2022 Massachusetts Statewide Teacher Induction and Mentoring Report

Prepared for Massachusetts Department of Elementary and Secondary Education (DESE) by Region 1 Comprehensive Center

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Introduction

A formal induction and mentoring program is critical for supporting and developing novice teachers as they enter the K–12 classroom because it has been found to improve teacher retention rates, teaching practice, and student outcomes.[1] Districts across the Commonwealth of Massachusetts offer induction and mentoring programming to their novice teachers.

According to the [2021–22 Teacher Data Report](#), 13,244 novice teachers, or those teachers who have served less than 3 years in a public school, taught in Massachusetts schools and districts (17.4% of the workforce). In high-poverty schools, novice teachers made up 26.4% of the workforce.

School districts, Horace Mann charter schools, and education collaboratives[2] are required to submit induction and mentoring program information to the Department of Elementary and Secondary Education (DESE) via an annual survey. This reporting is intended to provide the Massachusetts DESE with a broad understanding of the induction and mentoring activities in place to support educators across the Commonwealth and to support districts with identifying strengths and areas for further development. Approximately 400 districts are required to report each year. In 2022, 284 participants responded to the survey (which includes respondents representing more than one district).

As part of the 2021–22 reporting cycle (2022 report), districts responded to questions about induction and mentoring programming for novice teachers, principals, and specialized instructional support personnel. *It is important to note that this annual report includes responses related only to novice teachers*.

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[1] Center on Great Teachers and Leaders. (2019). *Evidence-based practices to support equity: A snapshot on mentoring and induction.* https://files.eric.ed.gov/fulltext/ED597293.pdf
[2] [603 CMR 7.12(3)](#).

Key Terms Found in the Report (Taken from Massachusetts DESE Guidelines for Induction and Mentoring Programs and Teacher Data Report)

Beginning teacher refers to an individual in his or her first 3 years of practice who holds an emergency, provisional, or initial license. Beginning teachers may also be referred to as *novice teachers*.

Incoming teacher refers to someone who has experience in teaching but is new to the district or his or her role within a district. *Note: Districts are encouraged to adapt components of their induction programs to differentiate between the needs of beginning and incoming teachers.*

Induction program is a planned program of professional support for new teachers provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings (603 CMR 7.02).

Mentoring is one component of a comprehensive induction program. It refers to the relationship between a beginning or an incoming teacher (mentee) and a teacher (mentor) who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues.

Mentee refers to a beginning or an incoming teacher being assisted by a mentor. A mentee may also be a teacher participating in a performance assessment or a district-based program for licensure being assisted by a mentor.

Experienced teacher is a teacher teaching in Massachusetts public schools for at least 3 years.

Inexperienced teacher is a teacher teaching in Massachusetts public schools for less than 3 years.

Key Findings

- More than half of the respondents hired at least one emergency (65%) and/or provisionally (59%) licensed novice teacher over the last 3 years, yet only 8% of those respondents take the novice's licensure pathway into consideration as they engage in mentor selection, and only a small number are providing differentiated mentoring supports.

- Broadly, respondents reported working to hire, recruit, and retain teachers of color, but only 8% mentioned induction and mentoring supports that were differentiated to meet the needs of novice teachers of color (e.g., mentor and mentee racial/ethnic matching, affinity groups).

- Respondents reported that, overall, novice teachers were moderately prepared for teaching in their district as it relates to the Standards for Effective Teaching Practice.

- The most common areas of focus within induction and mentoring programs related to instructional practice (55%), school/district procedures (51%), safe and supportive learning environments (49%), and curriculum and planning (48%).

- Ninety-one percent of districts reported paying mentors a stipend, and two districts offered a reduced workload to mentors as an incentive or a reward for their work.

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- Sixty-five percent of the respondents use group mentoring, where one mentor works simultaneously with multiple mentees.

- Ninety-six percent of mentors and mentees meet one on one.

- Respondents provide beginning teachers with a 2-year program (47%) and incoming teachers with a 1-year program (60%).

- Respondents provide beginning teachers with weekly mentor-mentee meetings (56%) and incoming teachers with monthly mentor-mentee meetings (36%).

- To improve induction and mentoring programs, respondents noted their desire to use professional development opportunities that "closely match the needs of new staff" in areas such as culturally responsive teaching; family and community engagement; codes of ethics; behavioral supports and management; and diversity, equity, and inclusion.

Annual Report Analysis

I.   Mentee Information

Mentee Entry Into the Profession

In Massachusetts, novice teachers can enter the profession through a variety of pathways (traditional and alternative) to earn a specific license type that reflects the candidate's training, education, and experience. To understand how to best support novice teachers, it is important to understand how they enter the profession in the Commonwealth. In the 2021–22 survey, 59% of respondents reported hiring at least one teacher with a provisional license, and 65% reported hiring at least one teacher with an emergency license over the last 3 years (see Exhibit 1).

Exhibit 1. Number of Districts Hiring Emergency and Provisionally Licensed Teachers in the Last 3 Years
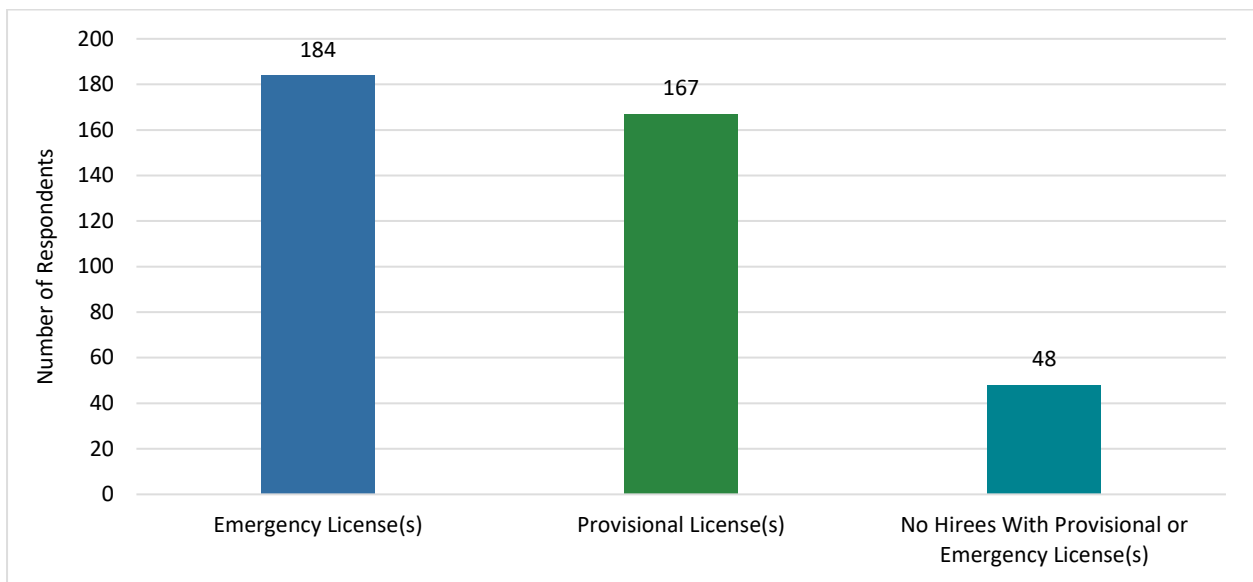
Teachers with an initial license have completed an approved educator preparation program. While teachers working under an emergency or a provisional license are not required to have received formal training or preparation before receiving their license, only 32% of respondents reported that they differentiate mentoring supports (Exhibit 2) on the basis of license.

