

2016 Massachusetts Statewide Induction and Mentoring Report

October 4, 2016

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I. What is the 2016 Induction & Mentoring Report?

In the summer of 2016, the Department of Elementary and Secondary Education (ESE) collected district reports on local programs to orient and support new educators – both those who are new to a district and those who are new to the profession. Regulations require districts to submit an annual report to ESE ([603 CMR 7.12\(3\)](#)). This was the first year that ESE provided a uniform set of survey items for respondents to answer, and the resulting quantitative and qualitative data allowed ESE to develop this statewide report on components and practices of induction and mentoring programs.

A total of 232 respondents submitted complete reports by the deadline, and their responses are reflected in the statewide report's data. While traditional school districts and Horace Mann Charter Schools were required to submit reports, it was optional for Commonwealth Charter Schools and collaboratives. However, ESE encouraged the latter two groups to submit reports as well, in order to learn and share more about practices occurring throughout the state. Three collaboratives and 16 Commonwealth Charter Schools did submit reports. [Section VIII](#) lists all organizations who submitted completed responses by the deadline, and thus whose data is represented in this report.

While viewing the data, please note that some survey items did not receive responses from all 232 respondents; data for those items are reflected as percentages of the number of respondents who answered that item, not the percentage of the 232 respondents overall. Furthermore, for the sake of clarity and consistency, the report sometimes uses the term “district” to refer to organizations providing mentoring and induction, including traditional school districts, charter schools, and collaboratives.

The purpose of this document is not merely to show a snapshot of the common characteristics of statewide mentoring and induction programs, but also to provide information, resources and solutions that can aid districts as they continue the work of improving their mentoring and induction programs. Specifically, the goals of the statewide annual report are to:

1. Encourage district reflection on current induction and mentoring practices so districts may identify strengths and areas for further development; and
2. Provide ESE 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.

Throughout the report, we share quantitative and qualitative data from the reports' respondents, as well as materials that districts have used to support their mentoring and induction programs. We've focused on providing the information and resources that are likely to prove useful for readers who work with mentoring and induction programs for their schools, districts or collaboratives.

II. Who are the mentees?

The report asked districts about who receives mentoring, and about the areas where mentees need the most support.

Who receives mentoring?

All but two districts reported that teachers in the first year of their careers participate in the district's induction and mentoring program, though this number declined for second- and third-year teachers. Meanwhile, the proportions of respondents providing induction and mentoring for new administrators¹ in their first, second and third years were much lower, compared to supports for new teachers.

Years of experience	Teachers mentored	Administrators mentored
First year	98%	75%
Second year	82%	46%
Third year	51%	30%

Licensure regulations require districts to provide induction programs, including assigned mentors, to all first-year teachers and administrators ([603 CMR 7.12](#) and [603 CMR 7.13](#)). Furthermore, to obtain professional licensure, educators must participate in at least 50 hours of mentoring beyond the induction (first) year ([603 CMR 7.04](#)). ESE encourages districts to extend induction and mentoring programs through a beginning educator's second and third years of teaching. Research and district best practices show positive benefits in teacher effectiveness and retention when induction and mentoring extends into the second and third years of practice.²

The following table provides an overview of requirements (per regulations) and recommendations (per the [Guidelines for Mentoring and Induction Programs](#)).

¹ In this report, "administrator" refers to (1) a school district employee whose position requires a certificate or license, (2) a school district employee who is an approved administrator for vocational education, or (3) a collaborative employee working in a comparable position who is not employed under an individual employment contract ([603 CMR 35.02](#)).

² Alliance for Excellent Education, 2004. Tapping the Potential: Retaining and Developing High-Quality New Teachers. <http://all4ed.org/wp-content/uploads/2007/07/TappingThePotential.pdf>.
New Teacher Center, 2011. High Quality Mentoring & Induction Practices. http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_HighQualitymentoring%26InductionPractices.pdf.

Induction and Mentoring Program Required Components	Beginning Teacher (new to the profession)	Incoming Teacher (new to the district/role)	Beginning Administrator (new to the profession)	Incoming Administrator (new to the district/role)
Orientation	✓	✓	✓	✓
Assigned Mentor	✓	Recommended	✓	Recommended
50 Hours of mentoring beyond induction year	✓	Possibly. ³	Recommended	Recommended
Support team, including at a minimum a mentor and qualified evaluator	✓	Recommended	✓	Recommended
Release time for mentor and mentee	✓	Recommended	✓	Recommended
Time and resources to learn hiring, supervision and evaluation methods included in the Professional Standards for Administrators	Not Applicable	Not Applicable	✓	Recommended
Additional induction supports in years 2 and 3	Recommended	Recommended	Recommended	Recommended

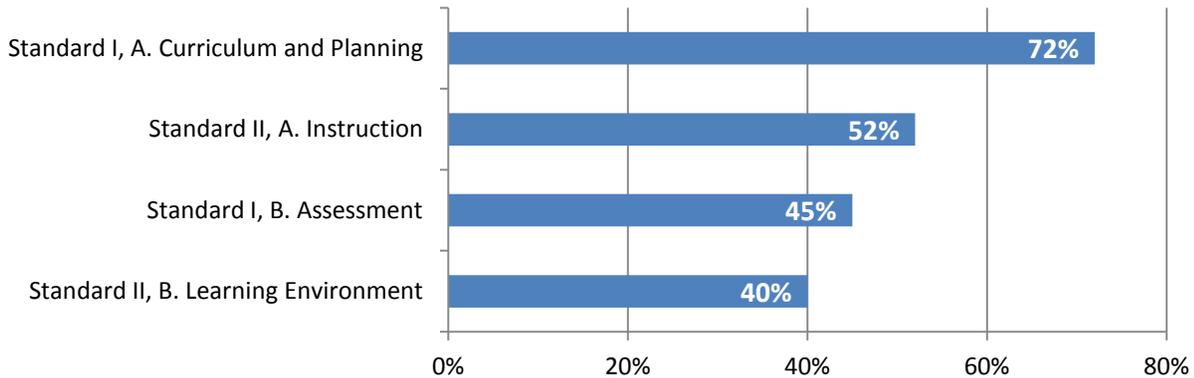
In a trend throughout the Induction and Mentoring Report, districts indicated that Specialized Instructional Support Personnel (SISPs) receive less mentoring, and what they do receive is less frequent and/or less role-specific, compared to the mentoring of teachers and administrators. Seven percent of respondents do not provide any induction and mentoring supports for SISPs; this comprises 15 districts, including several charter schools and single-school districts. Elsewhere in the report, respondents noted the difficulty of matching mentors and mentees with uncommon roles in a small district; some overcome the challenge by collaborating with nearby districts.

In what areas do mentees need mentoring?

ESE asked participants about the areas in which teachers in their first three years of practice need the most support, based on the [Standards and Indicators of Effective Teaching Practice](#), and asked the same question about new administrators based on the [Standards and Indicators of Effective Administrative Leadership Practice](#). Respondents were more in agreement about the top areas where new teachers need support than they were for new administrators. Four standards stood out as the most frequently selected for teachers (below).

³ A teacher new to the role or district who holds a Professional license has most likely already received 50 hours of mentoring beyond the induction year and would not be required to complete additional mentoring. However, a teacher who holds an Initial license who is either new to the role or district must fulfill this requirement in order to obtain a Professional license.

