of the local teachers' association were members of the planning team or part of the planning process.

Administrator training is another important aspect of the planning process. This training can help administrators better understand their role in as it relates to the induction program. Through training, administrators obtain an understanding of what new teachers need and how those needs can and should be addressed. Over 70% of principals indicated that they had not recently participated in an administrative training on induction programs.

Program Support. The commitment of district staff and the support of the school community are critical to the success of a district induction program.² While an induction program is usually administered at the district level, individual school principals and administrators can shape how the program will be managed and supported at the school level. Almost half of the 1099 mentors and 1270 beginning teachers strongly agree that their principal was supportive of the induction program.



² Massachusetts Department of Education's Guidelines for Induction Programs (<http://www.doe.mass.edu/eq/mentor/induct.pdf>)

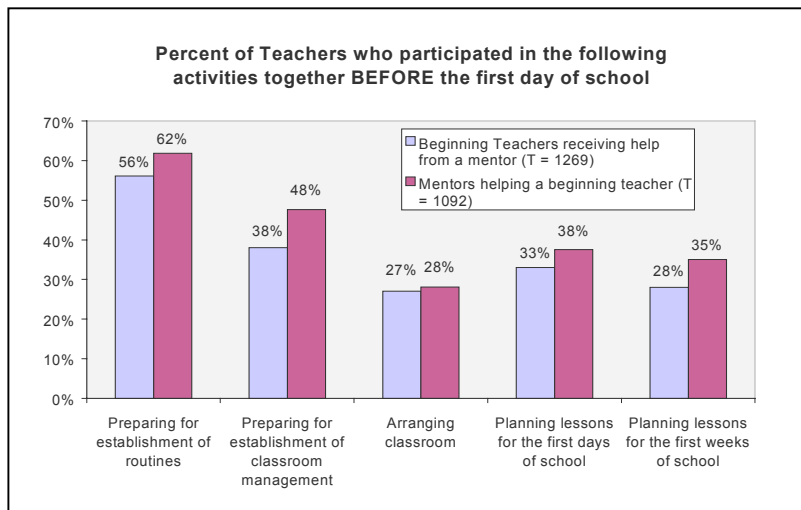
Report Findings

Beginning Teachers Characteristics. About 43% of the beginning teachers were elementary school teachers, 30% were middle school teachers and 27% were secondary school teachers. These individuals entered the teaching fields through different routes: 75% were licensed and entered through the traditional route; 13% were licensed and entered through an alternative route; nine percent were unlicensed and were working on an emergency permit; one percent were unlicensed and were teaching interns; and two percent listed other. 27% of these teachers indicated that they had been teaching for less than one year, while 27% indicated one year, 11% indicated two years, seven percent indicated three years and 28% listed “other” as the length of time they had been teaching.

Length of Induction Programs. Approximately, 86% of both mentors and beginning teachers indicated that their district’s induction program extended through the entire school year. 90% of principals exhibited the same positive response by indicating that their school’s induction/support program extended from the first to the last day of the school year.

Orientation Programs

An orientation program provides the beginning teacher with an introduction to the district and school. 75% of beginning teachers indicated that they participated in a formal school or district-wide orientation. Many districts seem to overlap the orientation and mentoring components of the induction program as indicated by the number of beginning teachers and mentors who have participated in mentoring-like activities before the start of the school year. They have indicated that they have participated in activities such as preparing for the establishment of routines and classroom management, arranging a classroom, and planning lessons for the first days and weeks of school and the first year in the classroom.



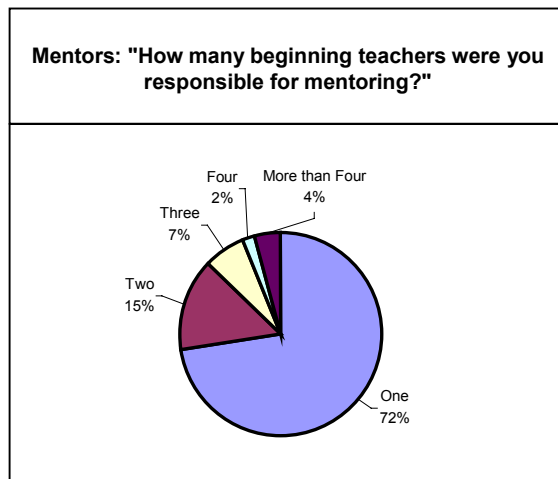
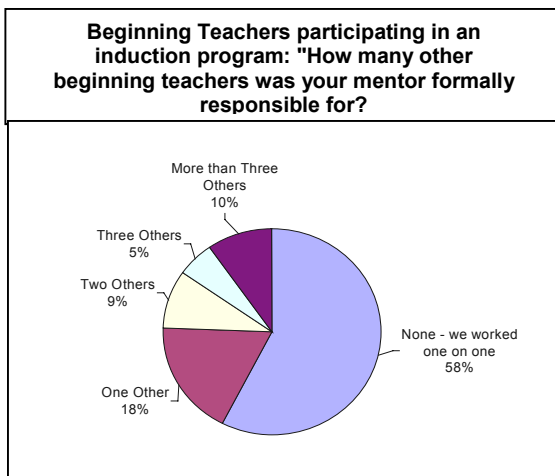
Report Findings

Support Teams

Support teams are groups of individuals in a district or school that provide a beginning teacher with support in addition to their relationship with their mentor. These teams offer beginning teachers multiple experiences, perspectives, and styles from which to learn. Data indicates that district programs are offering this opportunity to learn from multiple experiences. 59% of beginning teachers and 66% of mentors indicated that the induction program provided opportunities to learn from professionals other than their mentor or beginning teachers.

Mentoring

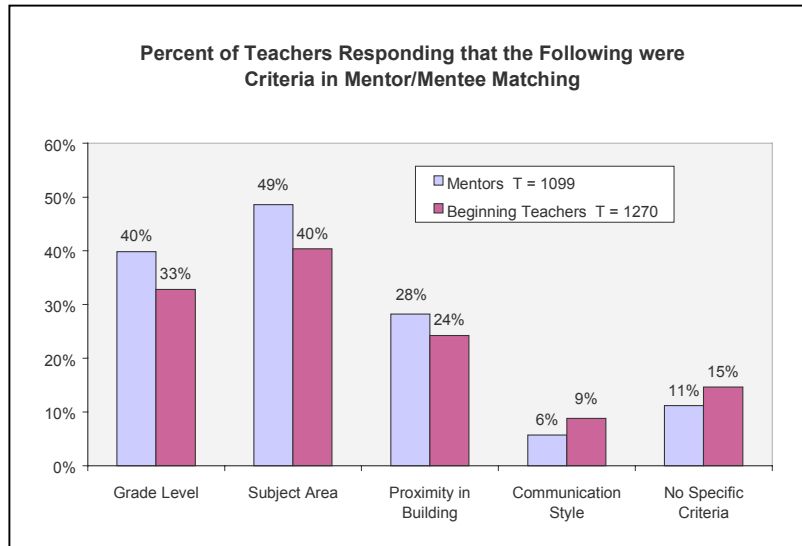
For years, many districts have provided mentoring support to beginning teachers. This type of support exists in various forms with mentors and beginning teachers participating in one-to-one mentoring relationships as well as mentors assuming responsibility for more than one beginning teacher. The following charts indicate the type of mentoring relationships that exist in the state:



