**Appendices - Influence 100 Year-End Field Guide Report**

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# Influence 100 Survey Summary - Fellows: Cohort 2, Year 2

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# Response rate

12 of 17 Cohort 2 fellows completed the survey (71%).

# Engagement with Influence 100 (Q1–Q4)

## Q1 – Considering time, energy, attention, and effort, how would you rate your own level of engagement with the following aspects of the Influence 100 program?

All Cohort 2 fellows reported being either “very” or “moderately” engaged in the monthly fellows convenings and peer-network-building activities. Over half of the cohort reported being “very engaged” (7 of 12) and just under half (5) reported moderate engagement in the *monthly sessions*, while one-third (4) reported being very engaged and two-thirds (8) reported moderate engagement in *building a peer network*. Three-fourths (9) reported high or moderate engagement in the *action research project* and just over half (7) reported high or moderate engagement in *mentorship*. The most mixed engagement was with district leadership convenings.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspects of Influence 100 program** | **Very engaged** | | **Moderately engaged** | | **Slightly engaged** | | **Minimally engaged** | | **Don't know/NA** | | **Total** |
| Monthly sessions | 58% | 7 | 42% | 5 | 0% | 0 | 0% | 0 | 0% | 0 | 12 |
| Building a peer network | 33% | 4 | 67% | 8 | 0% | 0 | 0% | 0 | 0% | 0 | 12 |
| Action research project | 25% | 3 | 50% | 6 | 8% | 1 | 17% | 2 | 0% | 0 | 12 |
| Mentorship | 17% | 2 | 42% | 5 | 25% | 3 | 8% | 1 | 8% | 1 | 12 |
| District leadership convenings/meetings | 0% | 0 | 42% | 5 | 42% | 5 | 17% | 2 | 0% | 0 | 12 |
| Other | 14% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 86% | 6 | 7 |

“Other” responses:

* “Commitment to equity”

## Q2 – **What changes to the Influence 100 program, if any, would have helped you increase your engagement? (8 responses)**

Fellows’ suggestions for increasing their engagement focused on three areas: more in-person sessions; adjusted timing and duration of both fellows and district sessions; and more structure for district support and mentorship. Two fellows referred to the impact of COVID on their own engagement and that of their district.

**Virtual meeting format** – (3 of 8)

* “COVID truly affected the manner in which we could engage with both each other and the action research project. In person sessions would have allowed for a better engagement.”
* “In person sessions.”
* “More in-person events/sessions would help with increased engagement. I think COVID had a lot to do with me not being engaged in the other aspects of Influence 100.”

**Timing and duration of sessions** – (3 of 8)

* “Having a full day meeting was difficult. I believe I could have been more available had the meetings been half day twice a month instead of full day once a month.
* “The district leadership sessions. If they would have been a different week than the full day cohort sessions and if the one I attended would have been more useful, then I would have wanted to come”
* “With the timing of COVID, I believe that district contacts have been busy and unavailable.”

**District support and mentorship** – (2 of 8)

* “The action research project has been difficult to accomplish/complete without district support and finding the time as well.”
* “More connected mentorship/mentoring...closer to the field and to potential positions.”

## Q3 – In the areas where you were most engaged with Influence 100, what factors facilitated your engagement? (11 responses)

Many of the responding fellows referred to the monthly sessions when reporting a variety of factors that facilitated their engagement with Influence 100. These factors included sessions that were engaging and well-organized, had relevant speakers and topics, and provided a safe space for discussion, reflection and collaborative work. Two fellows also referred to the support, guidance and commitment of their peers as facilitating their engagement with the program.

* “The sessions were engaging. Zoom/virtual long sessions are hard to engage in.”
* “The sessions have all been engaging.”
* “Well structured sessions, safety/camaraderie created among fellows”
* “Interaction with invited guests.”
* “The speakers and topics were always very relevant. Michele Shannon is a dynamic facilitator; her energy, vulnerability, authenticity made our sessions set up very engaging.”
* “The guest speakers and time to work with other fellows were the most engaging.”
* “Group work.”
* “The sessions are always engaging due to the collaborative nature of open discussion format, sharing resources and experiences and creating a space to safely and honestly reflect together; This process is most effective when the content of the session is rich (strong reading, research, presentation, etc.)...aka when given rich food for thought.”
* “The preparation by the facilitators, including emails prior to the meeting with agendas and readings, helped me be engaged and prepared.”
* “The monthly sessions have been filled with interesting topics. [Felllow]'s honest, straightforward approach. My peers. [Fellow's] support and guidance”
* “Personal commitment to cohort and teachers. Personal commitment to project.”

## Q4 – Which of the following actions—related to your professional trajectory—did you take during your time as an Influence 100 fellow? (Please select all that apply.)

Among a series of actions relating to their professional trajectory, more of the Cohort 2 fellows reported *connecting or networking with an Influence 100 colleague between sessions* (9 [75%]) and *updating their resumes* (8 [67%]) compared with the other activities. Between one and four of the fellows *reported networking with a guest speaker* (4), *engaging in informational conversations about a superintendency opening* (4), *applying for a promotion within their district* (3), *attending a MASS workshop or conference* (2), *applying for a super intendency position* (1) and *attending optional Influence 100 sessions on job preparation* (1).

|  |  |  |
| --- | --- | --- |
| **Actions related to professional trajectory** | **%** | **N** |
| Connected/networked with Influence 100 colleagues between sessions | 75% | 9 |
| Updated my resume | 67% | 8 |
| Networked with a guest speaker during or after an Influence 100 activity | 33% | 4 |
| Engaged in informational conversations about a superintendency opening (but chose not to apply) | 33% | 4 |
| Applied for a promotion within my district | 25% | 3 |
| Attended a MASS workshop or conference | 17% | 2 |
| Applied for a superintendency position | 8% | 1 |
| Attended optional Influence 100 session(s) on job prep (interview practice, etc.) | 8% | 1 |
| Other | 25% | 3 |
| Total | | 12 |

“Other” responses:

* Got my Supt license
* Applied for other positions
* applied for position outside of my district, but not yet a superintendency; looking for the right fit/time to apply to anticipated superintendent openings ahead. Would love more support on this specifically...

# Skills and Learning (Q5 – Q9)

## Q5 – How effective was Influence 100 in helping you gain knowledge in each of the following areas?

With the exception of *theory of change and strategy/strategic planning*, over 83% of reporting fellows reported the Influence 100 was at least “moderately effective” in helping them gain knowledge. Three quarters of the responding fellows (9 of 12) reported that Influence 100 was “very effective” in helping them gain knowledge in the areas of *equity-focused leadership practices* and *issues of equity in educational systems*. Two-thirds (8) reported Influence 100 was “very effective” in helping them gain knowledge around *issues of diversity in educational systems*, *engaging stakeholders in equity work*, *alignment of resources to support equity*, and *effective communication*.

## Q5 – How effective was Influence 100 in helping you gain knowledge in each of the following areas? (continued)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused areas** | **Very effective** | | **Moderately effective** | | **Slightly effective** | | **Not at all effective** | | **Don’t know/NA** | | | **Total** |
| Equity-focused leadership practices | 75% | 9 | 17% | 2 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Issues of equity in educational systems | 75% | 9 | 17% | 2 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Issues of diversity in educational systems | 67% | 8 | 17% | 2 | 8% | 1 | 8% | 1 | 0 | 0 | 12 | | |
| Engaging stakeholders in equity work | 67% | 8 | 25% | 3 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Alignment of resources to support equity | 67% | 8 | 25% | 3 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Effective communication | 67% | 8 | 25% | 3 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Culturally responsive practices in K–12 education | 58% | 7 | 33% | 4 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Managing operations for equity | 58% | 7 | 33% | 4 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Superintendent-level strategic decision-making | 50% | 6 | 42% | 5 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Navigating district-level political challenges | 50% | 6 | 33% | 4 | 8% | 1 | 8% | 1 | 0 | 0 | 12 | | |
| Ensuring a strong instructional core in schools across the district | 50% | 6 | 33% | 4 | 8% | 1 | 8% | 1 | 0 | 0 | 12 | | |
| Theory of change and strategy/ strategic planning | 50% | 6 | 25% | 3 | 17% | 2 | 8% | 1 | 0 | 0 | 12 | | |
| Building effective partnerships with school committees & central office | 50% | 6 | 42% | 5 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Building awareness of the history of race in Massachusetts education | 33% | 4 | 58% | 7 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Other | 14% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 85.7% | 6 | | 7 |

## Q6 – How effective was Influence 100 in supporting your personal and professional development in each of the following areas?

Nearly all responding fellows (11 of 12, 92%) reported that Influence 100 was at least “moderately effective” in supporting their personal and professional development in each of the areas assessed. All but one reported that the program was “very effective” in *preparing them for next steps in their professional trajectory* and *assessing their own readiness for promotion.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional/personal development areas** | **Very effective** | | **Moderately effective** | | **Slightly effective** | | **Not at all effective** | | **Don’t know/NA** | | | **Total** |
| Preparing for next steps in my professional trajectory | 92% | 11 | 8% | 1 | 0% | 0 | 0% | 0 | 0 | 0 | 12 | | |
| Assessing my own readiness for promotion | 92% | 11 | 8% | 1 | 0% | 0 | 0% | 0 | 0 | 0 | 12 | | |
| Developing self-awareness as a leader | 82% | 9 | 18% | 2 | 0% | 0 | 0% | 0 | 0 | 0 | 11 | | |
| Preparing for the unique challenges facing educational leaders of color | 67% | 8 | 25% | 3 | 0% | 0 | 8% | 1 | 0 | 0 | 12 | | |
| Building my capacity to give and receive feedback | 50% | 6 | 50% | 6 | 0% | 0 | 0% | 0 | 0 | 0 | 12 | | |
| Other | 14% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 85.7% | 6 | 7 | | |

## Q7 – Which topics or areas would you have liked to receive greater focus during your time in Influence 100? (10 responses)

Fellows named some specific topics related to superintendency and/or district leadership and, also requested more focus on professional development and mentorship.

**Topics related to superintendency/district leadership** – (4 of 10)

* “I would have liked to receive a greater focus on naming a couple of specific problems in districts and developed the process to address them.”
* “Budget conversations were extremely helpful, as well as, strategic planning.”
* “In person Classroom walk throughs with an equity lens.”
* “Navigating the politics of a superintendency.”

**Mentorship/professional development** – (4 of 10)

* “Personal mentor”
* “Preparing for the interview and determining appropriate steps for the next steps in the career process.”
* “closer to field mentoring connected to professional trajectory...”
* “Building my capacity to give and receive feedback.”

**Other** – (2 of 10)

* “Equity work (not because it wasn't covered but because it is an issue of great importance).”
* “There was a good range of topics covered over the past two years.”

## Q8 – Which practices or strategies from Influence 100 did you apply in your district or school over the past two years? (Please select all that apply.)

Nearly all respondents (11 of 12, 92%) indicated applying the following practices from Influence 100 in their districts or schools over the past two years: *practiced language and behaviors in dealing with diverse stakeholders*; *confronted behavior that openly or covertly promotes inequity, color blindness, and deficit-thinking*; and *worked to ensure that issues of equity are incorporated in professional learning opportunities or experiences*. At least half of the fellows reported applying the remaining five practices and strategies during their time in program.

|  |  |  |
| --- | --- | --- |
| **Practices or strategies from Influence 100** | **%** | **N** |
| Practice language and behaviors in dealing with diverse stakeholders | 92% | 11 |
| Confront behavior that openly or covertly promotes inequity, colorblindness, and deficit-thinking | 92% | 11 |
| Work to ensure that issues of equity are incorporated in professional learning opportunities/experiences | 92% | 11 |
| Utilize data to understand specific needs of school communities | 67% | 8 |
| Investigate existing policies and practices to ensure they prioritize student needs and promote equity | 67% | 8 |
| Explicitly address issues that impede the achievement of racial equity or access at all levels | 67% | 8 |
| Seek feedback on and look for evidence to help reflect on how you are leading for equity | 58% | 7 |
| Create both the conditions and common language for courageous conversations about equity | 50% | 6 |
| Total |  | 12 |

## Q9: Please provide an example of how you applied one of the Influence 100 practices or strategies indicated above. (7 responses)

Examples provided by fellows were varied and included providing professional development, changing approaches or strategies, reviewing and/or updating existing policies and curricula for equity, and holding difficult conversations about district equity practices with the superintendent.

* “In terms of working to ensure that issues of equity are incorporated - at least within my school, every PD provided ensure we addressed marginalized populations. There was a PD available to address the needs of English learners, students with disabilities and some form of culturally responsive PD.”
* “Designed PD re: courageous conversations”
* “Worked with district level instructional leaders to explore, understand and begin to disseminate in buildings/classrooms Culturally Responsive teaching and learning practices (via book study CRT and the Brain and related research); Attend to an equity audit in both secondary ELA and secondary Math curriculum to inform and secure HQIM. Incorporate culturally and linguistically relevant and inclusive practices into our district wide “look for” tool as basis for our collective learning and growth; Attend to courageous conversations at the district and school leadership level regarding antiracisim, bias and belonging as member of district JEDI team.”
* “Way more inclusive approach to Committees and task forces”
* “I have focused on committing to equitable family engagement and building relationships between families and staff and trusted community advocates. We must create opportunities for meaningfully involving and engaging families.”
* “I am responsible, along with a colleague, for reviewing our Policies and Procedures Manual each year and I reviewed this document with a new lens and made appropriate changes.”
* “I led a very difficult conversation with my superintendent about the lack of district equity practices when it came to hiring diverse staff, procurement process. The superintendent became indignant and pushed back heavily. My Influence 100 training gave me the tools to skillfully manage this resistance and keep pressing for greater equity in my district.”

# Closing Reflections (Q10–13)

Two-thirds of the responding fellows (8 of 12) reported that *learning from leaders in the field* and *skill-building related to equity* were two of the most helpful aspects of the Influence 100 fellowship. Half the fellows (6) reported the *monthly fellows sessions* as the most helpful. *Mentorship* and *quarterly district leadership sessions* were not identified as most helpful.

## Q10 - What were the three most helpful aspects of the Influence 100 fellowship in supporting your growth as an equity-focused district leader? (Select up to three.)

|  |  |  |
| --- | --- | --- |
| **Aspects of the Influence 100 fellowship** | **%** | **N** |
| Learning from leaders in the field | 67% | 8 |
| Skill-building related to equity | 67% | 8 |
| Monthly fellows sessions | 50% | 6 |
| Networking with other fellows | 33% | 4 |
| Skill-building related to educational leadership | 33% | 4 |
| Learning practical knowledge about superintendency | 25% | 3 |
| Action Research Project | 8% | 1 |
| Mentorship | 0% | 0 |
| Quarterly district leadership sessions | 0% | 0 |
| Other | 0% | 0 |
| Total |  | 12 |

## Q11 – Reflecting on your entire two-year fellowship experience in Influence 100, what have been one or two of the most important benefit(s) of the program to your development as an educational leader? (10 responses)

Building a network of connections to others—including other fellows, guest speakers, and program facilitators—was a prominent theme among the benefits named by fellows. Several also named benefits related to equity leadership, including confidence building, learning to be a better advocate and ally, sharing strategies, and having a space where equity is a central commitment.

**Building a network** – (6 of 10)

* “Networking with fellows and guest speakers were very beneficial. It provided insight on other districts, their needs and similarities between districts.”
* “Networking.”
* “The deep network that comes with this program”
* “Building a broad network of equity champions in other districts and hearing from other superintendents and how they created equitable practices in their districts.”
* “Access to a network of like-minded leaders across the state; I do think more in person interactions would strengthen/sustain these budding relationships...and/or reunion gatherings from time to time...”
* “The support and guidance of the members.”

**Equity leadership** – (5 of 10)

* “Building my confidence as an equity-focused educational leader.”
* “Becoming more aware of the barriers (with specific examples) that leaders of color FSCS so that I can be a better advocate and ally.”
* “The steadfast commitment to learning and growth in what it means to lead with an equity lens.”
* “Working with Stacy Scott and Michele Shannon. I learned so much from both of them, not only about being an educational leader but about myself personally.”
* “Hearing from those in the field on their experiences and finding time to share with Influence 100 colleagues.”

## Q12 – What are one or two ways that Influence 100 can better support the professional trajectory of fellows as equity-focused leaders? Please describe your specific recommendations. (8 responses)

About half of responding fellows recommended ways that Influence 100 can better support their professional trajectories. Four called for more direct fellow support, including support for the action research project, support that is more closely aligned with individuals’ professional and personal needs, and support with the application of learnings to superintendency. Two others recommended increased engagement at the State level to increase commitment to BIPOC superintendents or at the district level to increase attendance at the quarterly district leadership sessions. Two others suggested more time devoted to learning about equity work in other districts or to hosting in-person meetings.

**More support for fellows** – (4 of 8)

* “I needed more support in the action research project.”
* “More personalized for individual needs assessment and support.”
* “Classroom walk throughs with equity lens. Discuss and support application to superintendency”
* “Already mentioned in this survey...but I think more closely aligned mentorship/mentoring in field...closer to candidate's professional trajectory and anticipated opportunities”

**More effort to increase commitment from the State and districts** – (2 of 8)

* “Perhaps work with the state to get school committees and superintendents serious about the BIPOC superintendency pipeline. Too many talk the talk, but have no idea how to support BIPOC leaders who aspire to the superintendency. They actually create barriers and protect the status quo. This needs to be addressd.”
* “The quarterly district leadership sessions were not well attended by or focused on by my district which made those meetings less helpful for my growth.”

**More time devoted to in-person meetings and hearing about other districts** – (2 of 8)

* “I realize the pandemic had a lot to do with experiencing this through Zoom, but I believe in-person meetings would have led to even stronger ties/relationships among the fellows, which in turn would have offered even more support.”
* “Provide more time to hear the work that is happening in the other fellows' districts”

## Q13 – Please share any additional comments you have about your experience as an Influence 100 fellow. (6 responses)

In these additional comments, four fellows reported ways that the experience as an influence 100 fellow had been a positive experience and two provided suggestions for improvement.

**Positive experience** – (4 of 6)

* “It has changed me as a person and as a professional. I am not the same leader I was two years ago and that is in part due to Influence 100 and Michele Shannon.”
* “I am very grateful to be part of this most incredible group of school leaders and to build what I know will be lasting relationships.”
* “By far one of the more honest, inclusive and reflective professional experiences I have had...particularly in connecting leadership and equity-focus.”
* “As previously mentioned, I not only learned about improving my educational leadership, but I learned about myself personally, which I will be forever grateful to Michele Shannon and Stacy Scott.”

**Suggestions for change** – (2 of 6 – one fellow provided two suggestions)

* “The Mass school Committee association speaker was terrible. He was offensive and not helpful.”
* Still would like more clear communication about why a few fellows dropped outlast year. Think there needs to be more accountability for fellows attending monthly sessions.”
* “It would be helpful if there was a better process to monitor district support for fellows. I think that most of us feel that once we were nominated and accepted into the program we were pretty much on our own. One of the school districts actually discontinued participation in the program and the fellows had to stop attending half way though the first year. Better district support is critical for the success of this program for the fellows.”

# Influence 100 Survey Summary - Fellows: Cohort 3, Year 1

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# Response Rate

17 of 20 Cohort 3 fellows completed the survey (85%).

# Impact on Equity Mindset (Q1–Q4)

## Q1 – Reflecting on your first year as an Influence 100 fellow, how effective was Influence 100 in supporting your growth in each of these Equity Leadership Dispositions?

Most responding fellows reported that Influence 100 was at least “moderately effective” in supporting growth across all six Equity Leadership Disposition areas (at least 13 out of 17, or 76%, rated Influence 100 at least “moderately effective” in each area). The areas where fellows most commonly rated Influence 100 as “very effective” in supporting their growth were related to personal beliefs and actions (this was also the case for C1 and C2).

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity leadership disposition areas** | **Very effective** | | **Moderately effective** | | **Slightly effective** | | **Not at all effective** | | **Total** |
| Reflecting on personal assumptions/beliefs | 65% | 11 | 24% | 4 | 12% | 2 | 0% | 0 | 17 |
| Modeling a personal belief system that is grounded in equity | 53% | 9 | 29% | 5 | 18% | 3 | 0% | 0 | 17 |
| Acting in culturally competent ways | 41% | 7 | 35% | 6 | 18% | 3 | 6% | 1 | 17 |
| Confronting institutional biases | 41% | 7 | 47% | 8 | 6% | 1 | 6% | 1 | 17 |
| Building the capacity of others to work towards equity in the district/schools | 35% | 6 | 47% | 8 | 12% | 2 | 6% | 1 | 17 |
| Creating systems to support equitable access for historically underserved students | 35% | 6 | 53% | 9 | 6% | 1 | 6% | 1 | 17 |

## Q2 – In which Equity Leadership Disposition areas did you experience the most personal growth during the first year of the program? (Please select up to three areas).

Responding Cohort 3 fellows were relatively evenly split in which Equity Leadership Disposition areas they reported experiencing the most personal growth, with the exception of *confronting institutional biases*. No area was selected by more than half of responding fellows. Between 35% (6) and 47% (8) of responding fellows identified these areas as those where they experienced the most personal growth during the first year of the program.

|  |  |  |
| --- | --- | --- |
| **Equity leadership disposition areas** | **%** | **#** |
| Modeling a personal belief system that is grounded in equity | 47% | 8 |
| Building the capacity of others to work towards equity in the district/schools | 47% | 8 |
| Reflecting on personal assumptions/beliefs | 41% | 7 |
| Creating systems to support equitable access for historically underserved students | 41% | 7 |
| Acting in culturally competent ways | 35% | 6 |
| Confronting institutional biases | 18% | 3 |
| Total |  | 17 |

## Q3 – How did Influence 100 have a positive impact on your personal growth in the area(s) you selected above, if at all?

Responding fellows (n=15 respondents) reported that Influence 100 had a positive impact on them through opportunities for collaboration; provision of useful tools, resources, or strategies; and structures that allowed for practical application of their learning.

**Collaboration** – (6 of 15) Fellows reported valuing the opportunity to reflect, learn, and share experiences and strategies with “like-minded leaders.”

* “Helped me think through how to work with staff to implement equity-focused changes/shifts. Was helpful to talk through when it makes sense to “go slow” and when we may need to push folks along.”
* “Through interactions with my peers - through the reading and discussions. Through the interactions with the sitting superintendents.”
* “If provided space to have discussions and reflection on personal assumptions/beliefs, the opportunity for discomfort and/or growth in these areas. Shared values of colleagues as it related to belief systems and equity focus provided a significant positive impact on my personal growth.”
* “I had the opportunity to share my experience with others who are in the field doing the work and getting feedback and ideas that are effective.”
* “Providing the time to think through problems with like-minded leaders who push each other to not only name the problems, but think through the possible solutions.”
* “Provided opportunities for conversations between individuals that had similar mindset, and those that would push the thinking of individuals”

**Equity knowledge, tools, or strategies** – (4 of 15) Fellows reported learning about bias, valuing the readings and discussion, and finding the tools shared by The Leadership Academy to be helpful.

* “The group provided a lot of context in the different areas of bias that can exist within institutions, and how connected decision making is to that equitable bias.”
* “Significantly important recognizing that we all have biases, how racial bias continues to be prevalent and how it manifests in the schools. How can we have courageous conversations among each others to dismantle the system of oppression. what systems can we create to work toward equity despite the adversities we face on a daily lives.”
* “Through class discussions and book readings, learned the language associated with biased behavior, recognition of inequitable systems affecting underserved students and ways to engage in courageous conversations.”
* “The tools that TLA shared were incredibly helpful.”

**Practical application** – (3 of 15) Fellows wrote about taking their learning from Influence 100 and applying it in their districts.

* “My equity project gave me the vehicle to effect district wide change”
* “As a school leader there is very little time to think and reflect on the work because you are so focused on doing the work. Influence 100 has not only provided me the opportunity to do this, but is has provided me with resources, structures and supports to do this effectively and leave with something that I can use to be a better leader.”
* “I have been able to collaborate and communicate some of the learning from Influence 100 into my work with my district in the current role I serve.”

**Other** – (2 of 15)

* **Motivation**: “This program has helped me to become more courageous in doing this important and necessary work. It gives me the motivation to continue this work, especially on days where it feels so hard.”
* **Not evidence-based**: “I spent the last two years developing an anti-racist curriculum for the district I am working in anchored on historical perspectives of race, power, and equity. Hence, I was conducting extensive research for my school curriculum, and at times, the Influence 100 work was not researched and evidence-based. The work shared on implicit bias was not anchored in the current research. For example, whole-scale diversity professional learning rarely works, looking at data may also not work, and that race talk may not work. It would have been helpful to know what does work, for example, perspective taking, stereotype replacement, and increasing positive contact.”

## Q4 – How helpful were the aspects of the Influence 100 program listed below in supporting your growth as an equity-minded district leader? (Monthly Sessions).

Most of the responding fellows rated all aspects of the monthly sessions as “moderately” or “very helpful” (at least 12 out of 16 [75%] for each aspect). *Reflection circles at the beginning of each session* and *presentations from external speakers* were the most highly rated aspects. On average, across aspects, Monthly Sessions were the most highly rated, compared to Action Research Projects and District Leadership Convenings, with an average of 85% of responding fellows reporting that each aspect was “very” or “moderately” helpful.

**Aspects of monthly sessions:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect of monthly sessions** | **Very helpful** | | **Moderately helpful** | | **Slightly helpful** | | **Not helpful** | | **Total** |
| Reflection circles at the beginning of each session | 69% | 11 | 25% | 4 | 0% | 0 | 6% | 1 | 16 |
| Presentations from external speakers | 63% | 10 | 25% | 4 | 13% | 2 | 0% | 0 | 16 |
| Discussion of readings | 56% | 9 | 19% | 3 | 25% | 4 | 0% | 0 | 16 |
| Instruction (lecturettes) from Stacy and/or Michele | 56% | 9 | 25% | 4 | 19% | 3 | 0% | 0 | 16 |
| Introduction to tools, resources, and strategies | 44% | 7 | 44% | 7 | 6% | 1 | 6% | 1 | 16 |

## Q4 – How helpful were the aspects of the Influence 100 program listed below in supporting your growth as an equity-minded district leader? (Action Research Projects).

Between 63% and 82% of responding fellows (10–13 out of 16) rated each aspect of the Action Research Projects as “very” or “moderately helpful” (average 74%). *Creating a theory of change* was the most highly rated (13 of 16, 81% rated “very” or “moderately” helpful). *Lecturette on action research tools for strategic planning process* and *time with colleagues to work on action research project* received the most mixed reviews.

**Aspects of action research projects:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect of action research projects** | **Very helpful** | | **Moderately helpful** | | **Slightly helpful** | | **Not helpful** | | **Total** |
| Creating a theory of change | 63% | 10 | 19% | 3 | 19% | 3 | 0% | 0 | 16 |
| Root cause analysis | 56% | 9 | 25% | 4 | 19% | 3 | 0% | 0 | 16 |
| Peer coaching/feedback | 44% | 7 | 31% | 5 | 19% | 3 | 6% | 1 | 16 |
| Lecturette on action research tools for strategic planning process | 31% | 5 | 38% | 6 | 31% | 5 | 0% | 0 | 16 |
| Time with colleagues to work on action research project | 31% | 5 | 31% | 5 | 31% | 5 | 6% | 1 | 16 |

## Q4 – How helpful were the aspects of the Influence 100 program listed below in supporting your growth as an equity-minded district leader? (District Leadership Convenings/Meetings).