Top responses for the needs of teachers in their first three years:



Top responses for the needs of administrators in their first three years:



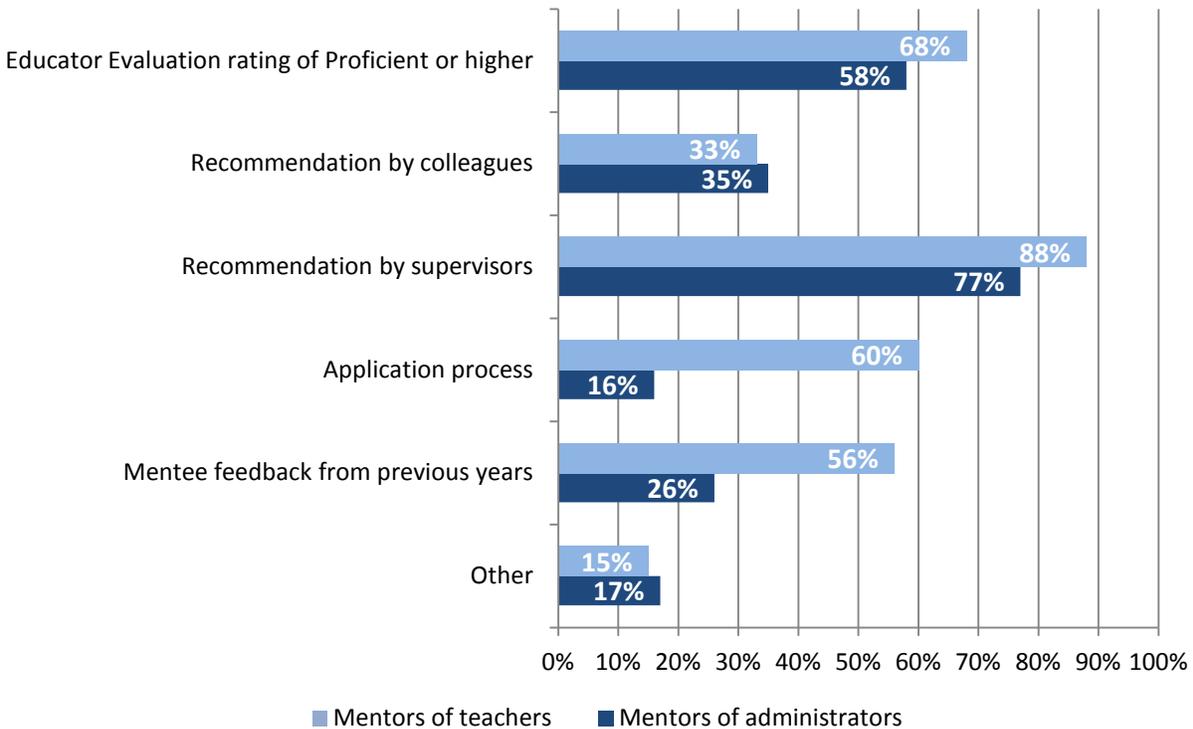
On [page 22](#), the report shows how these identified areas of need compare to the topics that are most frequently the focus of mentor-mentee interactions.

III. Who are the mentors?

Regulations require that a mentor be “an educator who has at least three full years of experience under an Initial or Professional license and who is trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures” ([603 CMR 7.02](#)). Beyond these requirements, districts apply their own criteria and selection processes to identifying mentors.

How are mentors selected?

Responses to this question indicate that districts often employ multiple approaches to mentor selection, with supervisor recommendations and Educator Evaluation ratings being the most common bases for selection.



While some districts described being able to choose mentors from a sizeable pool of applicants, 39 percent of respondents said that it is a challenge to identify enough qualified mentors to meet the needs of mentees.

This challenge can be particularly acute for administrator mentors. Due to the limited number of new administrators in a given year, some districts choose to partner with other school districts, or with another educational organization that would oversee the administrator induction program on the district's behalf. Some districts also hire administrators who have retired from the school district.

See districts' resources for mentor recruitment and selection on [page 24](#).

Some smaller districts reported that they find mentors for administrators by looking in nearby districts or by hiring external consultants to serve as mentors. Others work through the local collaborative to connect with retired administrators who work as mentors. The statewide organizations MAVA, MSSAA and MESPA help with this as well.

In qualitative feedback, participants described the following as additional forms of mentor selection:

- Interview process
- Mentor’s disposition (i.e. “level of positivity,” collaboration skills)
- Requiring Professional Teacher Status and/or a Master’s degree
- Keeping a tracker for principals, listing which of their teachers have completed mentor training (so that principals can select from this pool)

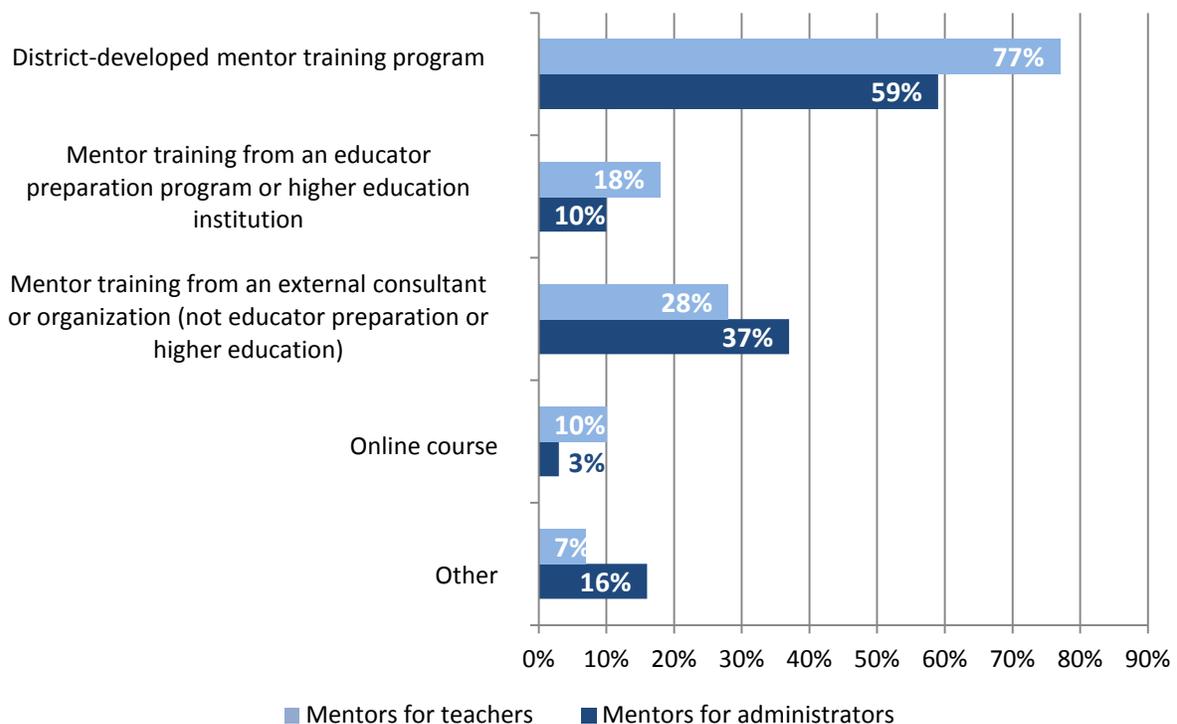
Do mentors maintain full-time educator positions?

In 96% of responding districts, both teacher mentors and administrator mentors maintain full teaching or administrative responsibilities, while in a small number of districts, some or all mentors have reduced teaching or administrative responsibilities.

How are mentors trained?

“The good mentor is a model of a continuous learner,” writes education professor James B. Rowley in *Educational Leadership*. “Quality entry-year programs establish clear criteria for mentor selection that include a commitment to initial and ongoing mentor training.”⁴

Training in how to support beginning educators is a requirement of mentors in Massachusetts ([603 CMR 7.02](#)). Districts reported that they use the following approaches to train mentors (often selecting more than one):



⁴ Rowley, J.B. “The Good Mentor.” *Educational Leadership*, May 1999: 56 (8). p. 20-22.

Internally-developed training programs are the most common approach for both teacher and administrator mentors. The training resources that districts described and submitted to ESE vary – often based on local needs – and range from serious reflections on challenging topics to humorous

See districts' resources for mentor training on [page 24](#).

takes on the importance of chocolate and hand sanitizer in the first year of teaching. One district saw success with an internally-developed virtual training through Google classroom. Mentors viewed videos of common mentoring activities, and interacted in an online forum, followed by an in-person training session.

Providing training through an external consultant is the second-most-common approach among respondents. Qualitative comments on this item spoke to the range of quality in external organizations' training programs, and noted that some of the best-regarded programs are also the most expensive.