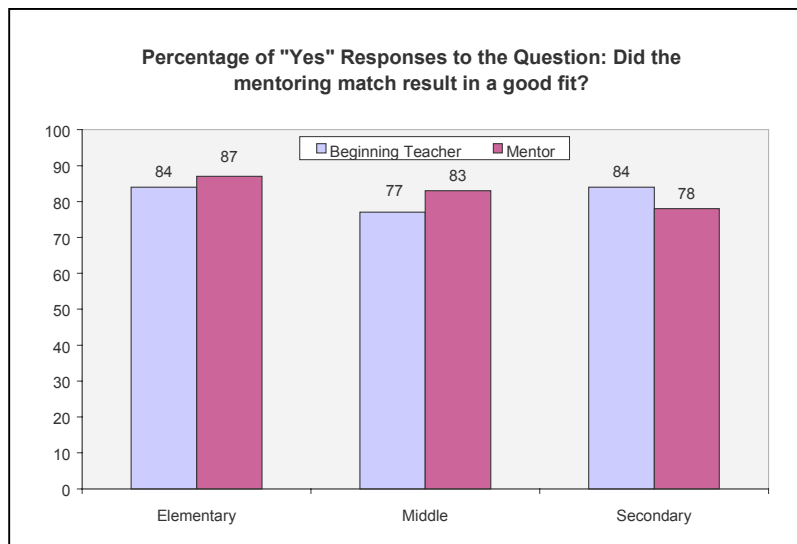
Mentor Selection. Districts currently employ a variety of criteria and processes for mentor selection. The criteria ranges from those districts that do not have criteria in place to other districts that have multiple criteria. Criteria for selecting a mentor include: eight years of teaching, commitment to the profession, support of school philosophy, models teaching standards, willingness to commit time, proven classroom management skills, ability to work cooperatively with peers, good listener, maintains confidentiality and commitment. The processes for mentor selection are just as varied. These processes include: relying on an application process by which teachers interested in becoming mentors apply for the position, inviting teachers to participate in the program, creating a selection committee that sorts through either invitations or applications and then selects mentors, and relying heavily on the knowledge of the principals to make decisions about selection.

Report Findings

Mentor/Mentee Matching. The Department has indicated that subject area, grade level and location are important criteria to consider when matching a mentor with a beginning teacher.³ Many program coordinators indicated that one, if not all, of these criteria were used in the matching process. Mentors and beginning teachers also noted that these criteria were used in the matching process, with only a small number of respondents indicating that there was no criterion in place.



Data indicates that 79% of principals felt that the beginning teacher and mentor matches were successful. A majority of the 21% that indicated that it was not successful noted that it was because the mentor was not of the same subject area as the beginning teacher. Both mentors and beginning teachers also indicated that the match resulted in a good fit.



It seems that the matching process is conducted by a variety of individuals in the district. Assistant Superintendents, principals, and program coordinators are some of the individuals who are involved

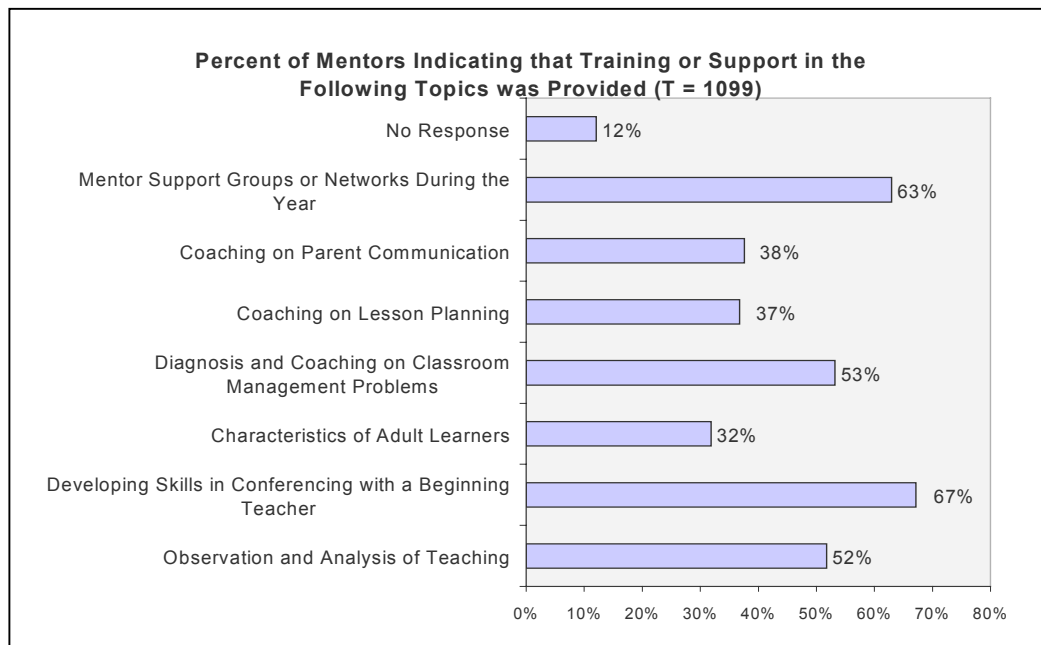
³ Massachusetts Department of Education's Guidelines for Induction Programs

Report Findings

in the matching process. In some districts, mentors are involved in the matching process in some way as indicated by 35% of mentor respondents.

Mentor Characteristics. Mentors represented the various school levels: 43% were elementary school teachers, 25% were middle school teachers and 31% were secondary school teachers. One percent of the mentors did not specify their school level. They also indicated their length of time employed as a teacher: seven percent had taught for three to five years; 15% had taught from six to 10 years; 12% had taught for 11-15 years; 13% had taught for 16-20 years; and the majority of mentors, 52%, indicated that they had taught for 20 plus years.

Mentor Training. Many districts rely on in-house instructors, institutions of higher education, professional development providers and the Department of Education to design and administer training for mentors. 51% of principals indicated that extensive mentor training was provided while 45% indicated that training was offered to a limited extent. District coordinators have indicated that they are currently relying on training that is quite varied; some districts do not yet hold training for mentors while others hold multiple days of training. The training content seems to vary from district to district. Survey data shows that mentors have received training or support in one or more of the following areas:



Report Findings

Mentoring Activities. Beginning teachers and mentors have indicated that they have participated in a wide variety of activities and have rated the usefulness of each of these activities.

Mentoring Activity	Percentage of Mentors Who Deemed this Activity to be “Very Useful”	Percentage of Beginning Teachers Who Deemed this Activity to be “Very Useful” ⁴
Attending mentor workshops	44%	N/A
Connecting teacher to district/community resources	51%	N/A
Connecting teacher with current research	39%	N/A
Demonstration lessons	54%	58%
Developing student assessment tools	46%	N/A
Giving/receiving moral support	73%	67%
Giving/receiving help with paperwork/record keeping	48%	53%
Introducing/Being introduced to colleagues/ school staff	61%	57%
Observations – Mentor observing beginning teacher	57%	N/A
Observations – Beginning teacher observing mentor	54%	N/A
Preparing units and lessons that address the learning standards	47%	59%
Reflecting on practice/ Journal writing	40%	N/A
Sharing classroom management techniques	54%	58%
Sharing curriculum and instructional ideas	60%	61%
Strategizing about communication with parents	51%	55%
Strategizing about how to handle discipline	55%	56%
Strategizing about how to motivate specific students	52%	57%
Strategizing about the needs of specific students	58%	N/A
Talking about different teaching methods	49%	N/A
Team-teaching	70%	65%

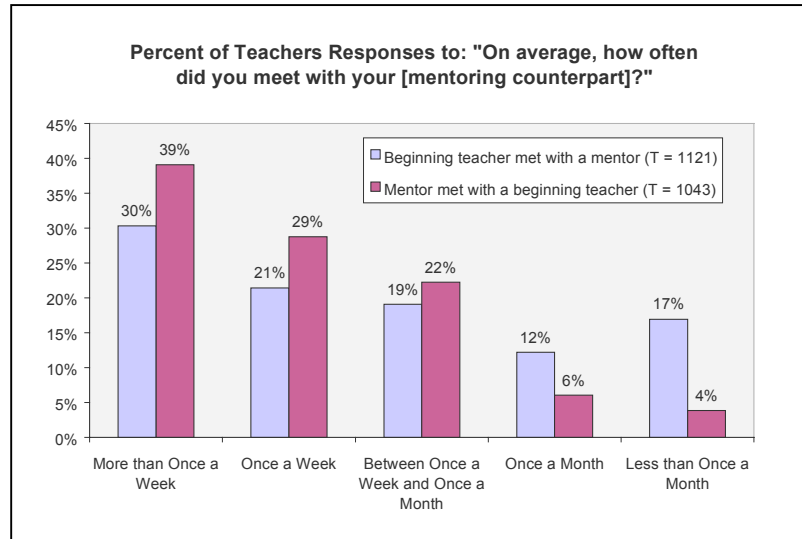
When principals were asked which activities they deemed to be the most beneficial for the beginning teacher, the majority indicated that “observing colleagues while teaching” was the most beneficial. When asked the question in relation to mentors, they stated that “sharing curriculum and instructional ideas” was most beneficial for mentors. However, beginning teachers and mentors believe that receiving and giving moral support were the most useful activities as well as the activities that they participated in the most.

