# District Annual Induction and Mentoring Report 2018-19

## INTRODUCTION

**Thank you for visiting the District Annual Induction and Mentoring Report Template. This template is intended to be for reference only.**

**Please complete the report** [online](https://www.surveygizmo.com/s3/5036512/Induction-and-Mentoring-Report-2018-19) **by Wednesday, July 31, 2019.**

**Introduction**  
The Induction and Mentoring District Report is intended to provide the Massachusetts Department of Elementary and Secondary Education (DESE) with a broad understanding of the induction and mentoring activities in place to support educators across the Commonwealth. The annual report requirements and components are outlined in [603 CMR 7.12(3)](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=12).  
  
The goals of the annual report are to:

Encourage district reflection on current induction and mentoring practices so districts may identify strengths and areas for further development; and

Provide DESE with data so the agency can identify promising induction and mentoring practices to share across districts and understand areas where the agency can provide additional supports and resources to districts.

**DESE’s Use of the Data**  
DESE aggregates the data from each district and publishes an annual report to highlight trends in induction and mentoring programs across the state, as well as to disseminate promising practices to support districts in learning from one another. The 2015–16, 2016–17, and 2018-19 Statewide Induction and Mentoring Reports are available [here](http://www.doe.mass.edu/edeffectiveness/mentor/reports.html).

The Office of District Reviews and Monitoring (ODRM) also reviews individual district reports as part of its comprehensive evidence review when conducting district reviews.  
  
**Completing the Report**  
Districts submit their annual reports by completing an electronic form. Districts must submit the report **by July 31st.** The questions focus on:

* information about mentees,
* information about mentors,
* structure of induction and mentoring programs,
* content of programs;
* management and funding of programs, and
* program outcomes.

Districts who submitted a report by last year’s deadline will be able to **automatically pre-populate** some items with last year’s responses.  
  
When reporting data, districts should only include data from the most recent school year. For example, when completing the report in summer 2019, districts should include data from the 2018–19 school year.    
  
Prior to beginning the electronic report, districts may wish to first complete a Word document version, to review the contents, gather necessary data, and prepare responses so they are easy to enter into the electronic report. While completing the electronic report, users have the option to "**save and continue**."  
  
**When Your Answer to a Question is Unknown or N/A**  
Often, your best response to an item in this survey may be unknown or not applicable. If these are not options for that specific item, and no other option approximates the situation in your district, please skip that item.  
  
Aside from self-identification information, **no item is mandatory**. However, users should reply to **all items for which their district has a response**. High response rates provide more accurate and reliable data, which in turn can be more useful for other districts.  
  
**Optional Sharing of Resources with Other Districts**  
We invite districts to upload documents used in their induction and mentoring programs, at the end of the survey:

* Documents used specifically for the induction and mentoring of principals
* Documents used in gathering measures of program success (such as blank surveys or descriptions of summative assessments)
* Any other documents your district would like to share

## IDENTIFY YOUR ORGANIZATION

**Enter your organization's name and eight-digit LEA or collaborative code (that's the four-digit code, plus four zeroes). As you begin typing, the answer will populate for you.\***

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**If at any time you wish to leave and return to the survey, be sure to click "Save and continue later" at the top of the screen.**

## CONTACT INFORMATION

### 1) If you are submitting on behalf of other districts with which you share an induction and mentoring program, please list their names and LEA codes below. As you begin typing, the answers will populate for you.

District 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 2) Please complete the information below about the person submitting this report.

First Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Role\*

( ) Superintendent

( ) Assistant Superintendent

( ) Professional Development Director

( ) Human Resources Director

( ) District Data Coordinator

( ) Principal

( ) Teacher Leader

( ) Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Confirm Email Address\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Please check off others involved in completing this report.  (Check all that apply.)