Between 53%–88% of respondents (8–13 out of 15) indicated each aspect of District Leadership Convenings/Meetings was “very” or “moderately” helpful (average 68%). The areas most frequently identified as “slightly helpful” were *Introduction to and/or time to work with the Equity Progress Assessment tool* (33%) and *time to collaborate with other districts about specific equity strategies* (40%).

**Aspects of District Leadership Convenings/Meetings:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspects of district leadership meetings** | **Very helpful** | | **Moderately helpful** | | **Slightly helpful** | | **Not helpful** | | **Total** |
| Opportunities for community building | 53% | 8 | 33% | 5 | 13% | 2 | 0% | 0 | 15 |
| Opportunities for professional networking | 47% | 7 | 27% | 4 | 27% | 4 | 0% | 0 | 15 |
| Introduction to and/or time to work with the Equity Progress Assessment tool | 33% | 5 | 33% | 5 | 33% | 5 | 0% | 0 | 15 |
| Planning/work time with my district team | 33% | 5 | 27% | 4 | 27% | 4 | 13% | 2 | 15 |
| Time to collaborate with other districts about specific equity strategies (human capital, strategic planning, etc.) | 27% | 4 | 27% | 4 | 40% | 6 | 7% | 1 | 15 |

# Impact on Equity Practice (Q5–Q6)

## Q5 – Has Influence 100 helped you become better prepared to be a superintendent? If so, how?

More than half of the 16 responding fellows reported valuing the opportunity to hear perspectives from people outside of their own district and their own role—especially, but not exclusively, from superintendents. Some fellows particularly valued the variety of voices and approaches they heard. About half reported that the fellowship helped them learn about superintendent and other district leadership roles as well as dynamics that are particular to the district level. Two fellows reported that the fellowship had not helped them become better prepared.

**Exposure to additional perspectives** – (9 of 16) Fellows reported valuing the opportunity to hear perspectives from people outside of their own district and their own role—especially, but not exclusively, superintendents. Some fellows particularly valued the variety of voices and approaches they heard.

* “Yes. I think there are two aspects to the program that is important. That first is to examine the systems and operations of an organization where bias is the result of what at the time seems to be disconnected decision-making, and the program involves all sorts of districts, and this brings a perspective that can be hard to have when you are working in your own district.”
* “It was helpful to hear from existing school and district leaders about the issues they face in their roles and how they address them. The variety of presenters and guest speakers was useful because I could see that challenges in different districts were unique and the superintendents were unique in their approaches and personalities. I realized that there are good superintendents look different everywhere and that the role, strategies, and approaches are not one-size-fits all. Context is important and it's critical to be aware of how you lead, the political atmosphere, etc.

Was also helpful to hear that superintendents have problems too :) And the importance of having a support network.”

* “Yes, it has. The resources shared (reading, articles, tools etc...) were very helpful along with the interactions with and presentations from sitting superintendents.”
* “Yes, I was able to explore the role and learn more about leadership roles in other districts as well. The shared information with the scope and depth of equity work in other participating school districts was helpful.”
* “It has helped me become better prepared. I know the tools that are needed and to come up with a strategic plan. It was really helpful listening to other superintendents.”
* “Yes, indeed. From the lenses of different superintendents it is a job that requires, tenacity, love, passion, brave, and the understanding of the population you are servicing.”
* “Yes, I have learned a lot about preparing myself with the right mindset when taking on the role of superintendent. There is no one size fits all model, and there is no true preparation for taking on such a diverse role, however, I have learned things that will help me be in the best possible position when leading a school district.”
* “Yes. The guest speakers have not only been inspirational, but have provided us with valuable information and insight into the job.”
* “The structure of focusing on one domain for each session was every helpful. Also, hearing from superintendents was very powerful.

**Learning about superintendent role** – (8 of 16) Fellows reported learning about superintendent and other district leadership roles as well as dynamics that are particular to the district level.

* “Yes. This process has taken my thoughts from the local level to the district level and has helped me see more intently the role each person plays.”
* “Influence100 has helped me better understand the critical role of superintendents, assistant superintendents, and principals in ensuring student success.”
* “Yes at a district level I was able to see how the superintendent role works with various stakeholders and how equity intersects all levels. It also help me to see the importance of being an active listener.”
* “I think that the program provides opportunities to learn about ways in which to interact and address issues that would arise as a superintendent. Furthermore, it provides resources to give your templates for establishing structures within a school district to address issues that are affecting student growth and performances.....so yes.”
* “I believe Influence 100 has been helpful. For me, I believe I arrived at the program with strong leadership and communication skills and vision for leadership. Influence 100 has helped me to better understand some of the distinct dynamics that need to be understood and navigated in a school district to manage and drive change when necessary.

**Not better prepared** – (2 of 16) Two fellows reported that they did not feel better prepared to be a superintendent after their first year in the fellowship. Both suggested that they wanted more content focused on superintendents’ leadership responsibilities.

* “This is difficult to answer because I don't feel like I fully know the role of a superintendent. I believe the answer is ‘no.’ I feel like I am better prepared to think through equity moves, but I am no better prepared for the day to day responsibilities of leading a school district or developing personnel.”
* “Not actually. My entire career has been in education and I have led professional learning on content and culturally responsive teaching/pedagogy a lot of what we did in Influence 100 was focused on areas of strength for me. I need support on the operations and finance side of the superintendent's work.”

## Q6 – What has been the impact, if any, of Influence 100 on your district’s policies, practices, or procedures related to equity?

About half of the 15 responding Cohort 3 fellows reported that new, increased, or sustained engagement with equity issues was one of the key impacts of the program on their districts—even if more “tangible” impacts had not yet emerged. One fellow commented that their district had been impacted by the work of fellows from a previous cohort. About half reported that it was too early to see the impact of the program through the participation of their cohort, which was just completing its first year at the time of the survey. A few anticipated future impact—including through their own action research projects.

**New engagement, learning, or practices** – (8 of 15) Fellows reported that new, increased, or sustained engagement with equity issues was one of the key impacts of the program on their districts—even if more “tangible” impacts had not yet emerged. One fellow commented that their district had been impacted by the work of fellows from a previous cohort.

* “We as a school are reading Unconscious Bias in Schools. We are looking at mental models and policies and procedures.”
* “My district has really started this work at the leadership level, and we continue to examine how we can move this work into the schools and incorporate it into our practices.”
* “I think it has been very impactful even to the extent where we are making immediate changes within the district.”
* “It has shown us the importance of evaluating policies, practices and procedures with an equity lens. There was also a recognition that equity is the job of everyone not a singular person.”
* “Our district, led by our superintendent is at the forefront of this work.....but being involved in this program each month, sometimes more than once a month, allows this work to remain at the top of the agenda.”
* “We have begun to look more closely at equity through a more distinct lense of learning needed to build a more anti-bias culture (beliefs, values, language/symbols, and behaviors) while also being able to assess our systems, policies and structures that may be current barriers for particular subgroups within our district.”
* “I am not sure there is any impact at this time, I do feel that it is important for the district's leadership to support programs such as influence 100. This is a good step to improving policies, practices, and procedures related to equity.”
* “I am part of the second team from my district to ever join Influence 100 and I think it is too early to see the full impact of our participation in this program. However, the first team/cohort from my district was instrumental in supporting the implementation of an innovative program to support parents of children in our district to become paraprofessionals.”

**Too soon to say/anticipated impact** – (7 of 15) About half of responding fellows reported that it was too early to see the impact of the program through the participation of their cohort, which was just completing its first year at the time of the survey. A few anticipated future impact—including through their own action research projects.

* “There has not yet been an impact through my work with Influence 100.”
* “The impact of Influence 100 has not yet been felt in my district. I hope to have an impact as I begin work on my capstone project.”
* “I'm not sure if there has been yet. There have been certainly been conversations.”
* “The project will benefit the district as a whole.”
* “I am using what I am learning through Influence 100 to inform a variety of areas of my research project including, but not limited to: core values, curriculum, staff competencies, and restorative justice practices.”
* “My district is currently undergoing through number of years under state receivership and is heading toward systemic changes in policies, practices, and procedures aiming at equity a job that requires significant patience and devotion.”

**Other**

* “Opportunity to meet colleagues and build community with them.”

# Mentorship Experiences (Q7–Q13)

## Q7 – To what extent has your experience with your Influence 100 mentor supported your progress toward becoming a superintendent?

Nearly two-thirds of responding fellows (10 of 16, 63%) reported that their experience with their influence 100 mentor supported their progress toward becoming a superintendent to at least a “moderate” extent. Almost 40% of those who responded indicated that their experience with their Influence 100 mentor offered little or no support for their progress toward becoming a superintendent.

|  |  |  |
| --- | --- | --- |
|  | **#** | **%** |
| To a great extent | 4 | 25% |
| To a moderate extent | 6 | 38% |
| To little extent | 4 | 25% |
| Not at all | 2 | 13% |

## Q8 – Of the types of opportunities listed below that your Influence 100 mentor may have facilitated, to what extent did each of these meet your needs as an aspiring superintendent?

Between 37% and 69% of responding fellows (7–11 out of 16) indicated their needs were at least “moderately” met in terms of all the opportunities listed that their Influence 100 mentor may have facilitated. Six fellows (38%) reported that *opportunities to discuss district operations*, *access to leadership development opportunities,* and *opportunities for general discussion and debriefing* “fully met” their needs. Similar percentages of fellows also reported that these supports did not happen.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Types of opportunities** | **Fully met my needs** | | **Moderately met my needs** | | **Slightly met my needs** | | **Did not meet my needs** | | **Did not happen** | | **Not needed** | | **Total** |
| Opportunities to discuss district operations | 38% | 6 | 6% | 1 | 13% | 2 | 6% | 1 | 38% | 6 | 0% | 0 | 16 |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) | 38% | 6 | 0% | 0 | 13% | 2 | 13% | 2 | 38% | 6 | 0% | 0 | 16 |
| Opportunities for general discussion and debriefing (e.g., of observations, meetings, Influence 100 sessions, or other events) | 38% | 6 | 13% | 2 | 19% | 3 | 0% | 0 | 31% | 5 | 0% | 0 | 16 |
| Opportunities to discuss my action research project | 25% | 4 | 44% | 7 | 13% | 2 | 0% | 0 | 19% | 3 | 0% | 0 | 16 |
| Other | 20% | 1 | 0% | 0 | 20% | 1 | 0% | 0 | 60% | 3 | 80% | 4 | 5 |

“Other” responses:

* Opportunity to deeper understand how the district priorities take place

## Q9 – Did you participate in any of the following activities as part of your first year with Influence 100? (Please check all that apply).

At least two-thirds (11 and 12 of 16, 69%) indicated they had participated in community meetings, school committee and district leadership meetings. Half the responding fellows (8) reported attending budget meetings and 3 reported shadowing the superintendent.

|  |  |  |
| --- | --- | --- |
| **Activities** | **%** | **#** |
| Attend other community meetings with families or community partners | 75% | 12 |
| Attend school committee meetings | 69% | 11 |
| Participate in district leadership meetings | 69% | 11 |
| Attend budget meetings | 50% | 8 |
| Shadow the superintendent | 19% | 3 |
| Total |  | 16 |

## Q10 – How helpful were each of these types of mentorship support, during your first year as an Influence 100 fellow, in supporting your progress toward superintendency?

All of the types of mentorship support assessed were rated as at least “moderately helpful” by most of the fellows (73%–100%) who had reported receiving those supports (in Q8 and Q9). *Opportunities for general discussion and debriefing* and *attending school committee meetings* received the highest number of “very helpful” ratings from fellows (5 each). *Opportunities to discuss their action projects* received the most ratings of at least “moderately helpful” (by 8 of 11, 62% of responding fellows).

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mentorship support** | **Very helpful** | | **Moderately helpful** | | **Slightly helpful** | | **Not at all helpful** | | **N/A\*** | | **Total\*\*** |
| Opportunities for general discussion and debriefing (e.g., of observations, meetings, influence 100 sessions, or other events) | 45% | 5 | 36% | 4 | 18% | 2 | 0% | 0 | 0% | 0 | 11 |
| Attending school committee meetings | 45% | 5 | 27% | 3 | 27% | 3 | 0% | 0 | 0% | 0 | 11 |
| Opportunities to discuss district operations | 40% | 4 | 40% | 4 | 10% | 1 | 0% | 0 | 10% | 1 | 10 |
| Attending budget meetings | 50% | 4 | 38% | 3 | 0% | 0 | 13% | 1 | 0% | 0 | 8 |
| Attending other community meetings with families and/or community partners | 33% | 4 | 42% | 5 | 17% | 2 | 8% | 1 | 0% | 0 | 12 |
| Participating in district leadership meetings | 36% | 4 | 45% | 5 | 9% | 1 | 9% | 1 | 0% | 0 | 11 |
| Opportunities to discuss my action research project | 23% | 3 | 62% | 8 | 15% | 2 | 0% | 0 | 0% | 0 | 13 |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) | 23% | 3 | 23% | 3 | 15% | 2 | 0% | 0 | 38% | 5 | 13 |
| Shadowing the superintendent | 67% | 2 | 33% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 3 |
| Other | 50% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 | 2 |

*\* Ratings of N/A lowered helpfulness ratings for three supports and might be an artifact of the way the series of questions (Q8–Q10) was structured. The intention was to ask fellows to rate only supports that they had indicated receiving in Q8 and Q9.*

*\*\* These respondent counts vary because fellows were only given the option to rate supports that they had previously indicated (in Q8 and Q9) they had received.*

Q11 – Which types of mentorship support were the most helpful?*(Respondents selected up to three. Options presented if marked at least “moderately helpful” in Q10.)*

Of the mentorship supports that fellows reported receiving and had rated at least “moderately helpful” in the previous questions (Q8 and Q9), *opportunities to discuss their action research project* and *participating in district leadership meetings* were each indicated as “most helpful” by five of thirteen fellows (38%). Four of thirteen respondents (31%) indicated that *opportunities for general discussion and debriefing*, *attending school committee meetings*, and *attending other community meetings* were each among the “most helpful” types of mentorship support. No single support was rated “most helpful” by more than 40% of responding fellows.

|  |  |  |
| --- | --- | --- |
| **Mentorship support** | **%** | **#** |
| Opportunities to discuss my action research project | 38% | 5 |
| Participating in district leadership meetings | 38% | 5 |
| Opportunities for general discussion and debriefing (e.g., of observations, meetings, influence 100 sessions, or other events) | 31% | 4 |
| Attending school committee meetings | 31% | 4 |
| Attending other community meetings with families and/or community partners | 31% | 4 |
| Opportunities to discuss district operations | 15% | 2 |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) | 15% | 2 |
| Shadowing the superintendent | 8% | 1 |
| Attending budget meetings | 8% | 1 |
| Other \* | 8% | 1 |
| Total |  | 13 |

“Other” responses:

* “I was able to participate in a bipoc superintendent affinity group while also participating in Influence 100.”

## Q12 – What was it about the mentorship supports you selected above that was particularly helpful to you? (11 responses).

Reporting on the benefits of mentorship supports was mixed. Many fellows who reported receiving some mentorship supports (7 of 11) reported a variety of ways they felt those supports had been helpful, including building their own understanding of the role and the system, observing or participating in leadership activities, and receiving feedback. Another subset of those who responded to this question (5 of 11) generally suggested that mentorship through Influence 100 had not been a particularly impactful part of their experience.

**Opportunities to learn, participate, receive feedback** – (7 of 11) Fellows reported opportunities to reflect, build understanding, receive feedback, gain perspective, and observe important activities.

* “I used this opportunity to fine tune my project. It allowed me to check my thinking to better fit my district.”
* “Mentoring supports still taking place are giving me a general understanding on how the educational system operates”
* “I learned that I work best with a thought partner to speak aloud perspectives. Also the importance of understanding who's voice is heard and not.”
* “Feedback from District level administrators on my research project.”
* “I am particularly fortunate to have a superintendent who believes in this work and provides space for me to be part of leadership opportunities.”
* “Each of the above was slightly supportive because they provided a perspective from different district constituents. Yet, the most helpful for me would have been to participate in budget meetings.”
* “day to day shadowing”

**Other** – (5 of 11) Several fellows provided feedback on aspects of the mentorship that could be improved.

* “We have not yet begun a mentoring support.”
* “The experiences lacked the depth needed to fully understand and internalize the leadership thought process and navigate the political aspects of the moves.”
* “In my experience, I have been involved in a leadership way at the district level as a principal representative to the superintendent, so the mentoring piece was just a natural part of my work.”
* “I was able to participate in a bipoc superintendent affinity group while also participating in Influence 100. This experience was very helpful because I learned that some of my ideas, plans and strategies were useful to sitting superintendents. This made me feel affirmed and confident in my knowledge and prior learning experiences. It also encouraged me to ask them more questions and bring some of those shares back to Influence 100.”

## Q13 – In the coming year, what kinds of support do you most need from your mentor to become better prepared to be an equity-focused district leader? (13 responses).

Responding fellows requested more opportunities to see and understand core aspects of the superintendent role. Two fellows suggested a more structured approach to mentorship.

**More shadowing and information about how to navigate the role and the hiring process** – (9 of 13) Many responding fellows requested more opportunities to be exposed to and learn about the superintendent role—including one fellow who specifically requested more exposure to superintendents of color. A couple requested other supports including support for the research project and support for navigating the hiring process.

* “Shadow the superintendent; attend budget meetings; 0pportunities to discuss my action research project.”
* “Shadowing and understanding the thinking behind the decision making. How are the pitfalls avoided.”
* “more shadowing.”
* “For me, more exposure to superintendents of color to shadow and learn from would be the most useful.”
* “Access to budget, finance, and union negotiations.”
* “How is the School District Composed / who operates every department and their responsibilities, areas of strength vs. areas of support. What is your vision in working with equity for all.”
* “More on how to be courageous against pushback.”
* “Continued support on my research project.”
* “Navigating the hiring process to put myself in a better position to be selected for district roles outside of the district.”

**Different structure** – (2 of 13) Two fellows requested different structure for mentorship. Both suggested regular, established mentorship support meetings. One suggested an onboarding meeting to set expectations for mentorship in Influence 100.

* “If I were able to receive the same monthly, sometimes bi-monthly support then I feel I would be in a great position.”
* “Established and regular mentorship meetings. An onboarding meeting with the Superintendent would have been helpful and perhaps clarity from the superintendent about how the mentoring relationship would function.”

**Other** – (2 of 13) One fellow reported being unaware of a mentorship component of Influence 100.

* “My apologies for any confusion, but I am a bit lost. I was not aware of a mentorship component or having a mentor as part of my participation in the Influence 100 program. I missed a couple of sessions … and I wonder if mentorship was formally discussed or presented while I was absent.”
* “Continued opportunities to discuss and rewrite in so as not to go down to any rabbit holes. Going through this exercise has shown there are multiple areas of growth.”

## Q14 – Is there anything you think could be *added* to the Influence 100 fellowship that would make the program more effective in supporting your growth as an equity-focused district leader If so, what and why? (12 responses).

About half of responding fellows requested more opportunities to connect with and learn from superintendents and other district leadership, including outside of their own district. Two thirds gave feedback about the structure of the program—some requesting more in-person gatherings, others suggesting topics for collaborative work during sessions, and one suggesting program differentiation based on fellows’ experiences and needs.

**Improve mentorship, connection to own and other districts** – (5 of 12) Fellows suggested adding more structures that would allow them to learn and connect with superintendents and district leadership, both within and outside of their own districts.

* “I think more connection to my district leadership--school committee.”
* “Yes. It would have been helpful if Influence 100 staff could have met with me, the other Influence 100 participant, and the superintendent to outline mentorship expectations, encourage the establishment of regular meetings, etc.

I met with the superintendent this first year but mainly regarding my action research project and did not have an opportunity to shadow her or engage in activities outlined in a previous section of this survey. I was not aware of the type of mentorship role the superintendent was supposed to play.

Also, in my current role, I do not report to the superintendent, which made getting access more difficult. Would be a good idea to talk with sups about how mentorship might need to look different or be more intentional in this situation.”

* “Formal process of assigning superintendents as mentors to Influence 100 fellows  
  Assigning a coach to each fellow to serve as a sounding board”
* “I would like to hear from more superintendents of color- Maybe a forum to allow fellows to ask questions.”
* “Shadowing other Influence district superintendents, especially those who were chosen to be presenters, would help us leave our silo and see what is happening elsewhere.”

**In person sessions, collaboration, program differentiation** – (8 of 12) A third of the respondents (4) requested some in-person meetings for the cohort. A quarter (3) suggested various kinds of collaborative work during the sessions. One fellow suggested that the program would benefit from differentiation based on fellows’ needs and experiences.

* “Some meetings in person if possible might be beneficial.”
* “For the program to be more effective, I wonder if having the monthly meetings in person could be possible. It feels distant.”
* “I would love for the program to start meeting in person.”
* “With the end of COVID restrictions, having in person meetings would be helpful and beneficial.”
* “I would love for us to have longer times in the breakout rooms to have discussions related to POP and various experiences. It gives an opportunity to hear varied perspective, initiatives and questions.”
* “Love the amount of time we spend together and the networking. Having guest superintendents is probably one of my favorite parts of the program.”
* “Yes, I do think it would be helpful to have Moc budgets to review in groups and work through it with other fellows.”
* “Differentiation of the program based on the needs of the participants. For example, after a self-assessment at the beginning group the fellows into groups based on identified needs: curriculum, finance, equity, etc.”

## Q15 – Is there anything you would *eliminate from or change* about the Influence 100 fellowship that would make the program more effective If so, what and why? (9 responses).

In response to this question, a few fellows touched on themes that had been raised by others in response to the previous question (including requesting in-person sessions, improved mentorship, program differentiation, and connections to other districts). Others provided feedback about the structure and content of the monthly sessions.

**Mentorship, in-person meetings, program differentiation, connections to other districts** – (3 of 9)

* “We did not meet in person, this year. I do think in-person would provide so much value to the fellowship program. I think it would be beneficial if each member had a mentor- or was supported to find a mentor.” (this person did not request meeting in person in previous question)
* “I know the pandemic may have an affect on this but I would love the opportunity to visit districts in person especially the guest speakers. I'm a visual learner, the Zoom option is difficult at times. Also the optional sessions should be included in the general meeting.”
* “I would suggest looking at the roles of the members more closely as the learning curve for everyone is very different.” (different person than had suggested differentiation before, in next Q, suggests meeting in person for the first time)

**Structure and content of monthly sessions** – (3 of 9)

* “The first 3-4 meetings were heavily about equity and why it's important, which I felt I was already acutely aware of. They felt redundant and those meetings weren't as useful. Also, the content was presented very matter-of-factly and there wasn't much room for disagreement/debate. Also, this was difficult because the group did not yet know one another well. Might make sense to lead with a different topic like leadership or strategic planning. Then when the group begins to talk about equity, folks are better able to push each other's thinking, express their thoughts.”
* “The length of time during the day is really a challenge for me.”
* “I would like to see us delve deeper into problem solving and thinking through equity issues.”

**Re-capitulated feedback previous question** – (3 of 9; these fellows provided similar suggestions in response to Q14)

* “Perhaps we can have a way of having hybrid meetings.”
* “I would love for the program to start meeting in person.”
* “Yes, the lack of differentiation.”

## Q16 – How, if at all, did the COVID-19 pandemic impact your experience as an Influence 100 fellow? We welcome your comments on any aspect of your experience. (14 responses).

Most of the responding fellows indicated that the most significant impact of the COVID-19 pandemic was on their ability to build relationships and connect in person. Several noted that virtual sessions left them vulnerable to distraction from competing priorities. Another third reported that stress, staffing shortages, and other crises related to the pandemic pulled them away from focusing on the fellowship.

In addition to the thirteen responses about impacts, three fellows responded that there was little impact of the COVID-19 pandemic, writing “no,” “na,” or “There was no impact.”

**Limitations on in-person gathering** – (9 of 13)

* “As noted above, not being able to meet in person makes collegial relationship building harder”
* “It would have been good to meet once in person - I know that's been brought up a few times :)”
* “The inability to interact with other fellows, district leaders, and staff, in person was limiting.”
* “It was nice working online but it's hard to do when you're running a school during the day. I would like to take days off to meet but the timing wouldn't be right with everything that is going on. Influence 100 has been very supportive and understanding of my situation. Thanks!”
* “I have not been able to connect with the other fellows. I think that doing so occasionally will be helpful for us.”
* “I prefer in-person learning, and the pandemic has forced a virtual learning experience on all of us. I think in-person learning, away from the office, would have helped me focus on the program without the day-to-day distractions or competing priorities of the office.”
* “I would like a hybrid or full in person option next year is possible. At times Zoom inhibits me from fully engaging in authentic conversations.”
* “I am guessing the program was virtual due to Covid 19 and as such that worked. Possibly a hybrid model: some virtual and some face-to-face.”
* “It would have been great to have the program be in-person?

**Stress, staffing shortages, crises** – (4 of 13)

* “The Pandemic impact, school environments are met with many challenges, but this year and the past couple were extraordinary. I do think the experience would have been different without Covid-19. I know for me, I had days/weeks when my family was affected by the pandemic and many close scares of infection. The added emotional stress was at times overwhelming. This situation did at times keep me distracted from my professional goals.”
* “Covid -19 impacted my experience as an influence 100 fellow in a way that I could never expect. My office was basically reduced to cero (people got sick, left the office etc.) this left me with very little time in my hands to dedicate to this important project. Even today, I have been quarantined being covid positive for the first time.”
* “I have not been able to put the time into my project as we are struggling with such staffing shortages and other crisis' in our building on a daily basis.”
* “there is never enough time to do it all”

## Q17 – Please share any additional comments you have about your experience as an Influence 100 fellow during your first year in the program. (12 responses).

Much of this feedback was appreciative of the value of the program and the connections fellows made as part of their participation. Almost half of those who responded had suggestions for changes to various aspects of the program, including timing, length, content, and structure.

**General appreciation** – (7 of 12)

* “It's a great program. I appreciate the perspective and the ability to network and hear from folks from around the state. Also, the group of fellows is amazing!”
* “I am glad the program exists.”
* “I have enjoyed the program and without this connection, I may not still be as dedicated to equity in education as I am.”
* “I really enjoy this program.”
* “I appreciate the opportunity to be a part of Influence 100 and value what I have been learning from the program leaders and my peers.”
* “So honored to be part of this program and to work with such dedicated people.”
* “TLA is amazing!”