Release Time. The mentoring relationship and activities can only be sustained and successful if the beginning teacher and mentor have the time to meet with one another to participate in mentoring activities. Less than 30% of beginning teachers and 40% of mentors indicated that

⁴ The activities that indicate N/A do so because data could not be provided for these activities. This is due to errors in the survey instrument that was distributed to beginning teachers, specifically the wording of some of the statements included in the Induction Program Activity section of the survey. The errors resulted in data that could not be analyzed appropriately and that was deemed unreliable. This data has been disregarded. It has not been included in any aspect of this report.

Report Findings

they met more than once a week with their mentoring counterpart. The percentage for both mentors and beginning teachers decreased as the frequency of the meetings decreased.



Program coordinators indicate that many districts find “time” to be a constraint for the induction program. In fact, approximately 20% indicated that release time was not offered to induction program participants. Approximately 60% of the program coordinators indicated that release time is provided on a limited basis, for instance, at the request of the beginning teacher or mentor, occasionally during the year or during professional development days when other activities are taking place. The remaining 20% of the program coordinators indicated that release time was a structured part of their district’s induction program.

Participation Incentives. The majority of program coordinators indicated that their district offered financial compensation. This compensation varied. Some districts distinguished between stipends for program coordinators and mentors while others relied on sliding scale stipends based on the number of beginning teachers being mentored by each mentor or the experience of either the beginning teacher or the mentor. Still other forms of financial compensation were contingent upon submission of weekly mentoring reports. A few districts also provided compensation on a per diem basis for activities such as training that took place outside of school time while others offered “comp time” to compensate teachers for use of out-of-school time. A few indicated that no compensation was offered, and the remainder indicated that other incentives were given. Information gathered last year from districts indicates that they have been awarding stipends that range from zero to a high of \$1500. \$400 was the most commonly offered stipend while \$588 was the mean of all stipends that were reported.

The incentives that were offered in substitution of or addition to financial compensation included Professional Development Points, graduate credits, in-service credits, release time, and even complimentary dinners.

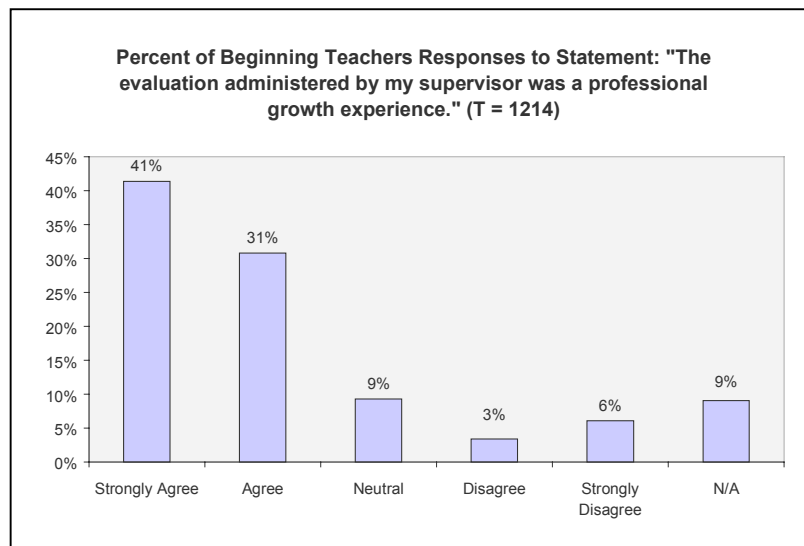
Report Findings

Beginning Teacher Workshops

Professional development is an important aspect of every teacher's career. Whether one is a veteran or a beginning teacher, professional development opportunities enable a teacher to increase content knowledge, sharpen practice and grow professionally. This is especially true for beginning teachers who are new not only to the classroom, but the profession. Many districts throughout the Commonwealth offer these beginning teacher-specific professional development opportunities via trainings or workshops. Over three-quarters of the program coordinators and 95% of principals who responded to the surveys indicated that some type of beginning teacher workshops are held in either the district or school. These workshops range from monthly meetings on specific topics of interest to beginning teachers, graduate credit courses that address similar topics as well as the provision of these seminars on an as needed basis during the school year.

Evaluation

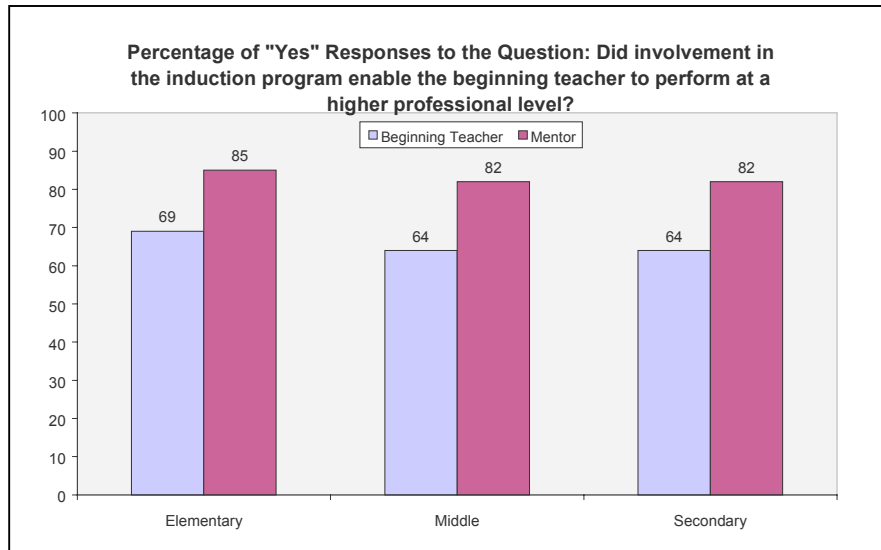
In order for beginning teachers to gain an understanding of their strengths and weaknesses and grow professionally, it is important for the teacher to participate in a formal evaluation administered by a supervisor. Over 40% of beginning teachers strongly agreed with the statement that "The evaluation administered by my supervisor was a professional growth experience." Since the induction program is focused on the development of the beginning teacher and the refinement of his or her practice, the evaluation should reflect a more positive impact. The induction program as well as the evaluation needs to be a positive learning experience for the beginning teacher.



Report Findings

Program Benefits

The data collected for this report indicates both beginning teachers and mentors feel that the induction program has benefited them in some way. 66% of beginning teachers and 84% of mentors believe that these programs have enabled the beginning teacher to perform at higher professional levels. The following graph provides a breakdown of the responses by grade level.



With respect to improving practice, both beginning teachers and mentors believe that they have learned new information or gained insights from their involvement in the induction program that positively impacted their effectiveness in the classroom. 79% of beginning teachers and 68% of mentors feel they have benefited from the program in this way. An overwhelming 95% of mentors and 93% of beginning teachers stated that the induction program was important.

Themes

Quite a few themes were threaded through the information provided by survey respondents. These themes include collegiality, positive impact, participant commitment, time and financial resources. This information provides big picture views of the commonalities among induction programs in Massachusetts.

Collegiality. The data shows that there is a sense that the induction programs have created a sense of collegiality. They have provided a networking opportunity for beginning teachers as well as mentors and have promoted a collaborative approach for teachers to work together. They have also opened lines of communication among educators about practice. For beginning teachers, the programs seem to provide much welcomed moral support.