Responses in the "other" category include:

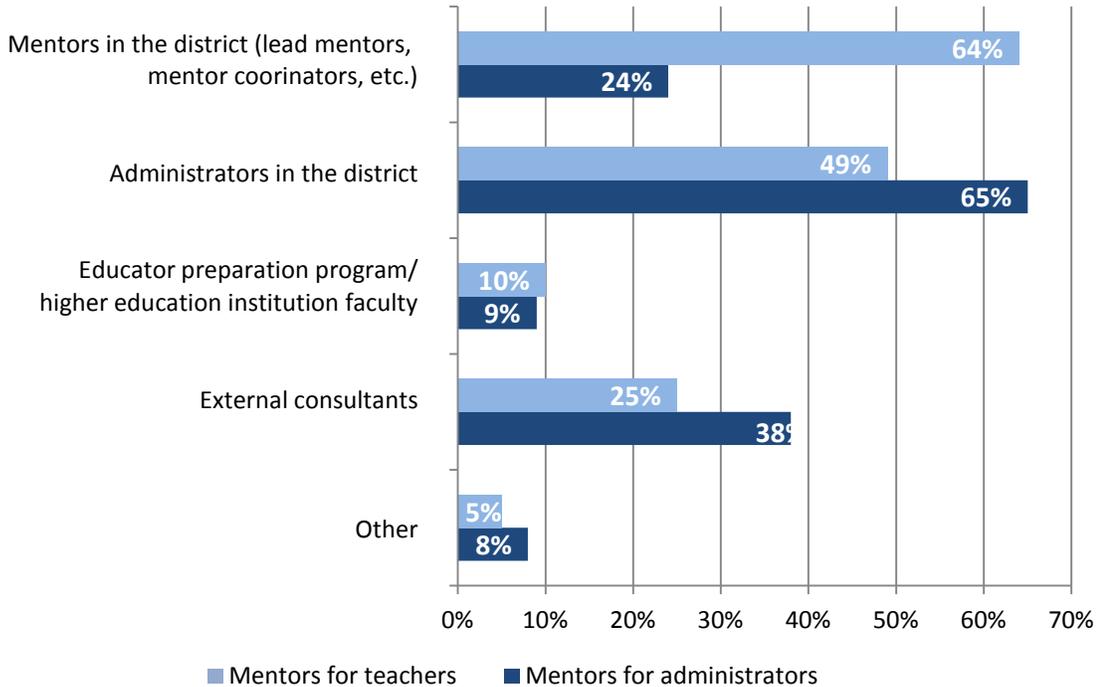
- Mentor meetings focused on professional articles/research/book study
- Mentor coordinator attending a course and using it as a basis for in-house district training
- Training workshops from the local collaborative

Common topics of mentor training activities include:

- Non-evaluative observations and feedback
- Differentiating for the mentee's level of experience
- Importance of the role of a mentor in the retention of new educators
- Educator evaluation
- Reflective teaching
- Confidentiality between mentors and mentees
- Best practices for adult learning
- Stages of new teacher development
- Current research on mentoring
- Role-playing feedback other common mentoring situations

Comments indicated that districts tend to offer much less training, or no training, for administrator mentors, or for external consultants serving as mentors (who often work with administrator mentees). Some districts indicated that they are working on developing more formal training for administrator mentors.

Who leads the mentor training?



As the [Guidelines for Mentoring and Induction Programs](#) explain, “Effective teachers of children do not automatically make effective coaches for adults.” Thus, those leading the training of mentors have the critical responsibility of preparing mentors to effectively support new educators, while modeling best practices in adult learning.

Most respondents use in-districts educators to lead mentor training, with administrators commonly leading the training for administrator mentors. Often, multiple trainers with different roles lead the training.

How frequently are mentors required to complete training?

Many respondents selected more than one option for this item, suggesting that the frequency of required mentor training may vary for different mentors within the district. Some respondents noted that the frequency can depend on the number of first-time mentors in a given year.

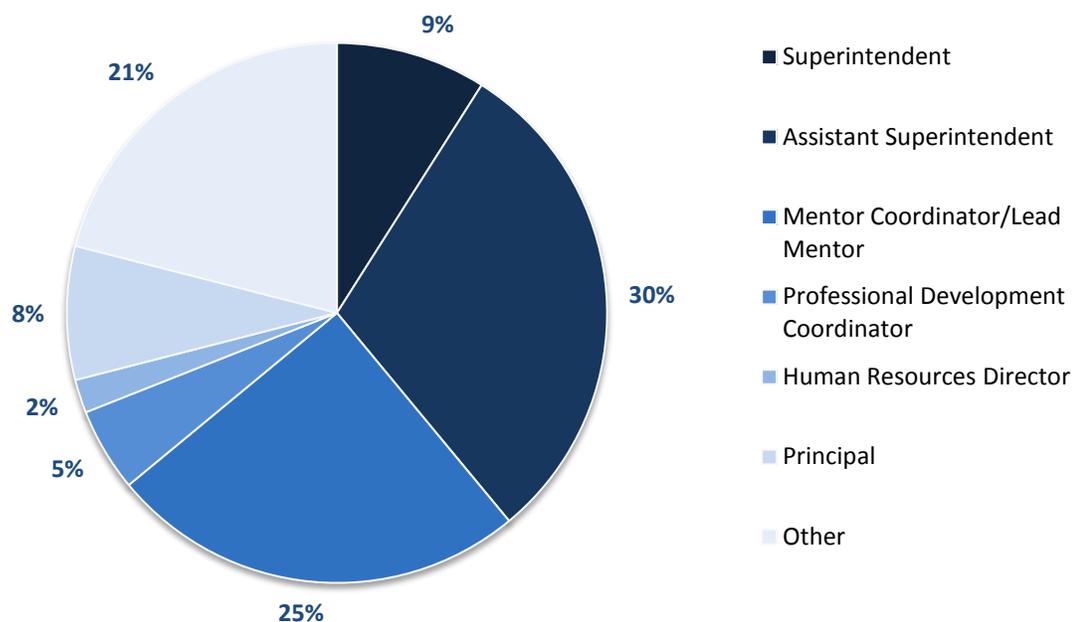
Frequency of training	Mentors of teachers	Mentors of administrators
Only once	38%	50%
Only once, but provide a yearly refresher training	45%	28%

Responses that districts provide training more than once, or more than once with a yearly refresher, were infrequent. Several districts held training through an external consultant or Institute of Higher Education years ago, but haven't done so since. One district noted that funding mentor training puts a strain on the mentoring and induction budget, given the high cost of mentor stipends.

IV. How do districts manage and fund induction and mentoring?

Who is primarily responsible for overseeing the district's induction and mentoring program?

In most districts, the employee responsible for supervising the mentoring and induction program has a separate job title, ranging from superintendent to data coordinator. However, about a quarter of respondents have a designated mentor coordinator or lead mentor.

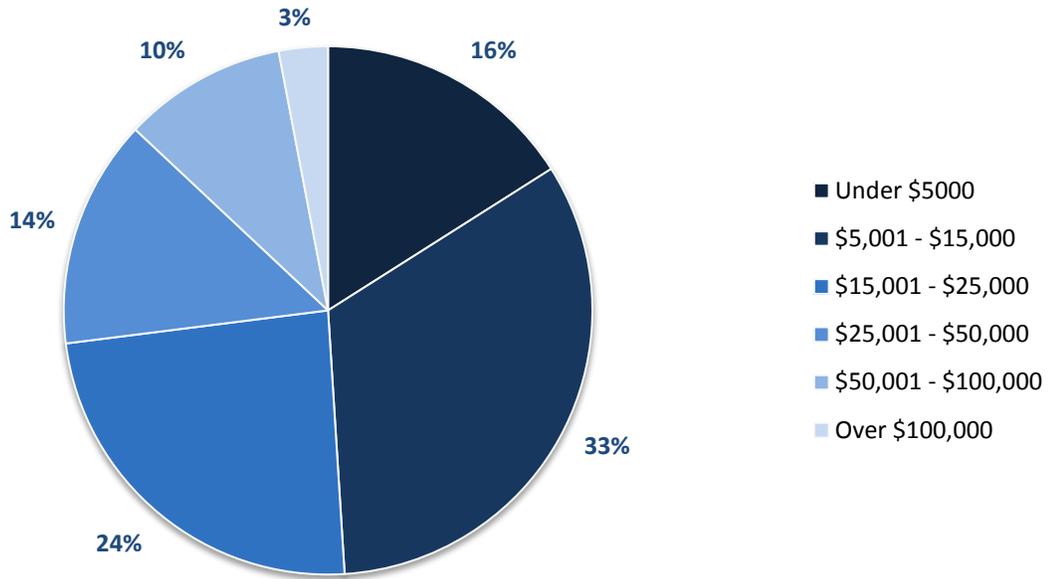


The 21 percent of "other" responses include:

- Director of Curriculum and Instruction
- Director of Content Area
- District Data Coordinator
- Chief Academic Officer

- Assistant Principal
- Teacher Leader

What is the estimated annual amount spent on induction and mentoring programs in 2015-16?