**Suggestions for change** – (5 of 12)

* “Sharing a comprehensive syllabus at the beginning of the year would have been helpful.  
  Mentor assignment process could be improved”
* “I think the program is really good something to consider doing over the summer or even a few weekends.”
* “Influence 100 is an excellent program dedicated to many potential leaders. I wish it could be extended for at least three years in consideration of the pandemic and how people changed the way of thinking.”
* “Additionally, have the fellows set goals at the beginning of the program and use those goals throughout the year.”
* “Maybe having sitting superintendents come and pose (real time) challenges to the group for ideas, suggestions and feedback. Doing this will demonstrate the learning members in the group accomplished as well as the gaps. (Just a thought)”

# Influence 100 Survey Summary - Mentors: Cohort 2, Year 2

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[Q10 – Which one or two aspects of Influence 100 were most successful? Please elaborate on why you think these aspects were successful. (1 response) 40](#_Toc112799738)

[Q11 – What are one or two aspects of Influence 100 that could be improved? Please describe the changes you would recommend. (2 responses) 40](#_Toc112799739)

# Response Rate and Notes

Two of seven surveyed Cohort 2 mentors (29%) completed the survey.[[1]](#footnote-1) Mentors were surveyed about 10 of the 17 Cohort 2 fellows and the two respondents mentored three of these fellows (30%).[[2]](#footnote-2)

Questions four through six in this survey were asked about individual fellows. Mentors with multiple fellows responded to these questions once per fellow. As such, the total number of responses for Q4–Q6 is three (the number of fellows represented by responding mentors) instead of two (the number of responding mentors).

Please note that percentages are not included in this analysis as the denominator (i.e., the number of mentors) is low (N=2) and applying percentages may be misleading.

# Mentor Effort (Q1–Q3)

## Q1 – Considering your time and energy/attention, what level of effort were you able to put into being a mentor to your Influence 100 fellow(s) over the past two years?

Both mentor respondents reported putting “a high level of effort” into being a mentor.

|  |  |
| --- | --- |
| **Level of effort** | **#** |
| A high level of effort | 2 |
| A moderate level of effort | 0 |
| A small level of effort | 0 |
| I was not able to put any effort into being a mentor | 0 |
| Total mentors | 2 |

## Q2 – In your opinion, to what extent was the level of effort you provided sufficient, in terms of supporting your fellows’ professional and personal development as aspiring superintendents?

## Q3 – Please explain.

Each of the two responding mentors indicated that the level of effort they put into being a mentor was either “very” or “moderately” sufficient.

|  |  |
| --- | --- |
| **Level of sufficiency** | **#** |
| Very sufficient | 1 |
| Moderately sufficient | 1 |
| Slightly sufficient | 0 |
| Not at all sufficient | 0 |
| Total mentors | 2 |

In question 3, the mentor that selected “moderately sufficient” highlighted the impact of the pandemic on the focus of their fellow’s activities:

* “Although we were able to provide meaningful experiences for our fellow, I think that this year was much different than it has been in the past because of the pandemic. Our fellow's attention and focus was heavily placed on getting the school up and running.”

# Support to Fellows (Q4–Q5)

## Q4 – How frequently were you able to provide the following types of support to your fellow as part of the Influence 100 program?

The two responding mentors reported being able to provide three types of support “very frequently” and “often” to the fellows: *opportunities to discuss district operations*; *access to leadership development opportunities*; and *opportunities for general discussion and debriefing*. Less frequently provided were *opportunities to discuss the action research projects* - mentors reported providing this support “sometimes” to two fellows and “often” to one fellow.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Types of support** | **Very frequently** | **Often** | **Sometimes** | **Just once** | **Never** | **Total** |
| Opportunities to discuss district operations | 2 | 1 | 0 | 0 | 0 | 3 |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) | 2 | 1 | 0 | 0 | 0 | 3 |
| Opportunities for general discussion and debriefing (about observations, meetings, Influence 100 sessions, or other events) | 2 | 1 | 0 | 0 | 0 | 3 |
| Opportunities to discuss their action research project | 0 | 1 | 2 | 0 | 0 | 3 |
| Other | 0 | 1 | 0 | 0 | 0 | 1 |

## Q5 – Which of the following leadership development opportunities did you facilitate for your fellow during the 2021–22 school year as part of the Influence 100 program? Please select all that apply.

The two mentors for all three fellows who indicated in Q4 that they had provided *access to leadership development opportunities* were asked which types of opportunities they had facilitated. Of the five types of opportunities assessed, the mentors most commonly facilitated *shadowing the superintendent*, *attending community meetings with families and/or community partners*, and *participating in district leadership meetings* (3 fellows each). Mentors facilitated *attending budget meetings* for 2 fellows and *attending school committee meetings* for 1 fellow.

|  |  |
| --- | --- |
| **Leadership opportunities** | **#** |
| Shadowing the superintendent | 3 |
| Attending other community meetings with families and/or community partners | 3 |
| Participating in district leadership meetings | 3 |
| Attending budget meetings | 2 |
| Attending school committee meetings | 1 |
| Total fellows | 3 |

# Mentorship Impact (Q6–Q8)

## Q6 – One of the goals of Influence 100 is to develop equity-focused leadership capacity among participating fellows. For each of the following practices listed below, please indicate how much growth—if any—you observed in your fellow during the 2021–22 school year.

Responding mentors observed growth in their fellows’ equity mindsets. Both reported observing a “high amount of growth” among their 3 fellows in each of the 6 leadership dispositions (ELD) assessed.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **High amount of growth** | **Moderate amount of growth** | **Small amount of growth** | **No growth** | **Don't know/NA** | **Total** |
| Reflecting on personal assumptions/beliefs | 3 | 0 | 0 | 0 | 0 | 3 |
| Modeling a personal belief system that is grounded in equity | 3 | 0 | 0 | 0 | 0 | 3 |
| Acting in culturally competent ways | 3 | 0 | 0 | 0 | 0 | 3 |
| Building the capacity of others to work towards equity in the district schools | 3 | 0 | 0 | 0 | 0 | 3 |
| Confronting institutional biases | 3 | 0 | 0 | 0 | 0 | 3 |

## Q7 – Consider all of the mentorship that you have provided to your fellow(s) over the past two years. From your perspective, what level of impact has your mentorship had on your fellow(s), in terms of preparing them to be a superintendent?

Both responding mentors indicated that their mentorship has had “a high level of impact” on their fellows, as far as preparing them to be a superintendent.

|  |  |
| --- | --- |
| **Level of impact** | **#** |
| A high level of impact | 2 |
| A moderate level of impact | 0 |
| A small level of impact | 0 |
| No impact | 0 |
| Total mentors | 2 |

## Q8 – Please describe why you think your mentorship had this level of impact on your fellow(s). (1 response).

The mentor that selected “a high level of impact” described the mentorship as an “invaluable” growth experience for both the mentor and the fellow.

* “Fellows were able to experience hands-on the role of a Superintendent. They were able to share the responsibilities of the job and understand the magnitude of the position. They had the opportunity to work on projects and see the results of that project. It was important for us to discuss various aspects of the job and then to be able to actively dialogue about the pros and cons of the decisions that had to be made. These dialogues were essential to understanding the rationale behind the policies. This learning experience was invaluable to both the fellow and myself. We both grew from the experience.”

# Closing Reflections (Q9–Q11)

## Q9 – Please describe one or two types of support or guidance that Influence 100 could provide in the future—in addition to any existing support the program provides—that would be helpful for mentors. (2 responses)

The two responding mentors called for more in-person meetings and more superintendent check-ins in order to gauge fellow engagement and to help foster community.

* “I would like to see more check-in sessions for Superintendents to debrief. This would help us to gauge our fellow's level of engagement, ensuring that every fellow got a rich experience.”
* “I think moving toward some in person meetings could be helpful in developing a sense of community and supporting relationships between members.”

## Q10 – Which one or two aspects of Influence 100 were most successful? Please elaborate on why you think these aspects were successful. (1 response)

One mentor reported that the DLT meetings and one-on-one sessions were inspiring and helpful.

* “I found the meetings to be very inspiring and helpful to my role as a mentor. They gave me a great perspective into my role. I enjoyed the 1:1 district session, that allowed me to ask specific questions that pertained to my development and understanding.”

## Q11 – What are one or two aspects of Influence 100 that could be improved? Please describe the changes you would recommend. (2 responses)

One mentor was happy with Influence 100 while the other recommended more in-person engagement.

* “As always, I think that you do an awesome job at structuring and developing this program. With all things considered this year, I still think that you did a tremendous job.”
* “Again, I think some in person engagement may be worthwhile for next year.”

# Influence 100 Survey Summary - Mentors: Cohort 3, Year 1

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[Q7 – Which of the following leadership development opportunities did you facilitate for your fellow during the 2021–22 school year as part of the Influence 100 program? Please select all that apply. 48](#_Toc112827403)

[Q8 – For each shadowing activity that you facilitated, please briefly describe what that activity looked like. (1 response) 48](#_Toc112827404)

[Q9 – Please briefly describe the “other” opportunities that you facilitated for your fellow(s) as part of the Influence 100 program. (2 responses) 48](#_Toc112827405)

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[Q10 – Please think about your experience mentoring your fellow(s). What are the two things you think you did as a mentor that were most helpful to your fellow(s)? Why and how were each of these things helpful? (6 responses) 49](#_Toc112827407)

[Q11: What support or guidance can Influence 100 provide in the future that would be helpful for mentors? (6 responses) 49](#_Toc112827408)

[Q12: From your perspective as a mentor, what are the ways in which the Influence 100 program could better support the development of culturally competent district leaders? (6 respondents) 50](#_Toc112827409)

[Q13: Are there any aspects of Influence 100 that you think need to be improved, changed, or eliminated? If so, what are these aspects and why do you suggest this? (3 responses) 50](#_Toc112827410)

[**Impact of COVID-19 Pandemic (Q14) 51**](#_Toc112827411)

[Q14 - How, if at all, did the COVID-19 pandemic impact your role as an Influence 100 mentor? Feel free to comment on any aspect of your role as a mentor, such as the type of support you provided to your fellow(s), how you communicated with your fellow(s), etc. (5 responses) 51](#_Toc112827412)

# Response Rate and Notes

Seven of 12 Cohort 3 mentors (58%), representing 11 of 17 Cohort 3 Fellows (65%) completed the survey.[[3]](#footnote-3)

Questions one through nine in this survey were asked about individual fellows. Mentors with multiple fellows responded to these questions once per fellow. As such, the total number of responses for questions one through nine is 11 (the number of fellows represented by responding mentors) instead of 7 (the number of responding mentors).

# Mentor – Fellow Relationship (Q1– Q3)

## Q1 – How long had you been working with your fellow prior to your experience with the Influence 100 program?

All but one of the 11 fellows had been working with their mentor prior to their experience with the Influence 100 program. Over one-third of the fellows (4) had been working with their mentors for less than 1 year prior; and an equal amount had been working with their mentor 5 to 9 years prior to Influence 100.

|  |  |  |
| --- | --- | --- |
| **Time in years** | **%** | **#** |
| Less than 1 year | 36% | 4 |
| 5 to 9 years | 36% | 4 |
| 1 to 4 years | 18% | 2 |
| I did not know Fellow prior to the Influence 100 program | 9% | 1 |
| Total |  | 11 |

## Q2 – During the 2021–222 school year, on average, how often did you provide support to your fellow via one-on-one meetings and brief check-ins.

The frequency with which mentors met with their fellows during the 2021–22 school year varied. The reported frequency of one-on-one meetings ranged from “weekly” to “less frequently than monthly,” with “monthly” being the most common frequency (N=4 out of 11, 36%). The reported frequency of brief check-ins also ranged from “weekly” to “less frequently than monthly,” however, no mentors reported having brief check-ins “monthly.” Two mentors reported “other” frequencies which included meeting at least weekly, daily, or as needed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Frequency** | **One-on-one meetings** | |  | **Brief check-ins** | |
| Weekly | 27% | 3 |  | 20% | 2 | |
| Every other week | 18% | 2 |  | 30% | 3 | |
| Monthly | 36% | 4 |  | 0% | 0 | |
| Less frequently than monthly | 18% | 2 |  | 10% | 1 | |
| Other | 0% | 0 |  | 20% | 2 | |
| Total |  | 11 |  |  | 10 | | |

“Other” brief check-ins responses:

* “At least weekly. Often daily or as needed.”
* “Whenever she calls and whenever we need to in addition to monthly 1;1 and bi monthly leadership council time.”

## Q3 – Through which modes of communication did you have your one-on-one meetings and brief check-ins? Please select all that apply.

Mentors utilized a variety of means to communicate with their fellows for their one-on-one meetings and brief check-ins. In-person meetings were the most common mode of communication for both one-on-one meetings (N=9 or 82%) and brief check-ins (N=8 or 73 %). Mentors reported using the phone, email and virtual meetings relatively equally as means for communication for one-one-one meetings (45%, 36%, 36%). Similarly, for brief check-ins, email, virtual communication and phone were used by approximately one-third to one-half of mentors to communicate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Modes of communication** | **One-on-one meetings** | |  | **Brief check-ins** | |
| In-person | 82% | 9 |  | 73% | 8 | |
| Phone | 45% | 5 |  | 55% | 6 | |
| Email | 36% | 4 |  | 36% | 4 | |
| Virtual meeting (e.g. Zoom) | 36% | 4 |  | 45% | 5 | |
| Other | 0% | 0 |  | 9% | 1 | |
| Total |  | 11 |  |  | 11 | | |

“Other” brief check-ins responses:

* Sometimes by telephone.

**Development of Equity Mindset (Q4 – Q5)**

## Q4 – Influence 100 is focused on developing equity-focused leadership capacity among participating fellows. For each of the following practices listed below, please indicate how much growth—if any—you have observed in your fellow during the 2021–22 school year?

Mentors reported growth in their fellows’ equity mindsets. Mentors for the majority of Cohort 3 fellows reported observing at least a “moderate amount of growth” in their fellows across all six equity leadership disposition (ELD) areas—at least 9 of 11 fellows in each area. In two of the six ELD areas (*modeling a personal belief system that is grounded in equity* and *confronting institutional biases*), mentors indicated observing a “high amount of growth” in more than half of Cohort 3 fellows— six or seven fellows in each area.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **High amount** | | **Moderate amount of growth** | | **Small amount of growth** | | **No growth** | | **Don't know/NA** | | **Total** | |
| Modeling a personal belief system that is grounded in equity | 64% | 7 | 36% | 4 | 0% | 0 | 0% | 0 | 0% | 0 | | 11 |
| Confronting institutional biases | 55% | 6 | 27% | 3 | 18% | 2 | 0% | 0 | 0% | 0 | | 11 |
| Acting in culturally competent ways | 45% | 5 | 36% | 4 | 18% | 2 | 0% | 0 | 0% | 0 | | 11 |
| Creating systems to support equitable access for historically underserved students | 45% | 5 | 45% | 5 | 9% | 1 | 0% | 0 | 0% | 0 | | 11 |
| Reflecting on personal assumptions/beliefs | 36% | 4 | 64% | 7 | 0% | 0 | 0% | 0 | 0% | 0 | | 11 |
| Building the capacity of others to work towards equity in the district schools | 27% | 3 | 64% | 7 | 9% | 1 | 0% | 0 | 0% | 0 | | 11 |

## Q5 – Were any of these practices listed below topics of conversation between you and your fellow during the 2021–22 school year?

Nearly all mentors indicated that the ELD practices were topics of conversation between themselves and their fellows during 2021–22 school year meetings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Yes** | | **No** | | **Total** |
| Reflecting on personal assumptions/beliefs | 100% | 11 | 0% | 0 | 11 |
| Building the capacity of others to work towards equity in the district schools | 100% | 11 | 0% | 0 | 11 |
| Confronting institutional biases | 100% | 11 | 0% | 0 | 11 |
| Modeling a personal belief system that is grounded in equity | 91% | 10 | 9% | 1 | 11 |
| Acting in culturally competent ways | 91% | 10 | 9% | 1 | 11 |
| Creating systems to support equitable access for historically underserved students | 91% | 10 | 9% | 1 | 11 |

# Fellow Support (Q6 – Q9)

## Q6 – How frequently were you able to provide the following types of support to your fellow as part of the Influence 100 program?

Nearly all mentors reported being able to provide the supports assessed to their fellows. Mentors for 6–9 of the fellows reported *providing opportunities to discuss district operations*, *access to leadership development*, and *opportunities for general discussion and debriefing* “often” or “very frequently”. *Opportunities to discuss the fellow's action research projec*t occurred less frequently, with mentors reporting providing the support “sometimes” to 7 of the 11 fellow (65%). Six mentors listed “other” types of support, including DEI initiative, long range planning for district, all district activities, discussion of fellow's position in educational setting, and weekly leadership meetings.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Types of Support** | **Very frequently** | | **Often** | | **Sometimes** | | **Just once** | | **Never** | | **Total** |
| Opportunities to discuss district operations | 45% | 5 | 9% | 1 | 45% | 5 | 0% | 0 | 0% | 0 | 11 |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) | 36% | 4 | 27% | 3 | 36% | 4 | 0% | 0 | 0% | 0 | 11 |
| Opportunities for general discussion and debriefing (about observations, meetings, Influence 100 sessions, or other events) | 18% | 2 | 64% | 7 | 18% | 2 | 0% | 0 | 0% | 0 | 11 |
| Opportunities to discuss their action research project | 0% | 0 | 27% | 3 | 64% | 7 | 9% | 1 | 0% | 0 | 11 |
| Other | 50% | 3 | 50% | 3 | 0% | 0 | 0% | 0 | 17% | 1 | 6 |

“Other” responses:

* “DEI Initiatives”
* “Fellow is a valued member of the district leadership team. He is involved in all district conversations.”
* “Long-range strategic planning for district.”
* “Opportunities to discuss her current role as Associate Principal of Student Support which is a relatively new role for her.”
* “Desired job in an educational setting.”
* “Fellow has been a vital part of our weekly leadership meetings.”

## Q7 – Which of the following leadership development opportunities did you facilitate for your fellow during the 2021–22 school year as part of the Influence 100 program? Please select all that apply.

*Participating in district leadership meetings* was the most common leadership development opportunity mentors reported facilitating for fellows. Mentors reported that all but one of their fellows were provided this opportunity. The second most commonly facilitated opportunity *was attending school committee meetings* (9 of 11), followed closely by *attending other community meetings with families and/or community partners* (8 of 11). *Shadowing the superintendent* was the least commonly facilitated opportunity, at one fellow.

|  |  |  |
| --- | --- | --- |
| **Leadership development opportunities** | % | N |
| Participating in district leadership meetings | 91% | 10 |
| Attending school committee meetings | 82% | 9 |
| Attending other community meetings with families and/or community partners | 73% | 8 |
| Attending budget meetings | 45% | 5 |
| Shadowing the superintendent | 9% | 1 |
| Other\* | 18% | 2 |
| Total |  | 11 |

## Q8 – For each shadowing activity that you facilitated, please briefly describe what that activity looked like. (1 response)

* “Inviting [Fellow] to join me in meetings that are unique to superintendency.”

## Q9 – Please briefly describe the “other” opportunities that you facilitated for your fellow(s) as part of the Influence 100 program. (2 responses)

One mentor engaged their fellow in interviewing candidates for leadership positions and the other only facilitated their fellow participating in school committee meetings as their fellow initiated other opportunities independently.

* “[Fellow] created or initiated these opportunities on his own. It is not accurate (other than school committee) to characterize my role as facilitator.”
* “Co-interviewing for key leadership positions.”

# Influence 100 Supports (Q10 – Q13)

## Q10 – Please think about your experience mentoring your fellow(s). What are the two things you think you did as a mentor that were most helpful to your fellow(s)? Why and how were each of these things helpful? (6 responses)

Mentors described several strategies that they thought were helpful to their fellows. Mentor comments generally fell into two categories: (1) actively engaging their fellow in discussion, reflection, and strategizing; and (2) providing opportunities for key activities.

**Actively engaged fellows in discussion, reflection, and strategizing** – (4 of 6) Most helpful for four mentors was to actively engage their fellows in order to encourage relationship-building and to provide opportunity for guidance, reflection, strategizing, and troubleshooting.

* “Meeting with them about their projects, joining with them in the sessions that were open to mentors. This support showed them that I was taking a personal interest in their success, gave us an opportunity to develop our relationship, and helped me to guide them in their projects.”
* “Regular, in-person, reflective conversations about leadership and district initiatives.”
* “Thinking through strategy to reinforce equity work and troubleshooting as it is implemented.”
* “Access to information and dialogue.”

**Involvement in key activities** – (2 of 6) Similarly, two mentors said it was most helpful to have their fellows participate in and learn from key activities and meetings. One mentor also said creating opportunities for fellows to support each other was most helpful.

* “Invite her to everything. Use our 1:1s to explain how the meetings fit together and how she could add value to these meetings. I treat her as the superintendent already and so we constantly strategize.”
* “1) Have the fellows participate in the weekly district leadership meetings. 2) Created opportunities for the fellows to support each other.”

## Q11: What support or guidance can Influence 100 provide in the future that would be helpful for mentors? (6 responses)

When asked for suggestions for the types of supports that could help mentors in the future, respondents generally offered recommendations concerning additional program components and logistics. Mentors indicated that the program would benefit from learning from other mentors, more insight to the challenges of superintendency, coaching training, and a reduced load of fellows. In addition, one mentor referred to program relevance by suggesting that Influence 100 ensures “work is aligned to the district plan.” Another did not have any suggestions and noted they were “fine with the process.”

**Program components and logistics** (4 of 6)

* “It would be a great to have a session just with mentors so that we could share what we were doing to support the fellows from our district.”
* “A glimpse of the current landscape and challenges of the superintendent role, with particular emphasis on what it is like to report to a School Committee.”
* “I think three fellows may be too much to provide weekly support. I would limit a district to two.”
* “Not everyone has a coaching orientation....coaching and adult learning training would be helpful.”

## Q12: From your perspective as a mentor, what are the ways in which the Influence 100 program could better support the development of culturally competent district leaders? (6 responses)

When asked for ways Influence 100 could better support the development of culturally competent district leaders, the mentors’ suggestions centered around adding program content and structure, such as mentor training, more real-life examples, and guidance regarding superintendent competencies. One mentor was satisfied with the current direction of the support and did not offer suggestions.

**Program Content and Guidance** – (5 of 6)

* “To follow up my previous suggestion, some training/meetings specifically for mentors would increase the program impact.”
* “Engage with the REDI framework from MA Association of School Superintendents so that the gears mesh on this long term, challenging work.”
* “More examples from people in the field who are doing the work.”
* “If you are not doing so, collect anonymous feedback from the district where the fellow is working.”
* “I'd like a rubric from Influence 100 of what a competent superintendent looks like so I could mould the internship experience around aspects that would fulfill the rubric expectations.”

**Continue with current support** – (1 of 6)

* “Currently in the right direction.”

## Q13: Are there any aspects of Influence 100 that you think need to be improved, changed, or eliminated? If so, what are these aspects and why do you suggest this? (3 responses)

When asked for suggestions to improve or change Influence 100, two mentors recommended more exposure to the challenges of working in political landscapes. One mentor asks whether Influence 100 could expand to specialize in other leadership roles besides superintendencies.

**Focus on navigating political relationships** – (2 of 3)

* “As mentioned above, integration with MA REDI framework, and exposure to the leadership challenges of the politics of school committees.”
* “Need more work on political acumen.”

**Address other educational leadership roles?** – (1 of 3)

* “Some questions: Does there need to be more specialization around particular leadership roles? Is the aim only superintendencies? We need Special Education Directors, Principals, Business Managers. Does Influence 100 specify particular pathways or just focus on general leadership?”

# Impact of COVID-19 Pandemic (Q14)

## Q14 - How, if at all, did the COVID-19 pandemic impact your role as an Influence 100 mentor? Feel free to comment on any aspect of your role as a mentor, such as the type of support you provided to your fellow(s), how you communicated with your fellow(s), etc. (5 responses)

When asked about the impact of the pandemic on their roles as mentors, mentors highlighted how the demands associated with the pandemic led to crisis-mode operations, reactionary planning, and reduced in-person interactions – all of which impeded on their capacity to devote time and energy for mentorship. One mentor commented that the pandemic had “very little impact.”

**Impeded on time and energy to devote to mentoring** – (4 of 5)

* “Managing omicron took time away from my efforts as a mentor.”
* “I am so tapped out by the extra demands, I feel I have been less available to my mentees and have less “zen” wisdom to give them on their challenges as I have to be in crisis mode the whole time.”
* “COVID has reduced our curricular conversations in the district and has disrupted our long term planning. We have been reactionary and not proactive.”
* “Made it difficult to have in-person meetings that I believe are essential.”

# Influence 100 Survey Summary - District Leadership Team: Returning Districts with Cohort 2 or 3 Fellows

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# Response Rate and Notes

Eight of 12 Cohort 2 and Cohort 3 returning districts completed the survey (67%). Note that half of the 12 Cohort 3 districts were returning participants in Influence 100 (i.e., these districts had also hosted Cohort 1 or Cohort 2 Influence 100 fellows). These six returning Cohort 3 districts and all Cohort 2 districts were given the “returning districts” version of the District Leadership Team Survey.

# Collaboration (Q1–Q2)

## Q1 – How many individuals collaborated to complete this survey?

Of the eight responding districts, five reported that 2 or 3 people collaborated to complete the survey. Three respondents did not collaborate with others.

## Q2 – What are the primary roles of the individuals who are participating in completing this survey? (Please select all that apply) And what number of individuals completed the survey with these roles?

Superintendents participated in completing seven of the eight district surveys. Most collaborators were in “other” district roles.

* Of the three districts that *did not* collaborate to complete the survey, the primary role of the sole survey respondent was Superintendent.
* Of the three districts with two collaborators, two paired Superintendents with “other” roles, a District Administrator and a Cabinet member, to complete the survey. The one district where a Superintendent did not participate in completing the survey paired an Executive Director with an Associate Director.
* Of the two districts with three collaborators, one had a Superintendent, a principal, and a Director of Community Use complete the survey. The other had a Superintendent, a Director for Equity and Excellence, and a Chief Communications and Development Officer.

# Overview of Questions 3 & 4: Development of Equity Practices within the Cohort 2 Districts

Districts were asked two questions about equity-focused practices as they relate to five areas: human capital, climate, curriculum and instruction, policies and practices, and leadership. The findings on these two questions are summarized below, with tables and figures by question and area located on pages 55–63.

## Q3 – For each of the items below, please indicate the practices that your district developed or changed during the 2021–22 school year. Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked.

Question 3 asked districts to indicate which practices their district developed or changed during the 2021–22 school year. Except for the practice of *using targeted recruitment strategies in an effort to increase the diversity of district/central office staff* (Human Capital, N=3), at least 50% of the districts reported developing or changing each assessed equity-focused practice in all five practice areas. Districts most frequently reported that they had developed or changed the following practices during the 2021–22 school year:

1. *Promote practices that support diversity/inclusion for staff* (Climate, N=8)

2. *Promote practices that support diversity/inclusion for students* (Climate, N=8)

3. *Change curriculum to be more culturally responsive* (Curriculum and Instruction, N=8)

4. *Change policies/practices to reduce inequitable impacts on historically marginalized groups* (Policies and Practices, N=8)

5. *Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice* (Leadership, N=8)

## **Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?**

Question 4 was a follow-up to the previous question. When districts indicated they developed or changed an equity-focused practice during the 2021–22 school year, they were also asked the extent to which Influence 100 was important in facilitating the development of or changes to those practices. As shown in the tables that follow, the number of districts that attributed the development or change of these equity-focused practices to Influence 100—at least to some extent—varied by practice. Most responding districts (from 63% to 100%) reported that Influence 100 was either “very” or “moderately” important in facilitating development or change to most of the practices. Several districts indicated that Influence 100 was “slightly” or “not at all” important for some practices. The practices most commonly receiving such ratings (from 2 or 3 responding districts) included *implementing training and/or protocols in an effort to reduce hiring bias at all levels*, *providing professional development on culturally responsive practices for district-based staff* (Human Capital area) and *using data about school climate to inform district policies/practices that support diversity, equity, and inclusion* (Climate area).