Positive Impact. The programs seem to have had a positive impact on both beginning teachers and mentors. Mentors, principals, program coordinators and beginning teachers have noted that the beginning teachers have been able to perform at a higher professional level because of the program. Mentors and beginning teachers also acknowledge that the program has positively impacted their practice and effectiveness in the classroom. From a district-wide perspective, the programs seem to have a positive impact on the district community due to an increase in collaboration and development of a sense of community.

Participant Commitment. Two trends emerged in regard to participant commitment. First, most district program coordinators indicated that the commitment of their mentors was one of their program's strengths. The other relates to the commitment of beginning teacher participants. Quite a few district coordinators indicated that they needed to better address how best to bolster and sustain the participation of the beginning teacher in the induction program activities.

Time. The issue of time was found extensively throughout all of the data. It seems that districts need to find or create the time for induction program participants to carry out induction program activities. Principals indicated that time for observations, team teaching, and common planning was one of the things that they would like to be able to provide for induction program participants in the future. The lack of time for these activities was one of the most noted weaknesses of the district induction programs by program coordinators. The mentors and beginning teachers indicated that they would like more time to participate in these activities. Related to the issues of time for induction activities was the acknowledged need for substitutes and changes in scheduling to make release time a reality.

Financial Resources. District programs seem to be in need of additional funding sources. Both principals and program coordinators stated that they would like and/or need more financial resources – from either the state or their local budget – to build and improve their programs. Most noticeably, districts would like funds for stipends, training, program coordinator positions, resources such as books, and substitutes.

Recommendations

The survey data shows that public school districts in the Commonwealth have provided induction programs that have resulted in benefits to the beginning teacher, the mentor, and the district-at-large. These benefits include higher levels of professionalism, increased effectiveness in the classroom, and a deeper sense of collegiality and sharing within the district.

Districts seem to have in place, to a varying degree, the induction program components outlined in the beginning of this report. Districts are providing orientation programs, support teams, mentoring relationships, release time, beginning teacher workshops and opportunities for evaluation as parts of their programs. The characteristics, structures, and policies of these programs may vary from district to district, but the results seem to be shared across districts.

Districts may need to provide more attention to a few aspects of the program including program planning, mentoring activities, release time, beginning teacher participation, and evaluation. Recommendations include:

- *Involving the local association representative in the planning process.* Less than half of district coordinators indicated that the local representative was part of the process. It is important that the district work with the local association representative from the inception of the program to develop language about induction and mentoring that can be included in the district's collective bargaining agreement.
- *Increasing the number of administrators that participate in training on induction and mentoring.* 70% of principals indicated that they had not recently participated in an administrative training on induction programs. Districts should provide administrators with an understanding of the needs of beginning teachers as well as how these needs can and should be addressed. This can be provided through formal training opportunities or informal opportunities that enable administrators to synthesize information about beginning teachers and induction programs.
- *Closing the gap between the mentoring activities that administrators deem to be most useful and those that beginning teachers and mentors participate in the most.* There is a discrepancy between what administrators deem to be the most useful mentoring activities (beginning teachers: observing colleagues while teaching/mentors: sharing curriculum and instructional ideas) and the activities that beginning teachers and mentors indicate that they participate in the most (receiving and giving moral support). Districts need to ensure that the induction program is providing the beginning teacher and mentor the opportunity to participate in mentoring activities that will be of most use to the beginning teacher. This means that districts need to provide release time for the beginning teacher and mentor to participate in mentoring activities that will help the beginning teacher learn professional responsibilities and engage in professional development that improves practice and sharpens content knowledge.
- *Ensuring that the supervisor-administered evaluation is a professional growth experience.* Less than half of beginning teachers strongly agree that the evaluation was a professional growth experience. Districts need to ensure that the evaluation process is a positive experience and that beginning teachers view the evaluation as part of the professional development process. From the evaluation the beginning teacher should gain a better understanding of strengths and weaknesses and should be encouraged and aided in using this knowledge to tap into the induction program components that will best help the teacher grow

Recommendations

in areas of need.

- *Developing Innovative Strategies to Tackle Issues with Time and Resources.* The issues of the lack of time and financial resources were found throughout the data. Districts are encouraged to explore how they can use existing resources, including human resources, in innovative ways to support their induction programs. Districts may develop innovative staffing structures that would allow for release time. Districts may also explore how they can tap into the expertise of veteran teachers or recently retired teachers to provide training or leadership within their district programs instead of relying on outside expertise. Districts should view their induction programs as part of their larger professional development plans and, where possible, should ensure that induction spending is not separate from, but a part of professional development spending.

This report provides substantial information to districts and to the Department of Education about induction programs. The Department will use this information to shape its policies and programs and to develop technical assistance that will help districts strengthen their beginning teacher support efforts. Districts are encouraged to gain insight from this report to create and strengthen their own programs.

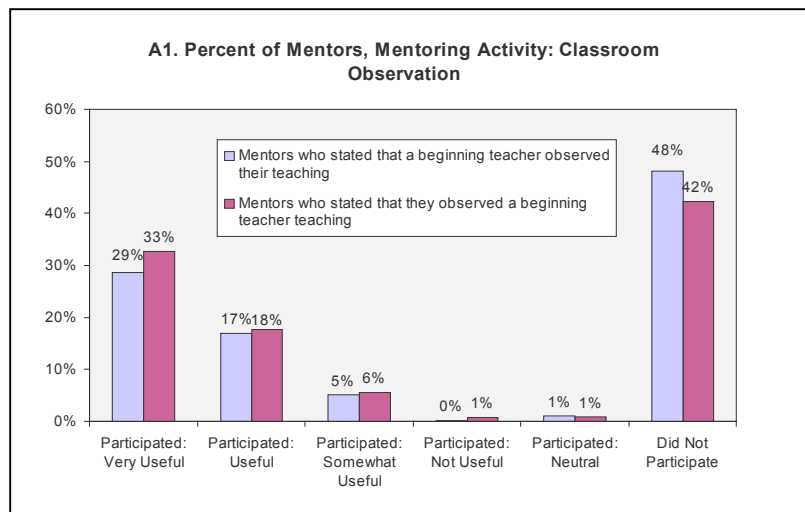
Appendix A

Induction Program Activities

In the Induction Program Activities section, respondents were asked to circle Yes or No to indicate whether they participated in a particular mentoring activity. If the answer was Yes, they were then asked to rate how useful they thought the activity was with the following choices: very useful, useful, somewhat useful, not useful, and neutral/not applicable. Data in this section represents only those respondents who gave an answer to the particular question. Blank responses were eliminated. Percentages were calculated out of the number of actual responses, not number of surveys returned.

A few of the graphs do not provide data for beginning teachers. This is due to errors in the survey instrument that was distributed to beginning teachers, specifically the wording of some of the statements included in the Induction Program Activity section of the survey. The errors resulted in data that could not be analyzed appropriately and that was deemed unreliable. This data has been disregarded. It has not been included in any aspect of this report.

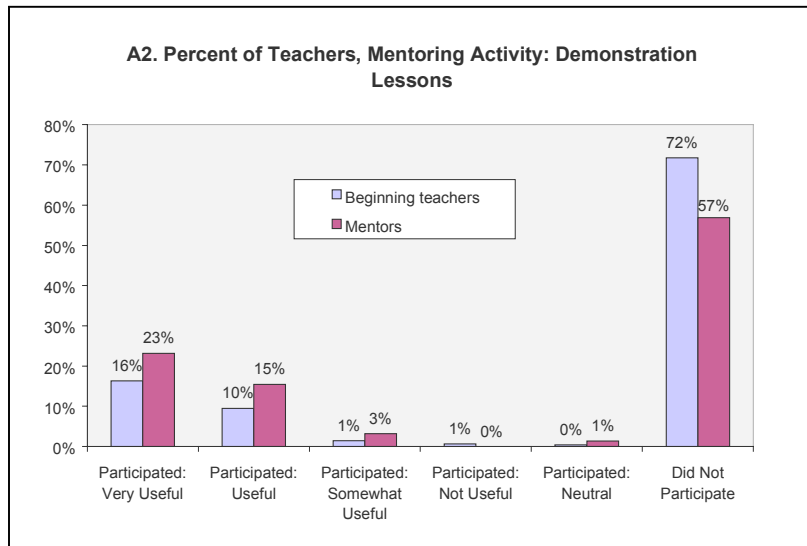
Observation. Overall, 58% of mentors said they observed the beginning teacher engaged in classroom teaching while 52% of mentors stated that the beginning teachers observed their teaching (A1).