Exhibit 2. Support Provided to Emergency/Provisionally Licensed Teachers
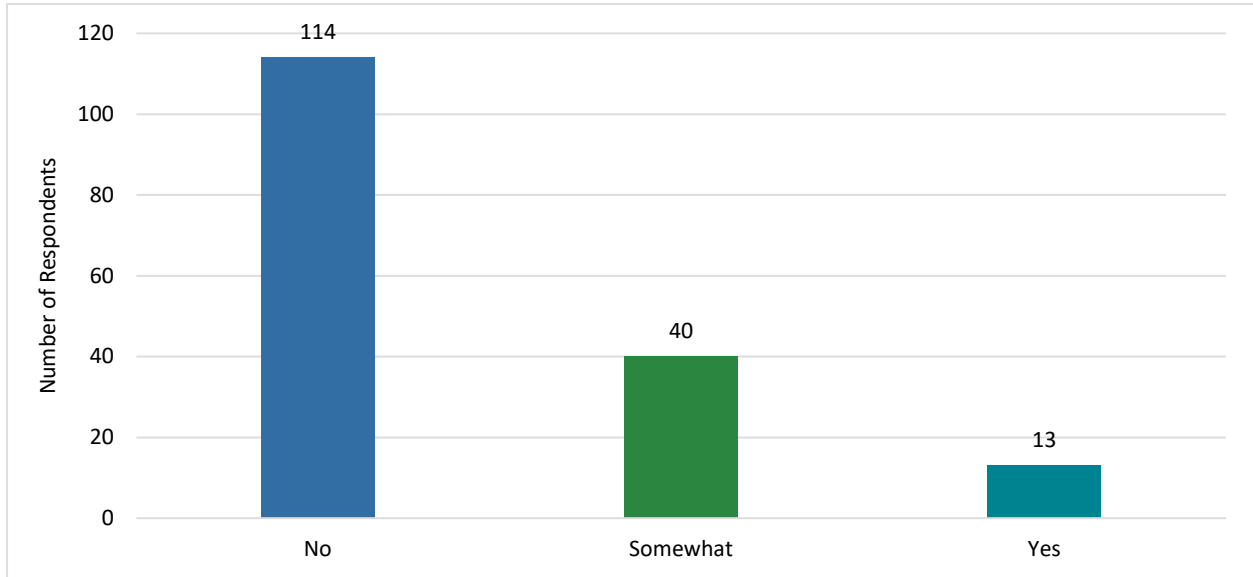
Note. Responses are only for districts that reported granting emergency/provisional licenses.

Differentiated Supports Provided to Emergency or Provisionally Licensed Teachers

Types of support that are provided to teachers on emergency or provisional licenses included the following:

- Offering licensure supports (e.g., release time to complete requirements)

- Providing more check-in time with program coordinators, leadership, and mentors and providing common planning times with mentors-mentees

- Getting frequent feedback from mentors

- Pairing mentees with the most experienced mentors

- Focusing on topics such as classroom management, working with families, basics of lesson planning, and instruction

Supporting New Teachers of Color

The survey explicitly asked respondents about mentoring support offered to new teachers of color. Just over half of survey respondents (52%) provided information about supporting new teachers of color in their induction and mentoring programming. The following examples emerged from the responses:

- Partnering with external organizations to support novice teachers of color (e.g., ALANA, Profound Gentlemen, Keith Love Educators of Color Peer Mentorship Program, and membership to Collaborative for Educational Services in Northampton, which provides opportunities for teachers of color).

- Matching mentors with mentees of similar racial backgrounds, and when they cannot find an internal match, looking outside of the district to supplement their district mentoring.

- Offering a year-long induction course on Black liberation with race-based groups and meeting monthly to discuss topics and review data.

- Creating affinity groups for new educators of color; one respondent noted that a training was included to prepare teachers for group leadership roles.

- Providing teacher mentors with training that includes statistics and strategies from DESE and The New Teacher Project Teacher Diversification workbook.

Other respondents noted that they are not differentiating supports for new teachers of color, citing low numbers of new teachers of color, evolving discussions about how to provide differentiated supports, lack of knowledge on how to design differentiated supports within their induction and mentoring programming, or simply choosing not to do so at this time.

II. Mentor Information

Mentor Selection

In addition to meeting requirements outlined in 603 CMR 7.02, respondents select teacher mentors in a variety of ways (see Exhibit 3). The most common strategies for matching mentors and mentees are supervisor recommendations (86%), mentors' prior experience (74%), and educator evaluation ratings of "Proficient" or higher (71%).

Exhibit 3. District Mentor Selection Strategies
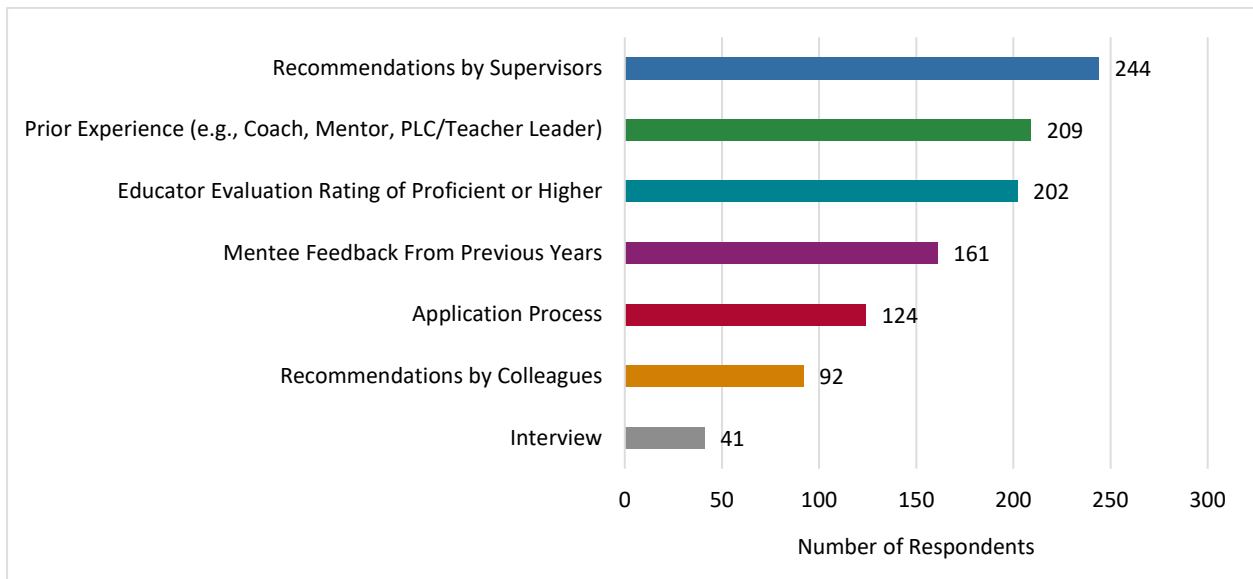
Note. PLC = professional learning community.