Not surprisingly, the 13 percent of districts that spend more than \$50,000 on mentoring and induction programs were mostly urban districts, and some larger regional districts.

Most districts (88 percent) said that mentor stipends represent their largest induction and mentoring expenditure, while six percent said it was training for mentees. Responses for other top expenditures were infrequent.

What rewards or incentives do mentors receive?

Almost all responding districts (97 percent) compensate mentors with a stipend, though many of these districts use multiple forms of compensation. While some districts offer ranges of annual or hourly stipends, or different rates for mentors who take on multiple mentees, the average annual stipend for mentoring a first-year teacher was \$820 among respondents.

Less-frequent approaches to compensating mentors include:

Compensation	Frequency
Designation as a school/district leader	18%
Additional professional development opportunities	15%
Reduced teaching/administration load	3%
Other	13%

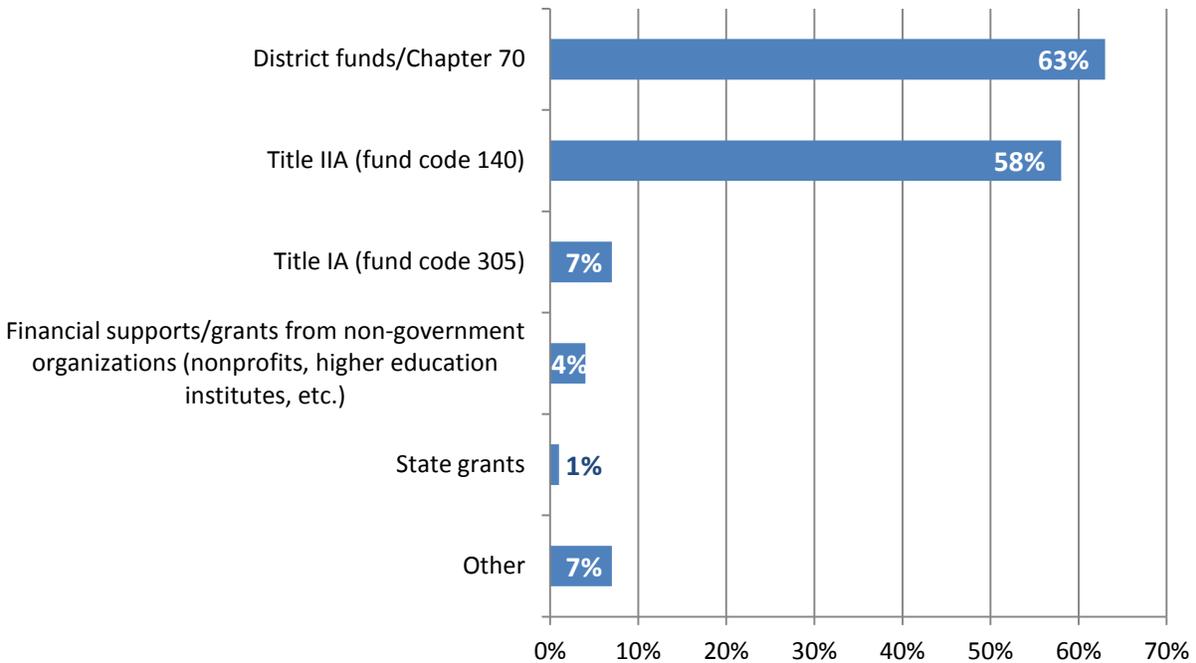
The “other” responses include:

- End-of-year celebrations
- Credits toward salary scale
- Professional Development Points (educators can earn up to 15 Professional Development Points per year for serving as mentors)

Additionally, four of the responding districts said they do not provide compensation to mentors.

What funding is used to support your district's induction and mentoring program?

Most districts use federal Title II, Part A funds and/or district funds/Chapter 20 to support their induction and mentoring. Stipends for mentors and mentor coordinators are among the most common uses of Title II, Part A funds in Massachusetts.



The “other” responses for this item include local funds and funds from collaboratives.

V. What are common characteristics and content of induction and mentoring programs?

How long do mentoring supports last?

For those districts that provide induction and mentoring programs for educators in the following categories, the duration of the program is:

Type of mentee	Duration of mentoring program			
	<1 school year	1 school year	2 school years	3 school years
Beginning teacher (less than 3 years of teaching experience)	0.4%	33%	42%	25%
Incoming teacher (new to the district or role with prior teaching experience)	6%	62%	22%	9%
Beginning administrator (less than 3 years of administration experience)	2%	56%	29%	13%
Incoming administrator (new to the district or role with prior administration experience)	9%	73%	13%	5%
Specialized Instructional Support Personnel	3%	50%	30%	17%

In most districts, mentoring programs last one school year for teachers who are new to the district/role, but not new to the profession, as well as for new administrators both with and without prior experience. Teachers with less than three years of experience are more likely than other types of mentees to participate in mentoring programs for longer than one school year.

As mentioned previously, educators must complete at least 50 hours of mentoring after their first year of practice in order to gain a Professional license ([603 CMR 7.04](#)).

Are supports differentiated between experienced and inexperienced educators?

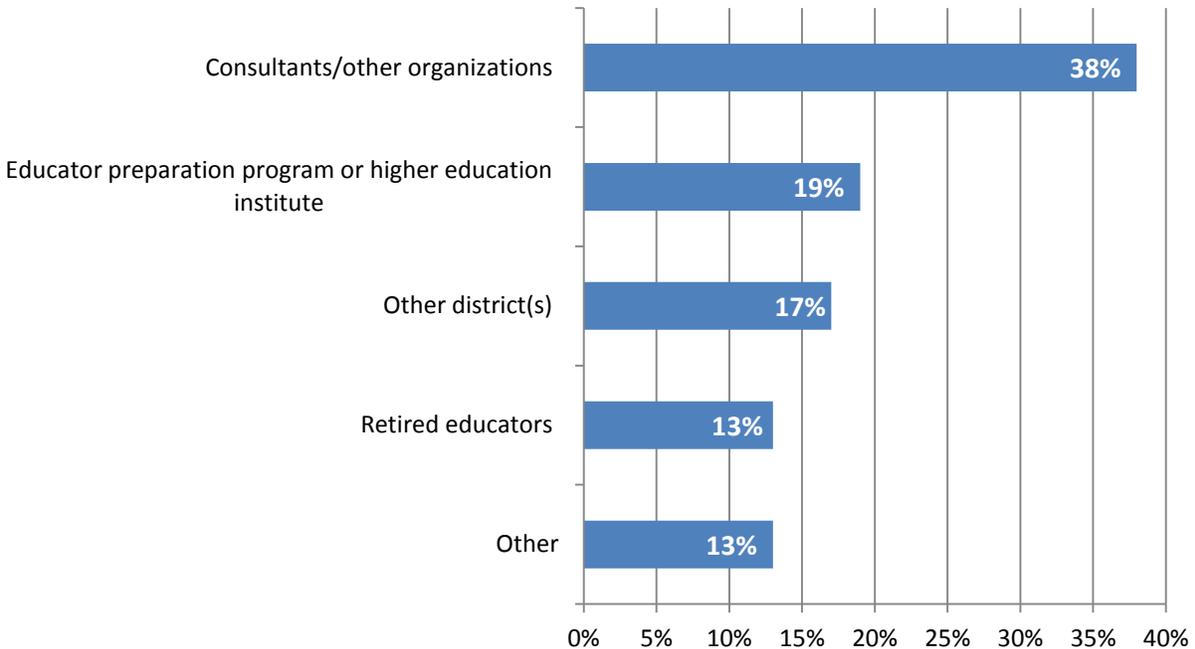
In 69 percent of respondents' districts, induction and mentoring supports are differentiated between educators in their first three years of practice and experienced educators who are new to their district or role. Respondents often noted that they aim to improve their differentiation of mentoring supports for teachers who are not in their first year.