[ ] Superintendent

[ ] Assistant Superintendent

[ ] Professional Development Director

[ ] Human Resources Director

[ ] District Data Coordinator

[ ] Principal

[ ] Teacher

[ ] Mentor

[ ] Mentor Coordinator/Lead Mentor

[ ] Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## MENTEE INFORMATION

**Beginning on this page, all of the items are designated as "optional," meaning that if an item does not apply to your district, you may skip it. However, users should reply to all items for which their district has a response**. **High response rates provide more accurate and reliable data.**

### 3) What is the duration of the induction and mentoring program? (Check appropriate box for each role.)

|  | **Not provided** | **Less than 1 school year** | **1 school year** | **2 school years** | **3 school years** |
| --- | --- | --- | --- | --- | --- |
| Beginning teacher (less than 3 years of teaching experience) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Incoming teacher (new to the district or role with prior teaching experience) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Beginning principal (less than 3 years of administration experience) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Incoming principal (new to the district or role with prior administration experience) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Other beginning administrator, such as Supervisors/Directors, Special Education Administrators, School Business Administrators, and Superintendents (less than 3 years of administration experience) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Other incoming administrator (new to the district or role with prior administration experience) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Specialized Instructional Support Personnel | ( ) | ( ) | ( ) | ( ) | ( ) |

### If you provide a second and/or third year of induction and mentoring for principals, please briefly describe how the second and/or third year supports are differentiated from the first year.

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### 4) In the past three years, has your district hired a teacher with a provisional license (who has not completed an educator preparation program)?

( ) Yes

( ) No

### Is the induction and mentoring support you provide differentiated for teachers with a provisional license versus an initial license?

( ) Yes

( ) Somewhat

( ) No

### If your induction and mentoring supports are differentiation, please describe in the differences in the comment box below. Comments:

### 5) Based on the [Standards for Effective Teaching Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf), please indicate the extent to which beginning teachers (in their first three years of practice) are ready to meet your district’s needs.

|  | **Fully Ready [immediately impactful with students]** | **Mostly Ready [able to successfully meet the needs of most students]** | **Moderately Ready [needed additional support, training and coaching to be successful]** | **Minimally Ready [limited success meeting the needs of students and improving outcomes]** | **Not Ready [unable to meet the needs of students]** |
| --- | --- | --- | --- | --- | --- |
| Standard I, A. Curriculum and Planning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard I, B. Assessment | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard I, C. Analysis | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, A. Instruction | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, B. Learning Environment | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, C. Student Learning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, D. Cultural Proficiency | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, E. Expectations | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard III, A. Family Engagement | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard III, B. Family Collaboration | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard III, C. Culturally Proficient Communications with Families | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, A. Reflection | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, B. Professional Growth | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, C. Professional Collaboration | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, D. Decision-Making | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, E. Shared Responsibility | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, F. Professional Responsibilities | ( ) | ( ) | ( ) | ( ) | ( ) |

### Comments:

### 6) Based on the [Standards for Administrative Leadership Practice](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf), please indicate the extent to which beginning principals (in their first three years of practice) are ready to meet your district’s needs.

|  | **Fully Ready [immediately impactful in leading a school]** | **Mostly Ready [able to successfully lead in a few key areas]** | **Moderately Ready [needed additional support, training, and/or coaching to be successful]** | **Minimally Ready [limited success meeting the needs of the school and improving outcomes]** | **Not Ready [unable to meet the needs of the school]** |
| --- | --- | --- | --- | --- | --- |
| Standard I, A. Curriculum | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard I, B. Instruction | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard I, C. Assessment | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard I, D. Evaluation | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard I, E. Data-Informed Decision-Making | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard I, F. Student Learning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, A. Environment | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, B. Human Resources Management & Development | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, C. Scheduling & Management Information Systems | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, D. Law, Ethics, & Policies | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard II, E. Fiscal Systems | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard III, A. Engagement | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard III, B. Sharing Responsibility | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard III, C. Family & Community Communications | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard III, D. Family Concerns | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, A. Commitment to High Standards | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, B. Cultural Proficiency | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, C. Professional Communications | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, D. Continuous Learning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, E. Shared Vision | ( ) | ( ) | ( ) | ( ) | ( ) |
| Standard IV, F. Managing Conflict | ( ) | ( ) | ( ) | ( ) | ( ) |

### Comments:

## MENTOR INFORMATION

### 7) How are mentors selected? (Check all that apply.)

If you choose "other", please describe in comment box below.