Mentor Selection for Emergency/Provisionally Licensed Novices

Only 8% of respondents said that mentor selection is different for teachers on a provisional or an emergency license (see Exhibit 4). Respondents stated that selection could include the following:

- Assigning the mentee to an experienced instructional leader (e.g., a mentor with at least 10 years of experience)

- Pairing the mentee with someone who has more availability to provide support

- Matching the mentor-mentee by role

Exhibit 4. Number of Programs That Offer Differentiated Mentor Selection Approaches for Emergency/Provisionally Licensed Novice Teachers
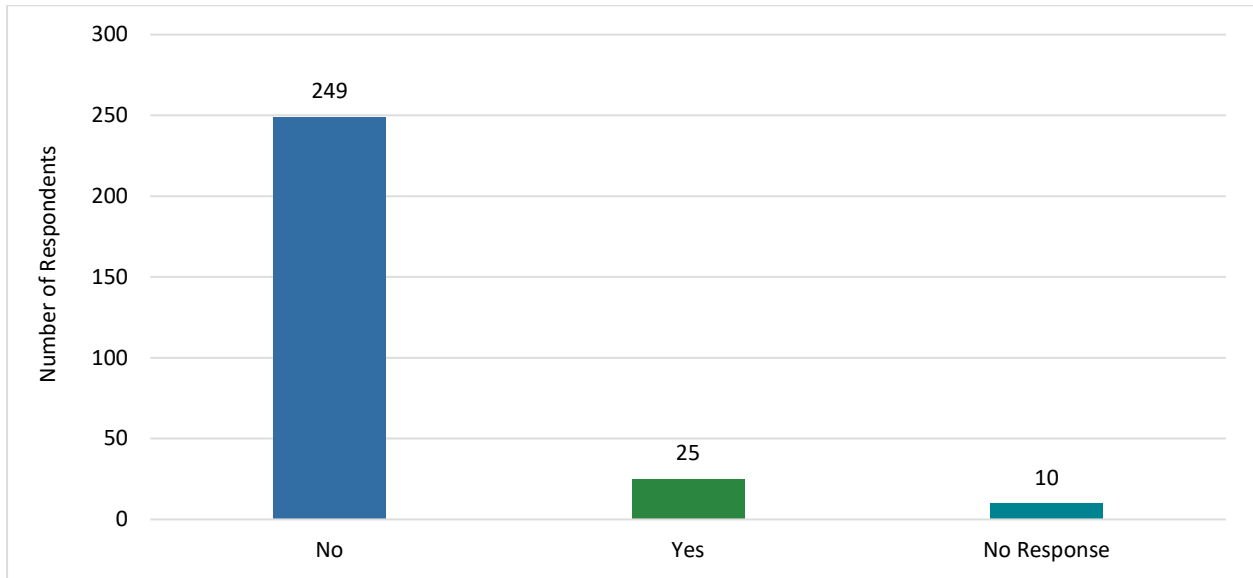
Mentor-Mentee Matching

Mentor-mentee matching depends on the pool of mentors available and the needs of the novice teachers (see Exhibit 5). The most common strategies for matching mentors and mentees are alignment to content area, grade level, availability within the school building, and mentor's skill set.

Exhibit 5. How Mentors Get Matched With Mentees
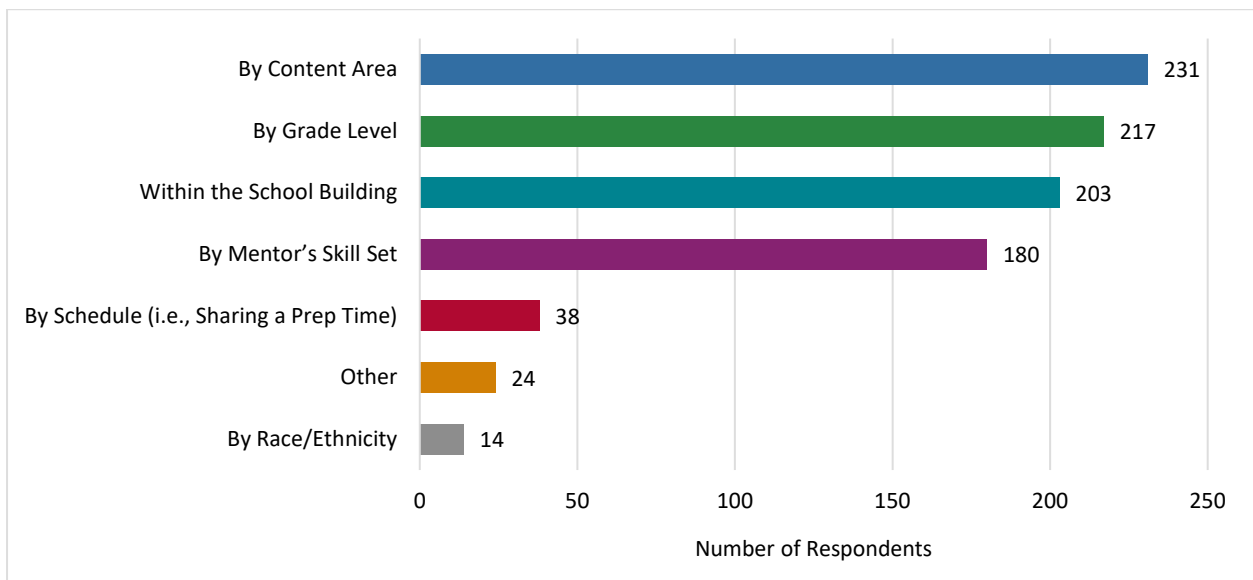
Mentor Compensation, Rewards, and Incentives

Ninety-one percent of respondents provide stipends to mentors (see Exhibit 6). Additional incentives offered include professional development (16%) and designation as a school or district leader (9%).