Appendix A

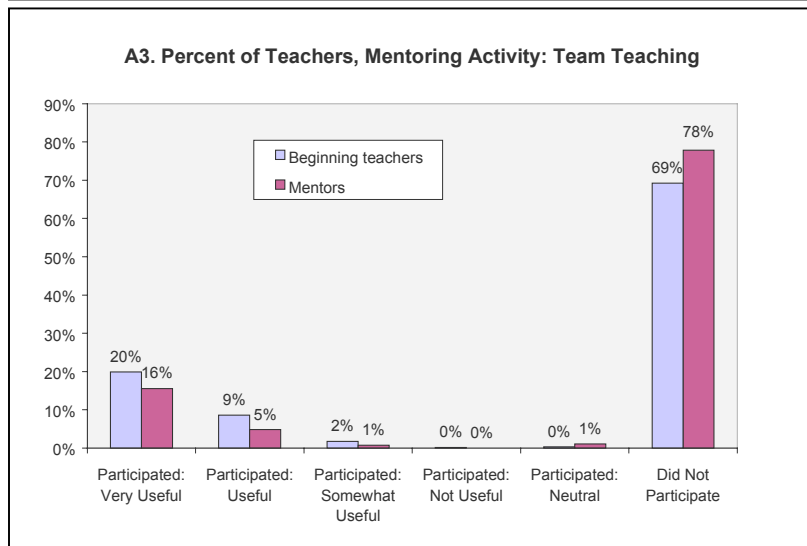
Demonstration lessons.

Overall, 43% of mentors said they had provided or participated in a demonstration lesson for a beginning teacher while only 28% of the beginning teachers indicated that they participated in this activity (A2).



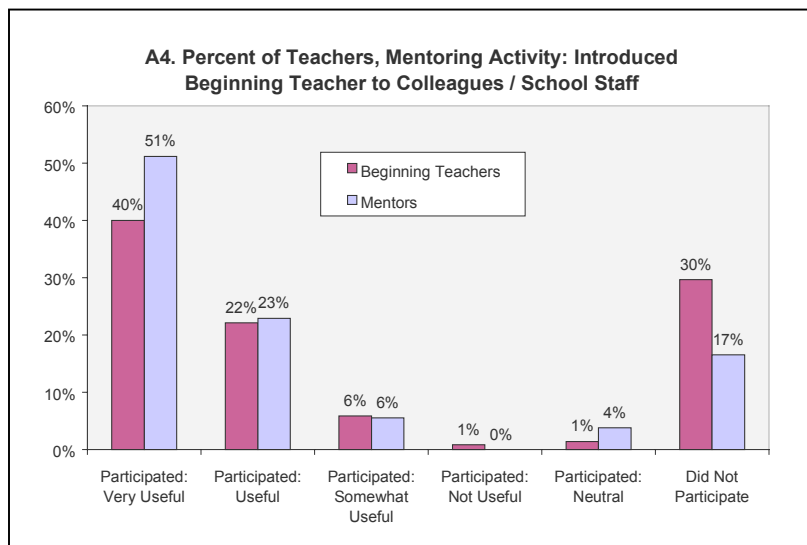
Team teaching.

Overall, 31% of the beginning teachers were able to engage in team teaching, while 22% of mentors participated in this activity (A3).



Introductions to colleagues/school staff.

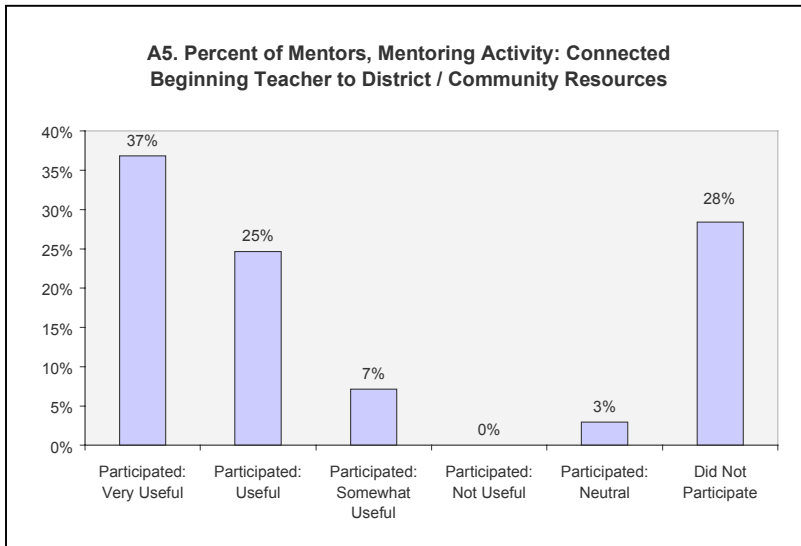
“Introductions of beginning teacher to colleagues/school staff by mentor” was included in the surveys as a mentoring activity. The data indicates that this is an activity that most responding teachers found time to do. Overall, 70% of beginning teachers and 83% of mentors participated (A4).



Appendix A

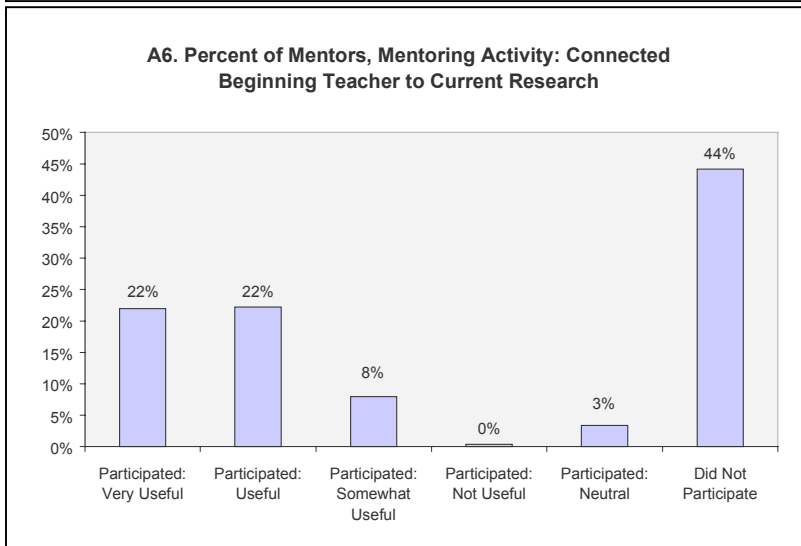
Connected teacher to community/district resources.

Mentors responded that 72% of them made an effort to connect a beginning teacher to local resources, while 28% did not (A5).



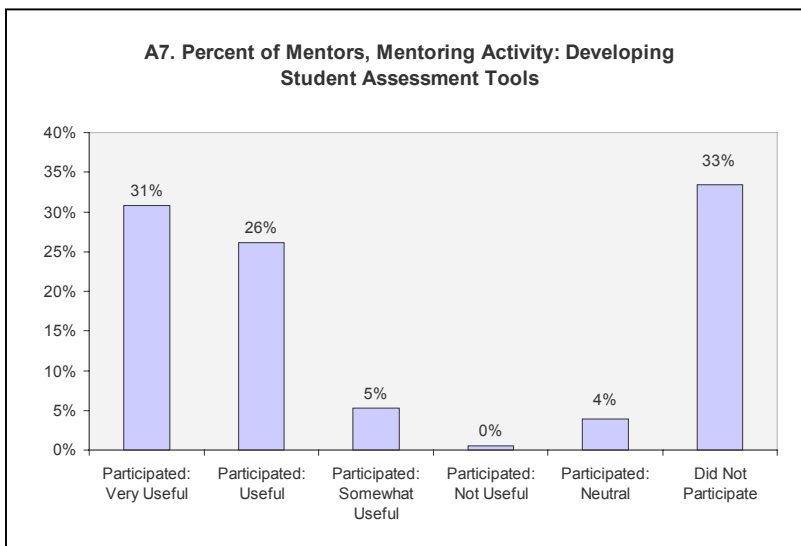
Connected teacher to current research.