|  | **Mentors of Teachers** | **Mentors of Principals** | **Mentors of Other Administrators** |
| --- | --- | --- | --- |
| Educator Evaluation Rating of Proficient or Higher | [ ] | [ ] | [ ] |
| Recommendations by colleagues | [ ] | [ ] | [ ] |
| Recommendations by supervisors | [ ] | [ ] | [ ] |
| Application process | [ ] | [ ] | [ ] |
| Interview | [ ] | [ ] | [ ] |
| Mentee feedback from previous years | [ ] | [ ] | [ ] |
| Other | [ ] | [ ] | [ ] |

### Comments:

### 8) Do the mentors for Specialized Instructional Support Personnel serve in similar roles (e.g., an experienced school nurse serves as a mentor to a beginning school nurse)?

( ) Yes

( ) No

( ) Sometimes

### 9) Is it difficult for your district to identify enough qualified mentors to meet the needs of educators in the following categories?

|  | **Yes** | **No** |
| --- | --- | --- |
| Teachers | ( ) | ( ) |
| Principals | ( ) | ( ) |
| Other Administrators | ( ) | ( ) |
| Specialized Instructional Support Personnel | ( ) | ( ) |

### Comments:

**If yes, where do you seek additional mentors?**

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### 10) How are ****teacher**** mentors and mentees matched in your district? (Check all that apply.)

[ ] By grade level

[ ] By content area

[ ] By schedule (i.e. sharing a prep time)

[ ] Within the school building

[ ] By mentor's skill set

[ ] By race/ethnicity

[ ] Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 11) Do some of the ****teacher****mentors in your district work with multiple mentees by meeting with them at the same time (group mentoring)?

( ) Yes

( ) No

**If your district has experienced success with group mentoring for teachers, please briefly describe your district's group mentoring structures.**

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### 12) How are principal mentors and mentees matched in your district? (Check all that apply.)

[ ] By grade span

[ ] By mentor's skill set

[ ] By race/ethnicity

[ ] Limited ability to select due to small number of available mentors

[ ] Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 13) Do some of the ****principal****mentors in your district work with multiple mentees by meeting with them at the same time (group mentoring)?

( ) Yes

( ) No

**If your district has experienced success with group mentoring for principals, please briefly describe your district's group mentoring structures.**

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### 14) How are mentors trained? (Check all that apply.)

If you choose "other", please describe in comments box below.

|  | **Mentors for Teachers** | **Mentors for Principals** | **Mentors for Specialized Instructional Support Personnel** |
| --- | --- | --- | --- |
| District-developed mentor training program, led by district personnel | [ ] | [ ] | [ ] |
| Mentor training from an educator preparation program or higher education institution | [ ] | [ ] | [ ] |
| Mentor training from an external consultant or organization (not ed prep or higher ed) | [ ] | [ ] | [ ] |
| Online course | [ ] | [ ] | [ ] |
| Mentors are provided with guidance and resources (e.g. a handbook) | [ ] | [ ] | [ ] |
| There is no formal training for mentors | [ ] | [ ] | [ ] |
| Other | [ ] | [ ] | [ ] |

### Comments:

### 15) How frequently are mentors required to complete training? (Check one.)

If you choose "other", please describe in comments box below.

|  | **Mentors for Teachers** | **Mentors for Principals** | **Mentors for Specialized Instructional Support Personnel** |
| --- | --- | --- | --- |
| Only once | [ ] | [ ] | [ ] |
| Only once, but provide a yearly refresher training | [ ] | [ ] | [ ] |
| Once every 3+ years | [ ] | [ ] | [ ] |
| Other | [ ] | [ ] | [ ] |

### Comments:

### 16) Briefly describe any mentor training approaches that have been successful in your district (format of training, content covered, etc.). Please provide information about how you know it has been successful.

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### 17) If your district differentiates training for mentors of principals from training for mentors of teachers, describe how they are different.

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## STRUCTURE OF INDUCTION & MENTORING PROGRAMS

### 18) In  general, how frequently do mentees in their first year of practice meet with mentors? (Check one.)

( ) Weekly

( ) Every two weeks

( ) Monthly

( ) Quarterly

( ) Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( ) Not sure

### 19) In  general, how frequently do mentees ****not**** in their first year of practice meet with mentors? (Check one.)