Exhibit 6. District Compensation, Rewards, and Incentives for Mentors

Category	Number of Respondents
Stipend	259
Additional PD Opportunities	47
Designation as a School/District Leader	26
Other	21
Credits Toward Salary Scale	14
None	4
Reduced Teaching/Administration Load	3
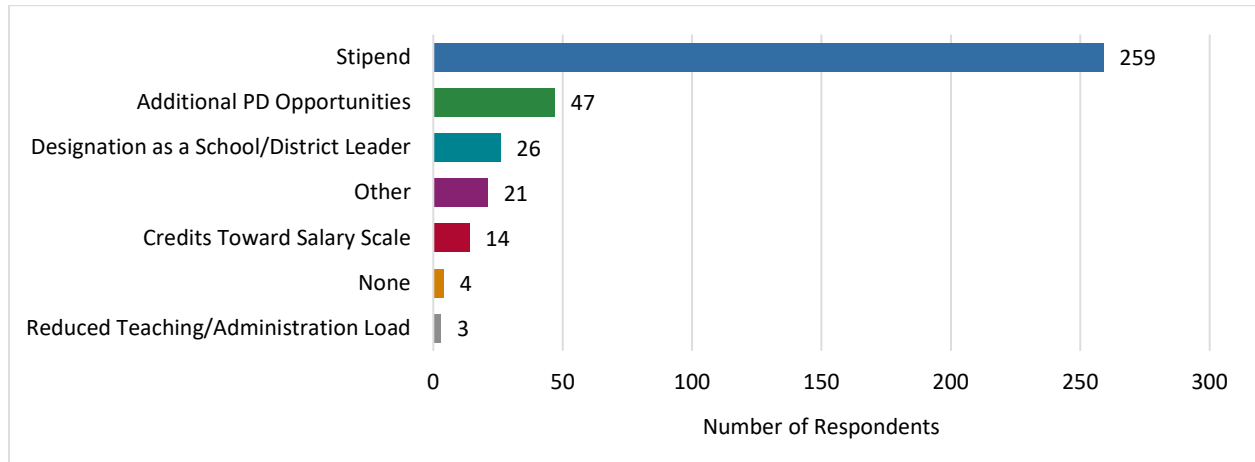
Note. PD = professional development.

Group Mentoring

Sixty-five percent of respondents offer group mentoring, where a mentor works with multiple mentees by meeting with them at the same time (see Exhibit 7).

Exhibit 7. Number of Respondents Offering Group Mentoring

Response	Number
No Response	11
No	87
Yes	186
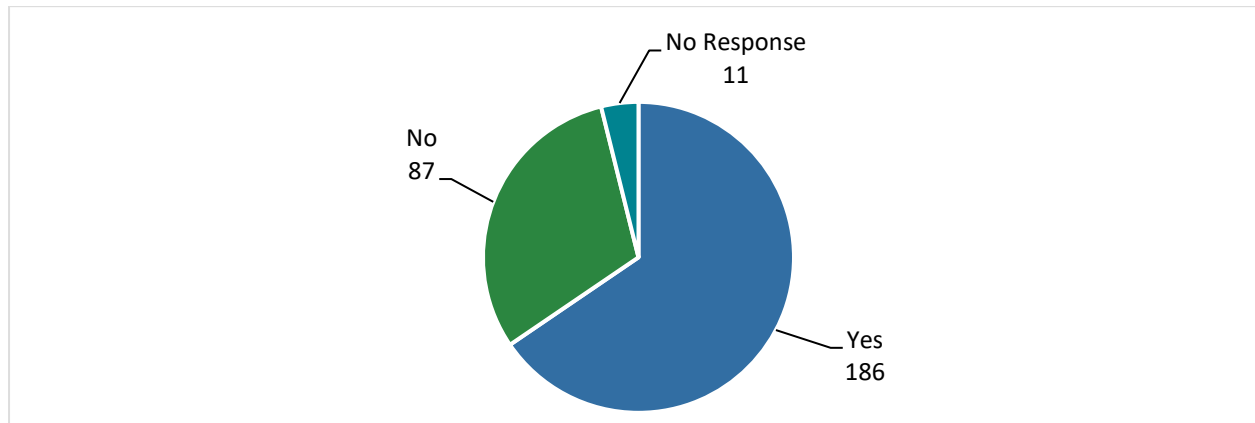
Mentor-mentee ratios are predominantly 1:1 and 2:1—
less than 5% of mentors have three or more mentees
(with the highest range being 21 mentees to one mentor).

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III. Content of Induction and Mentoring Programs

Readiness of Beginning Teachers

The Standards and Indicators for Effective Teaching Practice guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential for all teachers in public schools in Massachusetts. Survey respondents were asked to report on teachers' readiness as they entered the district (see Exhibit 8), as well as the areas of focus for programs (see Exhibit 9). No more than 10% of respondents reported that beginning teachers are "fully ready" to meet these standards. The following indicators were most frequently endorsed as either "moderately ready" or "minimally ready" (at a threshold of 40% + minimally or moderately ready):

- I-B: Assessment
- I-C: Analysis
- II-D: Cultural Proficiency
- II-E: Expectations
- III-A: Family Engagement
- III-B: Family Collaboration
- IV-D: Decision-Making

The results appear to show that overall, beginning teachers come more prepared in Standards II: Teaching All Students and IV: Professional Culture (though novices are less ready on some indicators within each of the two standards), signaling broader areas of focus for support upon employment in district and schools.

> The **Standards and Indicators for Effective Teaching Practice** guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential for all teachers in public schools in Massachusetts. There are four standards: I: Curriculum, Planning, and Assessment; II: Teaching All Students; III: Family and Community Engagement; and IV: Professional Culture (https://www.doe.mass.edu/edeval/model/partiii_appxc.pdf).