**Tables and figures for Q3 and Q4 are presented on the following pages, organized by area and question.**

# Human Capital

## Q3 – For each of the items below, please indicate the practices that your district developed or changed during the 2021–22 school year. Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked.

|  |  |  |
| --- | --- | --- |
| **Equity-focused practices** | **Developed/changed during 2021–2022 school year** | |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | 88% | 7 |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders | 75% | 6 |
| Provide professional development on culturally responsive practices for school-based staff | 75% | 6 |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 63% | 5 |
| Provide professional development on culturally responsive practices for district-based staff | 63% | 5 |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) | 50% | 4 |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff | 38% | 3 |
| Total districts |  | 8 |

# Human Capital (continued)

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | | **Moderately important** | | **Slightly important** | | **Not at all important** | | **Don't know / NA** | | **Total** |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | 71% | 5 | 14% | 1 | 0% | 0 | 14% | 1 | 0% | 0 | 7 |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders | 67% | 4 | 0% | 0 | 17% | 1 | 17% | 1 | 0% | 0 | 6 |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff | 67% | 2 | 0% | 0 | 0% | 0 | 33% | 1 | 0% | 0 | 3 |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 60% | 3 | 40% | 2 | 0% | 0 | 0% | 0 | 0% | 0 | 5 |
| Provide professional development on culturally responsive practices for school-based staff | 50% | 3 | 17% | 1 | 17% | 1 | 0% | 0 | 17% | 1 | 6 |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) | 25% | 1 | 25% | 1 | 25% | 1 | 25% | 1 | 0% | 0 | 4 |
| Provide professional development on culturally responsive practices for district-based staff | 20% | 1 | 20% | 1 | 20% | 1 | 20% | 1 | 20% | 1 | 5 |

# Human Capital (continued)

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (continued) (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

# Climate

## **Q3 –** For each of the items below, please indicate the practices that your district developed or changed during the 2021–22 school year. Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked.

|  |  |  |
| --- | --- | --- |
| **Practices** | **Developed/changed during 2021–2022 school year** | |
| Promote practices that support diversity/inclusion for staff | 100% | 8 |
| Promote practices that support diversity/inclusion for students | 100% | 8 |
| Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion | 75% | 6 |
| Total districts |  | 8 |

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | | **Moderately important** | | **Slightly important** | | **Not at all important** | | **Don't know / NA** | | **Total** |
| Promote practices that support diversity/inclusion for staff | 50% | 4 | 38% | 3 | 13% | 1 | 0% | 0 | 0% | 0 | 8 |
| Promote practices that support diversity/inclusion for students | 50% | 4 | 38% | 3 | 13% | 1 | 0% | 0 | 0% | 0 | 8 |
| Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion | 33% | 2 | 17% | 1 | 33% | 2 | 17% | 1 | 0% | 0 | 6 |

# Curriculum and Instruction

## **Q3 –** **For each of the items below, please indicate the practices that your district developed or changed during the 2021–22 school year. Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked.**

|  |  |  |
| --- | --- | --- |
| **Equity-focused practices** | **Developed/changed during 2021–2022 school year** | |
| Change curriculum to be more culturally responsive | 100% | 8 |
| Implement a plan to make instruction more culturally responsive district-wide | 88% | 7 |
| Expand access to rigorous courses for student groups who have been historically marginalized | 50% | 4 |
| Total districts |  | 8 |

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | | **Moderately important** | | **Slightly important** | | **Not at all important** | | **Don't know / NA** | | **Total** |
| Expand access to rigorous courses for student groups who have been historically marginalized | 50% | 2 | 50% | 2 | 0% | 0 | 0% | 0 | 0% | 0 | 4 |
| Change curriculum to be more culturally responsive | 38% | 3 | 25% | 2 | 25% | 2 | 13% | 1 | 0% | 0 | 8 |
| Implement a plan to make instruction more culturally responsive district-wide | 14% | 1 | 57% | 4 | 14% | 1 | 14% | 1 | 0% | 0 | 7 |

# Policies and Practices

## **Q3 – For each of the items below, please indicate the practices that your district developed or changed during the 2021–22 school year. Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked.**

|  |  |  |
| --- | --- | --- |
| **Equity-focused practices** | **Developed/changed during 2021–2022 school year** | |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | 100% | 8 |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | 88% | 7 |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | 88% | 7 |
| Advocate for the school committee to develop equity policies | 50% | 4 |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 50% | 4 |
| Total districts |  | 8 |

Q4 –To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | | **Moderately important** | | **Slightly important** | | **Not at all important** | | | **Don't know / NA** | | **Total** |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | 50% | 4 | 25% | 2 | 25% | 2 | | 0% | 0 | 0% | 0 | 8 |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | 43% | 3 | 29% | 2 | 14% | 1 | | 14% | 1 | 0% | 0 | 7 |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | 43% | 3 | 29% | 2 | 29% | 2 | | 0% | 0 | 0% | 0 | 7 |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 50% | 2 | 25% | 1 | 25% | 1 | | 0% | 0 | 0% | 0 | 4 |
| Advocate for the school committee to develop equity policies | 25% | 1 | 50% | 2 | 25% | 1 | | 0% | 0 | 0% | 0 | 4 |

# Policies and Practices (continued)

## **Q4 –**To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (continued)

# Leadership

## **Q3 –** **For each of the items below, please indicate the practices that your district developed or changed during the 2021–22 school year. Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked**.

|  |  |  |
| --- | --- | --- |
| **Equity-focused practices** | **Developed/changed during 2021–2022 school year** | |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice | 100% | 8 |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | 88% | 7 |
| Improve and/or create a district strategic plan centered on equity | 75% | 6 |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities | 75% | 6 |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 63% | 5 |
| Total districts |  | 8 |

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | | **Moderately important** | | **Slightly important** | | **Not at all important** | | **Don't know / NA** | | **Total** |
| Improve and/or create a district strategic plan centered on equity | 83% | 5 | 0% | 0 | 17% | 1 | 0% | 0 | 0% | 0 | 6 |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | 86% | 6 | 0% | 0 | 14% | 1 | 0% | 0 | 0% | 0 | 7 |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice | 50% | 4 | 25% | 2 | 13% | 1 | 13% | 1 | 0% | 0 | 8 |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities | 33% | 2 | 33% | 2 | 17% | 1 | 17% | 1 | 0% | 0 | 6 |

# Leadership (continued)

## **Q4 –** To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (continued)

# Successes and Challenges Related to Implementing Equity Practices (Q5 – Q7)

## Q**5** – **Which of the following Influence 100 activities and supports, if any, helped your district facilitate these changes or improvements in your district's practices that promote equity? (Please select all that apply.)**

Any district that developed or changed an equity-focused practice during the 2021–22 school year was asked whether certain Influence 100 activities and/or supports helped the district to facilitate those changes or improvements. Districts varied in the types of activities and supports that they found helpful. The fellow's application of tools or learning from Influence 100 programming and implementing fellow's Influence 100 action research project were the most common activities/supports identified as helpful, by five (63%) of the eight districts. Half of the districts (N=4) found using tools and resources provided by Influence 100 during quarterly DLT meetings and fellow's participation in district-level meetings helpful. The activity/support least frequently as helpful was consulting individually with Influence 100 program leadership.

|  |  |  |  |
| --- | --- | --- | --- |
| **Influence 100 activities and supports** | **%** | **N** | |
| Fellow’s application of tools or learning from Influence 100 programming | 63% | | 5 | |
| Implementing fellow’s Influence 100 action research project | 63% | | 5 | |
| Using tools and resources provided by Influence 100 during the quarterly district leadership team meetings | 50% | | 4 | |
| Fellow’s participation in district-level meetings (e.g., budget, school committee) | 50% | | 4 | |
| Attending Influence 100 quarterly district leadership team meetings | 38% | | 3 | |
| Consulting individually with Influence 100 program leadership | 13% | | 1 | |
| Other | 13% | | 1 | |
| Total districts |  | | 8 | |

## Q6 –What were one or two of your district’s accomplishments that increased practices that support equitable outcomes? (7 responses)

Seven districts reported accomplishments in the areas of strategic planning and goal setting, recruitment and hiring policies, broader school- and district-wide changes, staff hires, or professional development.

**Strategic Planning and Goal Setting** – (4 of 7) Districts reported engaging inclusive strategic planning processes to produce action plans that address equity goals.

* “We were able to work with our students, parents, staff and community partners to develop a comprehensive plan that will govern how our district approaches diversity, equity, inclusion and belonging in policies, curriculum, professional development and hiring/retention practices.”
* “District and school committee goals that focus specifically on equity.”
* “DEI committee produced a report that included action steps.”
* “Revamping the district's equity commitments as part of an inclusive strategic planning process - Concerted effort to bring more diverse voices to the table as we develop a strategic plan, rezoning task force, equity task force, etc.”

**Updated recruitment and hiring policies** – (3 of 7) Districts mentioned updating their recruitment and hiring practices and incorporating an in-house career ladder to diversity their workforces.

* “Restructuring of recruitment and hiring practices to align with equity goals.”
* “Discussing strategies and targeted recruitment efforts to diversify the workforce in all positions.”
* “Influence 100 intern project has been incorporated into union negotiations to help create a viable in-house career ladder.”

**Systems changes** – (3 of 7) Districts reported such systems change accomplishments as new student support systems, a new equity and diversity office, and redrawing district school boundaries.

* “Expanded work around multi-tiered systems of support for students.”
* “Securing the funding for and creation of the new Office Equity Diversity and Inclusion”
* “Moving forward on district elementary and middle schools, including redrawing school boundary lines. (We are in the process of doing this, but first we needed to reach consensus with a broad stakeholder group to even make it happen.)”

**Hired new staff** – (2 of 7) Two districts reported hiring new staff to lead their equity offices.

* “Designed, advertised, recruited and hired our new Director of SEL and equity, and found a person of color who fulfilled all of our dreams for this positions with his qualifications.”
* “Hiring an Executive Director of EDI.”

**Professional development** – (1 of 7)

* “Planning and conducting our first full day professional development workshop for all employees focused on Equity. The PD day was planned and conducted by the EDI office.”

## Q7 –What were one or two challenges your district encountered while working to increase practices that support equitable outcomes? (7 responses)

While working to increase practices that support equitable outcomes, districts encountered challenges that generally stemmed from the COVID-19 pandemic, the impact of external political forces, or staff dynamics.

**COVID-19 Pandemic** – (4 of 7) The districts reported several pandemic-related challenges, including the need for additional investment in social-emotional supports, the challenge of remote communication to maintain relationships with fellows and holding recruiting events, and the overall disruption to their work.

* “Like every district, we are coming back to a full school year after being remote. While keeping our goals and plans in mind, we also had to invest heavily on providing our students with social-emotional supports.”
* “Covid-19 impact.”
* “Covid interruptions.”
* “Ability to access in person recruiting events (still kind of a mixed bag between virtual and in person).”

**Impact of external forces** – (2 of 7) The social pressures to act on equity, combined with a national climate causing fear and hesitancy challenged one district. Another district reporting being challenged by external funding sources reluctant to fund this work.

* “Impact of societal pressures on moving forward on equity work; and current national climate caused fear and hesitancy on how to best move forward on this work.”
* “Conservative right wing forces that don't want to spend money required to create most inclusive district.”

**Staff-related** – (2 of 7) Districts reported that unifying their staff behind and maintaining the leadership to lead the equity work challenged their progress.

* “Getting ALL staff to understand the importance of this work and why we needed to all come together and support each other as we move forward.”
* “Turnover in cabinet leadership such that the Supt is the only person of color on the leadership team. District capacity to lead an equity task force.”

**Challenging relationship** – (1 of 7) One superintendent and fellow (in the fellow survey) mutually reported having a challenging relationship around district equity practices.

* “Relationships with Fellow became extremely challenging.”

# District Indicators of Progress (Q8)

## Q8 –Please describe one or two indicators that your district has used to assess its progress towards leading with practices that support equitable outcomes. In other words, what signs will you look for to indicate that your district is moving in the right direction? (6 responses)

When asked what indicators they used to assess progress towards leading with practices that support equity outcomes, districts reported that they used assessment and survey data, school- and district-level data, and student outcome data to assess the extent to which students of color were engaged in classes and programs, school-wide climate, staff diversity, and student testing outcomes.

**School-wide climate** – (4 of 6) Districts reported using the Panorama survey to capture school climate data, such as feelings of cultural and linguistic inclusiveness among students. Districts also reported using affinity group activity and school community feedback on equity plans as indicators.

* “We have included surveys as well as school community conversations where people can share their feedback to various components of our plan of action.”
* “Panorama survey data.”
* “Increasing percentage of students that feel their culture and native language are respected and that books and materials look like them (panorama culture and climate data).”
* Affinity groups at each school formed and active.”

**Engagement of students of color or traditionally marginalized students in courses and programs** – (3 of 6) Districts reported using indicators that assessed progress in enrolling students of color or traditionally marginalized students in advanced courses and programming.

* “# of BIPOC students in AP and honor classes, and # of students of color identified for intervention or sub separate instruction (disproportionality).”
* “Greater percentage of students with IEPs who are in full day preschool. Higher enrollment of students of color in advanced coursework.”
* “Access to high-quality programming for traditionally marginalized students. Which students are recommended into different Math levels and what patterns we notice.”

**Diversity of staff** – (3 of 6) Districts also mentioned using indicators that assessed diversity of their staff.

* “Number/percentage of staff of color hired and retained across our district.”
* “43% of all staff hired for 21-22 were people of color, 32% of those hired were certified staff.”
* “Increasing diversity of staff, especially teachers, school leaders, cabinet.”

**Student testing** – (2 of 6)

* Standardized testing data.”
* “Student achievement data.”

**Other** – (1 of 6)

* “Our suspension rates have dropped. Adopting new culturally responsive curriculum.”

# Closing reflections (Q9)

## Q9 –Based on your district’s experience, what are one or two aspects of Influence 100 that could be improved? Please describe the changes your district would recommend. (5 responses)

When asked about program aspects that could be improved, districts’ comments centered around the logistics and content of convenings and program content. One district noted that Influence 100 provided excellent support.

**Logistics and timing of convenings** – (3 of 5) Districts recommended more frequent leadership team updates, more in-person community-building meetings, and more efficient timing of convenings.

* “Quarterly leadership meetings are challenging because of capacity. Monthly update to district leadership team on what fellows are working on so districts can further support that learning.”
* “More in person meetings in the future to build community and connections.”
* “We have not taken advantage of the district collaborative sessions. The first one that one of us attended didn't meet our needs, so we haven't prioritized it. I also think the timing of those sessions by the fellows sessions has made it difficult because when they are in the same week, its basically 1.5 days dedicated to PD. Perhaps, building a stronger why, purpose, benefit of those sessions would increase our participation.”

**Program content** – (1 of 5)

* “Leadership development frameworks embedded into program.”
* Other (2 districts)
* “I think that despite the challenges of the pandemic, Influence 100 provided an excellent support system for participants.”
* “We no longer have a Fellow in the program.”

# Influence 100 Survey Summary - District Leadership Team: Cohort 3, Year 1

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[Q3 – Please indicate the practices that your district (1) developed or changed during the 2021–22 school year and (2) already had in place prior to the 2021–22 school year. Select all that apply. 79](#_Toc112686269)

[Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? 80](#_Toc112686270)

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[Q5 – How, if at all, did the COVID-19 pandemic impact your district’s efforts to develop practices that promote equity? 81](#_Toc112686274)

# Response Rate and Notes

Four respondents out of six Cohort 3 first-year districts [67%]) completed the survey.[[4]](#footnote-4)

Please note that percentages are not included in this analysis as the denominator (i.e., the number of districts) is low (N=4) and applying percentages may be misleading.

# Collaboration

## Q1 – How many individuals collaborated to complete this survey?

Of the four responding districts, two had one individual complete the survey, one had two people collaborate to complete it, and one had 4 people collaborate to complete it.

## Q2 – What are the primary roles of the individuals who are participating in completing this survey? (Please select all that apply) And what number of individuals completed the survey with these roles?

Superintendents were involved in completing the survey in all four districts.

* The district with two collaborators had both the Superintendent and the DEI & J Officer complete the survey.
* The district with 4 collaborators had three managers in addition to the Superintendent complete the survey.

# Overview of Questions 3 & 4: Development of Equity Practices within the Cohort 2 Districts

Districts were asked two questions about equity-focused practices as they relate to five areas: human capital, climate, curriculum and instruction, policies and practices, and leadership. The findings on these two questions are summarized below, with tables and figures by question and area located on pages 72–80.

## Q3 – For each of the items below, please indicate the practices that your district developed or changed during the 2021–22 school year. Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked.

Question 3 asked districts to indicate which practices their district developed or changed during the 2021–22 school year, and which practices they had in place prior to the 2021–22 school year.

Across the five areas, the most commonly developed or changed practices prior the 2021–22 school year (practices that were indicated by all four districts) were:

* *Use of targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders* (Human Capital)
* *Advocate for the school committee to develop equity policies* (Policies and Practices)

The least commonly developed or changed practices prior the 2021–2022 year (practices that were selected by one district) were:

* *Change curriculum to be more culturally responsive* (Curriculum and Instruction)
* *Implement a plan to make instruction more culturally responsive district-wide* (Curriculum and Instruction)
* *Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion* (Policies and Practices)

During the 2021–22 school year, the most commonly developed or changed practices (practices that were indicated by all four districts) were:

* *Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals)* (Human Capital)
* *Examine existing policies/practices for inequitable impacts on historically marginalized* groups (Policies and Practices, and Leadership)
* *Implement a plan to make instruction more culturally responsive district-wide* (Curriculum and Instruction)

The least commonly developed or changed practices during the 2021–2022 year (practices that were selected by one district) were in the Climate and Policies and Practices areas:

* *Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion* (Climate)
* *Change policies/practices to reduce inequitable impacts on historically marginalized groups* (Policies and Practices)
* *Advocate for the school committee to develop equity policies* (Policies and Practices)
* *Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion* (Policies and Practices)

## Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices?

Question 4 was a follow-up to the previous question. When districts indicated they developed or changed an equity-focused practice during the 2021–22 school year, they were also asked the extent to which Influence 100 was important in facilitating the development of or changes to those practices.

As shown in the tables that follow, the number of districts that attributed the development or change of these equity-focused practices to Influence 100—at least to some extent—varied by practice. Not one district selected “not at all important” for any of the practices. It is worth noting that trends in the data were not analyzed for this question because of the small number of respondents.

**Tables and figures for Q3 and Q4 are presented on the following pages, organized by area and question.**

# Human Capital

## Q3 – Please indicate the practices that your district (1) developed or changed during the 2021–22 school year and/or (2) already had in place prior to the 2021–22 school year. Select all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Developed/changed prior to 2021–2022 school year** | | **Developed/changed during 2021–2022 school year** | | **Total** |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | 2 | | 4 | | 4 |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders | 4 | | 2 | | 4 |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff | 3 | | 2 | | 4 |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 2 | | 2 | | 3 |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) | 2 | | 3 | | 4 |
| Provide professional development on culturally responsive practices for school-based staff | 2 | | 3 | | 4 |
| Provide professional development on culturally responsive practices for district-based staff | 3 | | 2 | | 4 |
| Total districts indicating any development/change in each time period | 4 | 4 | |  | | |

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | **Moderately important** | **Slightly important** | **Not at all important** | | **Don't know/NA** | | **Total** |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) | 2 | 1 | 0 | 0 | 1 | | 4 | |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders | 1 | 0 | 0 | 0 | 1 | | 2 | |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff | 1 | 0 | 0 | 0 | 1 | | 2 | |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) | 1 | 0 | 1 | 0 | 0 | | 2 | |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) | 1 | 1 | 0 | 0 | 1 | | 3 | |
| Provide professional development on culturally responsive practices for school-based staff | 1 | 1 | 0 | 0 | 1 | | 3 | |
| Provide professional development on culturally responsive practices for district-based staff | 1 | 0 | 0 | 0 | 1 | | 2 | |

# Human Capital (continued)

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

# Climate

## Q3 – Please indicate the practices that your district (1) developed or changed during the 2021–22 school year and (2) already had in place prior to the 2021–22 school year. Select all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Developed/changed prior to 2021–2022 school year** | | **Developed/changed during 2021–2022 school year** | | **Total** |
| Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion | 2 | | 1 | | 2 |
| Promote practices that support diversity/inclusion for staff | 3 | | 2 | | 4 |
| Promote practices that support diversity/inclusion for students | 3 | | 2 | | 4 |
| Total districts indicating any development/change in each time period | 4 | 4 | |  | | |

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | **Moderately important** | **Slightly important** | **Not at all important** | | **Don't know/NA** | | **Total** | |
| Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion | 1 | 0 | 0 | 0 | 0 | | 1 | |
| Promote practices that support diversity/inclusion for staff | 1 | 0 | 0 | 0 | 1 | | 2 | |
| Promote practices that support diversity/inclusion for students | 1 | 0 | 0 | 0 | 1 | | 2 | |

# Curriculum and Instruction

## Q3 – Please indicate the practices that your district (1) developed or changed during the 2021–22 school year and (2) already had in place prior to the 2021–22 school year. Select all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Developed/changed prior to 2021–2022 school year** | | **Developed/changed during 2021–2022 school year** | | **Total** |
| Expand access to rigorous courses for student groups who have been historically marginalized | 2 | | 2 | | 3 |
| Change curriculum to be more culturally responsive | 1 | | 3 | | 3 |
| Implement a plan to make instruction more culturally responsive district-wide | 1 | | 4 | | 4 |
| Total districts indicating any development/change in each time period | 4 | 4 | |  | | |

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | **Moderately important** | **Slightly important** | **Not at all important** | | **Don't know/NA** | | **Total** | |
| Expand access to rigorous courses for student groups who have been historically marginalized | 1 | 0 | 1 | 0 | 0 | | 2 | |
| Change curriculum to be more culturally responsive | 1 | 0 | 1 | 0 | 1 | | 3 | |
| Implement a plan to make instruction more culturally responsive district-wide | 1 | 1 | 1 | 0 | 1 | | 4 | |

# Policies and Practices

## Q3 – Please indicate the practices that your district (1) developed or changed during the 2021–22 school year and (2) already had in place prior to the 2021–22 school year. Select all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Developed/changed prior to 2021–2022 school year** | | **Developed/changed during 2021–2022 school year** | | **Total** |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | 3 | | 2 | | 3 |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | 2 | | 4 | | 4 |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | 3 | | 1 | | 3 |
| Advocate for the school committee to develop equity policies | 4 | | 1 | | 4 |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 1 | | 1 | | 2 |
| Total districts indicating any development/change in each time period | 4 | 4 | |  | | |

# Policies and Practices (continued)

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | **Moderately important** | **Slightly important** | **Not at all important** | | **Don't know/NA** | | **Total** | |
| Prioritize resource allocation to eliminate disparities for marginalized student groups | 1 | 0 | 0 | 0 | 1 | | 2 | |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups | 1 | 0 | 2 | 0 | 1 | | 4 | |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups | 0 | 0 | 0 | 0 | 1 | | 1 | |
| Advocate for the school committee to develop equity policies | 0 | 0 | 0 | 0 | 1 | | 1 | |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion | 0 | 0 | 0 | 0 | 1 | | 1 | |

# Leadership

## Q3 – Please indicate the practices that your district (1) developed or changed during the 2021–22 school year and (2) already had in place prior to the 2021–22 school year. Select all that apply.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Developed/changed prior to 2021–2022 school year** | | **Developed/changed during 2021–2022 school year** | | **Total** |
| Improve and/or create a district strategic plan centered on equity | 3 | | 2 | | 4 |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | 3 | | 2 | | 4 |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice | 3 | | 3 | | 4 |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities | 3 | | 3 | | 4 |
| Total districts indicating any development/change in each time period | 4 | 4 | |  | | |

# Leadership (continued)

Q4 – To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices? (Question presented only to districts that indicated one or more of these practices had been developed or changed during the 2021–22 school year in Q3.)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Equity-focused practices** | **Very important** | **Moderately important** | **Slightly important** | **Not at all important** | | **Don't know/NA** | | **Total** | |
| Improve and/or create a district strategic plan centered on equity | 0 | 0 | 1 | 0 | 1 | | 2 | |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) | 0 | 0 | 1 | 0 | 1 | | 2 | |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice | 1 | 0 | 1 | 0 | 1 | | 3 | |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities | 1 | 0 | 1 | 0 | 1 | | 3 | |

# Impact of COVID-19 Pandemic

## Q5 – How, if at all, did the COVID-19 pandemic impact your district’s efforts to develop practices that promote equity? (4 responses)

When asked if and how the pandemic impacted their district’s equity efforts, three districts referred to challenges such as disruptions to in-person communications, distraction from equity efforts, and the amplification of existing inequities. One district reported using the pandemic to their advantage.

* “Switched most things to virtual which, in the case of PD or critical conversations, isn't always the best way to conduct them.”
* “Covid-19 has been an ongoing distraction that has taken energy away from this effort.”
* “We took advantage of the flexibility afforded by the emergency licensure process to increase the diversity of our teacher workforce.”
* “The instructional compromises that were put in place widened existing inequities across our classrooms. I was proud at how staff worked tirelessly and creatively to lessen the impact.”

# Appendix B: Spring 2022 Focus Groups Summary

|  |
| --- |
| Influence 100 Evaluation - Interim Brief #4  **Focus Groups 2022**  (Cohort 1 Alumni, Cohort 2 Year 2)  Prepared by:  Jeremiah Johnson, Ph.D.  Jackie Stein, Ph.D.  Katie Ledwith, M.S. |
| April 29, 2022 |



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# Overview

This Interim Evaluation Brief provides a preliminary summary of data collected in March 2022 through two one-hour focus groups with subsets of fellows drawn from Cohort 1 alumni and Cohort 2 second year participants, respectively, from the Massachusetts Department of Elementary and Secondary Education’s (DESE) Influence 100 program. The focus groups were part of the ongoing evaluation of the Influence 100 program by the UMass Donahue Institute (UMDI). Cohort 1 alumni had completed the fellowship nine-months prior to the focus group and Cohort 2 participants were in their second academic year of participation in Influence 100.

In this brief, we share preliminary findings from the focus groups. More detailed analysis will be presented in the year-end report.