( ) Weekly

( ) Every two weeks

( ) Monthly

( ) Quarterly

( ) Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( ) Not sure

### 20) In general, when do mentor-mentee meetings occur?

[ ] Before school

[ ] During school (e.g. common planning time)

[ ] After school

[ ] Summer

[ ] Designated PD days/times

[ ] Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 21) Does your district partner with any other districts, educator preparation programs, or other organizations to support your induction and mentoring program?

( ) Yes

( ) No

### Which type of partners does your district collaborate with to support induction and mentoring?

[ ] Other districts

[ ] Educator preparation programs or institutions of higher education

[ ] Collaboratives

[ ] Professional organizations

[ ] Consultants/other organizations

[ ] Retired educators

[ ] Other (please specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## CONTENT OF INDUCTION & MENTORING PROGRAMS

### 22) Select the supports that are provided as part of an induction program for educators in your district.

If you choose "other", please describe in comment box below.

|  | **School orientation** | **Release time for mentors/mentees** | **Support team (including an admin who conducts evaluations)** | **Targeted professional development** | **Reduced workload** | **Specific books/ resources** | **Other** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Beginning Teacher (less than 3 years of teaching experience) | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| Incoming Teacher (new to the district or role with prior teaching experience) | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| Beginning Principal (less than 3 years of administration experience) | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| Incoming Principal (new to the district or role with prior administration experience) | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| Specialized Instructional Support Personnel | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |

### Comments:

### 23) During their time together, how frequently do ****teachers**** and their mentors focus on the following topics:

|  | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| --- | --- | --- | --- | --- | --- |
| School/district procedures | ( ) | ( ) | ( ) | ( ) | ( ) |
| Curriculum and Planning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Assessment | ( ) | ( ) | ( ) | ( ) | ( ) |
| Data Analysis | ( ) | ( ) | ( ) | ( ) | ( ) |
| Instructional Practice | ( ) | ( ) | ( ) | ( ) | ( ) |
| Safe & Supportive Learning Environments | ( ) | ( ) | ( ) | ( ) | ( ) |
| Impact on Student Learning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Culturally Proficient Learning Environments | ( ) | ( ) | ( ) | ( ) | ( ) |
| High Expectations for All Students | ( ) | ( ) | ( ) | ( ) | ( ) |
| Family Engagement | ( ) | ( ) | ( ) | ( ) | ( ) |
| Family Collaboration | ( ) | ( ) | ( ) | ( ) | ( ) |
| Culturally Proficient Communications with Families | ( ) | ( ) | ( ) | ( ) | ( ) |
| Reflective Practice | ( ) | ( ) | ( ) | ( ) | ( ) |
| Professional Growth | ( ) | ( ) | ( ) | ( ) | ( ) |
| Professional Collaboration | ( ) | ( ) | ( ) | ( ) | ( ) |
| School-wide Decision-Making | ( ) | ( ) | ( ) | ( ) | ( ) |
| Shared Responsibility | ( ) | ( ) | ( ) | ( ) | ( ) |
| Professional Responsibilities | ( ) | ( ) | ( ) | ( ) | ( ) |
| Educator Evaluation | ( ) | ( ) | ( ) | ( ) | ( ) |
| Advancing licensure | ( ) | ( ) | ( ) | ( ) | ( ) |
| Other | ( ) | ( ) | ( ) | ( ) | ( ) |