Exhibit 8. Respondent Perceptions of Beginning Teacher Preparedness on Standards for Effective Teaching Practice
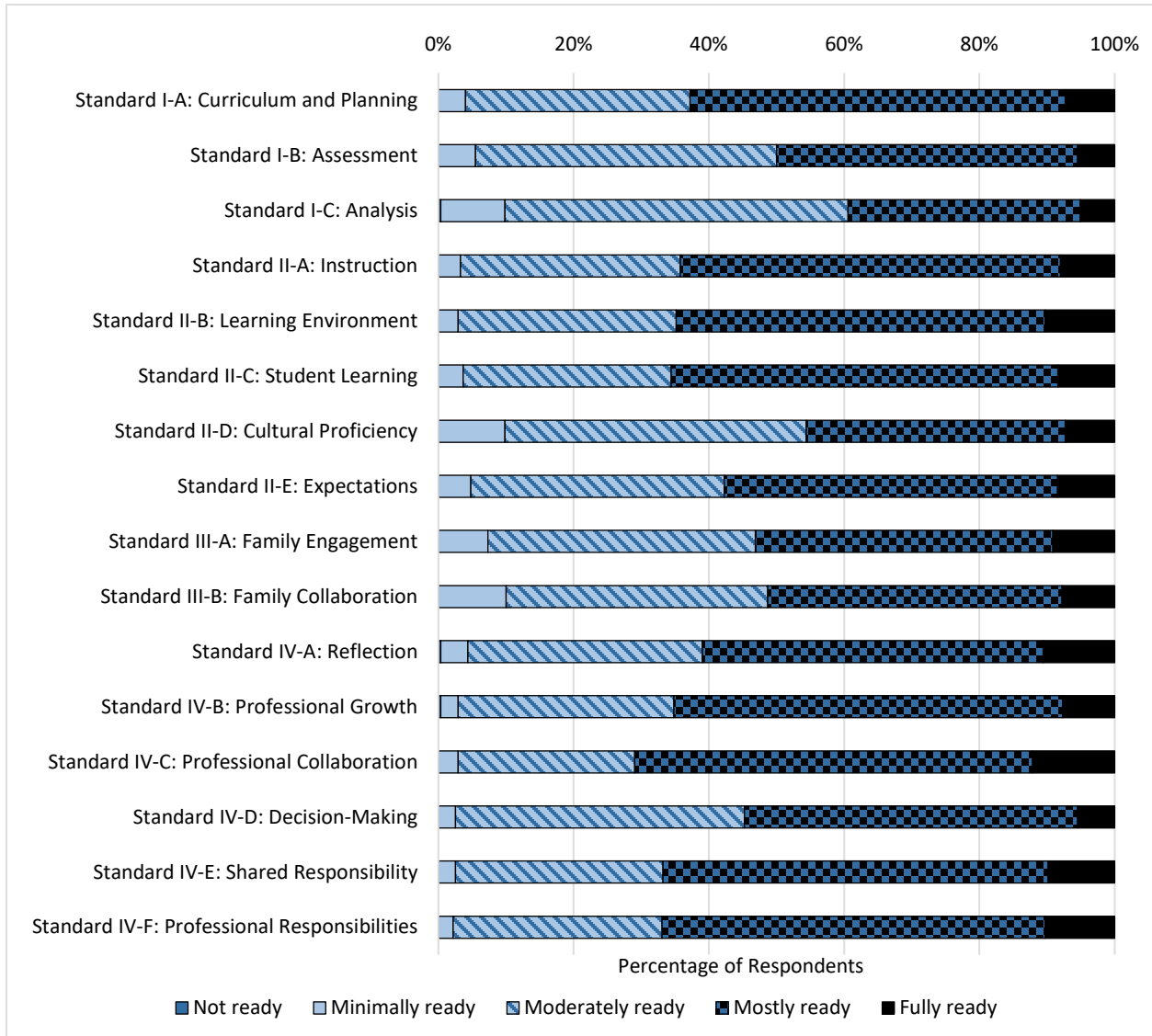
Topics Most Focused On in Induction and Mentoring Programming

The topics most focused on in induction and mentoring programming are instructional practice, school/district procedures, safe and supportive learning environments, and curriculum and planning (see Exhibit 9).

Exhibit 9. Districts' Most Prioritized Induction and Mentoring Programming Topics

Topic	Number of Respondents
Instructional Practice	155
School/District Procedures	144
Safe and Supportive Learning Environments	140
Curriculum and Planning	136
Educator Evaluation	88
Reflective Practice	85
Culturally Proficient Learning Environments	69
High Expectations for All Students	57
Impact on Student Learning	51
Professional Responsibilities	48
Family Engagement	45
Professional Collaboration	37
Professional Growth	35
Assessment	29
Data Analysis	24
Culturally Proficient Communications With Families	16
Advancing Licensure	13
Family Collaboration	12
Other	10
Shared Responsibility	6
School-Wide Decision-Making	3

Connection Between Readiness and Topics of Focus in Induction and Mentoring Programs

In reviewing induction and mentoring topics of focus, we identified a misalignment with respondents' perceptions of the preparedness of beginning teachers (see Exhibit 8). For example, Standards I-B: Assessment, I-C: Analysis, II-D: Cultural Proficiency, III-A: Family Engagement, and III-B Family Collaboration were perceived as areas in which beginning teachers were less prepared but were not prioritized topics in local induction and mentoring programming. On the other hand, Standards I-A: Curriculum and Planning, II-A: Instruction, and II-B: Learning Environment reflect areas in which beginning teachers are more prepared, yet these areas are the more prioritized topics in induction and mentoring programming. To ensure that beginning teachers receive the supports most necessary for their success in the classroom, induction and mentoring topics should reflect the needs of beginning teachers and address the areas of least readiness or preparedness.

Supports Provided as Part of the Induction Program in Districts

The following are the four most common supports that districts provide for mentees:

- School orientation

- Targeted professional development

- Specific books/resources

- A support team (i.e., administrators)

Forty percent of respondents provide release time for mentors and mentees, and only 0.01% provide reduced workload (see Exhibit 10).

Exhibit 10. Supports Provided in Induction and Mentoring Programs

School Orientation — 267
Targeted Professional Development — 210
Specific Books/Resources — 186
Support Team (Including an Admin Who Conducts Evaluations) — 175
Facilitated Peer/Cohort Collaboration Time or Learning Network Time — 163
Release Time for Mentors/Mentees — 116
Other — 50
Reduced Workload — 2