Overall, 56% of mentors helped and encouraged a beginning teacher to review current research (A6).



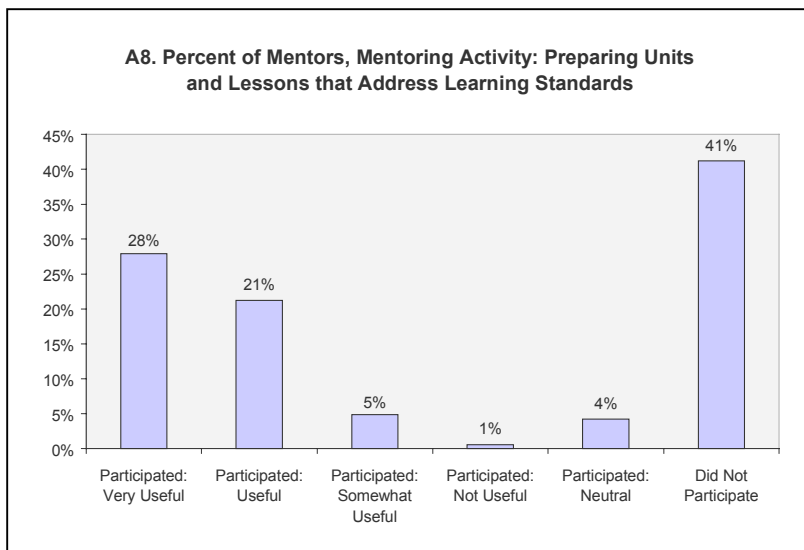
Developing student assessment tools.

Overall, 67% of mentors said they worked with a beginning teacher to develop student assessment tools (A7).

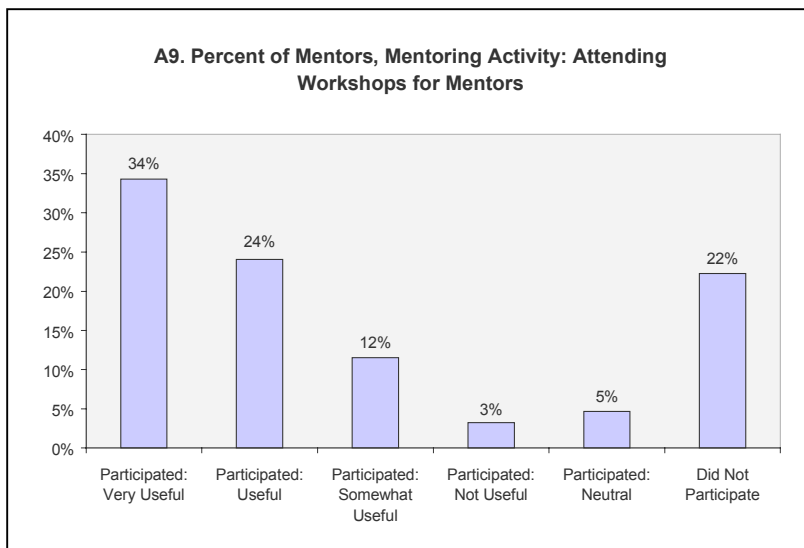


Appendix A

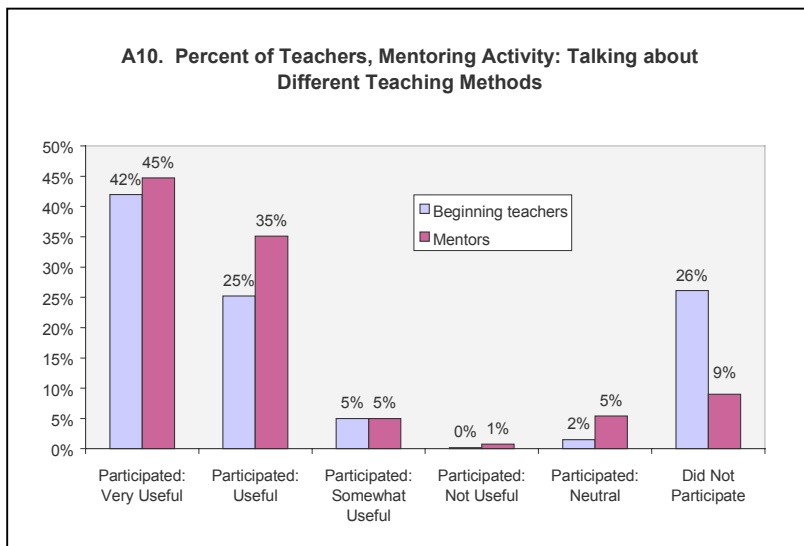
Preparing units and lessons that address learning standards. 59% of mentors offered help in integrating learning standards into the beginning teacher’s lesson plans, and 41% did not (A8).



Attended mentor workshops. 78% of the mentors indicated that they attended mentor workshops, but 22% did not. Unfortunately, this was the activity that showed the highest number of “not useful” designations. Of the mentors that did attend workshops, 8% said it was either “not useful” or felt “neutral” (A9).



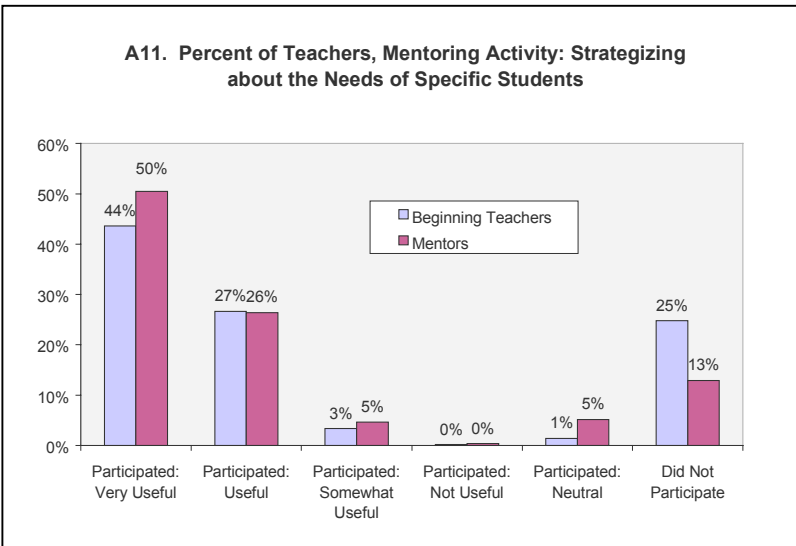
Talking about different teaching methods. 74% of beginning teachers said they were able to discuss different teaching methods with their mentors, while 91% of the mentors said they engaged in this type of conversation with a beginning teacher (A10).



Appendix A

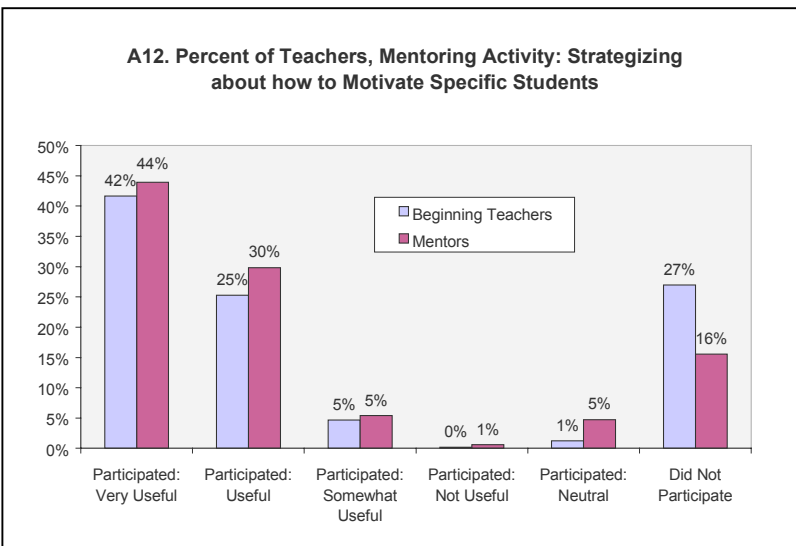
Strategizing about the needs of specific students.