### Comments:

### 24) During their time together, how frequently do ****principals****and their mentors focus on the following topics:

|  | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** |
| --- | --- | --- | --- | --- | --- |
| Curriculum | ( ) | ( ) | ( ) | ( ) | ( ) |
| Instruction | ( ) | ( ) | ( ) | ( ) | ( ) |
| Assessment | ( ) | ( ) | ( ) | ( ) | ( ) |
| Educator Evaluation | ( ) | ( ) | ( ) | ( ) | ( ) |
| Data-Informed Decision-Making | ( ) | ( ) | ( ) | ( ) | ( ) |
| Impact on Student Learning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Safe & Supportive Learning Environments | ( ) | ( ) | ( ) | ( ) | ( ) |
| Human Resources Management & Professional Development | ( ) | ( ) | ( ) | ( ) | ( ) |
| Scheduling & Management Information Systems | ( ) | ( ) | ( ) | ( ) | ( ) |
| Law, Ethics, & Policies | ( ) | ( ) | ( ) | ( ) | ( ) |
| Fiscal Systems | ( ) | ( ) | ( ) | ( ) | ( ) |
| Family and Community Engagement | ( ) | ( ) | ( ) | ( ) | ( ) |
| Sharing Responsibility for Student Learning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Culturally Proficient Communications | ( ) | ( ) | ( ) | ( ) | ( ) |
| Addressing Family Concerns | ( ) | ( ) | ( ) | ( ) | ( ) |
| Commitment to High Standards | ( ) | ( ) | ( ) | ( ) | ( ) |
| Culturally Proficient School Environment | ( ) | ( ) | ( ) | ( ) | ( ) |
| Professional Communications | ( ) | ( ) | ( ) | ( ) | ( ) |
| Promoting a Culture of Continuous Learning | ( ) | ( ) | ( ) | ( ) | ( ) |
| Shared Vision Setting | ( ) | ( ) | ( ) | ( ) | ( ) |
| Managing Conflict | ( ) | ( ) | ( ) | ( ) | ( ) |
| Providing coaching/feedback to teachers | ( ) | ( ) | ( ) | ( ) | ( ) |
| Advancing licensure | ( ) | ( ) | ( ) | ( ) | ( ) |
| Other | ( ) | ( ) | ( ) | ( ) | ( ) |

### Comments:

### 25) In which of the following activities do mentees and mentors participate? (Check all that apply.)

If you choose "other", please describe in comments column below.

|  | **Teachers** | **Principals** | **Specialized Instructional Support Personnel** |
| --- | --- | --- | --- |
| Mentee observes mentor's classroom/school | [ ] | [ ] | [ ] |
| Mentor observes mentee's classroom/school | [ ] | [ ] | [ ] |
| View a video of mentee teaching/working | [ ] | [ ] | [ ] |
| Mentee observes/shadows other educators in the school/district | [ ] | [ ] | [ ] |
| One-on-one meetings between mentor-mentee | [ ] | [ ] | [ ] |
| Learning networks with other mentors and mentees | [ ] | [ ] | [ ] |
| Mentor, mentee, and supervisor meetings | [ ] | [ ] | [ ] |
| Learning walks | [ ] | [ ] | [ ] |
| Written communications (email, reflection journals, etc.) | [ ] | [ ] | [ ] |
| Other | [ ] | [ ] | [ ] |

### Comments:

## MANAGEMENT AND FUNDING OF PROGRAMS

### 26) What is the estimated annual amount spent ****per mentee**** in the most recent year (2018-19)?

( ) Under $400

( ) $400 - $600

( ) $601 - $800

( ) $8,01 - $1,000

( ) $1,001 - $1,200

( ) More than $1,200

### 27) What rewards or incentives do mentors receive? (Check all that apply.)

[ ] Stipend

[ ] Designation as a school/district leader

[ ] Reduced teaching/administration load

[ ] Additional professional development opportunities

[ ] Credits toward salary scale

[ ] None

[ ] Other (please describe):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### What is your district's average stipend for mentoring a first-year educator?

( ) Under $400

( ) $400 - $600

( ) $601 - $800

( ) $801 - $1,000

( ) $1,001 - $1,200

( ) More than $1,200

### 28) What funding is used to support your district's induction and mentoring program? (Select all that apply.)

[ ] Title IA (Fund code 305 )

[ ] Title IIA (Fund code 140)

[ ] District funds/Chapter 70

[ ] State grants

[ ] Financial supports/grants from non-government organizations (nonprofits, higher education institutes, etc.)

[ ] Other (specify):: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## INDUCTION AND MENTORING PROGRAM OUTCOMES

### 29) Based on quantitative/qualitative data, what are two things your program is doing well?

1.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 30) Based on quantitative/qualitative data, what are two things your program plans to improve upon?

1.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 31) Please indicate any metrics your district uses to evaluate what you are doing well and what you can improve in your induction and mentoring program.