Number of Respondents
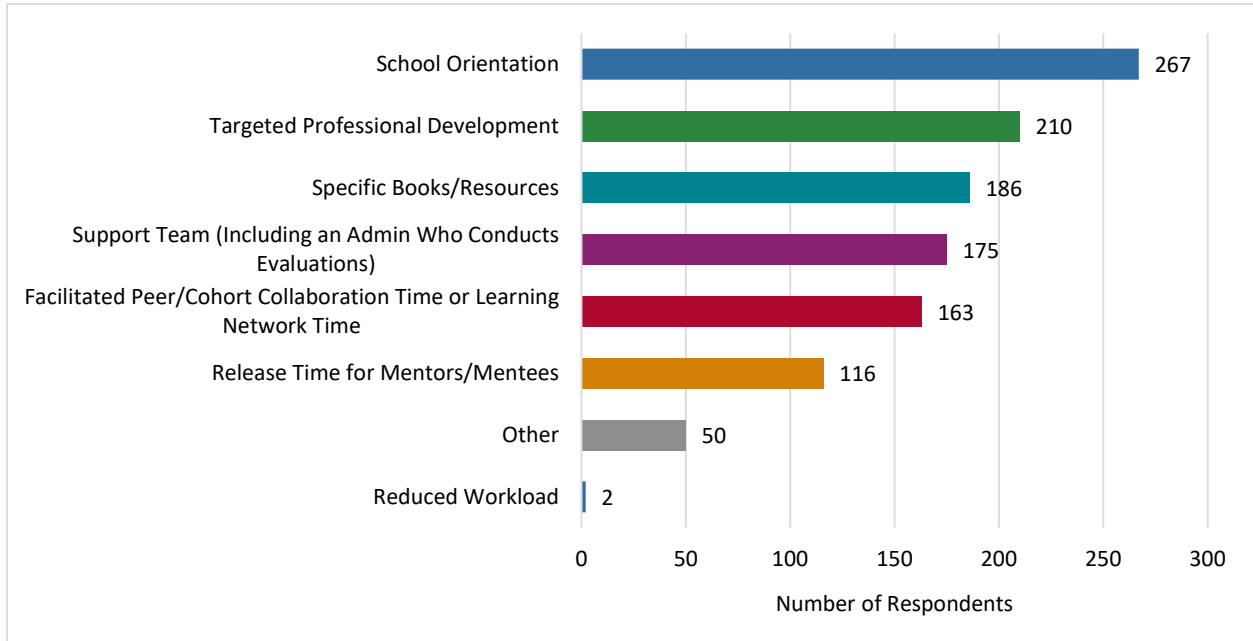
Mentor-Mentee Activities

Mentors and mentees participate in a variety of activities together. The most common activities are one-on-one meetings, mentor observations of mentees, mentee observations of mentors, and written communication (see Exhibit 11).

Exhibit 11. Most Common Mentor-Mentee Activities

One-on-One Meetings Between Mentor-Mentee — 273
Mentor Observes Mentee's Classroom/School — 255
Mentee Observes Mentor's Classroom/School — 252
Written Communications (Email, Reflection Journals, etc.) — 220
Mentee Observes/Shadows Other Educators in the… — 161
Learning Networks With Other Mentors and Mentees — 156
Mentor, Mentee, and Supervisor Meetings — 111
Mentor/Mentee Learning Walks (Observations of… — 72
View and Discuss a Video of Mentee Teaching/Working — 47
Other — 9

Number of Respondents

IV. Induction and Mentoring Program Operations

Duration of Induction and Mentoring Programming

DESE [requirements for the duration of induction and mentoring programming](#) vary on the basis of the novice teachers' level of experience. Beginning teachers (new to the profession) must engage in induction and mentoring in their first and second years (and possibly for a recommended third year). Meanwhile, incoming teachers (new to the district/role) with an initial license who have not received their 50 hours of mentoring beyond the induction year should be provided with support during their first year at the district.

In 2021–22, 47% of respondents reported providing a 2-year program for **beginning teachers**, and 25% of respondents reported providing a 1-year program. For **incoming teachers**, 60% of respondents provide a 1-year program, and 7% provide no instruction and mentoring to incoming teachers (see Exhibit 12).

Exhibit 12. Program Duration for Beginning Teachers (Less Than 3 Years of Experience) and Incoming Teachers
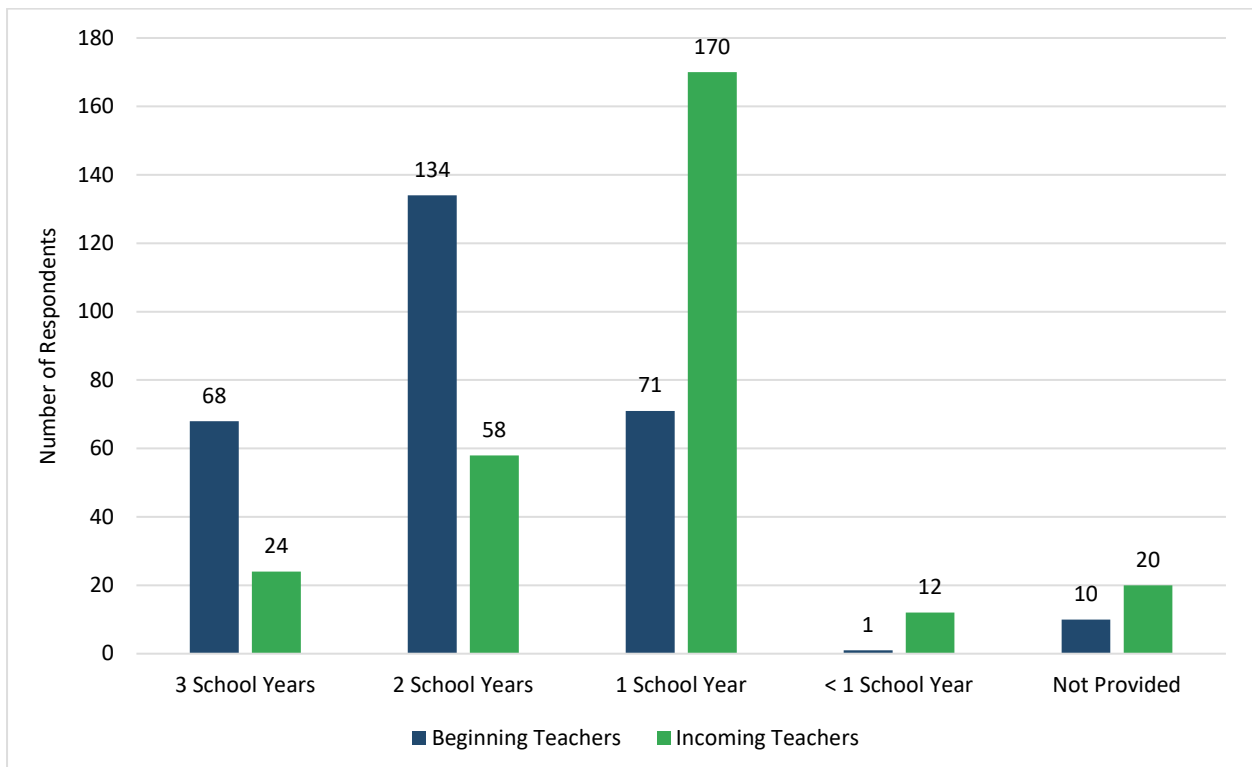
Mentor-Mentee Meeting Frequency

Fifty-six percent of respondents said that mentors meet with beginning teacher mentees weekly, and 26% meet every 2 weeks. Meanwhile, 36% of respondents reported that mentors meet with incoming teacher mentees monthly, and 20% meet every 2 weeks (see Exhibit 13).