Approaches districts use to differentiate supports for second and/or third year educators include:

- Second- and third-year mentees share a mentor among a group or pair of mentees
- Some requirements for first-year mentees are optional for second- and third-year mentees
- Less-frequent meetings and observations with the mentor
- Activities more focused on subject/grade level
- Activities more focused on instruction and assessment than on policies and procedures

Who Are the Induction and Mentoring Partners?

Forty percent of respondents said that their induction and mentoring programs involve external partnerships, and the type of partner organization varies.



Among the inter-district partnerships are some charter schools whose new educators participate in mentoring activities through the local traditional school district.

“Other” partners include:

- Businesses
- Collaboratives
- Professional organizations

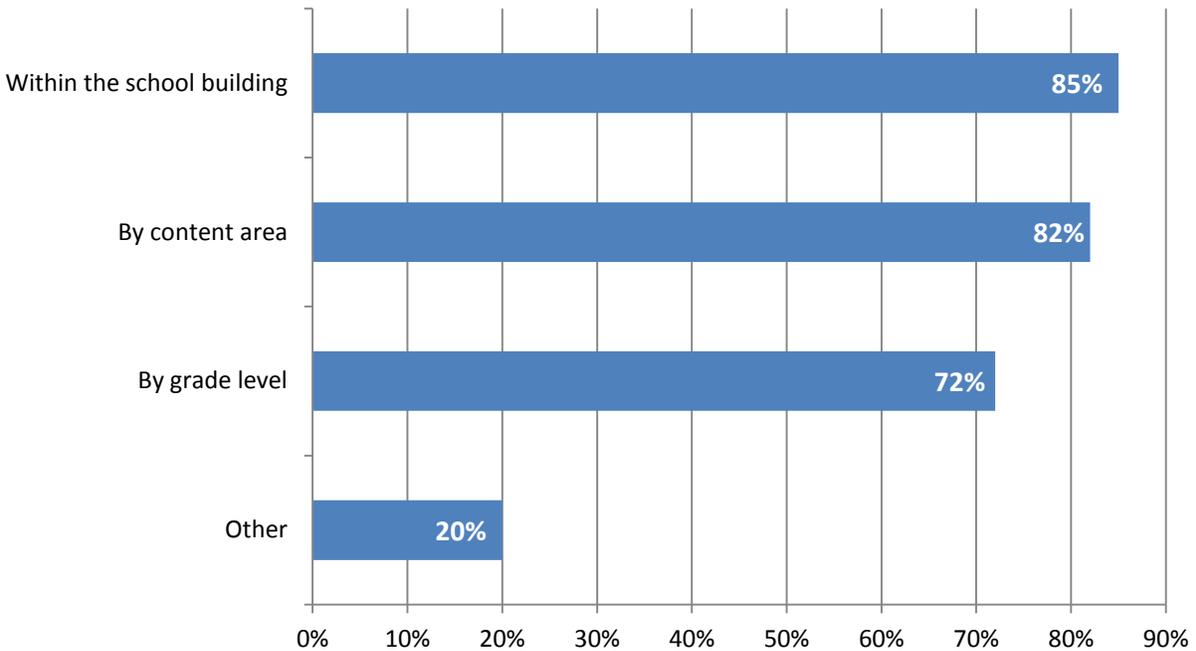
One district explained that participating in mentoring activities with external organizations can provide a “safe space” for new educators and/or their mentors to discuss their work away from supervisors in their own school or district.

How are mentors and mentees matched?

In 86 percent of respondents’ districts, the majority of mentors and mentees are matched on a one-to-one basis. In a smaller group of districts (47 percent), some mentors work with multiple mentees and meet with them as a pair or group.

Effectively matching mentors to mentees is a common area that districts identified as a strength of their mentoring program; however, it is also an area that many other districts described as in need of improvement ([see pages 22-23](#)).

Common approaches to matching mentors and mentees:



“Other” responses include:

- Administrator referral
- Teaching styles
- Mentor’s skill set
- Schedules
- Physical proximity of classrooms or schools
- Job function (especially for SISPs)

Most districts indicated that they consider grade level and content area when matching mentors to mentees. However, one respondent thoughtfully noted that, “though consideration is given to content area matches, this is not always the ideal match. Mentoring is about much more than content matching (which will happen naturally) and often placing the new hire with the content leader or co-teacher at grade level can be harmful especially given that the relationship may not be ideal.”

“ Though consideration is given to content area matches, this is not always the ideal match. Mentoring is about much more than content matching (which will happen naturally). ”

See districts’ suggestions on how to match mentors and mentees in [Matchmaking in Mentoring Programs](#).

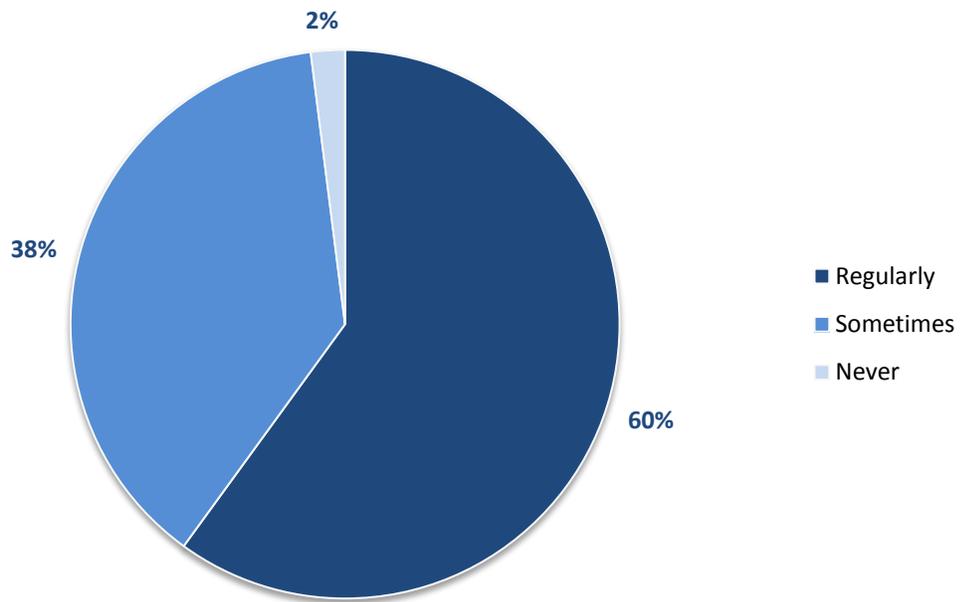
Another district summarized the challenges that many districts shared in the logistics of mentor matching and meeting:

“At the elementary level we try to pair mentors with same grade level mentees as the feedback we have received shows that this works best for them. In the middle and high schools we have tried pairing new teachers with someone outside of their department but feedback showed that finding time to meet was difficult since they didn't have the same prep. Going forward, the middle and high school mentor coordinators will try to pair mentors and mentees that have the same prep time as that has been reoccurring feedback in the past two years.”

For information on how some districts provide opportunities for mentors and mentees to meet, see [Making Time for Mentoring](#).

Finding effective mentor matches for SISPs can pose a challenge, particularly if a smaller district aims to match them with job-alike mentors. Some districts address a local lack of SISP mentors by collaborating with other districts, as they do to find administrator mentors.

Frequency of SISPs matched with mentors who serve in the same role:



What supports are provided as part of your district’s induction program?