## Methods

A new protocol was developed in 2022 for the Cohort 1 alumni group; the protocol for Cohort 2 participants was a lightly updated version of the protocol developed in 2021 (for use with Cohort 1 fellows in their second year). Both protocols were developed by the UMDI evaluation team in collaboration with DESE and Leadership Academy staff. Questions for Cohort 1 alumni focused on lasting impacts, program effectiveness, and program improvement. Questions for Cohort 2 asked fellows to reflect on their experiences in the program to date, including impacts on fellows and their districts, experiences with mentorship, and opportunities and resources provided by the program. The protocol used with Cohort 1 alumni is in Appendix A and the one used with Cohort 2 is in Appendix B.

Participants for each focus group were selected through random sorting with the exclusion of multiple participants in the same focus group from any district. The DESE program office provided a list of 24 Cohort 1 alumni and 17 Cohort 2 fellows. From those lists, 12 potential Cohort 1 participants were selected and 11 Cohort 2 participants.[[5]](#footnote-5) Each group of selected potential participants reflected a mix of genders, role levels, and district type and size.[[6]](#footnote-6) Potential participants were emailed an invitation to complete a scheduling poll to indicate their availability to participate. Dates and times were selected based on the availability of the most participants. Five alumni from Cohort 1 and six fellows from Cohort 2 participated. Both focus groups were conducted via Zoom.

# Preliminary Findings

## Emerging Cross-cutting Themes

Two themes emerged in common across participants in both focus groups:

1. **Relationship development and information sharing were described as valuable aspects of the fellowship program by participants from both cohorts.**

Participants reported finding value in the connections they made with equity-minded peers outside of their own districts, not only to share perspectives and learn from one another, but also to build networks for mutual support and professional advancement. Some expressed appreciation for mutual understanding among individuals with shared identities and goals.

1. **Participants from both cohorts wanted the program to incorporate more elements that addressed the context of hostility facing superintendents (and potential superintendents) of color in Massachusetts.**

Cohort 1 alumni suggested that the program could use more “real talk” about what they saw as the likely hostile reception facing leaders of color—particularly those with equity agendas.

Cohort 2 participants suggested a variety of strategies focused on acknowledging and addressing the challenges faced by superintendents (and potential superintendents) of color. These included more engagement with school committees through DLT sessions and additional training for fellows on “crisis communication” and best practices for responding to “divergent opinions” about equity work.

## Cohort 1 Alumni – Preliminary Themes

1. **Relationships with other fellows—both within and outside their cohort—were among the most impactful pieces of the Influence 100 fellowship. Participants wanted more structure and intentionality around building and maintaining relationships among fellows.**

Participants reported learning from each other and feeling mutually supported in a space with like-minded peers and shared identity.

Several participants suggested that this element of the program could be further improved with more “structured” and “intentional” opportunities for fellows to build relationships during the fellowship, and also to remain connected beyond the fellowship

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| “I don't know many of the other people in the other cohorts. Would be really great, especially since we are people of color and there's very few of us in numbers, as superintendents, as aspiring superintendents, to network with each other.”  “With us being so busy, if there were structural things that were implemented that ... were part of the fellowship, it would have been easier to weave that into our professional planning in that way, and the relationships would just develop, rather than just once a month kind of seeing each other and not really having the other spaces outside of that.”  “The Cohort experience is important. I would have liked to see a more intentional structures to develop our relationships. ... we didn't have a formal way to interact with one another. ... as we think about our careers, and I think one of the huge parts of Influence 100 is thinking about this network that can support and lift up each other — write recommendations for one another, for example. I did not feel that there was an intentional structure. It just organically happened. … I wish there was more structure to build relationships, not just give each other feedback.” |

1. **Alumni fellows reported wanting the program to include more “real talk” about the challenges facing people of color in (and aspiring to) superintendent roles in Massachusetts.**

Participants described seeing the superintendent role as “volatile,” “political,” and “scary,” particularly as people of color in a system with few leaders of color. They felt that the fellowship focused too little on preparing fellows for what participants anticipated would be a hostile reception, given their identities and their equity-focused agendas (one fellow described the latter as “the death kiss” for superintendents). Several referenced wanting to learn about how to “survive” in such a context.

In addition to conversations acknowledging the challenging contextual realities they described, participants suggested a few other concrete strategies: 1) bringing in guests—such as former superintendents—who might be willing to be “vulnerable” and share advice based on the challenges they faced, 2) using case studies or visits to “troubled districts” to build understanding of how to react to challenges, and 3) strengthening the program’s relationship with the Massachusetts Association of School Committees to think about training to address some of the challenges faced by superintendents of color.

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| “Stacy Scott and I had a lot of real talk on the side ... and he told me, 'I applied to 40 something districts before I got hired' and this man has ... like 5 degrees from Harvard! Those are the real talks that I think we need to have as people of color, especially if we want to be running forward with an anti-racist agenda. Not only are we the first Black superintendent coming in, but you also are then challenging the status quo and with that comes a lot of stuff.”  “That position is really volatile and I don't think that the program is ... honest enough about how volatile the role is and the political nature. … It's a disservice to anybody that's trying to aspire to this role to not prepare them for that side of it. People will figure out how to do budgeting—you hire good people for that. People will figure out how to action research ... We need to be real with people about what this role means and why you have to be steadfast and very, very, very confident going into it.” |

1. **Action research projects were a major success for some; others suggest they could be improved through more intentional pre-fellowship planning.**

Two participants described tangible success from their action projects as some of the enduring positive impacts of Influence 100 on them and their districts. One fellow reported, “I think that was probably a really big win for the district. It was a big win for me.”

Other participants suggested that the projects would have been more meaningful to them if that part of the fellowship had been more intentionally included in the application process for the fellowship, so the fellows could plan, assess feasibility, and get support within their districts.

1. **The program has many valuable aspects and “there’s always room for improvement.”**

In addition to the aspects captured earlier, participants named many parts of the program they valued, including: some practices, tools, and concepts (e.g., strategic planning tools, “gallery walk”, facilitation practices, equity vs. equality imagery); the one-on-one coaching they received from Dr. Scott and Dr. Shannon; and the social and professional “bonus” of being identified with the program.

Alumni participants also had many suggestions for improvement, but they couched these in terms of making “tweak[s]” to something that is already “great.” One participant suggested a revisit to the founding vision of the program, arguing that this moment in the program is a good opportunity “to slow down and reflect and adjust before proceeding.” Several participants expressed uncertainty about how data were being captured about “where folks are and why they are there”—and suggested that more systematic collection of “how many of us are applying to assistant superintendencies or superintendent roles and what is our success and why is it the way it is?” would help the program assess its success. Other suggestions included creating more structured mentorship, connecting the program more directly to licensure, and having the state identify communities that are “most friendly to candidates of color.”

## Cohort 2 Fellows – Preliminary Themes

1. **A variety of practices, tools, and resources were helpful to fellows.**

Cohort 2 participants named a range of practices and resources among the most valuable aspects of the program. Several named exposure to current superintendents who shared valuable “first-hand knowledge.” Several named connections to networks and peers outside of their own districts, specifically referencing small-group conversations and strategy sharing (e.g., around how to support and train staff). One participant said the “program has stretched me” in terms of skills and tools for centering equity. Another said the district leadership sessions that included school committees were particularly valuable as a way to “hear from each other” about “how to make this role doable.”

When asked about the impacts of Influence 100, many fellows named resources, tools, or activities that they said contributed to their professional development and their work in their districts. These included a budget activity, tools for developing a strategic plan for equity, a rubric for monitoring equity progress, a group exercise in developing an equity statement, and projects and strategic plans shared from Cohort 1. One fellow noted that a rubric for monitoring equity progress provided by Dr. Scott had a very “concrete” impact on their district. The fellow said, “It goes beyond me, impacting the framework that we use to monitor our equity efforts.” Another fellow said “curated resources” such as “the assessment tool” or a “portrait of a culturally responsive school” were helpful for fellows who are “so deep in our work that … we don’t have the space and time to look for” those resources to share in their districts.

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| “It’s been a very challenging time, but I think because of those frameworks that we've gotten through our time in the [program], it's made this much easier as a leader, for me.” |

1. **Mentorship and district support need more intentionality and structure.**

Most participants spoke about wanting the mentoring relationship to have more structure, and to possibly involve people other than their own superintendents. Many had regular contact with their superintendents through their jobs but found that, without clear structures and guidelines, that contact had little focus on mentorship or supporting fellows’ growth. One participant said they hadn’t even known that mentorship from the superintendent was a part of the program. Another noted that their district seemed to not “really understand how” to support the fellow’s Influence 100 work and, furthermore, that their superintendent was not someone they wanted to receive mentorship from. That fellow said they would rather be matched with a mentor based on metrics of effectiveness and identity. Fellows suggested that the program offer guidance to potential mentors with “uniform structures” for every mentor and possibly a “rubric” that would be part of the agreement for being part of the program.

When talking about mentorship, two fellows commented that the one-on-one coaching from Dr. Scott and Dr. Shannon were very helpful. A third fellow expressed a desire to have had more individualized attention from the program, including check-ins for “conversations we cannot have as a whole group.”

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| “It's one thing to have a fellow in the program and it's another thing to be able to create structures within the district that are supporting the fellow to do the work. Other than that, then it feels like I'm just doing a project. Versus, I'm actually gaining skills to learn how to be in the role of a superintendent.” |

1. **Participants suggested that Influence 100 and DESE engage more with school committees as a way of creating conditions in which superintendents of color can thrive.**

Several fellows suggested that school committees would benefit from more training on how to support district leaders who are promoting equity—and that such training would benefit aspiring leaders like Influence 100 fellows by creating more supportive conditions for such leaders. One fellow noted that school committee and district leadership engagement in the quarterly DLT sessions had been very helpful for creating mutual understanding. Another fellow recounted a recent experience where school content was being challenged and the school committee members struggled to know how to provide support.

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| “[School committees and district leadership] are the players who often have such a huge role in setting the agenda and the landscape that will either allow superintendents of color to thrive or push them out of the position. We've seen very public stories in this state around superintendents of color who have been pushed out of their roles, not because of their competence, but because districts are not ready to support them. We touch on this a little in the program but ... there needs to be more of that, because that is the reality.”  “What is DESE doing to ensure that School Committees receive the training they need to be competent, equity-driven leaders[?] I believe there is a mandatory training for new SC members. I'm wondering what ongoing training and accountability looks like.” |

1. **Other suggestions: more skill-building for dealing with resistance to equity work; more community-minded communication; more simulations.**

Three fellows commented on what they described as breeches of community expectations or trust. Two fellows described Dr. Scott’s departure and email goodbye as “impersonal” or “abrupt.” One expressed the desire to have had a chance for closure, the other said that a “goodbye on email” felt like “it kind of damages the community.” Two fellows also commented on some fellows who left the program, but whose departure was not addressed in the group. One fellow expressed the feeling that there was inconsistency in communication—giving the example of sessions where Dr. Shannon had been missing without advance notice, but then publicly noting some fellows who had missed a session. Another fellow wished they had received a more personalized check in from the program when they were struggling.

In another suggestion, one fellow asked for more training on how to “engage people who don’t think like we think.” In Influence 100, “we’re on this island working with like-minded folk” but the fellow noted their own ongoing experiences of racism and microaggressions in their professional encounters and wanted more training for dealing with resistance to equity work. This fellow referenced the “very unique experience” in Massachusetts where “so many school districts … have high percentages of Black and Brown students and then this teaching staff is like 85% White, 100% White.” They suggested visits from superintendents of color in predominantly White districts to discuss how they deal with “divergent opinions” about equity work.

Some fellows suggested more “simulation” activities, perhaps around strategic planning, “crisis communication,” or even “a series of classroom walk-throughs” that could be debriefed “in the way that a Supt would do with their Chief of Schools / Chief of Instruction / principal directly (in a small district).”[[7]](#footnote-7)

|  |
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| “There's a reason why superintendents of color are not sticking around in their positions long enough to retire. … We need to ... learn a set of best practices to face differences … where staff or parents and families don't understand equity and how to address educational disparities and so forth.” |

## *Note: Appendix A and B referenced in this Interim Brief #4 (Year-end Report Appendix B) are the 2022 focus group protocols (Cohort 1 Alumni and Cohort 2, 2nd year) and can be found in this current Year-end Report Appendix D on page 142.*

Appendix C: Spring 2022 Surveys

Cohort 3, Year 1

Cohort 2, Year 2

(Fellows, Mentors, DLT)

Mentors: Cohort 2 + Cohort 3

**First Year Surveys**

[Fellows C3 Y1 **96**](#FellowsY1C3)

[Mentors C3 Y1 **102**](#MentorY1)

[DLT C3 Y1 **108**](#DLT1stYr)

**Second/Returning Year Surveys**

[Fellows C2 Y2 **113**](#FellowsY2C2)

[Mentors C2 Y2 **118**](#Mentors2ndYr)

[DLT C2 Y2 **123**](#DLTReturning)

**Mentors of First- and Second-Year Fellows**

[Mentors C2+C3 **130**](#Mentors1stand2nd)

**Influence 100 Fellows Feedback Survey (Year 1 Cohort 3)**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identified you as an Influence 100 fellow who began in the 2021–22 school year. This survey includes questions about your experience as a fellow during your first year in the Influence 100 program.

**This survey is not an evaluation of your performance as a fellow.** Your candid responses to this survey will support the improvement of the Influence 100 program as it works to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive public school districts and leaders across the state, and promote better outcomes for students.

This survey is voluntary and all feedback will be kept confidential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Influence 100 program. To protect the confidentiality of your responses, only members of the UMDI evaluation team will have access to the surveys, and survey findings will only be reported to DESE as aggregate data that combines the results from all fellows in your cohort.

**This survey should take approximately 25 minutes to complete. Please submit your survey response by Friday, May 13, 2022.**

Please note:

* If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time.
* **You are free to close the browser window and return to the survey later or move throughout the survey and change responses until you click “Submit”.** When finished with the survey, please click the “Submit” button at the bottom of the final page to record your response.

Feel free to contact Jackie Stein at [jackiestein@donahue.umass.edu](mailto:jackiestein@donahue.umass.edu) with any questions about this survey or the evaluation.

***Throughout this survey, please focus on your experiences with Influence 100 during your first year of participation in the program (2021–22).***

**Impact on Equity Mindset ~5 minutes 30 seconds**

Influence 100 aims to facilitate growth in your equity mindset and use of practices linked to the six Equity Leadership Dispositions. These dispositions are complex and the extent to which fellows have the opportunity to work on each of these will vary according to many factors (e.g., your district, your current position, your mentor).

1. Reflecting on your first year as an Influence 100 fellow, **how effective was Influence 100 in supporting your growth** in each of these Equity Leadership Dispositions?

[1 minute 30 seconds 🡪 *Total: 1 minute 30 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very effective** | **Moderately effective** | **Slightly effective** | **Not**  **effective** | **NA/Unsure** |
| Reflecting on personal assumptions/beliefs | Ο | Ο | Ο | Ο | Ο |
| Modeling a personal belief system that is grounded in equity | Ο | Ο | Ο | Ο | Ο |
| Acting in culturally competent ways | Ο | Ο | Ο | Ο | Ο |
| Building the capacity of others to work towards equity in the district/schools | Ο | Ο | Ο | Ο | Ο |
| Confronting institutional biases | Ο | Ο | Ο | Ο | Ο |
| Creating systems to support equitable access for historically underserved students | Ο | Ο | Ο | Ο | Ο |

1. In which Equity Leadership Disposition areas did you experience **the most personal growth** during the first year of the program? (Please select up to three areas.)

[30 seconds 🡪 *Total: 2 minutes*]

|  |  |
| --- | --- |
|  |  |
| Reflecting on personal assumptions/beliefs | Ο |
| Modeling a personal belief system that is grounded in equity | Ο |
| Acting in culturally competent ways | Ο |
| Building the capacity of others to work towards equity in the district/schools | Ο |
| Confronting institutional biases | Ο |
| Creating systems to support equitable access for historically underserved students | Ο |

1. How **did Influence 100 have a positive impact on your personal growth** in the area(s) you selected above, if at all? *[Same page as Q2]*

[2 minutes 🡪 *Total: 4 minutes*]

1. How helpful were the aspects of the Influence 100 program listed belowin **supporting your growth as an equity-minded district leader**? (Please note: we will ask about mentorship later.)

[1 minute 30 seconds 🡪 *Total: 5 minutes 30 seconds*]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Very helpful** | **Moderately helpful** | **Slightly helpful** | **Not helpful** |
| **Monthly sessions**: |  |  |  |  |
| Reflection circles at the beginning of each session | Ο | Ο | Ο | Ο |
| Discussion of readings | Ο | Ο | Ο | Ο |
| Presentations from external speakers | Ο | Ο | Ο | Ο |
| Introduction to tools, resources, and strategies | Ο | Ο | Ο | Ο |
| Instruction (lecturettes) from Stacy and/or Michele | Ο | Ο | Ο | Ο |
| **Action research project:** |  |  |  |  |
| Time with colleagues to work on action research project | Ο | Ο | Ο | Ο |
| Peer coaching/feedback | Ο | Ο | Ο | Ο |
| Root cause analysis | Ο | Ο | Ο | Ο |
| Creating a theory of change | Ο | Ο | Ο | Ο |
| Lecturette on action research tools for strategic planning process | Ο | Ο | Ο | Ο |
| **District Leadership convenings/meetings:** |  |  |  |  |
| Planning/work time with my district team | Ο | Ο | Ο | Ο |
| Time to collaborate with other districts about specific equity strategies (human capital, strategic planning, etc.) | Ο | Ο | Ο | Ο |
| Time to work with Equity Progress Assessment tool | Ο | Ο | Ο | Ο |
| Opportunities for professional networking | Ο | Ο | Ο | Ο |
| Opportunities for community-building | Ο | Ο | Ο | Ο |
| **Other:** |  |  |  |  |
| Please describe: | Ο | Ο | Ο | Ο |

**Impact on Practice ~4 minutes**

1. Has Influence 100 helped you become better prepared to be a superintendent? If so, how?

[2 minutes 🡪 *Total: 7 minutes 30 seconds*]

1. What has been the impact, if any, of Influence 100 **on your district’s** policies, practices, or procedures related to equity?

[2 minutes 🡪 *Total: 9 minutes 30 seconds*]

**Mentorship Support ~7 minutes**

Influence 100 districts commit to supporting fellows through district-based mentoring opportunities. Most fellows are mentored by their superintendent. We are interested in hearing about your experience with mentoring through Influence 100 in your first year as a fellow.

1. To what extent has your experience with your **Influence 100 mentor** supported your progress toward becoming a superintendent?

[15 seconds 🡪 *Total: 9 minutes 45 seconds*]

* To a great extent
* To a moderate extent
* To little extent
* Not at all

1. Of the types of opportunities listed below that your Influence 100 mentor may have facilitated, **to what extent did each of these meet your needs** as an aspiring superintendent?

[1 minute🡪 *Total:10 minutes 45 seconds*]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Fully met my needs** | **Moderately met my needs** | **Slightly  met my needs** | **Did not meet my needs** | **Did not  happen** | **Not needed** |
| Opportunities to discuss my action research project | Ο | Ο | Ο | Ο | Ο | Ο |
| Opportunities to discuss district operations | Ο | Ο | Ο | Ο | Ο | Ο |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) | Ο | Ο | Ο | Ο | Ο | Ο |
| Opportunities for general discussion and debriefing (e.g., of observations, meetings, Influence 100 sessions, or other events) | Ο | Ο | Ο | Ο | Ο | Ο |
| Other: [please specify \_\_\_\_\_\_\_\_\_\_] | Ο | Ο | Ο | Ο | Ο | Ο |

1. Did you participate in any of the following activities during your first year with Influence 100? (Please select all that apply.)

[15 seconds🡪 *Total: 11 minutes*]

* Shadow the superintendent
* Attend budget meetings
* Attend school committee meetings
* Attend other community meetings with families and/or community partners
* Participate in district leadership meetings

1. **How helpful** were each of these types of mentorship support, during your first year as an Influence 100 fellow, in supporting your progress toward becoming a superintendent? *[Answer choices are shown from Q8 if not marked “did not happen” or “not needed” AND options from Q9 that were checked.]*

[1 minute🡪 *Total: 12 minutes*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very helpful** | **Moderately helpful** | **Slightly helpful** | **Not at all helpful** | **NA** |
| *[Opportunities to discuss my action research project]* | Ο | Ο | Ο | Ο | Ο |
| *[Opportunities to discuss district operations]* | Ο | Ο | Ο | Ο | Ο |
| *[Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings)]* | Ο | Ο | Ο | Ο | Ο |
| *[Opportunities for general discussion and debriefing (e.g., of observations, meetings, influence 100 sessions, or other events)]* | Ο | Ο | Ο | Ο | Ο |
| *[Other - if specified in #8]* | Ο | Ο | Ο | Ο | Ο |
| *[Shadowing the superintendent]* | Ο | Ο | Ο | Ο | Ο |
| *[Attending budget meetings]* | Ο | Ο | Ο | Ο | Ο |
| *[Attending school committee meetings]* | Ο | Ο | Ο | Ο | Ο |
| *[Attending other community meetings with families and/or community partners]* | Ο | Ο | Ο | Ο | Ο |
| *[Participating in district leadership meetings]* | Ο | Ο | Ο | Ο | Ο |

1. Which types of mentorship support were **the most helpful**? (Please select up to three.) *[Includes options from Q10 that were marked either “moderately helpful” or “very helpful”]*

[30 seconds🡪 *Total: 12 minutes 30 seconds*]

|  |  |
| --- | --- |
|  |  |
| *[Opportunities to discuss my action research project]* | Ο |
| *[Opportunities to discuss district operations]* | Ο |
| *[Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings)]* | Ο |
| *[Opportunities for general discussion and debriefing (e.g., of observations, meetings, influence 100 sessions, or other events)]* | Ο |
| *[Other - if specified in #8 and marked “moderately” or “very” helpful in #10]* | Ο |
| *[Shadowing the superintendent]* | Ο |
| *[Attending budget meetings]* | Ο |
| *[Attending school committee meetings]* | Ο |
| *[Attending other community meetings with families and/or community partners]* | Ο |
| *[Participating in district leadership meetings]* | Ο |
| *Other (please specify)* | Ο |

1. What was it about the mentorship supports you selected above that was particularly helpful to you? *[Same page as Q 11]*

[2 minutes🡪 *Total: 14 minutes 30 seconds*]

1. In the coming year, **what kinds of support do you most need from your mentor** to become better prepared to be an equity-focused district leader?

[2 minutes🡪 *Total: 16 minutes 30 seconds*]

**Closing ~ 8 minutes**

1. Is there anything you think could be added to the Influence 100 fellowship that would make the program more effective in supporting your growth as an equity-focused district leader? If so, what and why?

[2 minutes🡪 *Total: 18 minutes 30 seconds*]

1. Is there anything you would eliminate from or change about the Influence 100 fellowship that would make the program more effective? If so, what and why?

[2 minutes🡪 *Total: 20 minutes 30 seconds*]

1. How, if at all, did the COVID-19 pandemic impact your experience as an Influence 100 fellow? We welcome your comments on any aspect of your experience.

[2 minutes🡪 *Total: 22 minutes 30 seconds*]

1. Please share any additional comments you have about your experience as an Influence 100 fellow during your first year in the program.

[2 minutes 🡪 *Total: 24 minutes 30 seconds*]

**Thank you for taking the time to complete this survey. Please click “submit” to record your responses**

**Influence 100 Mentor Feedback Survey – First Year**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identified you as a mentor of at least one Influence 100 fellow in your district. This survey includes questions about your experience as a mentor in the Influence 100 program during the 2021–22 school year (the first year your district participated in the program).

**This survey is not an evaluation of your performance as a mentor.** Your candid responses to this survey will support the improvement of the Influence 100 program as it works to increase the racial and ethnic diversity of superintendents in Massachusetts, create more equity-minded public school districts and leaders across the state, and promote better outcomes for students.

This survey is voluntary and all feedback will be kept confidential by the UMass Donahue Institute (UMDI)—a third-part, independent evaluator—as part of its ongoing evaluation of the Influence 100 program. To protect the confidentiality of your responses, only members of the UMDI evaluation team will have access to the surveys, and survey findings will only be reported to DESE as aggregate data that combines the results from all cohort mentors.

**This survey should take approximately 17 minutes to complete.** If you were a mentor for more than one fellow in your district, then you will be asked to provide feedback on your mentoring experience with each fellow, which will extend the time it takes to complete the survey. **Please submit your survey response by Friday, May 13, 2022.**

Please note:

* If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time.
* **You are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.** When finished with the survey, please click the “Submit” button at the bottom of the final page to record your response.

Feel free to contact Jackie Stein at [jackiestein@donahue.umass.edu](mailto:jackiestein@donahue.umass.edu) with any questions about this survey or the evaluation.

|  |  |
| --- | --- |
| **Introduction** | **~ 30 seconds** |

*[The following is only displayed if mentors have more than one fellow:]*

Our records indicate that you are a mentor for *[insert all fellow names]*.

For this section of the survey, please respond only about your experience as a mentor for *[insert fellow name]*. You will have an opportunity to answer these same questions about your mentorship experience with the other fellows you mentorlater in the survey.

**As a reminder:** If you need to leave the page before completing the survey, then please click the “next” button (arrow at bottom of screen) to save the page you are working on. To return to the survey, please click the link in your email.

1. How long had you been working with *[insert fellow name]* prior to your experience with the Influence 100 program?

[15 seconds 🡪 *Total: 15 seconds*]

* I did not know *[insert fellow name]* prior to the Influence 100 program
* Less than 1 year
* 1 to 4 years
* 5 to 9 years
* 10 or more years

When answering the following questions, please consider your Influence 100 mentoring experience during the 2021–22 school year overall. We will ask how the COVID-19 pandemic impacted your mentoring experience later in the survey. *[Shown on the same page as questions two and three.]*

1. On average, how often did you provide support to *[insert fellow name]* via one-on-one meetings and brief check-ins during the 2021–22 school year?

[30 seconds 🡪 *Total: 45 seconds*]

|  |  |
| --- | --- |
| **One-on-one meetings** | **Brief check-ins** |
| ◯ Weekly  ◯ Every other week  ◯ Monthly  ◯ Less frequently than monthly  ◯ Other (please specify) | ◯ Weekly  ◯ Every other week  ◯ Monthly  ◯ Less frequently than monthly  ◯ Other (please specify) |

1. Through which modes of communication did you have your one-on-one meetings and brief check-ins? Please select all that apply.

[30 seconds 🡪 *Total: 1 minute 15 seconds*]

|  |  |
| --- | --- |
| **One-on-one meetings** | **Brief check-ins** |
| * Phone | * Phone |
| * Email | * Email |
| * Virtual meeting (e.g., Zoom) | * Virtual meeting (e.g., Zoom) |
| * In-person | * In-person |
| * Other (please specify) | * Other (please specify) |

|  |  |
| --- | --- |
| **Development of Equity Mindset** | **~ 1 minute** |

1. Influence 100 is focused on developing equity-focused leadership capacity among participating fellows. For each of the following practices listed below areas, please indicate how much growth—if any—you have observed in *[insert fellow name]* during the 2021–22 school year?