Exhibit 13. Frequency of Mentor Meetings With Beginning and Incoming Teachers
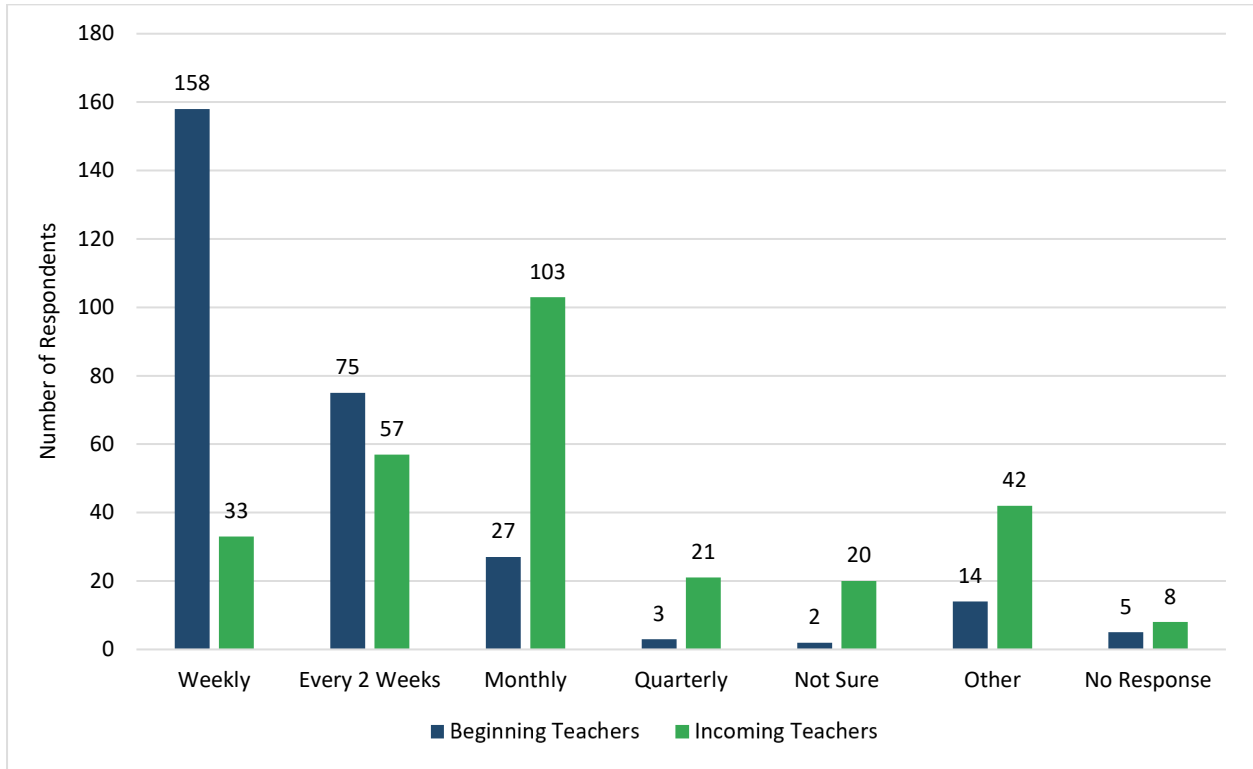
When Do Mentor-Mentee Meetings Occur?

Mentor and mentee meetings occurred most often after school (82%), during school (69%), and before school (48%; see Exhibit 14).

Exhibit 14. When Mentor-Mentee Meetings Occur
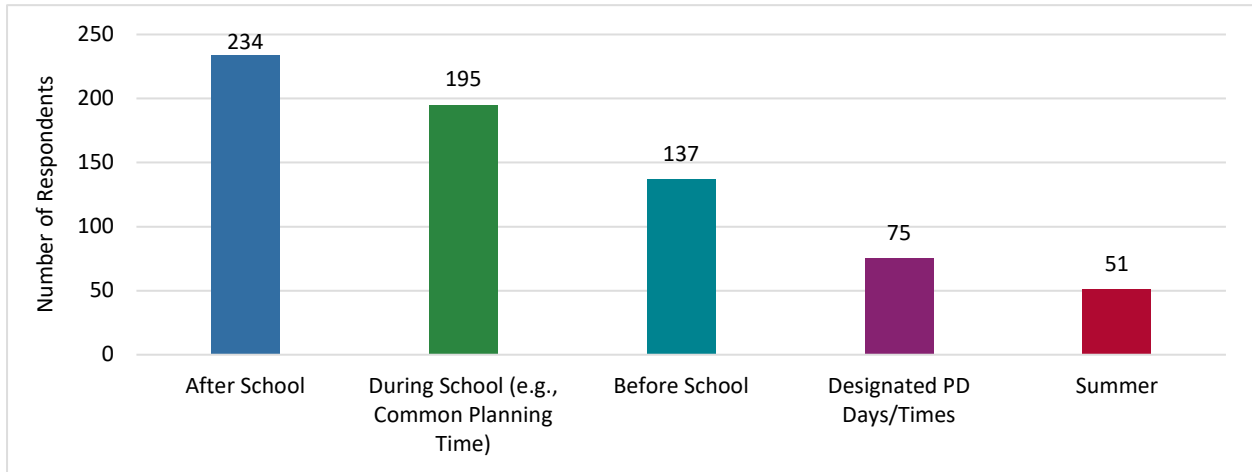
Note. PD = professional development.

Partner Organization Support

Only 15% of survey respondents noted that they partner with other organizations to support teacher induction and mentoring programming (see Exhibit 15). The most chosen partner was a consultant, followed closely by professional organizations and educator preparation programs/institutions of higher education.