75% of the beginning teachers said they talked with their mentors about how to accommodate the needs of specific students and 87% of the mentors confirmed that this was something they talked about (A11).



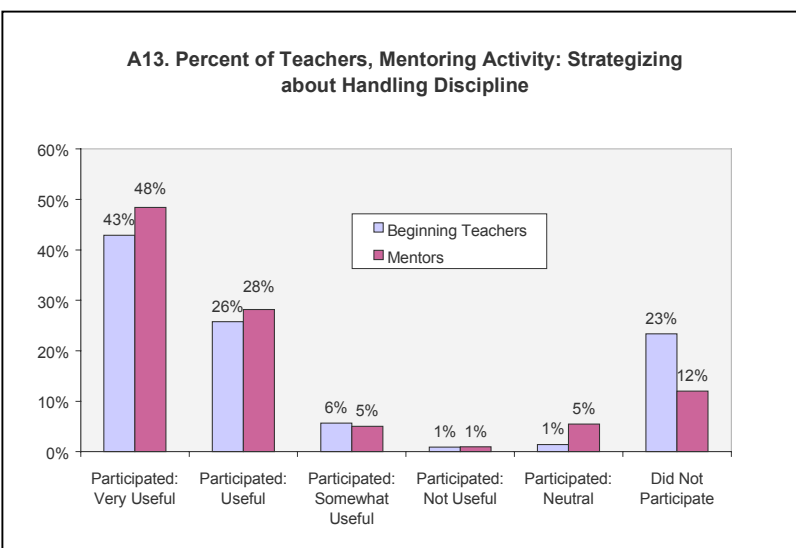
Strategizing about how to motivate specific students.

73% of beginning teachers said they spoke with a mentor about how to motivate specific students, and 27% did not. 84% of mentors acknowledge offering help on this subject, while 16% did not (A12).



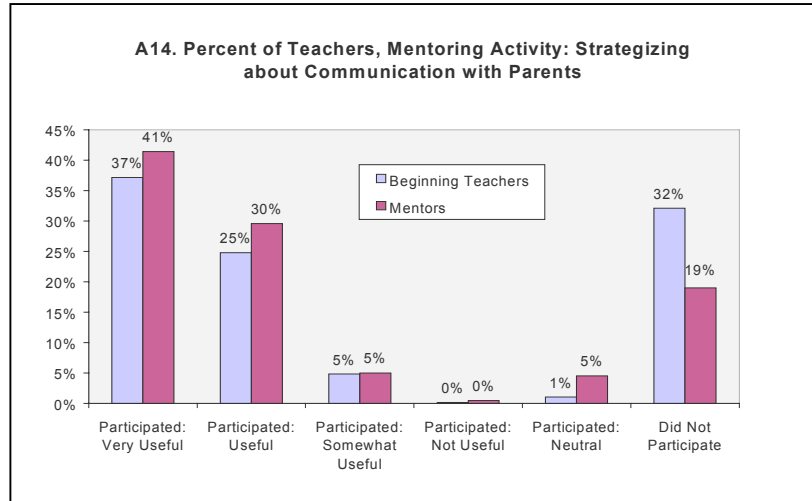
Strategizing about handling discipline.

77% of beginning teachers said they had discussions with a mentor on how to handle discipline, while 23% did not. 88% of mentors said they talked about discipline issues, and 12% did not (A13).

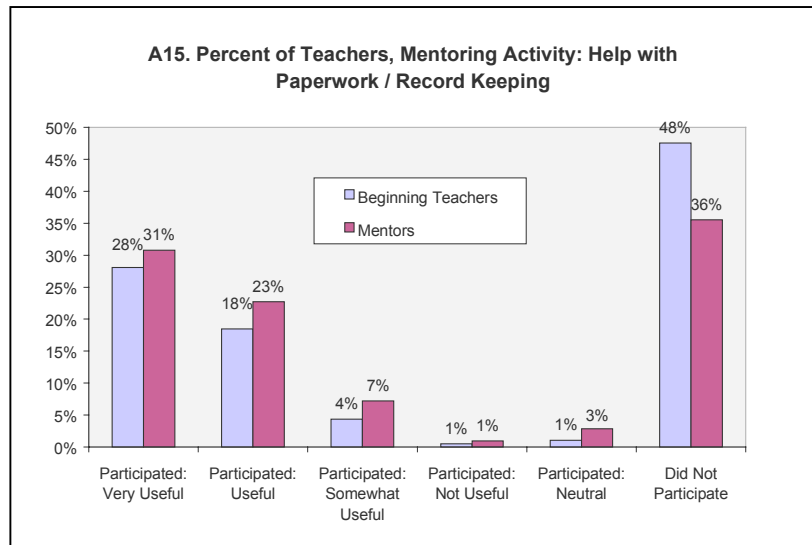


Appendix A

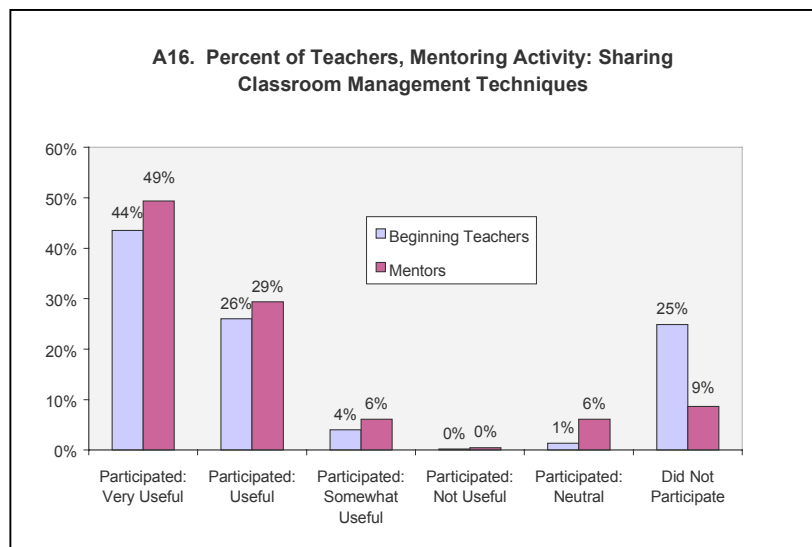
Strategizing about communication with parents. 68% of beginning teachers said that a mentor helped them think about communicating with parents, and 32% said they did not. 81% of mentors offered this insight, while 19% did not (A14).



Help with paperwork/record keeping. 52% of beginning teachers reported receiving help with paperwork and record keeping, and 48% said they did not. 64% of the mentors offered this help, while 36% did not (A15).