[1 minute 🡪 *Total: 2 minutes 15 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **High amount of growth** | **Moderate amount of growth** | **Small amount of growth** | **No growth** | **Don’t know / NA** |
| Reflecting on personal assumptions/beliefs |  |  |  |  |  |
| Modeling a personal belief system that is grounded in equity |  |  |  |  |  |
| Acting in culturally competent ways |  |  |  |  |  |
| Building the capacity of others to work towards equity in the district/schools |  |  |  |  |  |
| Confronting institutional biases |  |  |  |  |  |
| Creating systems to support equitable access for historically underserved students |  |  |  |  |  |

1. Were any of these practices listed below topics of conversation between you and *[insert fellow name]* during the 2021–22 school year?

Please note: DESE does not expect that you will have discussed these topics, but would like to understand whether or not they have come up in your conversations.

[30 seconds 🡪 *Total: 2 minutes 45 seconds*]

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Reflecting on personal assumptions/beliefs |  |  |
| Modeling a personal belief system that is grounded in equity |  |  |
| Acting in culturally competent ways |  |  |
| Building the capacity of others to work towards equity in the district/schools |  |  |
| Confronting institutional biases |  |  |
| Creating systems to support equitable access for historically underserved students |  |  |

|  |  |
| --- | --- |
| **Fellow Support** | **~ 6 minute 30seconds** |

For the following questions, please consider all of the occasions you provided support to *[insert fellow name]* during the 2021–22 school year (their first year in the Influence 100 program).

We would like to understand the range of ways in which mentors and fellows work together. As a reminder, this is not an evaluation of you as an Influence 100 mentor. Each mentor-fellow relationship is different.

1. How frequently were you able to provide the following types of support to *[insert fellow name]* as part of the Influence 100 program?

[30 seconds 🡪 *Total: 3 minutes 15 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very frequently** | **Often** | **Sometimes** | **Just once** | **Never** |
| Opportunities to discuss their action research project |  |  |  |  |  |
| Opportunities to discuss district operations |  |  |  |  |  |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) |  |  |  |  |  |
| Opportunities for general discussion and debriefing (about observations, meetings, Influence 100 sessions, or other events) |  |  |  |  |  |
| Other (please describe:) |  |  |  |  |  |

1. Which of the following leadership development opportunities did you facilitate for *[insert fellow name]* during the 2021–22 school year as part of the Influence 100 program? Please select all that apply. *[Question is displayed if “never” is not selected for access to leadership development opportunities in Question 6.]*

[30 seconds 🡪 *Total: 3 minutes 45 seconds*]

* Shadowing the superintendent
* Attending budget meetings
* Attending school committee meetings
* Attending other community meetings with families and/or community partners
* Participating in district leadership meetings
* Other (please describe:)

1. For each shadowing activity that you facilitated, please briefly describe what that activity looked like. *[Pops up on same page as Question 7 when “shadowing the superintendent” is selected.]*

[2 minutes 🡪 *Total: 5 minutes 45 seconds*]

1. Please briefly describe the “other” opportunities that you facilitated for *[insert fellow name]* as part of the Influence 100 program. *[Pops up on same page as Question 7 when “other” is selected.]*

[1 minute 🡪 *Total: 6 minutes 45 seconds*]

|  |  |
| --- | --- |
| **Influence 100 Supports** |  |

For the following questions, please think about your Influence 100 mentorship experience more generally—with all of your fellows. *[Displays if mentor has more than one fellow.]*

1. Please think about your experience mentoring your fellow(s). What are the two things you think you did as a mentor that were most helpful to your fellow(s)? Why and how were each of these things helpful?

[2 minutes 🡪 *Total: 8 minutes 45 seconds*]

1. What support or guidance can Influence 100 provide in the future that would be helpful for mentors?

[2 minutes 🡪 *Total: 10 minutes 45 seconds*]

1. From your perspective as a mentor, what are the ways in which the Influence 100 program could better support the development of culturally competent district leaders?

[2 minutes 🡪 *Total: 12 minutes 45 seconds*]

1. Are there any aspects of Influence 100 that you think need to be improved, changed, or eliminated? If so, what are these aspects and why do you suggest this?

[2 minutes 🡪 *Total: 14 minutes 45 seconds*]

|  |  |
| --- | --- |
| **Impact of COVID-19 Pandemic** | **~ 2 minutes** |

1. How, if at all, did the COVID-19 pandemic impact your role as an Influence 100 mentor? Feel free to comment on any aspect of your role as a mentor, such as the type of support you provided to your fellow(s), how you communicated with your fellow(s), etc.

[2 minutes 🡪 *Total: 16 minutes 45 seconds*]

|  |  |
| --- | --- |
| **Closing** |  |

Thank you for your participation in this survey. Please click “Submit” to record your response

**Influence 100 District Leaders Feedback Survey – First Year**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identified you as a key contact for the Influence 100 program in your district. This survey includes questions about your district’s experience with the Influence 100 program during the 2021–22 school year (the first year your district participated in the program).   
   
**This survey is not an evaluation of your district.** Your district’s candid responses to this survey will support the improvement of the Influence 100 program as it works to increase the racial and ethnic diversity of superintendents in Massachusetts, create more equity-minded public school districts and leaders across the state, and promote better outcomes for students.  
   
This survey is voluntary and all feedback will be kept confidential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Influence 100 program. To protect the confidentiality of your responses, only members of the UMDI evaluation team will have access to the surveys, and survey findings will only be reported to DESE as aggregate data that combines the results from all districts.  
   
As you complete this survey, we ask you to collaborate with other members of your District Leadership Team who work on equity issues and/or who participated in Influence 100. We encourage you, if appropriate, to include Influence 100 fellows. **The answers you and your colleagues provide should be a reflection of your district’s experience with the Influence 100 program. This survey should take approximately 20 minutes to complete**; although this time may vary as you collaborate with your colleagues. **Please submit your district’s survey response by Friday, May 13, 2022.**  
   
 Please note:

* This survey is not well-suited for a small screen. We recommend this survey be taken on a desktop computer, laptop, or tablet.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time. You and your colleagues are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.
* When you and your colleagues are finished with the survey, please click the “Submit” button at the bottom of the final page to record your response. **After clicking “Submit” your colleagues will no longer have access to the survey.**

Feel free to contact Jackie Stein at [jackiestein@donahue.umass.edu](mailto:jackiestein@donahue.umass.edu) with any questions about this survey or the Influence 100 evaluation.

|  |  |
| --- | --- |
| **Collaboration** | **~ 1 minute** |

1. How many individuals are collaborating to complete this survey?

[15 seconds 🡪 *Total: 15 seconds*]

Drop-down menu options: 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10+

1. What are the primary roles of the individuals who are participating in completing this survey? (Please select all that apply.)

[45 seconds 🡪 *Total: 1 minute*]

|  |  |
| --- | --- |
| **Roles** | **Number of individuals completing the survey with this role** |
| * Superintendent | *Drop-down 1–10* |
| * Principal | “ “ |
| * Vice principal or assistant principal | “ “ |
| * School Board Member | “ “ |
| * Counselor | “ “ |
| * Teacher | “ “ |
| * Other (please describe:) | “ “ |

|  |  |
| --- | --- |
| **Developing Equity Practices within the District** | **~ 15 minutes** |

When districts began participating in the Influence 100 program, they had in place varying practices that promote equity. DESE does not expect that all (or any) of the changes listed below will have taken place, but seeks to understand the landscape of equity-promoting practices that may be underway in your district.

1. For each of the practices listed below, please indicate:
   1. If your district developed or made changes to the practice **during** the 2021–22 school year (the first year your district participated in the Influence 100 program) and/or
   2. If your district developed or made changes to the practice **prior to** the 2021–22 school year.

Please select all that apply within in each timeframe. If your district did not implement any changes in a practice area, simply leave the row unchecked. If your district developed other practices that promote equity during the 2021–22 school year that are not listed, then please briefly describe those practices in the “Other” section.

[7 minutes 🡪 *Total: 8 minutes*]

|  | **Developed/changed prior to 2021–22 school year** | **Developed/changed during 2021–22 school year** |
| --- | --- | --- |
| **Human Capital** | | |
| Use targeted recruitment strategies in an effort to increase the diversity of  classroom teachers (i.e., not paraprofessionals) |  |  |
| Use targeted recruitment strategies in an effort to increase the diversity of  school building administrators/leaders |  |  |
| Use targeted recruitment strategies in an effort to increase the diversity of  district/central office staff |  |  |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) |  |  |
| Implement training and/or protocols in an effort to reduce hiring bias at  all levels (i.e., for classroom teachers, school building administrators and  leaders, and/or district-level staff) |  |  |
| Provide professional development on culturally responsive practices for school-based staff |  |  |
| Provide professional development on culturally responsive practices for district-based staff |  |  |
| **Climate** | | |
| Use data about school climate to inform district  policies/practices that support diversity, equity, and inclusion |  |  |
| Promote practices that supported diversity/inclusion for staff |  |  |
| Promote practices that supported diversity/inclusion for students |  |  |
| **Curriculum and Instruction** | | |
| Expand access to rigorous courses for student groups who have been historically marginalized |  |  |
| Change curriculum to be more culturally responsive |  |  |
| Implement a plan to make instruction more culturally responsive  district-wide |  |  |
| **Policies and Practices** | | |
| Prioritize resource allocation to eliminate disparities for marginalized student groups |  |  |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups |  |  |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups |  |  |
| Advocate for the school committee to develop equity policies |  |  |
| Add district-level position(s) focused on district-wide implementation of  policies/practices that support diversity, equity, and inclusion |  |  |
| **Leadership** | | |
| Improve and/or create a district strategic plan centered on equity |  |  |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) |  |  |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice |  |  |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities |  |  |
| **Other** | | |
| *Other 1* |  |  |
| *Other 2* |  |  |
| *Other 3* |  |  |
| *Other 4* |  |  |
| *Other 5* |  |  |

1. To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity-promoting practices? *[Answer selections forwarded from those marked “During 2021–22” in Question 3.]*

[7 minutes 🡪 *Total: 15 minutes*]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Very important** | **Moderately important** | **Slightly important** | **Not at all important** | **Don’t know / NA** | **Could not come to consensus** |
| **Human Capital** |  |  |  |  |  |  |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Climate** |  |  |  |  |  |  |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Curriculum and Instruction** |  |  |  |  |  |  |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Policies and Practices** |  |  |  |  |  |  |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Leadership** |  |  |  |  |  |  |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Other** | | | | | | |
| *Forwarded responses from Q3* |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Impact of COVID-19 Pandemic** | **~ 2 minutes** |

1. How, if at all, did the COVID-19 pandemic impact your district’s efforts to develop practices that promote equity?

[2 minutes 🡪 *Total: 17 minutes*]

|  |  |
| --- | --- |
| **Reminder** |  |

As a reminder, please respond to the collaboration questions at the beginning of the survey. If you did not respond to these questions, or if the information below is incorrect, please click the back arrows to return to the beginning of the survey to answer these questions.

You indicated that *[forward number from Q1]* individuals completed this survey and that these individuals had the following roles:

*[Forward roles from Q2]*

|  |  |
| --- | --- |
| **Closing** |  |

Thank you for your participation in this survey. Please click “Submit” to record your response

**Influence 100 Fellows Feedback Survey (Year 2 Cohort 2)**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identified you as an Influence 100 fellow in Cohort 2. This survey asks you to reflect on your experience as a fellow in the Influence 100 program during the entire two-year fellowship.

**This survey is not an evaluation of your performance as a fellow.** Your candid responses to this survey will support the improvement of the Influence 100 program as it works to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive public school districts and leaders across the state, and promote better outcomes for students.

This survey is voluntary and all feedback will be kept confidential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Influence 100 program. To protect the confidentiality of your responses, only members of the UMDI evaluation team will have access to the surveys and survey findings will only be reported to DESE as aggregate data that combines the results from all fellows in your cohort.

**This survey should take approximately 20 minutes to complete. Please submit your survey response by Friday, May 13, 2022.**

Please note:

* If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time.
* **You are free to close the browser window and return to the survey later or move throughout the survey and change responses until you click “Submit”.** When finished with the survey, please click the “Submit” button at the bottom of the final page to record your response.

Feel free to contact Jackie Stein at [jackiestein@donahue.umass.edu](mailto:jackiestein@donahue.umass.edu) with any questions about this survey or the evaluation.

***Throughout this survey, please reflect on your entire two-year experience as an Influence 100 fellow.***

### **Engagement with Influence 100 ~6 minutes**

1. Considering time, energy, attention, and effort, how would you rate your own level of engagement with the following aspects of the Influence 100 program?

[1 minute 30 seconds 🡪*Total: 1 minute 30 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very engaged** | **Moderately engaged** | **Slightly engaged** | **Minimally  engaged** | **Don’t know/NA** |
| Monthly sessions | Ο | Ο | Ο | Ο | Ο |
| Action research project | Ο | Ο | Ο | Ο | Ο |
| District leadership convenings/meetings | Ο | Ο | Ο | Ο | Ο |
| Building a peer network | Ο | Ο | Ο | Ο | Ο |
| Mentorship | Ο | Ο | Ο | Ο | Ο |
| Other (please specify): | Ο | Ο | Ο | Ο | Ο |

1. What changes to the Influence 100 program, if any, would have helped you increase your engagement?

[2 minutes 🡪*Total: 3 minutes 30 seconds*]

1. In the areas where you were most engaged with Influence 100, what factors facilitated your engagement?

[2 minutes 🡪*Total: 5 minutes 30 seconds*]

1. Which of the following actions—related to your professional trajectory—did you take during your time as an Influence 100 fellow? (Please select all that apply.)

[30 seconds 🡪*Total: 6 minutes*]

* Updated my resume
* Networked with a guest speaker during or after an Influence 100 activity
* Applied for a promotion within my district
* Applied for a superintendency position
* Engaged in informational conversations about a superintendency opening (but chose not to apply)
* Connected/networked with Influence 100 colleagues between sessions
* Attended a MASS workshop or conference
* Attended optional Influence session(s) on job prep (interview practice, etc.)
* Other (Please specify):

**Skills and Learning ~6 minutes 45 seconds**

1. How effective was Influence 100 in helping you **gain knowledge** in each of the following areas?

[1 minute 30 seconds 🡪*Total: 7 minutes 30 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very effective** | **Moderately effective** | **Slightly effective** | **Not at all  effective** | **Don’t know/NA** |
| Equity-focused leadership practices | Ο | Ο | Ο | Ο | Ο |
| Issues of equity in educational systems | Ο | Ο | Ο | Ο | Ο |
| Issues of diversity in educational systems | Ο | Ο | Ο | Ο | Ο |
| Superintendent-level strategic decision-making | Ο | Ο | Ο | Ο | Ο |
| Navigating district-level political challenges | Ο | Ο | Ο | Ο | Ο |
| Building awareness of the history of race in Massachusetts education | Ο | Ο | Ο | Ο | Ο |
| Ensuring a strong instructional core in schools across the district | Ο | Ο | Ο | Ο | Ο |
| Theory of change and strategy/ strategic planning | Ο | Ο | Ο | Ο | Ο |
| Engaging stakeholders in equity work | Ο | Ο | Ο | Ο | Ο |
| Culturally responsive practices in K–12 education | Ο | Ο | Ο | Ο | Ο |
| Alignment of resources to support equity | Ο | Ο | Ο | Ο | Ο |
| Building effective partnerships with school committees & central office | Ο | Ο | Ο | Ο | Ο |
| Effective communication | Ο | Ο | Ο | Ο | Ο |
| Managing operations for equity | Ο | Ο | Ο | Ο | Ο |
| Other (please specify): | Ο | Ο | Ο | Ο | Ο |

1. How effective was Influence 100 in **supporting your personal and professional development** in each of the following areas?

[1 minute 30 seconds 🡪*Total: 9 minutes*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very effective** | **Moderately effective** | **Slightly effective** | **Not at all  effective** | **Don’t know/NA** |
| Preparing for the unique challenges facing educational leaders of color | Ο | Ο | Ο | Ο | Ο |
| Preparing for next steps in my professional trajectory | Ο | Ο | Ο | Ο | Ο |
| Assessing my own readiness for promotion | Ο | Ο | Ο | Ο | Ο |
| Building my capacity to give and receive feedback | Ο | Ο | Ο | Ο | Ο |
| Developing self-awareness as a leader | Ο | Ο | Ο | Ο | Ο |
| Other (please specify): | Ο | Ο | Ο | Ο | Ο |

1. Which topics or areas would you have liked to have received greater focus during your time in Influence 100?

[2 minutes 🡪*Total: 11 minutes*]

1. Which practices or strategies from Influence 100 did you apply in your district or school over the past two years? (Please select all that apply.)

[1 minute 🡪*Total: 12 minutes*]

* Practice language and behaviors in dealing with diverse stakeholders
* Utilize data to understand specific needs of school communities
* Confront behavior that openly or covertly promotes inequity, colorblindness, and deficit-thinking
* Investigate existing policies and practices to ensure they prioritize student needs and promote equity
* Explicitly address issues that impede the achievement of racial equity or access at all levels
* Work to ensure that issues of equity are incorporated in professional learning opportunities/experiences
* Create both the conditions and common language for courageous conversations about equity
* Seek feedback on and look for evidence to help reflect on how you are leading for equity
* Other (Please specify):

1. Please provide an example of how you applied one of the Influence 100 practices or strategies indicated above. *[Same page as Q8. Only shown if at least one item in Q8 is checked.]*

[2 minutes 🡪*Total: 14 minutes*]

### **Closing reflections ~6 minutes 30 seconds**

1. What were the **three most helpful** aspects of the Influence 100 fellowship in supporting your growth as an equity-focused district leader? (Select up to three.)

[30 seconds 🡪*Total: 14 minutes 30 seconds*]

* Action Research Project
* Mentorship
* Monthly fellows sessions
* Networking with other fellows
* Learning from leaders in the field
* Learning practical knowledge about superintendency
* Skill-building related to equity
* Skill-building related to educational leadership
* Quarterly district leadership sessions
* Other (please specify):

1. Reflecting on your entire two-year fellowship experience in Influence 100, what have been one or two of the most important benefit(s) of the program to your development as an educational leader?

[2 minutes 🡪*Total: 16 minutes 30 seconds*]

1. What are one or two ways that Influence 100 can better support the professional trajectory of fellows as equity-focused leaders? Please describe your specific recommendations.

[2 minutes 🡪*Total: 18 minutes 30 seconds*]

1. Please share any additional comments you have about your experience as an Influence 100 fellow.

[2 minutes 🡪*Total: 20 minutes 30 seconds*]

**Thank you for taking the time to complete this survey. Please click “submit” to record your responses.**

**Influence 100 Mentor Feedback Survey – Second Year**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identified you as a mentor of at least one Influence 100 fellow in your district. This survey includes questions about your experience as a mentor in the Influence 100 program during the 2021–22 school year (the second year your district participated in the program), as well as some reflective questions about your entire experience as an Influence 100 mentor.   
   
**This survey is not an evaluation of your performance as a mentor.** Your candid responses to this survey will support the improvement of the Influence 100 program as it works to increase the racial and ethnic diversity of superintendents in Massachusetts, create more equity-minded public school districts and leaders across the state, and promote better outcomes for students.   
   
This survey is voluntary and all feedback will be kept confidential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Influence 100 program. To protect the confidentiality of your responses, only members of the UMDI evaluation team will have access to the surveys, and survey findings will only be reported to DESE as aggregate data that combines the results from all mentors.  
   
**This survey should take approximately 15 minutes to complete.** If you were a mentor for more than one fellow, then you will be asked to provide feedback on your mentoring experience with each fellow, which will extend the time it takes to complete the survey. **Please submit your survey response by Friday, May 13, 2022.**   
   
Please note:

* If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time.
* **You are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.** When finished with the survey, please click the “Submit” button at the bottom of the final page to record your response.

Feel free to contact Jackie Stein at [jackiestein@donahue.umass.edu](mailto:jackiestein@donahue.umass.edu) with any questions about this survey or the evaluation.

|  |  |
| --- | --- |
| **Effort** | **~ 2 minutes 30 seconds** |

1. Considering your time and energy/attention, what level of effort were you able to put into being a mentor to your Influence 100 fellow(s) over the past two years?

[30 seconds 🡪*Total: 30 seconds*]

* A high level of effort
* A moderate level of effort
* A small level of effort
* I was not able to put any effort into being a mentor

1. In your opinion, to what extent was the level of effort you provided sufficient, in terms of supporting your fellows’ professional and personal development as aspiring superintendents?

[30 seconds 🡪 *Total: 1 minute 30 seconds*]

* Very sufficient
* Moderately sufficient
* Slightly sufficient
* Not at all sufficient

1. Please explain:

[2 minutes 🡪 *Total: 3 minute 30 seconds*]

|  |  |
| --- | --- |
| **Support** | **~ 1 minute 30 seconds** |

*[The following note will only be displayed if mentors have more than one fellow:]*

Our records indicate that you are an Influence 100 mentor for *[insert all fellow names]*. For the next section of the survey, please respond only about your experience as a mentor for *[insert fellow name]*. You will have an opportunity to answer these same questions about your mentorship experience with the other fellows you mentor later in the survey.

**As a reminder:** If you need to leave the page before completing the survey, then please click the “next” button (arrow at bottom of screen) to save the page you are working on. To return to the survey, please click the link in your email.

For the following questions, please consider all of the occasions you provided support to *[insert fellow name]* during the 2021–22 school year (their second year in the Influence 100 program). As a reminder, this is not an evaluation of you as an Influence 100 mentor. Each mentor-fellow relationship is different. We would like to understand the range of ways in which mentors and fellows work together.

1. How frequently were you able to provide the following types of support to *[insert fellow name]* as part of the Influence 100 program?

[1 minute 🡪 *Total: 4 minutes 30 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very frequently** | **Often** | **Sometimes** | **Just once** | **Never** |
| Opportunities to discuss their action research project |  |  |  |  |  |
| Opportunities to discuss district operations |  |  |  |  |  |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) |  |  |  |  |  |
| Opportunities for general discussion and debriefing (about observations, meetings, Influence 100 sessions, or other events) |  |  |  |  |  |
| Other (please describe): |  |  |  |  |  |

1. Which of the following leadership development opportunities did you facilitate for *[insert fellow name]* during the 2021–22 school year as part of the Influence 100 program? Please check all that apply. *[Question is displayed if “never” is not selected for access to leadership development opportunities in Question 5.]*

[30 seconds 🡪 *Total: 5 minutes*]

* Shadowing the superintendent
* Attending budget meetings
* Attending school committee meetings
* Attending other community meetings with families and/or community partners
* Participating in district leadership meetings
* Other (please describe):

|  |  |
| --- | --- |
| **Impact** | **~ 3 minutes 30 seconds** |

1. One of the goals of Influence 100 is to develop equity-focused leadership capacity among participating fellows. For each of the following practices listed below, please indicate how much growth—if any—you observed in *[insert fellow name]* during the 2021–22 school year.

[1 minute 🡪 *Total: 6 minutes*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **High amount of growth** | **Moderate amount of growth** | **Small amount of growth** | **No growth** | **Don’t know / NA** |
| Reflecting on personal assumptions/beliefs |  |  |  |  |  |
| Modeling a personal belief system that is grounded in equity |  |  |  |  |  |
| Acting in culturally competent ways |  |  |  |  |  |
| Building the capacity of others to work towards equity in the district/schools |  |  |  |  |  |
| Confronting institutional biases |  |  |  |  |  |
| Creating systems to support equitable access for historically underserved students |  |  |  |  |  |

For the remaining questions, please think about the Influence 100 program more generally and consider your entire two-year experience as an Influence 100 mentor.

1. Consider all of the mentorship that you have provided to your fellow(s) over the past two years. From your perspective, what level of impact has your mentorship had on your fellow(s), in terms of preparing them to be a superintendent?

[30 seconds 🡪 *Total: 6 minutes 30 seconds*]

* A high level of impact
* A moderate level of impact
* A small level of impact
* No impact

1. Please describe why you think your mentorship had this level of impact on your fellow(s).

[2 minutes 🡪 *Total: 8 minutes 30 seconds*]

|  |  |
| --- | --- |
| **Closing Reflections** | **~ 6 minutes** |

1. Please describe one or two types of support or guidance that Influence 100 could provide in the future—in addition to any existing support the program provides—that would be helpful for mentors.

[2 minutes 🡪 *Total: 10 minutes 30 seconds*]

1. Which one or two aspects of Influence 100 were most successful? Please elaborate on why you think these aspects were successful.

[2 minutes 🡪 *Total: 12 minutes 30 seconds*]

1. What are one or two aspects of Influence 100 that could be improved? Please describe the changes you would recommend.

[2 minutes 🡪 *Total: 14 minutes 30 seconds*]

|  |  |
| --- | --- |
| **Closing** |  |

Thank you for your participation in this survey. Please click “Submit” to record your response

**Influence 100 District Leaders Feedback Survey – Returning Districts**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identified you as a key contact for the Influence 100 program in your district. This survey includes questions about your district’s experience with the Influence 100 program during the 2021–22 school year, as well as your district’s overall experience with the program.   
   
**This survey is not an evaluation of your district.** Your district’s candid responses to this survey will support the improvement of the Influence 100 program as it works to increase the racial and ethnic diversity of superintendents in Massachusetts, create more equity-minded public school districts and leaders across the state, and promote better outcomes for students.  
   
This survey is voluntary and all feedback will be kept confidential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Influence 100 program. To protect the confidentiality of your responses, only members of the UMDI evaluation team will have access to the surveys, and survey findings will only be reported to DESE as aggregate data that combines the results from all districts.  
   
As you complete this survey, we ask you to collaborate with other members of your District Leadership Team who work on equity issues and/or who participated in Influence 100. We encourage you, if appropriate, to include Influence 100 fellows. **The answers you and your colleagues provide should be a reflection of your district’s experience with the Influence 100 program. This survey should take approximately 25 minutes to complete**; although this time may vary as you collaborate with your colleagues. **Please submit your district’s survey response by Friday, May 13, 2022.**  
   
 Please note:

* This survey is not well-suited for a small screen. We recommend this survey be taken on a desktop computer, laptop, or tablet.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time. You and your colleagues are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.
* When you and your colleagues are finished with the survey, please click the “Submit” button at the bottom of the final page to record your response. **After clicking “Submit” your colleagues will no longer have access to the survey.**

Feel free to contact Jackie Stein at [jackiestein@donahue.umass.edu](mailto:jackiestein@donahue.umass.edu) with any questions about this survey or the Influence 100 evaluation.

|  |  |
| --- | --- |
| **Collaboration** | **~ 1 minute** |

1. How many individuals are collaborating to complete this survey?

[15 seconds 🡪 *Total: 15 seconds*]

Drop-down menu options: 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10+

1. What are the primary roles of the individuals who are participating in completing this survey? (Please select all that apply.)

[45 seconds 🡪 *Total: 1 minute*]

|  |  |
| --- | --- |
| **Roles** | **Number of individuals completing the survey with this role** |
| * Superintendent | *Drop-down 1–10* |
| * Principal | “ “ |
| * Vice principal or assistant principal | “ “ |
| * School Board Member | “ “ |
| * Counselor | “ “ |
| * Teacher | “ “ |
| * Other (please describe:) | “ “ |

|  |  |
| --- | --- |
| **Developing Equity Practices within the District** | **~ 15 minutes** |

When districts began participating in the Influence 100 program, they had in place varying practices that promote equity. DESE does not expect that all (or any) of the changes listed below will have taken place, but seeks to understand the landscape of equity-promoting practices that may be underway in your district.