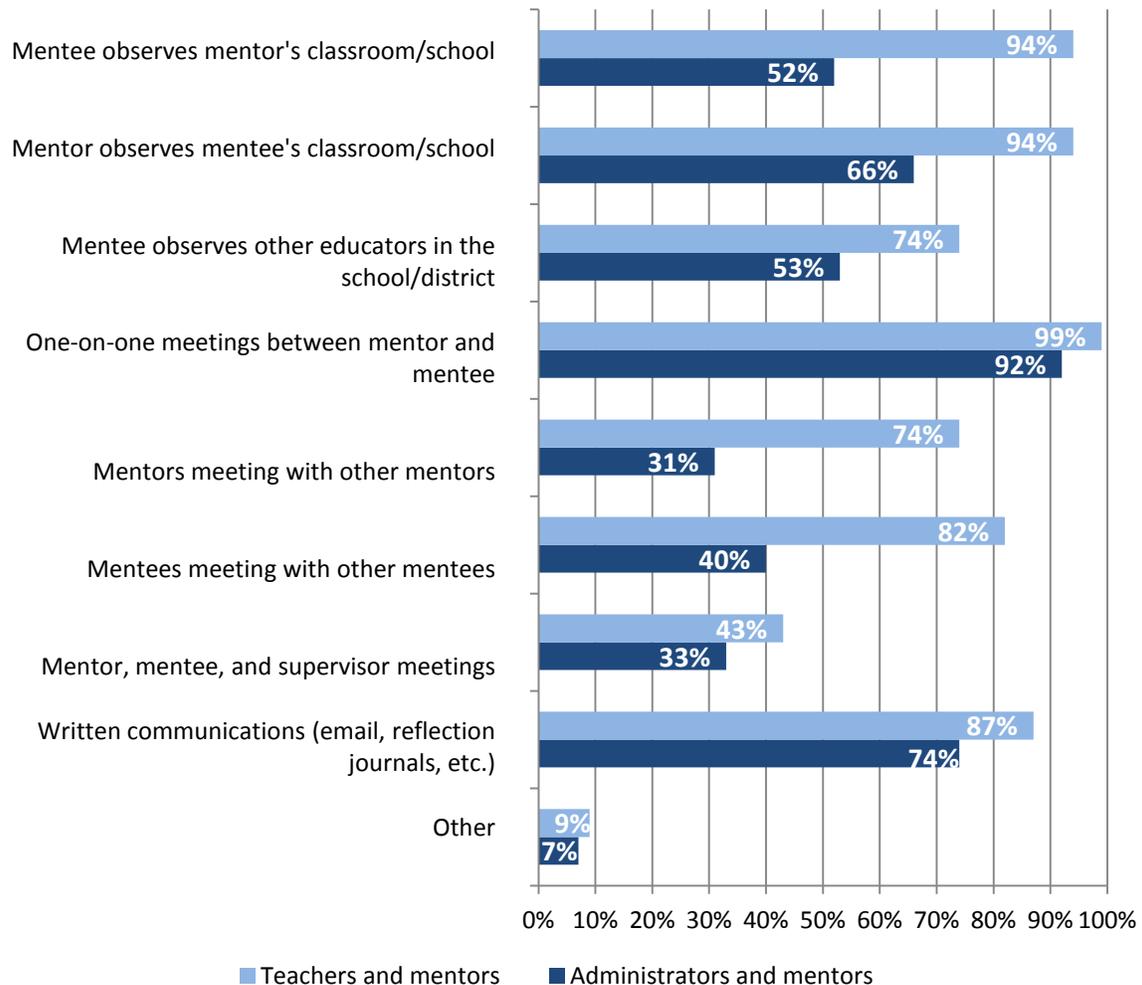
Type of mentoring support	Type of mentee				
	Beginning teacher (less than 3 years of teaching experience)	Incoming teacher (new to the district or role with prior teaching experience)	Beginning administrator (less than 3 years of administration experience)	Incoming administrator (new to the district or role with prior administration experience)	SISP
School orientation	97%	97%	85%	85%	96%
Release time for mentors/mentees	62%	51%	39%	35%	53%
Support team	71%	68%	69%	65%	63%
Targeted PD	78%	70%	70%	62%	69%
Reduced workload	3%	2%	1%	2%	1%
Specific books/resources	80%	69%	60%	57%	67%
Other	19%	14%	17%	16%	0%

As with other items in this report, the responses above show that administrators and especially SISPs are less likely to receive as extensive or formalized supports as are teachers.

As part of licensure regulations, districts are required to provide:

- Orientation for teachers and administrators who are new, or new to the district
- A trained mentor
- A support team including a mentor and an administrator who conducts evaluations
- Release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities ([603 CMR 7.12](#) and [603 CMR 7.13](#))

In which of the following activities do mentees and mentors participate?



One-on-one meetings are the most widespread activity for both teachers and administrators, though other configurations of meetings among and between mentors and mentees are also common. Utilizing written activities – in addition to in-person meetings – can help alleviate the logistical challenges of finding times for mentors and mentees to meet.

Overall, quantitative data and respondents’ comments show that many supports provided for teacher mentees are not provided for administrator mentees – or are not provided formally.

Qualitative comments on mentor-mentee activities explained that the activities offered are sometimes differentiated for groups of teachers with distinct needs.

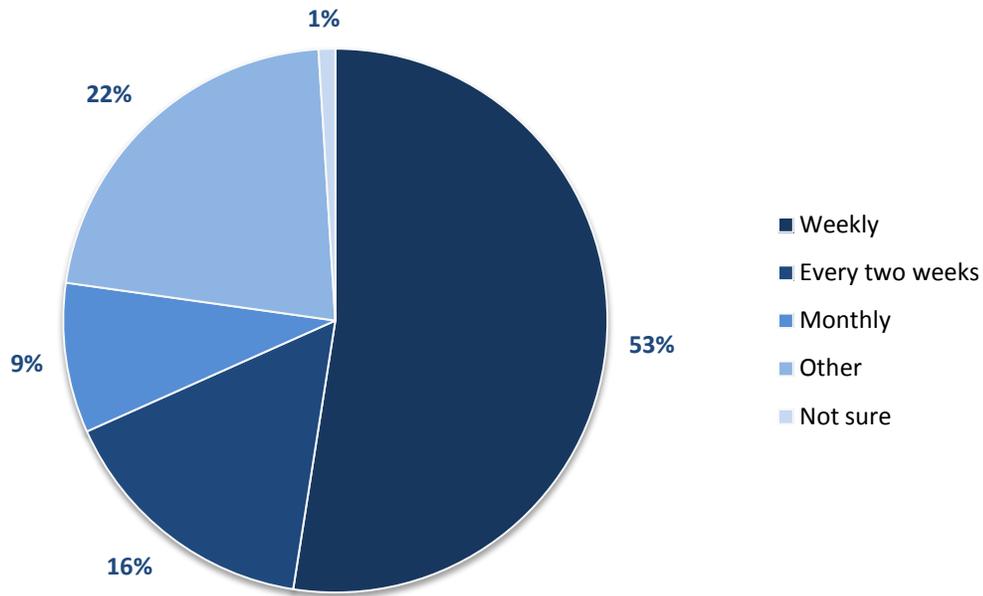
Districts’ “other” activities include:

- A meeting series on timely topics over the course of the year for both mentors and mentees
- Graduate courses offered specifically for teachers in their first three years of experience

- Professional Learning Communities to support novice educators, or educators new to their roles
- Learning walks for new administrators
- Sharing of electronic portfolios among teachers
- Reflections on a video of the mentee teaching
- SISPs shadowing one another
- Reflections on academic readings
- Evening mentor-mentee phone calls

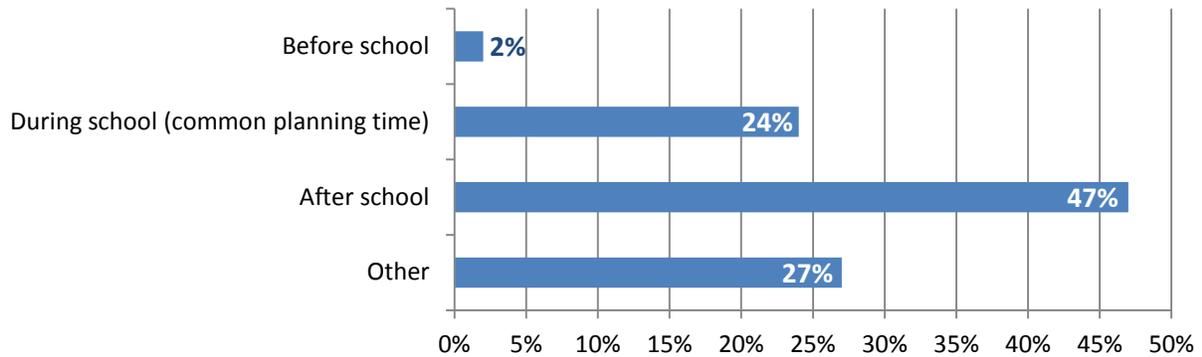
In general, how frequently do mentors and mentees meet in your district?

Mentor-mentee meetings can be one-on-one meetings, or may also include multiple mentees, a supervisor, or other participants in addition to the mentor and mentee.