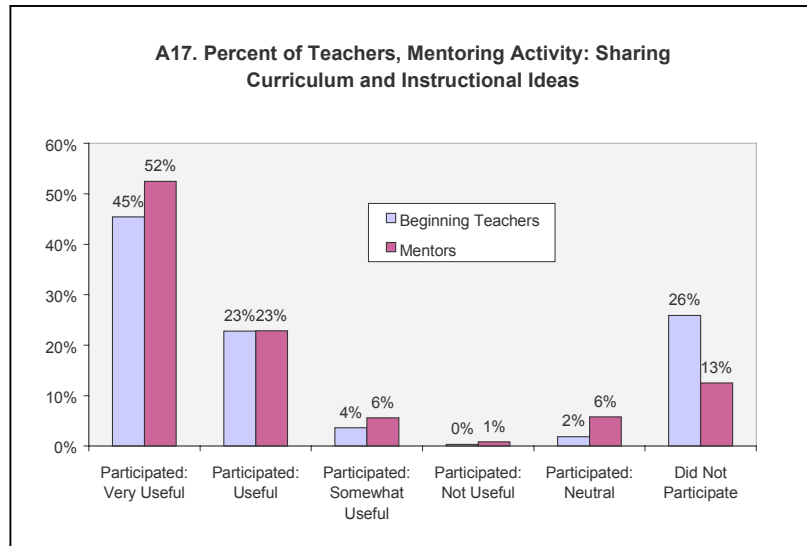


Sharing classroom management techniques. 75% of beginning teachers said that a mentor shared classroom management techniques with them, and 25% were not offered this insight. 91% of mentors said that they shared this kind of information with a beginning teacher, and 9% said they did not (A16).

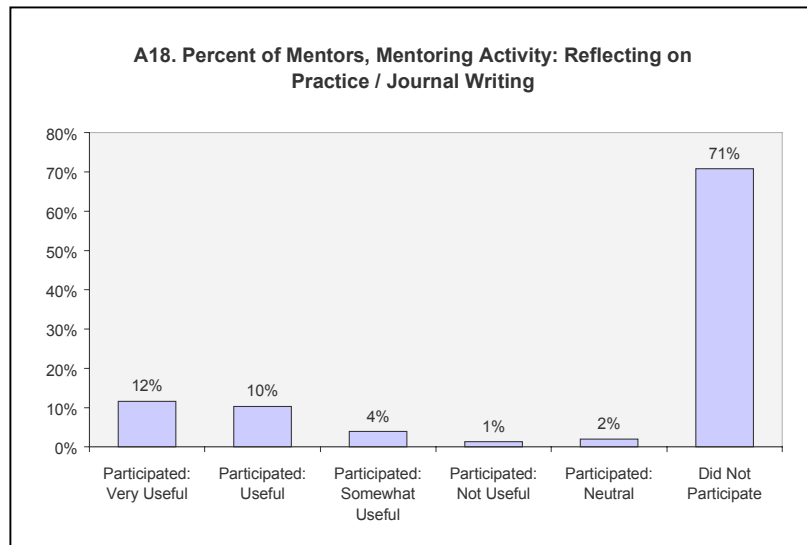


Appendix A

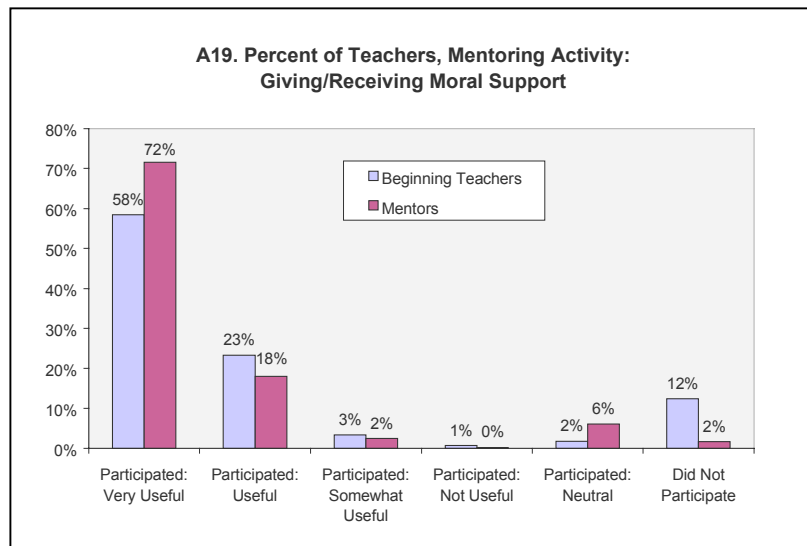
Sharing curriculum and instructional ideas. 87% of mentors said they shared curriculum and instructional ideas with beginning teachers while 13% did not. 74% of new teachers said this information was shared with them, while 26% said it was not (A17).



Reflecting on practice/journal writing. 29% of mentors said that they spent time doing journal writing activities with a beginning teacher to promote reflection on practice. 71% said that they did not (A18).

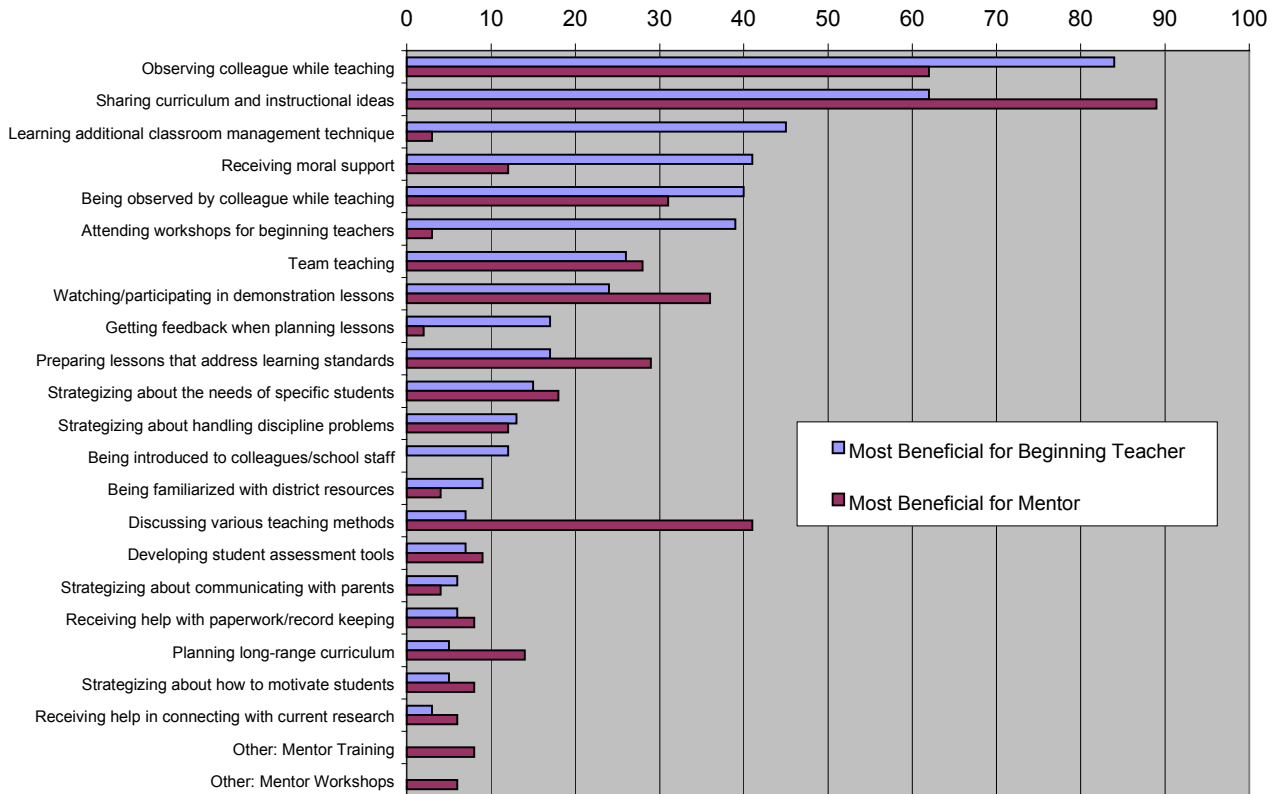


Moral support. This activity had the highest percentage of “yes” responses. 88% of beginning teachers said that they received moral support. Mentors also reported that this was the activity they performed the most, with 98% saying they did, and only 2% saying they did not provide moral support to a beginning teacher (A19).



Appendix A

Number of Principals response to: "Which two activities do you deem to be the most beneficial for the beginning teacher and which are most beneficial for the mentor?"



Department of Education Staff:

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For additional information about induction programs in Massachusetts, please visit the Department's induction web-page at <http://www.doe.mass.edu/eq/mentor>.