1. For each of the items below, please indicate the practices that your district developed or changed **during the 2021–22 school year** (the second year your district participated in the Influence 100 program). Please select all that apply. If your district did not implement any changes in an area during the 2021–22 school year, please leave the row unchecked.

[7 minutes 🡪 *Total: 8 minutes*]

|  |  |
| --- | --- |
|  | **Developed/changed**  **during 2021–22 school year** |
| **Human Capital** | |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) |  |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders |  |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff |  |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) |  |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) |  |
| Provide professional development on culturally responsive practices for school-based staff |  |
| Provide professional development on culturally responsive practices for district-based staff |  |
| **Climate** | |
| Use data about school climate to inform district  policies/practices that support diversity, equity, and inclusion |  |
| Promote practices that supported diversity/inclusion for staff |  |
| Promote practices that supported diversity/inclusion for students |  |
| **Curriculum and Instruction** | |
| Expand access to rigorous courses for student groups who have been historically marginalized |  |
| Change curriculum to be more culturally responsive |  |
| Implement a plan to make instruction more culturally responsive  district-wide |  |
| **Policies and Practices** | |
| Prioritize resource allocation to eliminate disparities for marginalized student groups |  |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups |  |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups |  |
| Advocate for the school committee to develop equity policies |  |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion |  |
| **Leadership** | |
| Improve and/or create a district strategic plan centered on equity |  |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) |  |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice |  |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities |  |
|  |  |

1. To what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity-promoting practices? *[Answer selections forwarded from Question 3.]*

[7 minutes 🡪 *Total: 15 minutes*]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Very important** | **Moderately important** | **Slightly important** | **Not at all important** | **Don’t know / NA** | **Could not come to consensus** |
| **Human Capital** | | | | | | | |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Climate** | | | | | | | |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Curriculum and Instruction** | | | | | | | |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Policies and Practices** | | | | | | | |
| *Forwarded responses from Q3* |  |  |  |  |  |  |
| **Leadership** | | | | | | | |
| *Forwarded responses from Q3* |  |  |  |  |  |  |

1. Which of the following Influence 100 activities and supports, if any, helped your district facilitate these changes or improvements in your district's practices that promote equity? (Please select all that apply.)

[1 minute 🡪 *Total: 16 minutes*]

|  |  |
| --- | --- |
|  |  |
| **Activities and supports for district leaders** | |
| Attending Influence 100 quarterly district leadership team meetings |  |
| Using tools and resources provided by Influence 100 during the quarterly district leadership team meetings |  |
| Consulting individually with Influence 100 program leadership |  |
| **Activities and supports for fellows** | |
| Fellow’s application of tools or learning from Influence 100 programming |  |
| Implementing fellow’s Influence 100 action research project |  |
| Fellow’s participation in district-level meetings (e.g., budget, school committee) |  |
| **Other** | |
| Other (please describe:) |  |

|  |  |
| --- | --- |
| **Successes and Challenges Related to Implementing Equity Practices** | **~ 4 minutes** |

For the following two questions, please consider the efforts your district has made over the past two years (during the 2020–21 and 2021–22 school years) to increase practices that support equitable outcomes.

1. What were one or two of your district’s **accomplishments** that increased practices that support equitable outcomes?

[2 minutes 🡪 *Total: 18 minutes*]

1. What were one or two **challenges** your district encountered while working to increase practices that support equitable outcomes?

[2 minutes 🡪 *Total: 20 minutes*]

|  |  |
| --- | --- |
| **District Indicators of Progress** | **~ 2 minutes** |

We are interested in learning how districts are assessing their own progress towards the following Influence 100 program goal: ***leading with practices that support equitable outcomes***.

1. Please describe one or two indicators that your district has used to assess its progress towards leading with practices that support equitable outcomes. In other words, what signs will you look for to indicate that your district is moving in the right direction?

[2 minutes 🡪 *Total: 22 minutes*]

|  |  |
| --- | --- |
| **Closing Reflections** | **~ 2 minutes** |

1. Based on your district’s experience, what are one or two aspects of Influence 100 that could be improved? Please describe the changes your district would recommend.

[2 minutes 🡪 *Total: 24 minutes*]

|  |  |
| --- | --- |
| **Closing** |  |

Thank you for your participation in this survey. Please click “Submit” to record your response

**Influence 100 Mentor Feedback Survey – First and Second Year**

Thank you for taking the time to complete this survey. You are receiving this survey because the Massachusetts Department of Elementary and Secondary Education (DESE) has identified you as a mentor of at least one Influence 100 fellow in your district. This survey includes three separate sections: (1) questions about your experience as a mentor in the Influence 100 program for your Cohort 2 fellow(s), (2) questions about your experience as a mentor in the Influence 100 program for your Cohort 3 fellow(s), and (3) reflective questions about your entire experience as an Influence 100 mentor. Please complete all three sections.

**This survey is not an evaluation of your performance as a mentor.** Your candid responses to this survey will support the improvement of the Influence 100 program as it works to increase the racial and ethnic diversity of superintendents in Massachusetts, create more equity-minded public school districts and leaders across the state, and promote better outcomes for students.

This survey is voluntary and all feedback will be kept confidential by the UMass Donahue Institute (UMDI)—a third-party, independent evaluator—as part of its ongoing evaluation of the Influence 100 program. To protect the confidentiality of your responses, only members of the UMDI evaluation team will have access to the surveys, and survey findings will only be reported to DESE as aggregate data that combines the results from all cohort mentors.

**This survey should take approximately 25 minutes to complete.** If you were a mentor for more than one fellow in your district, then you will be asked to provide feedback on your mentoring experience with each fellow, which will extend the time it takes to complete the survey. **Please submit your survey response by Friday, May 13, 2022.**

Please note:

* If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back (which will record your current response). Then, you can safely close your browser and return to the survey at a later time.
* **You are free to close the browser window and return to the survey later, or move throughout the survey and change responses until you click “Submit”.** When finished with the survey, please click the “Submit” button at the bottom of the final page to record your response.

Feel free to contact Jackie Stein at [jackiestein@donahue.umass.edu](mailto:jackiestein@donahue.umass.edu) with any questions about this survey or the evaluation.

|  |  |
| --- | --- |
| **Introduction** | **~ 30 seconds** |

*[The following is only displayed if mentors have at least one Cohort 2 fellow:]*

Our records indicate that you are an Influence 100 mentor for the following Cohort 3 fellows: *[insert all Cohort 3 fellow names]*. For this first section of the survey, please respond only about your experience as a mentor for your Cohort 3 fellows (began the Influence 100 program during the 2021–22 school year).

For this first set of questions, please respond only about your experience as a mentor for *[insert fellow name]*.

You will have an opportunity to answer questions about your mentorship experience with Cohort 2 fellows you mentor later in the survey.

**As a reminder:** If you need to leave the page before completing the survey, then please click the “next” button (arrow at bottom of screen) to save the page you are working on. To return to the survey, please click the link in your email.

1. How long had you been working with *[insert fellow name]* prior to your experience with the Influence 100 program?

[15 seconds 🡪 *Total: 15 seconds*]

* I did not know *[insert fellow name]* prior to the Influence 100 program
* Less than 1 year
* 1 to 4 years
* 5 to 9 years
* 10 or more years

When answering the following questions, please consider your Influence 100 mentoring experience during the 2021–22 school year overall. We will ask how the COVID-19 pandemic impacted your mentoring experience later in the survey. *[Shown on the same page as questions two and three.]*

1. On average, how often did you provide support to *[insert fellow name]* via one-on-one meetings and brief check-ins during the 2021–22 school year?

[30 seconds 🡪 *Total: 45 seconds*]

|  |  |
| --- | --- |
| **One-on-one meetings** | **Brief check-ins** |
| ◯ Weekly  ◯ Every other week  ◯ Monthly  ◯ Less frequently than monthly  ◯ Other (please specify) | ◯ Weekly  ◯ Every other week  ◯ Monthly  ◯ Less frequently than monthly  ◯ Other (please specify) |

1. Through which modes of communication did you have your one-on-one meetings and brief check-ins? Please select all that apply.

[30 seconds 🡪 *Total: 1 minute 15 seconds*]

|  |  |
| --- | --- |
| **One-on-one meetings** | **Brief check-ins** |
| * Phone | * Phone |
| * Email | * Email |
| * Virtual meeting (e.g., Zoom) | * Virtual meeting (e.g., Zoom) |
| * In-person | * In-person |
| * Other (please describe:) | * Other (please describe:) |

|  |  |
| --- | --- |
| **Development of Equity Mindset** | **~ 1 minute** |

1. Influence 100 is focused on developing equity-focused leadership capacity among participating fellows. For each of the following practices listed below, please indicate how much growth—if any—you have observed in *[insert fellow name]* during the 2021–22 school year?

[1 minute 🡪 *Total: 2 minutes 15 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **High amount of growth** | **Moderate amount of growth** | **Small amount of growth** | **No growth** | **Don’t know / NA** |
| Reflecting on personal assumptions/beliefs |  |  |  |  |  |
| Modeling a personal belief system that is grounded in equity |  |  |  |  |  |
| Acting in culturally competent ways |  |  |  |  |  |
| Building the capacity of others to work towards equity in the district/schools |  |  |  |  |  |
| Confronting institutional biases |  |  |  |  |  |
| Creating systems to support equitable access for historically underserved students |  |  |  |  |  |

1. Were any of these practices listed below topics of conversation between you and *[insert fellow name]* during the 2021–22 school year?

Please note: DESE does not expect that you will have discussed these topics, but would like to understand whether or not they have come up in your conversations.

[30 seconds 🡪 *Total: 2 minutes 45 seconds*]

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Reflecting on personal assumptions/beliefs |  |  |
| Modeling a personal belief system that is grounded in equity |  |  |
| Acting in culturally competent ways |  |  |
| Building the capacity of others to work towards equity in the district/schools |  |  |
| Confronting institutional biases |  |  |
| Creating systems to support equitable access for historically underserved students |  |  |

|  |  |
| --- | --- |
| **Fellow Support** | **~ 6 minutes 30 seconds** |

For the following questions, please consider all of the occasions you provided support to *[insert fellow name]* during the 2021–22 school year (their first year in the Influence 100 program).

We would like to understand the range of ways in which mentors and fellows work together. As a reminder, this is not an evaluation of you as an Influence 100 mentor. Each mentor-fellow relationship is different.

1. How frequently were you able to provide the following types of support to *[insert fellow name]* as part of the Influence 100 program?

[30 seconds 🡪 *Total: 3 minutes 15 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very frequently** | **Often** | **Sometimes** | **Just once** | **Never** |
| Opportunities to discuss their action research project |  |  |  |  |  |
| Opportunities to discuss district operations |  |  |  |  |  |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) |  |  |  |  |  |
| Opportunities for general discussion and debriefing (about observations, meetings, Influence 100 sessions, or other events) |  |  |  |  |  |
| Other (please describe:) |  |  |  |  |  |

1. Which of the following leadership development opportunities did you facilitate for *[insert fellow name]* during the 2021–22 school year as part of the Influence 100 program? Please select all that apply. *[Question is displayed if “never” is not selected for access to leadership development opportunities in Question 6.]*

[30 seconds 🡪 *Total: 3 minutes 45 seconds*]

* Shadowing the superintendent
* Attending budget meetings
* Attending school committee meetings
* Attending other community meetings with families and/or community partners
* Participating in district leadership meetings
* Other (please describe:)

1. For each shadowing activity that you facilitated, please briefly describe what that activity looked like. *[Pops up on same page as Question 7 when “shadowing the superintendent” is selected.]*

[2 minutes 🡪 *Total: 5 minutes 45 seconds*]

1. Please briefly describe the “other” opportunities that you facilitated for *[insert fellow name]* as part of the Influence 100 program. *[Pops up on same page as Question 7 when “other” is selected.]*

[1 minute 🡪 *Total: 6 minutes 45 seconds*]

|  |  |
| --- | --- |
| **Support** | **~ 1 minute 30 seconds** |

*[The following note will only be displayed if mentors have at least one Cohort 2 fellow:]*

Our records indicate that you are an Influence 100 mentor for the following Cohort 2 fellows: *[insert all Cohort 2 fellow names]*. For this second section of the survey, please respond only about your experience as a mentor for your Cohort 2 fellows (began the Influence 100 program during the 2020–21 school year).

For the following questions, please respond only about your experience as a mentor for *[insert fellow name]*. You will have an opportunity to answer these same questions about your mentorship experience with the other fellows you mentor in Cohort 2, if any, later in the survey.

**As a reminder:** If you need to leave the page before completing the survey, then please click the “next” button (arrow at bottom of screen) to save the page you are working on. To return to the survey, please click the link in your email.

For the following questions, please consider all of the occasions you provided support to *[insert fellow name]* during the 2021–22 school year (their second year in the Influence 100program).

As a reminder, this is not an evaluation of you as an Influence 100 mentor. Each mentor-fellow relationship is different. We would like to understand the range of ways in which mentors and fellows work together.

1. How frequently were you able to provide the following types of support to *[insert fellow name]* as part of the Influence 100 program?

[1 minute 🡪 *Total: 7 minutes 45 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very frequently** | **Often** | **Sometimes** | **Just once** | **Never** |
| Opportunities to discuss their action research project |  |  |  |  |  |
| Opportunities to discuss district operations |  |  |  |  |  |
| Access to leadership development opportunities (e.g., shadowing experiences, attending budget meetings) |  |  |  |  |  |
| Opportunities for general discussion and debriefing (about observations, meetings, Influence 100 sessions, or other events) |  |  |  |  |  |
| Other (please describe:) |  |  |  |  |  |

1. Which of the following leadership development opportunities did you facilitate for *[insert fellow name]* during the 2021–22 school year as part of the Influence 100 program? Please select all that apply. *[Question is displayed if “never” is not selected for access to leadership development opportunities in Question 5.]*

[30 seconds 🡪 *Total: 8 minutes 15 seconds*]

* Shadowing the superintendent
* Attending budget meetings
* Attending school committee meetings
* Attending other community meetings with families and/or community partners
* Participating in district leadership meetings
* Other (please describe:)

|  |  |
| --- | --- |
| **Impact** | **~ 3 minutes 30 seconds** |

1. One of the goals of Influence 100 is to develop equity-focused leadership capacity among participating fellows. For each of the following practices listed below, please indicate how much growth—if any—you observed in *[insert fellow name]* during the 2021–22 school year.

[1 minute 🡪 *Total: 9 minutes 15 seconds*]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **High amount of growth** | **Moderate amount of growth** | **Small amount of growth** | **No growth** | **Don’t know / NA** |
| Reflecting on personal assumptions/beliefs |  |  |  |  |  |
| Modeling a personal belief system that is grounded in equity |  |  |  |  |  |
| Acting in culturally competent ways |  |  |  |  |  |
| Building the capacity of others to work towards equity in the district/schools |  |  |  |  |  |
| Confronting institutional biases |  |  |  |  |  |
| Creating systems to support equitable access for historically underserved students |  |  |  |  |  |

For the third and final section of this survey, please think about your Influence 100 mentorship experience more generally—with all of your fellows across both cohorts.

1. Consider all of the mentorship that you have provided to your fellow(s) over the past two years. From your perspective, what level of impact has your mentorship had on your fellow(s), in terms of preparing them to be a superintendent?

[30 seconds 🡪 *Total: 9 minutes 45 seconds*]

* A high level of impact
* A moderate level of impact
* A small level of impact
* No impact

1. Please describe why you think your mentorship had this level of impact on your fellow(s).

[2 minutes 🡪 *Total: 11 minutes 45 seconds*]

|  |  |
| --- | --- |
| **Effort** | **~ 2 minutes 30 seconds** |

1. Considering your time and energy/attention, what level of effort were you able to put into being a mentor to your Influence 100 fellow(s) over the past two years?

[30 seconds 🡪*Total: 12 minutes 15 seconds*]

* A high level of effort
* A moderate level of effort
* A small level of effort
* I was not able to put any effort into being a mentor

1. In your opinion, to what extent was the level of effort you provided sufficient, in terms of supporting your fellows’ professional and personal development as aspiring superintendents?

[30 seconds 🡪 *Total: 12 minutes 45 seconds*]

* Very sufficient
* Moderately sufficient
* Slightly sufficient
* Not at all sufficient

1. Please explain:

[2 minutes 🡪 *Total: 14 minutes 45 seconds*]

|  |  |
| --- | --- |
| **Closing Reflections** | **~ 6 minutes** |

1. Please describe one or two types of support or guidance that Influence 100 could provide in the future—in addition to any existing support the program provides—that would be helpful for mentors.

[2 minutes 🡪 *Total: 16 minutes 45 seconds*]

1. Which one or two aspects of Influence 100 were most successful? Please elaborate on why you think these aspects were successful.

[2 minutes 🡪 *Total: 18 minutes 45 seconds*]

1. What are one or two aspects of Influence 100 that you think need to be improved, changed, or eliminated? Please describe why you suggest this.

[2 minutes 🡪 *Total: 20 minutes 45 seconds*]

1. From your perspective as a mentor, what are the ways in which the Influence 100 program could better support the development of culturally competent district leaders?

[2 minutes 🡪 *Total: 22 minutes 45 seconds*]

1. How, if at all, did the COVID-19 pandemic impact your role as an Influence 100 mentor? Feel free to comment on any aspect of your role as a mentor, such as the type of support you provided to your fellow(s), how you communicated with your fellow(s), etc.

[2 minutes 🡪 *Total: 24 minutes 45 seconds*]

|  |  |
| --- | --- |
| **Closing** |  |

Thank you for your participation in this survey. Please click “Submit” to record your response

# Appendix D: WINTER 2022 Focus Groups Protocols

**Alumni: Cohort 1 139**

**Fellows: Cohort 2, Year 2 142**

**Influence 100 Alumni Post-Participation Focus Group Protocol**

Final Draft: 12/13/21

**Opening [5 minutes]:**

Thank you for taking this time to speak with us about your experience with Influence 100 from your perspective as alumni of the program. Before we get started, I’m going to read a few introductory notes to provide context for this conversation.

**First, let us introduce ourselves:**

Our names are [Jackie Stein/Katie Ledwith/Jeremiah Johnson] and we work with the UMass Donahue Institute (UMDI), an independent, third-party organization that was contracted by the Massachusetts Department of Elementary and Secondary Education (DESE) to conduct an evaluation of the Influence 100 program.

As evaluators, we strive for accuracy and transparency while also putting our values forward. Thus, we want to note that both professionally and personally, we strongly value equity, diversity, inclusion, and justice. We bring these values to all our work, including the evaluation of Influence 100.

**Next, I have a few bits of information to share about this focus group, UMDI’s practices around confidentiality, and some logistics.**

The folks at DESE are interested in your perspectives as former program fellows because they want to deepen their understanding of the program and its impacts. This focus group is part of an ongoing evaluation of the Influence 100 program, which has also included surveys that you received during the 2020–21 school year and a focus group we conducted with members of your cohort (including some of you) last year.

Learnings that have emerged from this evaluation have already helped DESE improve the program and helped stakeholders understand its impacts. And feedback from this focus group will further contribute to that program growth.

**In terms of confidentiality:** UMDI has a strong history of working with and protecting confidential information. We will use a set of standard practices to keep your identities confidential as we share findings from this focus group**.** Your identities will be known only by members of the UMDI evaluation team. Once our notes from this focus group are complete, the evaluation team will give you a window of opportunity to review them and confirm that your identity has remained confidential before they are shared. After your review (or after that window of time), UMDI will share findings and quotes (edited to remove identifying details) with DESE and the Leadership Academy. We will not use your name and will not attribute any quotes to individuals.

We also ask that you each maintain the confidentiality of the other participants in this virtual room.

**Speaking of this virtual room, here are a few logistical notes for today:**

The focus group will last about an hour and will end by XX. We have several topics we would like to cover and so, I may need to move the conversation along from time to time even if everyone has not yet had a chance to share their thoughts. One of us will stay on for 15 minutes after the focus group ends if you have additional comments.

A few notes about this Zoom format:

* Please use the chat function if you like. We will save the chat as part of our collected data. [Jeremiah] will monitor the chat and may interject if [he] sees something that fits with our discussion.
* Please leave your video on, if possible—having visual cues is important and helpful to us.
* Along the same lines, this is meant to be a discussion and we invite you to respond to the ideas you hear from each other. For example, if you agree with something you hear, please indicate so by nodding, typing in the chat, or otherwise providing some visual feedback.

**We’re just about ready to dive into the questions and I have one final note about recording this conversation:** I would like to record our conversation simply for note-taking purposes. No one outside of our data collection team will hear or have access to the recording; these recordings are for the evaluation team only. If you want me to turn off the recording at any point, please just let me know.

Before I start the recording, do you have any questions for me?

***May I have your permission to record this conversation?*** Ok, I am turning on the recording, and we will begin the focus group. [Turn on recording]: I am here with Alumni Influence 100 fellows from Cohort 1 for a Zoom focus group. Today is XX. For the record, now that the recording is running, do I have your permission to record? Please nod or provide some other confirmation. Thank you.

**Focus Group Questions**

**Let’s start with a few big picture questions:**

1. Reflecting on your experience in Influence 100, what would you say have been the most important impacts of the program on you, thus far, that have lasted beyond the fellowship itself? What stories or examples best illustrate those impacts?
   1. [Probe if not addressed]: Have there been any lasting impacts on your equity mindset or your equity practices?

*[0:05 – 0:15, 10 minutes]*

1. Now let’s think about the impact of Influence 100 outside of the impact it had on you. What are some examples of any impacts of Influence 100 on your district and/or school that have lasted beyond your participation in the fellowship?  
   *[0:15 – 0:22, 7 minutes]*

**Next, we’d like to talk about program effectiveness:**

1. Think about **the tools, practices, concepts, or content**that you learned or developed during your time as an Influence 100 fellow. Are there any of those **tools, practices, concepts, or content**that you continue to use? Which ones?

*[0:22 – 0:29, 7 minutes]*

1. Consider the relationships that you developed through Influence 100, whether through mentoring, networking with other fellows in your cohort, or other connections. What stories or examples best illustrate the extent to which those relationships—or what you learned through them—have supported your career advancement (if at all)?

*[0:29 – 0:36, 7 minutes]*

**Next, we’d like to ask about your suggestions for program improvement:**

1. Knowing what you know now, what are your suggestions, if any, for how the Influence 100 program might improve or increase its impact?
   1. [Probe if not addressed]: Any suggestions for increasing impact on fellows? On districts?
   2. [Possible probe]: What do you see as the key barriers the program faces to achieving its goals?

*[0:36 – 0:46, 10 minutes]*

1. What suggestions do you have for ways Influence 100 could support you as alumni?  
   *[0:46 – 0:53, 7 minutes]*

**Wrap up:**

1. Have we missed anything in our conversation that you would like to add about the Influence 100 program or its impacts? Is there anything else you would like to add?  
   *[0:53 – 0:60, 7 minutes]*

**Other questions if time:**

1. Reflecting back on your time in Influence 100, what were the factors that kept you engaged with the program during competing priorities?

**Influence 100 – Cohort 2 Fellows Focus Group Protocol**

Final Draft: 12/13/21

While participants in waiting room:

* Open participants panel for mute all
* Change chat to everyone publicly

**Opening [5 minutes]:**

**Thank you all for joining today. Before we get started with the focus group I’m going to read through a few important notes, then I’ll take any questions from you, begin recording, and then begin asking you questions.**

**First, let us introduce ourselves:**

Our names are [Jackie Stein/Katie Ledwith/Jeremiah Johnson] and we work with the UMass Donahue Institute (UMDI), an independent, third-party organization that was contracted by the Massachusetts Department of Elementary and Secondary Education (DESE) to conduct an evaluation of the Influence 100 program. Thank you for taking this time to speak with us about your experience, from your perspective as Influence 100 Fellows.

As evaluators, we strive for accuracy and transparency while also putting our values forward. Thus, we want to note that both professionally and personally, we strongly value equity, diversity, inclusion, and justice. We bring these values to all of our work, including the evaluation of Influence 100.

**Next, I have a few bits of information to share about this focus group, UMDI’s practices around confidentiality, and some logistics.**

DESE would like to deepen its understanding of the impacts of Influence 100 on those of you who are engaged in the work, especially impacts on you as program fellows. This focus group is part of an ongoing evaluation of the Influence 100 program, which has also included surveys that you completed this past spring. In the future, we will also ask fellows to complete a survey at the end of this program year (to reflect on Year 2), and we might convene another focus group of a subset of Cohort 2 fellows next year to reflect back on the program after completing the 2-year fellowship. We thank you in advance for your participation in these evaluation activities. Information learned through this evaluation will help DESE improve the program and help stakeholders understand its impacts.

**In terms of confidentiality:**

UMDI has a strong history of working with and protecting confidential information. We will use a set of standard practices to keep your identities confidential as we share findings from this focus group.Your identities will be known only by members of the UMDI evaluation team. Once our notes from this focus group are complete, the evaluation team will give you a window of opportunity to review them and confirm that your identity has remained confidential before they are shared. After your review (or after that window of time), UMDI will share findings and quotes (edited to remove identifying details) with DESE and the Leadership Academy. We will not use your name and will not attribute any quotes to individuals.

We also ask that you each maintain the confidentiality of the other participants in this virtual room.

**Speaking of this virtual room, here are a few logistical notes for today:**

The focus group will last about an hour and will end by XX. We have several topics we would like to cover, and we will have about 5–7 minutes per question, so we may need to cut off conversation and move to the next topic even if everyone has not yet had a chance to share their thoughts. One of us will stay on for 15 minutes after the focus group ends if you have additional comments.

A few notes about this Zoom format:

* Please use the chat function, if you like. We will save the chat as part of our collected data. [Jeremiah] will monitor the chat and may interject if [he] sees something that fits with our discussion.
* Please leave your video on, if possible. Having visual cues is important and helpful to us.
* Along the same lines, this is meant to be a discussion and we invite you to respond to the ideas you hear from each other. For example, if you agree with something you hear, please indicate so by nodding, typing in the chat, or otherwise providing some visual feedback.

**We’re just about ready to dive into the questions and I have one final note about recording this conversation:** I would like to record our conversation simply for note-taking purposes. No one outside of the evaluation team will hear or have access to the recording; these recordings are for the evaluation team only. If you want me to turn off the recording at any point, please just let me know.

Before we get started, do you have any questions for me?

***May I have your permission to record this conversation?*** Ok, I am turning on the recording, and we will begin the focus group. [Turn on recording]: I am here with Influence 100 fellows for a Zoom focus group. Today is XX, 2022. For the record, now that the recording is running, do I have your permission to record? Please nod or provide some other confirmation. Thank you.

**Synopsis (if needed)**

For those of you who might have joined late, the quick synopsis is:

* Please use the chat function
* I will sometimes need to cut off conversation or mute everyone in order to move on to the next topic
* Feel free to leave anytime. We will be done at XX and I will stay on for 15 minutes after that if any of you has additional comments.
* This focus group is being recorded.