**If you choose "other", please describe in comments section**  
**below.**

|  | **Teacher induction and mentoring program** | **Principal induction and mentoring program** | **Used to evaluate other programs** |
| --- | --- | --- | --- |
| Changes in mentors' notes and/or feedback for mentees | [ ] | [ ] | [ ] |
| Retention of new educators | [ ] | [ ] | [ ] |
| Student learning outcomes for new educators | [ ] | [ ] | [ ] |
| Mentor and/or mentee surveys on induction and mentoring program | [ ] | [ ] | [ ] |
| End-of-year interviews with mentors and/or mentees | [ ] | [ ] | [ ] |
| Summative mentee assignment (e.g., reflection or portfolio) | [ ] | [ ] | [ ] |
| Educator Evaluation data | [ ] | [ ] | [ ] |
| Formal/informal observations | [ ] | [ ] | [ ] |
| Student feedback on teacher/administrator effectiveness | [ ] | [ ] | [ ] |
| Teacher feedback on colleague/administrator effectiveness | [ ] | [ ] | [ ] |
| Other | [ ] | [ ] | [ ] |

### Comments:

### 32) Overall, how effective is your induction and mentoring program in improving the efficacy of new educators?

( ) Highly effective

( ) Mostly effective

( ) Moderately effective

( ) Minimally effective

( ) Not effective

( ) Unknown

### Comments:

### 33) How effective is your induction and mentoring program at retaining new teachers in your schools and district?

( ) Highly effective

( ) Mostly effective

( ) Moderately effective

( ) Minimally effective

( ) Not effective

( ) Unknown

### Comments:

### 34) How effective is the role of mentor--as a recognition or advancement opportunity--at retaining mentor teachers in your schools and district?

( ) Highly effective

( ) Mostly effective

( ) Moderately effective

( ) Minimally effective

( ) Not effective

( ) Unknown

### Comments:

## FINAL THOUGHTS

### 35) DESE would like better understand how districts are evaluating the effectiveness of induction and mentoring programs particularly in relation to student outcomes and teacher retention. We invite districts to upload any documents used in gathering measures of program success (e.g. blank surveys, descriptions of summative assignments). Word documents are preferable, if possible. Documents that cannot be uploaded can be emailed to [EducatorDevelopment@doe.mass.edu](mailto:EducatorDevelopment@doe.mass.edu?subject=I%26M%20Report%20-%20Teacher%20I%26M%20artifact).

\_\_\_\_\_\_\_\_1

\_\_\_\_\_\_\_\_2

\_\_\_\_\_\_\_\_3

### 36) DESE is studying the effectiveness of principal induction and mentoring programs in order to develop new guidance and supports for districts. Please share any resources and/or artifacts related to your Principal Induction and Mentoring program that may further inform DESE’s efforts to support high quality Principal induction and mentoring. Please attach or include links to any other resources and artifacts relevant to your district's principal induction and mentoring program that you would like to share with DESE (sample calendars, mentor job descriptions, training resources, etc.). Please include a short (1-2 sentences) description of these resources/artifacts. Please only upload documents that you have not already uploaded in response to other items. Word documents are preferable, if possible. Documents that cannot be uploaded can be emailed to [EducatorDevelopment@doe.mass.edu](mailto:EducatorDevelopment@doe.mass.edu?subject=i%26M%20-%20Principal%20I%26M%20artifact).

\_\_\_\_\_\_\_\_1

\_\_\_\_\_\_\_\_2

\_\_\_\_\_\_\_\_3

## Thank You!

**Thank you for submitting your 2018-2019 Induction and Mentoring Program Report! We look forward to learning more about your program.  You should receive a confirmation email with a copy of your report attached. If you have questions, please email a member of our team at** [**EducatorDevelopment@doe.mass.edu**](mailto:EducatorDevelopment@doe.mass.edu)[**.**](mailto:EducatorDevelopment@doe.mass.edu?subject=Induction%20%26%20Mentoring%20Report%20Question) **We would appreciate if you take 2-3 minutes to provide us with your feedback about your experience completing this report.  Please click** [**here**](https://www.surveygizmo.com/s3/5040808/2018-19-Induction-and-Mentoring-Feedback-for-Survey) **to begin.**