The [Guidelines for Mentoring and Induction Programs](#) recommend “regular” mentor-mentee meetings, but the frequency of these meetings is at the district’s discretion.

In general, when do these meetings occur?



“Other” responses include:

- Summer
- PD days
- Designated weekly PD time
- Lunchtime
- Formalized monthly meetings
- Varies depending on the mentor/mentee

For more examples of how districts find opportunities for mentors and mentees to meet, see [Making Time for Mentoring](#).

Do mentees meet formally with other mentees?

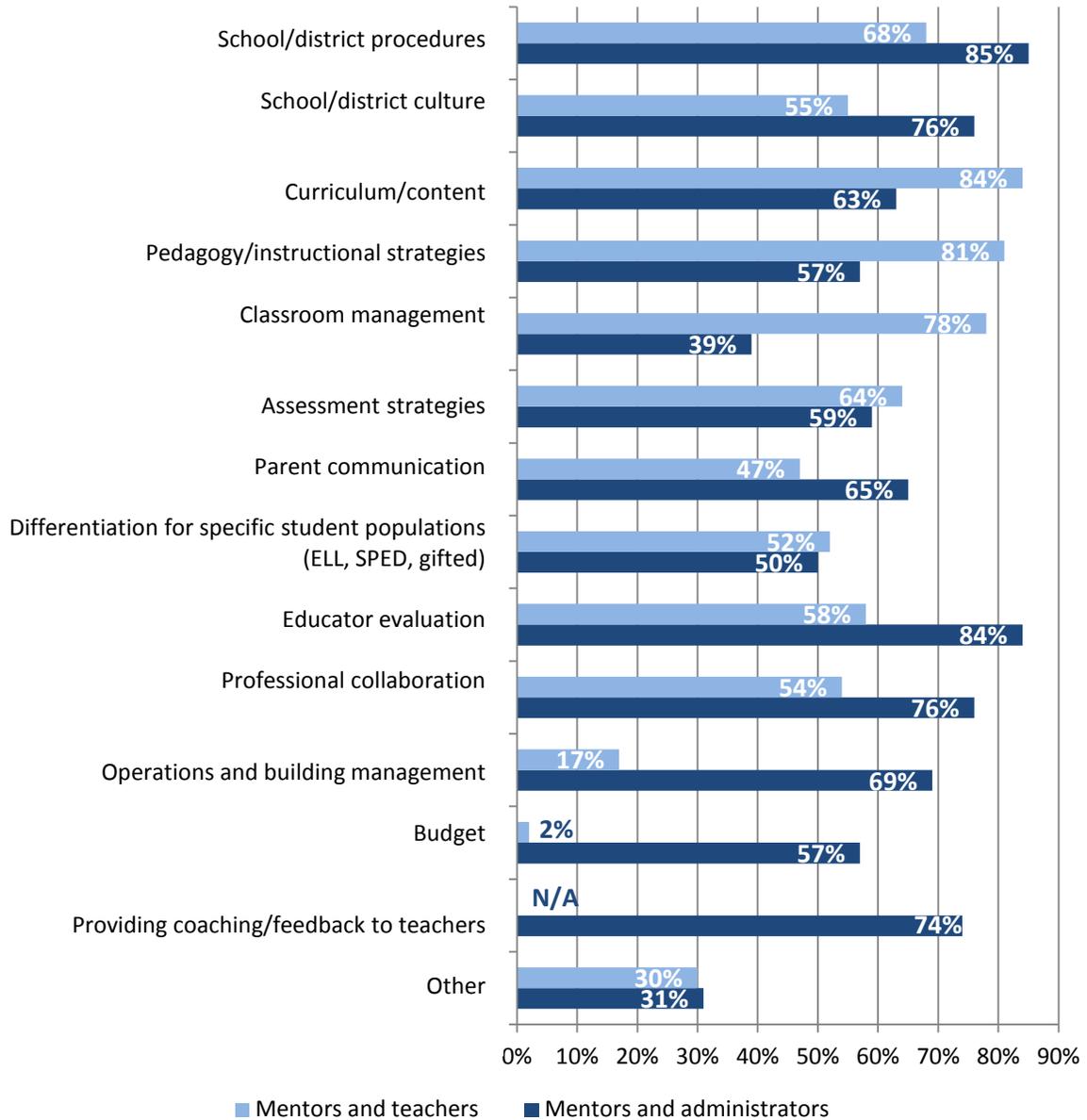
Most districts responded that they provide dedicated times for teacher and administrator mentees to meet together.

There are dedicated times for beginning and/or incoming teachers to meet as a group 95%

There are dedicated times for beginning and/or incoming administrators to meet 70%

During their time together, how frequently do teachers and their mentors focus on the following topics?

Percent of districts who responded “often” or “always” for each topic:



Some differences in the rates at which teachers and administrators discuss certain topics with their mentors vary naturally according to differences in job functions. Accordingly, for teachers and their mentors, “budget” and “operations and building management” were the only categories for which some districts responded that they were never topics of conversation, whereas these were common topics for administrators and their mentors. The “never” option was also very rarely used to describe administrators’ discussions with their mentors on the topics listed above.

How do the areas where mentees need the most support align with frequent focal topics of mentor-mentee interactions?

New teacher areas for improvement		Frequent focal points for teacher-mentor interactions	
Standard I, A. Curriculum and Planning	72%	Curriculum/content	84%
Standard II, A. Instruction	52%	Pedagogy/instructional strategies	81%
Standard I, B. Assessment	45%	Assessment strategies	64%
Standard II, B. Learning Environment	40%	School/district culture	55%

The above table compares what respondents identified as the top areas where mentees need support, as defined by the [Standards and Indicators of Effective Teaching Practice](#), to the topics that mentors and mentees most often focus on in their interactions. Curriculum/content – the most common topic reported to be often or always discussed between teachers and mentors – aligns with Educator Evaluation Standard I, A. Curriculum and Planning – which was most frequently identified as an area where beginning teachers need support. Similarly, pedagogy/instructional strategies was the second-most-common focal topic among teachers and their mentors, and also the second-most-common topic identified as an area for improvement in mentees.

New administrator areas for improvement		Frequent focal points for administrator-mentor interactions	
Standard I, D. Evaluation	62%	Educator evaluation	84%
Standard II, E. Fiscal Systems	24%	Budget	57%

The [Standards and Indicators of Effective Administrative Leadership Practice](#) do not correspond as neatly with the options for focal topics provided in the report survey, although it is encouraging to see that educator evaluation – identified most often as an area where new administrators need support – was also the most common topic selected for administrator-mentor interactions.

Based on feedback collected from stakeholders (mentors, mentees, administrators, etc.), what are two things your program is doing well?

This item asked only for written responses, with no uniform options. Despite this, responses showed clear trends in areas where districts were seeing success.

The most common responses, in descending order of frequency, were:

- Matching mentors and mentees
- Opportunities and time for mentoring activities
- Mentee training
- Mentor training
- Collaboration

- Mentor-mentee observations
- Instructional strategies & curriculum knowledge
- Frequent meetings
- Quality feedback
- Quality of mentors
- Strong mentor-mentee relationships
- Structure/clear expectations
- Reflective practice
- Classroom management
- Differentiation of mentor supports
- Self-assessment and improvement of mentoring program

Based on feedback collected from stakeholders (mentors, mentees, administrators, etc.), what are two things your program plans to improve upon?

As with the previous question, this item was open-ended, but responses converged around a number of common topics.

The most common responses were:

- Opportunities and time for mentoring activities
- Matching mentors and mentees
- Classroom visits
- Mentor training
- Mentor-mentee observations
- Educator evaluation
- More frequent mentor-mentee meetings
- More mentors/improve recruiting
- Classroom management
- SISPs and teachers with uncommon roles (including matching mentors and mentees)
- Differentiation of mentor supports (based on experience, role, needs)
- Curriculum and instruction
- More formal mentoring for administrators
- Separate group meetings for mentors and for mentees
- Better communication among mentors, mentees and supervisors
- Technology in the classroom
- More structured mentoring program (i.e. clearer expectations, regular whole-group meetings, updating the mentoring handbook)
- Mentoring activities across schools
- Training on how to differentiate for diverse student needs (i.e. students with disabilities, English Language Learners, students with challenging behaviors, economically disadvantaged students)

Notably, many topics that were frequently identified as strengths for some districts were also common areas for improvement in other districts. “Matching mentors and mentees” and “opportunities and time for mentoring activities” topped both lists. Thus, ESE contacted those districts who listed either or both of these topics as a strength, and the districts shared strategies and advice. This compiled advice can be found in [Matchmaking in Mentoring Programs](#) and [Making Time for Mentoring](#).