**Focus Group Questions**

In the survey we conducted last spring, we heard from some fellows in your cohort (possibly including some of you) about successes and challenges in terms of engaging with the Influence 100 program. Thank you for that feedback! Our goal today is to deepen our understanding of what we learned through that survey, so in nearly every question, I will be asking for examples.

Let’s start with a big picture question.

1. Thinking about your experience with Influence 100 as a whole, what has been the most valuable aspect of being part of the program so far? Why? Please provide examples. [XX – XX, 7 minutes]
   1. *Note: If a participant asks for clarification, we will clarify that the benefit does not have to be a part of the program itself. It could be part of the program or not—an intended or unintended consequence.*

Next, we’d like to talk about equity mindset. Fellows who responded to the survey generally indicated that Influence 100 was fairly effective in supporting or facilitating growth in many of the Equity Leadership Dispositions (which we understand have been a regular part of the Influence 100 curriculum and are linked to the general idea of “equity mindset”).

1. Thus far, in what ways and to what extent has Influence 100 changed your equity mindset, if at all? Please provide examples. [XX – XX, 7 minutes]

One of the goals of Influence 100 is to help fellows gain exposure to superintendent-level leadership and management processes. We have a couple questions for you related to that goal.

1. What has been your experience in terms of gaining exposure to superintendent-level leadership and management processes through Influence 100? Please provide specific examples. [XX – XX, 7 minutes]
   1. *Note [only if clarification is needed]: Every district runs differently balancing various roles, we want to hear about your access to “peek behind the curtain” so to speak at the role of the superintendent, both in terms of day-to-day functions and in terms of responding to moments of crisis.*
2. Do you feel that Influence 100 has created sufficient opportunity for you to process your experience and learning? In terms of these opportunities to process your experience, what has been working for you? What has not been working? [XX – XX, 7 minutes]

Next, we’d like you to think about stories or examples that illustrate the impact of Influence 100 on your growth as a district leader and on your district, if any.

1. In what ways have you grown through your participation in Influence 100, if at all? What stories or examples best illustrate the impact of the program on your growth as a leader? [XX – XX, 7 minutes]
2. What stories or examples do you think best illustrate the impact of the Influence 100 program beyond your individual growth? [XX – XX, 7 minutes]
   1. *Probe only after waiting for responses: What about stories or examples about the impact of the program on your district? How about any impacts on your cohort?*

We understand from the survey that fellows received varying levels and types of support from their districts and mentors.

1. What was the most and least effective part about the mentoring you may have received in relation to the program? Why and in what ways? [XX – XX, 5 minutes]

If time:

1. Are there any other strategies that Influence 100 might adopt to ensure the program has greater impact for fellows? What about for districts? [XX – XX, 5 minutes]
2. Thinking about the factors that have limited your full engagement with the program, what strategies might Influence 100 use to minimize the impact of these factors? [XX – XX, 5 minutes]

Wrap up:

1. Have we missed anything in our conversation that you would like to add about the Influence 100 program or its impacts? Is there anything else you would like to add? [Start with 5 minutes left, XX – XX minutes]

**Thank you so much for your time and for sharing your thoughts.**

**Phrases for reference:**

* I really appreciate this discussion, but I need to move us on to the next topic.
* Our time is up, please feel free to leave. I will stay in the meeting for another 15 minutes just in case anyone has anything else you want to add. I’ll wait a bit for those who want to leave. Thank you for joining today.
* Our time is up. Please feel free to leave. I still have another question, and I will ask anyone who wants to stick around for another few minutes. I’ll wait a bit for those who want to leave. Thank you for joining today.

# Appendix E: Influence 100 Year-end Field Guide Report (8/31/2022) – Benchmark Methods Notes

**Contents:**

1. **Fellows Benchmarks:**
   1. First-year experiences: growth in equity mindset, growth as equity-focused district leaders, overall mentorship experience, received mentorship experiences
   2. Second-year experiences: knowledge gains, personal and professional development
   3. Feelings of preparedness
2. **District Benchmarks:** 
   1. Gains in equity-promoting practices during first year
   2. Equity practice development in second year and beyond
   3. Credit for Influence 100 in development of equity practices
   4. List of 22 equity-promoting practices developed for DLT survey and summarized for district-level benchmarks
3. **District Context:**
   1. Racial/ethnic diversity of educator workforce in seven categories – by cohort and year
   2. Crosswalk for racial/ethnic categories used for System Benchmarks A–D
   3. List of roles included in System Benchmarks A–D
4. **Fellows Benchmarks:** 
   1. First-year experiences: growth in equity mindset, growth as equity-focused district leaders, overall mentorship experience, received mentorship experiences

Responses to the first-year fellows surveys from Cohorts 1–3 (n=52 respondents) were combined. Proportions of “moderately” or “very” favorable ratings were calculated out of the total number of responses to each item in the question (e.g., supports, program aspects, equity leadership dispositions), then the average of those proportions was taken across all the items in the question.

For Q10, many respondents from Cohort 3 (5 of 13) marked “NA” for one particular type of support (even though only options that had been previously indicated as received should have been displayed). This significantly lowered the rating for this one support (and also brought down the overall average across the different supports) because it boosted the total number of responses.

There was little variation by cohort, as seen in Figure 1.

* 1. Second-year experiences: knowledge gains, personal and professional development

Responses to the second-year fellows survey from Cohorts 1 and 2 (n=43 respondents) were combined. Within each question, proportions of “moderately” or “very” favorable ratings were calculated out of the total number of responses to sub-item in the question (e.g., area of personal/professional development, knowledge area) then the average of those proportions was taken across all sub-items. There was little variation by cohort, as seen in Figure 2.

Figure 1: Fellows first year experiences, by cohort

Figure 2: Fellows second year experiences by cohort

* 1. Feelings of preparedness

Responses to two questions in a Leadership Academy instrument were used to calculate these benchmarks. Baseline data (in the fall of fellows’ first year) was available for Cohorts 1 and 2, but not Cohort 3. Post-first-year responses were available for all three cohorts and post-second-year responses were available for Cohorts 1 and 2 (although notably, there were only a few responses from Cohort 2).

Table 1: Response Counts for Leadership Academy Pre-Post Fellows Surveys

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Baseline** | **EOY1** | **EOY2** |
| **Cohort 1** | 19 | 18 | 22 |
| **Cohort 2** | 20 | 15 | 3 |
| **Cohort 3** | - | 12 | - |

Question 1 asked: “1. How prepared do you feel for the role of superintendent? (Please rate on a scale of 1 to 10, with 1 being not at all, and 10 being completely.)” Within each survey group (e.g., baseline), responses were averaged across all respondents.

In Question 6, respondents were asked about hurdles they had named in an earlier question and to rate “To what degree has the Influence100 program helped you to lessen the challenge posed by each of those hurdles? (Please rate on a scale of 1 to 10 (with 1 being not at all, and 10 being very significantly)?” Each respondent could provide up to three responses. 43 respondents provided 97 responses. The average of all 97 responses was taken.

1. **District Benchmarks**
   1. Gains in equity-promoting practices during first year

Based on DLT first-year survey Q3, which asked districts to indicate, for each of 22 practices, those they had developed or changed prior to their first school year in Influence 100, and those they had developed or changed during that first year. First-year DLT survey responses were combined for Cohorts 1, 2, and 3. Then, the number of practices that districts indicated having developed or changed in each time period (prior to first year, during first year) were averaged across the 21 responding districts. The makeup of districts and practices in each period was different and not captured by a single count, so, in order to capture change over time, we constructed a third measure, which measured the number of practices that each district indicated they had developed or changed during either of the time periods. For each of the 22 practices, each district was given a 1 if they indicated developing or changing the practice either prior-to or during their first year. Then, within-district counts were used to calculate average proportions of districts and average proportions of practices per district. This gave an end-point count (by the end of the first year) that could capture the number of practices developed or changed and the number of districts making those changes. We compare this to districts’ self-reported number of practices developed or changed prior to the first year in Influence 100.

* 1. Equity practice development in second year and beyond

Based on DLT returning district survey Q3, which asked districts to indicate, for each of 22 practices, those they had developed or changed during the current year of Influence 100 participation. Returning districts’ survey responses were combined for Cohorts 1 and 2. Then, the number of practices that districts indicated having developed or changed were averaged across the 21 responding districts. Within-district counts were used to calculate average proportions of districts and average proportions of practices per district.

* 1. Credit for Influence 100 in development of equity practices

Based on DLT first-year and returning district surveys Q4, which asked districts, for each of the practices they indicated developing or changing during the current year, “to what extent was Influence 100 important in facilitating these changes or improvements in your district’s equity practices.” Districts rated “very important” (1), “moderately important” (2), “slightly important” (3), or “not at all important” (4). For each district, a proportion of “very” or “moderately” important ratings out of the total number of practices rated was calculated, then mapped onto a histogram to illustrate distribution.

* 1. List of 22 equity-promoting practices developed for DLT survey and summarized for district-level benchmarks

**Table 1: Equity-promoting practices included in DLT Survey and used for benchmarking**

|  |
| --- |
| Human Capital |
| Use targeted recruitment strategies in an effort to increase the diversity of classroom teachers (i.e., not paraprofessionals) |
| Use targeted recruitment strategies in an effort to increase the diversity of school building administrators/leaders |
| Use targeted recruitment strategies in an effort to increase the diversity of district/central office staff |
| Create intentional pipeline programs (e.g., grow-your-own models, prep partnerships, residency programs) designed explicitly to diversify the workforce at all levels (i.e., for classroom teachers, school building administrators and leaders, and district-level staff) |
| Implement training and/or protocols in an effort to reduce hiring bias at all levels (i.e., for classroom teachers, school building administrators and leaders, and/or district-level staff) |
| Provide professional development on culturally responsive practices for school-based staff |
| Provide professional development on culturally responsive practices for district-based staff |
| Climate |
| Use data about school climate to inform district policies/practices that support diversity, equity, and inclusion |
| Promote practices that support diversity/inclusion for staff |
| Promote practices that support diversity/inclusion for students |
| Curriculum and Instruction |
| Expand access to rigorous courses for student groups who have been historically marginalized |
| Change curriculum to be more culturally responsive |
| Implement a plan to make instruction more culturally responsive district-wide |
| Policies and Practices |
| Prioritize resource allocation to eliminate disparities for marginalized student groups |
| Examine existing policies/practices for inequitable impacts on historically marginalized groups |
| Change policies/practices to reduce inequitable impacts on historically marginalized groups |
| Advocate for the school committee to develop equity policies |
| Add district-level position(s) focused on district-wide implementation of policies/practices that support diversity, equity, and inclusion |
| Leadership |
| Improve and/or create a district strategic plan centered on equity |
| Prioritize equity in school improvement/strategic plans (e.g., mission, vision, and values) |
| Support school leaders in providing ongoing (i.e., not one time only) professional learning opportunities to develop and/or deepen culturally responsive teaching practice |
| Regularly examine school-level data disaggregated by student groups with teachers and/or other school staff for evidence of inequities |

1. **District Context:**
   1. **Racial/ethnic diversity of educator workforce in seven categories – by cohort and year**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2: Racial/ethnic diversity of district leaders – by cohort and year (EPIMS)** | | | | | | | | | | | | | | | | | | |
| **Cohort 1 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
|  | 21–22 SY | 24 | 56% | 9 | 21% | 2 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 19% | 43 | 19 | 44% |
| 2nd Yr | 20–21 SY | 25 | 58% | 8 | 19% | 3 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 16% | 43 | 18 | 42% |
| 1st Yr | 19–20 SY | 24 | 65% | 5 | 14% | 3 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 14% | 37 | 13 | 35% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 2 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 2nd Yr | 21–22 SY | 14 | 93% | 1 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 15 | 1 | 7% |
| 1st Yr | 20–21 SY | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 0 | 0% |
|  | 19–20 SY | 12 | 92% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 8% | 0 | 0% | 0 | 0% | 13 | 1 | 8% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 3 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 1st Yr | 21–22 SY | 10 | 91% | 1 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 1 | 9% |
|  | 20–21 SY | 10 | 91% | 1 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 1 | 9% |
|  | 19–20 SY | 10 | 91% | 1 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 1 | 9% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3: Racial/ethnic diversity of teachers – by cohort and year (EPIMS)** | | | | | | | | | | | | | | | | | | |
| **Cohort 1 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
|  | 21–22 SY | 63607 | 75% | 9754 | 11% | 2934 | 3% | 155 | 0% | 68 | 0% | 466 | 1% | 8027 | 9% | 85011 | 21404 | 25% |
| 2nd Yr | 20–21 SY | 72048 | 77% | 10394 | 11% | 2810 | 3% | 135 | 0% | 46 | 0% | 419 | 0% | 8161 | 9% | 94013 | 21965 | 23% |
| 1st Yr | 19–20 SY | 60218 | 77% | 8417 | 11% | 2392 | 3% | 108 | 0% | 30 | 0% | 274 | 0% | 6559 | 8% | 77998 | 17780 | 23% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 2 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 2nd Yr | 21–22 SY | 19203 | 89% | 926 | 4% | 411 | 2% | 50 | 0% | 20 | 0% | 270 | 1% | 655 | 3% | 21535 | 2332 | 11% |
| 1st Yr | 20–21 SY | 20379 | 91% | 859 | 4% | 319 | 1% | 32 | 0% | 23 | 0% | 289 | 1% | 567 | 3% | 22468 | 2089 | 9% |
|  | 19–20 SY | 19113 | 91% | 749 | 4% | 267 | 1% | 39 | 0% | 14 | 0% | 268 | 1% | 596 | 3% | 21046 | 1933 | 9% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 3 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 1st Yr | 21–22 SY | 15242 | 94% | 371 | 2% | 155 | 1% | 12 | 0% | 0 | 0% | 122 | 1% | 397 | 2% | 16299 | 1057 | 6% |
|  | 20–21 SY | 15462 | 93% | 456 | 3% | 138 | 1% | 5 | 0% | 0 | 0% | 79 | 0% | 421 | 3% | 16561 | 1099 | 7% |
|  | 19–20 SY | 14658 | 94% | 387 | 2% | 165 | 1% | 10 | 0% | 0 | 0% | 145 | 1% | 310 | 2% | 15675 | 1017 | 6% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4: Racial/ethnic diversity of school building administrators/leaders – by cohort and year (EPIMS)** | | | | | | | | | | | | | | | | | | |
| **Cohort 1 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
|  | 21–22 SY | 748 | 60% | 301 | 24% | 24 | 2% | 3 | 0% | 1 | 0% | 9 | 1% | 162 | 13% | 1248 | 500 | 40% |
| 2nd Yr | 20–21 SY | 680 | 61% | 248 | 22% | 20 | 2% | 3 | 0% | 1 | 0% | 8 | 1% | 152 | 14% | 1112 | 432 | 39% |
| 1st Yr | 19–20 SY | 670 | 62% | 248 | 23% | 21 | 2% | 2 | 0% | 1 | 0% | 6 | 1% | 134 | 12% | 1082 | 412 | 38% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 2 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 2nd Yr | 21–22 SY | 748 | 60% | 301 | 24% | 24 | 2% | 3 | 0% | 1 | 0% | 9 | 1% | 162 | 13% | 1248 | 500 | 40% |
| 1st Yr | 20–21 SY | 680 | 61% | 248 | 22% | 20 | 2% | 3 | 0% | 1 | 0% | 8 | 1% | 152 | 14% | 1112 | 432 | 39% |
|  | 19–20 SY | 670 | 62% | 248 | 23% | 21 | 2% | 2 | 0% | 1 | 0% | 6 | 1% | 134 | 12% | 1082 | 412 | 38% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 3 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 1st Yr | 21–22 SY | 146 | 91% | 9 | 6% | 3 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 2% | 161 | 15 | 9% |
|  | 20–21 SY | 139 | 91% | 9 | 6% | 2 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 2% | 153 | 14 | 9% |
|  | 19–20 SY | 139 | 89% | 10 | 6% | 2 | 1% | 0 | 0% | 0 | 0% | 1 | 1% | 4 | 3% | 156 | 17 | 11% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 5: Racial/ethnic diversity of district/central office staff – by cohort and year (EPIMS)** | | | | | | | | | | | | | | | | | | |
| **Cohort 1 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
|  | 21–22 SY | 405 | 62% | 134 | 20% | 31 | 5% | 2 | 0% | 1 | 0% | 2 | 0% | 82 | 12% | 657 | 252 | 38% |
| 2nd Yr | 20–21 SY | 441 | 61% | 142 | 20% | 34 | 5% | 3 | 0% | 1 | 0% | 3 | 0% | 100 | 14% | 724 | 283 | 39% |
| 1st Yr | 19–20 SY | 420 | 63% | 120 | 18% | 33 | 5% | 3 | 0% | 1 | 0% | 2 | 0% | 89 | 13% | 668 | 248 | 37% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 2 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 2nd Yr | 21–22 SY | 144 | 84% | 12 | 7% | 5 | 3% | 0 | 0% | 2 | 1% | 4 | 2% | 5 | 3% | 172 | 28 | 16% |
| 1st Yr | 20–21 SY | 139 | 86% | 10 | 6% | 4 | 2% | 0 | 0% | 1 | 1% | 2 | 1% | 5 | 3% | 161 | 22 | 14% |
|  | 19–20 SY | 136 | 86% | 9 | 6% | 4 | 3% | 0 | 0% | 1 | 1% | 2 | 1% | 6 | 4% | 158 | 22 | 14% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort 3 districts** | | White | | Black or African American | | Asian | | AIAN | | NHPI | | Mixed Race | | Latinx | | Totals | | |
|  |  | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | overall | POC | % POC |
| 1st Yr | 21–22 SY | 95 | 94% | 2 | 2% | 2 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 101 | 6 | 6% |
|  | 20–21 SY | 92 | 96% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 96 | 4 | 4% |
|  | 19–20 SY | 91 | 97% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 94 | 3 | 3% |

1. Crosswalk for racial/ethnic categories used for System Benchmarks A–D

**Table 7: DESE EPIMS Race-Ethnicity Categories used for System Benchmarks A–D**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Ethnicity — Individual chooses one. | | Race — Individual chooses one or more. | | | | |
| Not Hispanic or Latino | Hispanic or Latino | White | Black or African American | Asian | American Indian or Alaska Native | Native Hawaiian or Other Pacific Islander |
| 01 | 33 | x |  |  |  |  |
| 02 | 34 |  | x |  |  |  |
| 03 | 35 |  |  | x |  |  |
| 04 | 36 |  |  |  | x |  |
| 05 | 37 |  |  |  |  | x |
| 06 | 38 | x | x |  |  |  |
| 07 | 39 | x |  | x |  |  |
| 08 | 40 | x |  |  | x |  |
| 09 | 41 | x |  |  |  | x |
| 10 | 42 |  | x | x |  |  |
| 11 | 43 |  | x |  | x |  |
| 12 | 44 |  | x |  |  | x |
| 13 | 45 |  |  | x | x |  |
| 14 | 46 |  |  | x |  | x |
| 15 | 47 |  |  |  | x | x |
| 16 | 48 | x | x | x |  |  |
| 17 | 49 | x | x |  | x |  |
| 18 | 50 | x | x |  |  | x |
| 19 | 51 | x |  | x | x |  |
| 20 | 52 | x |  | x |  | x |
| 21 | 53 | x |  |  | x | x |
| 22 | 54 |  | x | x |  | x |
| 23 | 55 |  | x | x | x |  |
| 24 | 56 |  | x |  | x | x |
| 25 | 57 |  |  | x | x | x |
| 26 | 58 | x | x | x | x |  |
| 27 | 59 | x | x |  | x | x |
| 28 | 60 | x |  | x | x | x |
| 29 | 61 | x | x | x |  | x |
| 30 | 62 |  | x | x | x | x |
| 31 | 63 | x | x | x | x | x |

|  |  |
| --- | --- |
| **Summary table** |  |
| **Race/Ethnicity group** | **Code(s)** |
| American Indian or Alaska Native | 04 |
| Asian | 03 |
| Black or African American | 02 |
| Latinx | 33–63 |
| Multi-race, Non-Hispanic | 06–31 |
| White | 01 |

1. List of roles included in System Benchmarks A–D

**Table 8: Crosswalk of System Benchmark roles with EPIMS Appendix E WA07 Job Classifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **System benchmark grouping** | **Code** | **Job Classification** | **Description/Definition** |
|  | **Official -- Administrative** | | |
| **District Leaders** | 1200 | Superintendent of Schools/Charter School Leader/Collaborative Director | Serves as the chief executive officer and primary advisor to the board of education. Responsibilities include overseeing the development of educational programs and all other activities which impact on those programs. |
| 1201 | Assistant/Associate/ Vice Superintendents | Performs high-level executive management functions for a superintendent in the areas of personnel, instruction, and/or administration such as business, transportation, food services, maintenance, operation, facility management/ planning, and others. Such an assignment also includes performing the duties of the superintendent in his or her absence as assigned or designated. |
| **District/Central Office Staff** | 1202 | School Business Official | Directs individuals and manages the financial matters of the district. |
| 1205 | Other District Wide Administrators | Directs individuals and manages functional supporting services under the direction of a senior staff member. This includes directors, management information and technology services, grants managers, planning directors, assistants to the superintendent, and others. |
| 1208 | Human Resources Director | Manages human resource functions in the district. |
| 1210 | Supervisor/Director of Guidance | Directs individuals and manages the Guidance Office. |
| 1211 | Supervisor/Director of Pupil Personnel | Directs individuals and manages the office of pupil personnel services. |
| 1212 | Special Education Administrator | Supervises all special education for the school district and ensures compliance with all federal and state special education laws. |
| 1213 | Supervisor/Director/Coordinator: Arts | Directs individuals and/or manages the Art Department. |
| 1214 | Supervisor/Director/Coordinator of Assessment | Directs individuals and/or manages the Assessment Department. |
|  | 1215 | Supervisor/Director/Coordinator of Curriculum | Develops or supervises curriculum and instructional development activities. This assignment requires expertise in a specialized field and includes the curriculum consultant and curriculum supervisor. |
|  | 1216 | Supervisor/Director/Coordinator: English Language Learner | Directs individuals and/or manages the Office of English Language Learners. |
|  | 1217 | Supervisor/Director/Coordinator: English | Directs individuals and/or manages the English Department. |
| **System benchmark grouping** | **Code** | **Job Classification** | **Description/Definition** |
|  | 1218 | Supervisor/Director/Coordinator: Foreign Language | Directs individuals and/or manages the Foreign Language Office. |
|  | 1219 | Supervisor/Director/Coordinator: History/Social Studies | Directs individuals and/or manages the History/Social Studies Office. |
|  | 1220 | Supervisor/Director/Coordinator: Library/Media | Directs individuals and/or manages the Library/Media Office. |
| **District/Central Office Staff** | 1221 | Supervisor/Director/Coordinator: Mathematics | Directs individuals and/or manages the Mathematics Department. |
|  | 1222 | Supervisor/Director/Coordinator: Reading | Directs individuals and/or manages the Reading Department. |
|  | 1223 | Supervisor/Director/Coordinator: Science | Directs individuals and/or manages the Science Department. |
|  | 1224 | Supervisor/Director/Coordinator: Technology | Individuals who are in charge of technology decision making, including planning, budgeting, selecting, and purchasing equipment. |
|  | 1225 | Supervisor/Director/Coordinator of Professional Development | Directs individuals and/or manages the Professional Development Office. |
|  | 1226 | School Nurse Leader (SNL) | The School Nurse Leader manages the total school health service program providing nursing leadership within the school system. The School Nurse Leader develops a needs assessment, plans and implements programs, and provides for continuous quality assurance and evaluation. |
| **School building administrators/leaders** | 1305 | Principal/headmaster/headmistress/head of school | Performs the highest level of executive management functions in an individual school, a group of schools or units of a school system. Responsibilities include the administration of instructional programs, extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities. |
| 1310 | Deputy/associate/vice-/assistance principal | Performs high-level executive management functions in an individual school, group of schools, or units of a school system. Primary duties include but are not limited to: 1) supervising student behavior; 2) handling specific assigned duties related to school management; 3) continuing curriculum and staff development; 4) working cooperatively with professional staff; 5) providing leadership in the instructional program; and 6) coordinating and/or arranging class schedules. |
| 1312 | School Special Education Administrator | Supervises special education programs at the school level. |
| 1320 | Other School Administrator/ Coordinator | Directs individuals and/or manages functional supporting services under the direction of a senior staff member. This includes directors, management information and technology services, and others. |
| **System benchmark grouping** | **Code** | **Job Classification** | **Description/Definition** |
|  | **Instructional Staff** | | |
| **Classroom Teachers** | 2305 | Teacher | Provides instruction, learning experiences, and care to students during a particular time period or in a given discipline. |
| 2306 | Co-Teacher | A teacher, equally responsible with another teacher, for providing instruction, learning experiences, and care to students during a particular time period or in a given discipline. |
| 2307 | Virtual Course Teacher | Provides instruction, learning experiences, and care to students during a particular time period or in a given discipline in a virtual class setting. |
| 2308 | Virtual Course Co-Teacher | A teacher, equally responsible with another teacher, for providing instruction, learning experiences, and care to students during a particular time period or in a given discipline in a virtual class setting. |
| 2310 | Teacher - support content instruction | Provides supportive content instruction in the classroom. The students receiving services from these educators also receive direct content instruction in core academic areas from a led content teacher. |
| 2325 | Long Term Substitute Teacher | An individual temporarily assigned to a specific teaching assignment for a minimum of 30 days. |
| 2330 | Instructional Coach | Teacher that provides support to other teachers such as a mentor teacher. |

1. Three Cohort 2 mentors also mentored Cohort 3 fellows. These three mentors are counted in the total for Cohort 2 mentors *and* for Cohort 3 mentors. They were sent a version of the survey that included first-year survey questions for Cohort 3 fellows and second-year survey questions for Cohort 2 fellows. [↑](#footnote-ref-1)
2. Some mentors were not surveyed in 2022 because either the mentor or the fellow had left their district. Seven of 10 Cohort 2 mentors were surveyed, and they mentored 10 of the 17 currently participating Cohort 2 fellows. [↑](#footnote-ref-2)
3. Three of the 12 Cohort 3 mentors also mentored Cohort 2 fellows. These three mentors are counted in the total for Cohort 3 mentors *and* for Cohort 2 mentors. They were sent a version of the survey that included first-year survey questions for Cohort 3 fellows and second-year survey questions for Cohort 2 fellows. [↑](#footnote-ref-3)
4. As noted previously, half of the 12 Cohort 3 districts were first-year participants in Influence 100 (and were given the first-year district survey) while the other half were returning to the program (they had also hosted fellows in Cohort 1 or Cohort 2 and were given the returning district version of the survey). [↑](#footnote-ref-4)
5. Only 11 potential Cohort 2 participants were identified because remaining participants would represent duplicate districts. [↑](#footnote-ref-5)
6. District type and size was based on Locale Classifications from the National Center for Education Statistics public school districts search tool: <https://nces.ed.gov/ccd/districtsearch/>. Information about NCES Locale Classifications can be found here: https://nces.ed.gov/programs/edge/docs/locale\_definitions.pdf. [↑](#footnote-ref-6)
7. This is a direct quote from the Zoom chat. [↑](#footnote-ref-7)