VI. Induction and Mentoring Resources from Districts

The district-level report asked districts to submit resources that they use in their mentoring and induction programs, and were willing to share with other districts. The following documents come from these shared resources.

If your district, school or collaborative would also like to share resources that you use to support your mentoring and induction program, please send them to EducatorDevelopment@doe.mass.edu.

Mentor Recruitment and Selection

- Job postings ([Berkshire Hills Regional](#), [Boston](#))
- Mentor selection criteria ([Edward M. Kennedy Academy for Health Careers Charter School](#))
- Mentor interview questions ([Edward M. Kennedy Academy for Health Careers Charter School](#))

Mentor Training

- List of common needs of beginning teachers ([Carlisle](#))
- Mentor training activities focused on [mentor responsibilities](#), [mentor-mentee communication](#), and [classroom observations](#) (Chelmsford)

Mentee training and differentiation

- New teacher checklists, by school level ([Arlington](#))
- Identifying mentee needs – general education and SPED ([Arlington](#))
- Mentee self-assessment of needs ([Global Learning Charter Public School](#))
- Mentoring beyond the first year – Mentored Professional Learning Program ([Brookline](#))

Mentor/mentee activities

Resources for observations:

- Pre-observation form ([Blackstone Valley Regional Vocational Technical](#))
- Guidance on steps and attitudes for peer observations ([Newburyport](#))
- Lesson observation forms targeted to curriculum, time management, student engagement and equity ([Arlington](#), [Berkshire Hills](#), [Mashpee](#))
- Post-observation mentor feedback form ([Blackstone Valley Regional Vocational Technical](#))
- Post-observation reflection questions ([Southbridge](#))

Resources for other activities:

- Checklist of topics for mentor/mentee meetings ([Bellingham](#))
- Group mentoring activities ([Westport](#))
- Collaborative assessment of mentee ([Oxford](#))
- Shared reading and reflection questions ([Boston Green Academy Horace Mann Charter School](#))
- “Gut-level” teacher reflection form ([Boston Green Academy Horace Mann Charter School](#))
- Guided new teacher reflection form, for different stages of the school year ([Douglas](#))
- Mentee final reflective assignment and presentation ([Bedford](#))

Program assessment and improvement

- Mentee survey ([Revere](#))
- End-of-year program assessment ([Oxford](#))

VII. ESE Resources

The following resources from ESE are also available:

- Massachusetts Regulations for Educator Licensure ([603 CMR 7.00](#))
- 2015 [Guidelines for Induction and Mentoring Programs](#)
- Additional resources available on the [Induction & Mentoring website](#)
- A [full list](#) of the items included in the 2016 Induction and Mentoring District Reports

VIII. Respondents who submitted completed reports, and whose data is reflected in this report

Abby Kelley Foster Charter Public School	Cape Cod Lighthouse Charter School
Abington	CAPS Collaborative
Acton-Boxborough Regional	Carlisle
Acushnet	Carver
Adams-Cheshire Regional	Central Berkshire Regional
Arlington	Chelmsford
Ashburnham-Westminster Regional	Chelsea
Ashland	Chicopee
Athol-Royalston	City on a Hill Charter Schools
Attleboro	Clarksburg
Auburn	Clinton
Avon	Cohasset
Ayer Shirley Regional	Community Charter School of Cambridge
Barnstable (also reporting for Barnstable	Community Day Charter Schools
Community Horace Mann Charter Public	Collaborative for Regional Educational Services and
School)	Training (CREST)
Baystate Academy Charter Public School	Danvers
Bedford	Dartmouth
Belchertown	Dedham
Bellingham	Dennis-Yarmouth
Berkshire Hills Regional	Douglas
Berlin-Boylston	Dover
Beverly	Dover-Sherborn
Billerica	Duxbury
Blackstone Valley Regional Vocational	East Longmeadow
Technical	Easton
Blue Hills Regional Vocational Technical	Edward M. Kennedy Academy for Health Careers
Boston Day and Evening Academy	Horace Mann Charter
Boston Green Academy Charter	Erving
Bourne	Essex North Shore Agricultural and Technical
Bristol County Agricultural	Everett
Bristol-Plymouth Regional Vocational	Falmouth
Technical	Fitchburg
Brockton	Florida
Brookline	Four Rivers Charter Public School
Cambridge	Foxborough
Canton	

Foxborough Regional Charter School	Ludlow
Franklin Public Schools	Lunenburg
Freetown-Lakeville	Lynn
Frontier Regional (also reporting for Conway, Deerfield and Sunderland)	Lynnfield
Gardner	Malden
Gateway Regional	Marlborough
Gill-Montague	Marshfield
Global Learning Charter Public School	Martin Luther King, Jr. Charter School of Excellence
Grafton	Mashpee
Granby	Massachusetts Academy of Math and Science
Greater Fall River Regional Vocational Technical	Massachusetts Virtual Academy at Greenfield
Greater Lawrence Regional Vocational Technical	Commonwealth Virtual School
Greater Lowell Regional Vocational Technical	Medfield
Greater New Bedford Regional Vocational Technical	Medway
Hadley	Melrose
Hamilton-Wenham Regional	Mendon-Upton
Hampshire Regional (also reporting for Chesterfield-Goshen, Westhampton, Worthington, Williamsburg, and Southampton)	Middleborough
Hanover	Milford
Hatfield	Millbury
Hingham Public Schools	Milton
Holbrook	Minuteman Regional Vocational Technical
Holliston Public Schools	Mohawk Trail Regional
Holyoke	Monomoy
Hopedale	Monson
Hudson	Montachusett Regional Vocational Technical
Hull	Mount Greylock
King Philip	Nahant
Lanesborough	Narragansett Regional
Lawrence	Nashoba Regional
Lee	Natick
Leicester	Newburyport
Lenox	Norfolk
Leverett	Norfolk County Agricultural
Lexington	North Adams
Lincoln	North Andover
Lincoln-Sudbury Regional	North Attleboro
Longmeadow	North Brookfield
Lowell Community Charter Public School	North Middlesex Regional
	North Reading
	North River Collaborative
	Northampton
	Northampton-Smith Vocational Agricultural
	Northbridge

Northern Berkshire Regional Vocational Technical	South Shore Regional Vocational Technical
Norton	Southbridge
Norwell	Southern Berkshire Regional
Norwood	Southwick-Tolland-Granville Regional
Old Colony Regional Vocational Technical	Spencer-East Brookfield Regional
Old Rochester (also reporting for Marion, Mattapoisett and Rochester)	Stoneham
Oxford	Stoughton
Pathfinder Regional Vocational Technical	Sudbury
Peabody	Sutton
Pembroke	Swansea
Pentucket Regional	Tantasqua
Petersham	Taunton
Plainville	Tri-County Regional Vocational Technical
Plymouth	Triton School District
Provincetown	Tri-Town School Union (Boxford, Middleton and Topsfield)
Quabbin Regional	UP Academy Charter School of Boston
Quincy	Upper Cape Cod Regional Vocational Technical
Ralph C. Mahar Regional	Uxbridge
Reading	Wachusett Regional
READS Collaborative	Wakefield
Revere	Walpole
River Valley Charter School	Waltham
Rockport	Wareham
Rowe	Watertown
SABIS International Charter School	Wayland
Salem	Webster
Saugus	Wellesley
Savoy	West Boylston
Scituate	West Bridgewater
Sharon	West Springfield
Shawsheen Valley Regional Vocational Technical	Westfield
Sherborn	Weston
Shrewsbury	Westport
Silver Hill Horace Mann Charter	Westwood
Silver Lake Regional (also reporting for Halifax, Kingston and Plympton)	Weymouth Public
Sizer School	Whitman-Hanson Regional
Somerville	Whittier Regional Vocational Technical
South Hadley	Williamstown
South Middlesex Regional Vocational Technical	Wilmington Public
South Shore Charter Public School	Winchendon
	Winthrop
	Worcester
	Wrentham