Exhibit 15. District Teaching Induction and Mentoring Partner Types
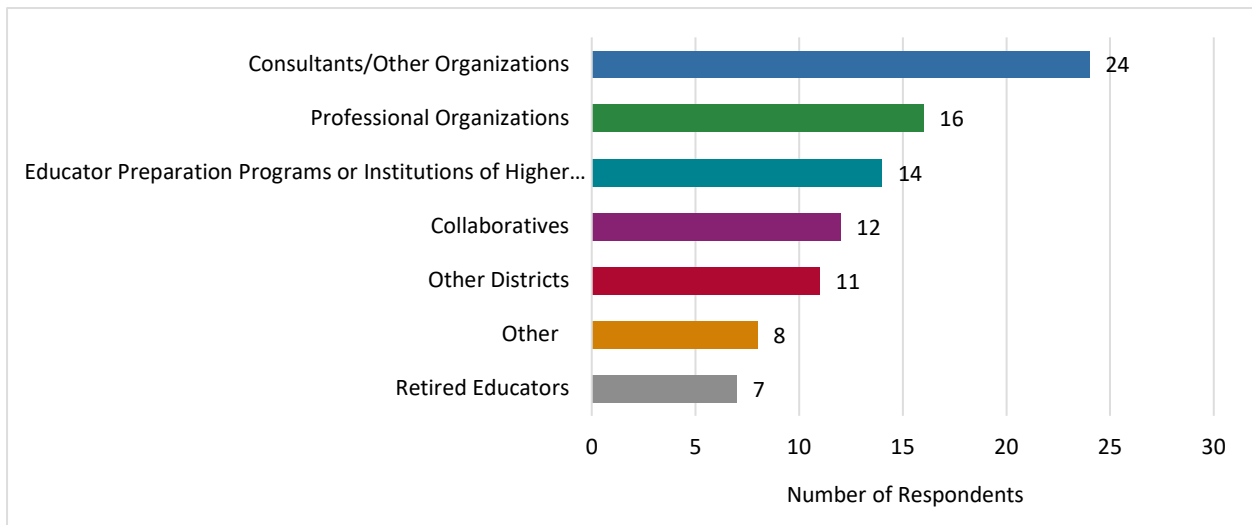
V.   Program Outcomes

Measuring Program Effectiveness

Survey respondents reported their program effectiveness using a variety of metrics (see Exhibit 16). The following were most used across respondents:

- Mentor and/or mentee surveys on induction and mentoring program

- Retention of effective new educators

- Formal/informal observations

- Changes in the quality of mentors' feedback for mentees

Exhibit 16. Metrics That Districts Use to Evaluate Induction and Mentoring Programs

Metric	Number of Respondents
Mentor and/or Mentee Surveys on Induction and Mentoring Program	201
Retention of Effective New Educators	199
Formal/Informal Observations	190
Changes in the Nature and Quality of Mentors' Feedback for Mentees	159
Educator Evaluation Data	135
End-of-Year Interviews With Mentors and/or Mentees	119
Student Learning Outcomes for New Educators	94
Teacher Feedback on Colleague/Administrator Effectiveness	69
Summative Mentee Assignment (e.g., Reflection or Portfolio)	65
Student Feedback on Teacher/Administrator Effectiveness	32
Other	7

Self-Reported Program Strengths

Mentor Skills, Relationships, and Support

Respondents were asked to share examples of what they believed their induction and mentoring programs were doing well. Responses most often shared related to the coaches' experience and skills with coaching teachers, mentor and mentee matching processes, the relationship between mentors and mentees, and the personalized support that mentors provide.

One respondent shared that "mentor-mentee connection has been strong, and people are feeling connected to the school district as a result." On the matching of mentors to mentees, one respondent reported that they are "making sure that new teachers are paired with mentors who share grade levels and/or subject matter," and another respondent shared that they are "matching mentor/mentee teachers to promote collaborative practice and planning."

Program Activities

Respondents also highlighted the professional development, collaboration, and networking opportunities provided to mentors and mentees as a strength of their programs. Opportunities highlighted included communities of practice, professional learning communities, seminars, forums, networking events, and group mentoring.

One respondent described "providing seminars on [a] regular basis that allow for an open forum discussion so that the Induction Seminar leader can gauge current problems of practice and respond accordingly. Topics discussed/reviewed at each seminar are supported by research, and educators have extensive resources for follow-up and further investigation related to topics."

Mentor-Mentee Meeting Structure

Districts also report that the structure, frequency, and quality of their meetings with mentors and mentees is something they are doing well. The meetings range from orientation, walkthroughs, group meetings for mentors and mentees, whole-group meetings, and mentor-mentee check-ins.

One respondent described the structure of their meetings to include "regularly scheduled monthly check-ins with the whole new educator group across the district to cover content… coupled with meetings for new educators at individual school buildings, regular one-on-one check-ins and walkthroughs."

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Networking and Personalized Supports

Another aspect of induction and mentoring that respondents consider a strength is providing educators with opportunities to network, collaborate, and receive personalized supports. The regular meetings provide opportunities for teachers to share, learn from one another, and collaborate. One respondent described this as "building a strong teacher support group across the district to support one another," and another shared that "developing collaborative approaches in supporting teachers ensures new teachers do not feel isolated in their development." Respondents shared that their induction and mentoring program provided personalized supports targeted to meet the needs of teachers. For example, one respondent shared that their "new educators report [that their induction and mentoring program] is very effective [in providing] individualized professional development and support."

Curriculum and Instruction

Some districts shared that the focus of their induction and mentoring support was around curriculum instruction, with programming that covered culturally responsive teaching practices, classroom management, curriculum support, assessment, and supporting English learners and students with disabilities. For example, one responder shared that their induction and mentoring program gives "attention to cultural proficiency and its relationship to learning environments and curriculum priorities," and another respondent mentioned a requirement for new teachers to complete DESE's online [Foundations for Inclusive Practice Courses](#).

Self-Reported Needs for Program Improvements

Professional Development

Each respondent was asked about planned improvements to their program to support the growth and development of educator practice. Most districts reported that their program could offer additional professional development as part of induction programming.

For example, multiple respondents want to use professional development to grow novice teachers' skills in culturally responsive teaching, family and community engagement, mandated reporting, code of ethics, behavioral supports and management, and diversity, equity, and inclusion. Respondents are listening to teacher feedback and see a need for things such as "coaching cycles to acclimate to district initiatives" or "creating opportunities for teachers to work in different environments, disability types, grade levels to broaden their knowledge base." One respondent noted the need "to provide resources and professional development opportunities in a timely fashion that more closely match the needs of the new staff."

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Program Activities and Structures

Respondents also see an opportunity to include more program activities to support novice teachers. Observations of mentees and mentors were noted as something districts are working toward. One respondent shared, "For the 2022–23 school year, we will more intentionally plan for and schedule release time for mentors/mentee observations and learning walkthroughs."

Another respondent noted that they are building a "common expectation that every mentee is observed." In addition, multiple respondents mentioned a second theme that focused on building a formalized program that aligns to state standards and has established expectations for mentors and mentees. Multiple respondents noted needing to formalize a structured, 2-year program.

Supporting Mentors and Mentees

Respondents see opportunities to further develop differentiated supports for mentees in their second and third year of placement or for those who have not gone through traditional preparation, for example, "going into more depth into years 2 and 3 to support development in particular areas (universal design for learning, cultural proficiency, equity, etc.)." Another respondent noted that they would "include supports for new educators who have not had a practicum/student teaching experience."

Respondents also noted the need to provide more training or support to mentors. One mentioned the need for "developing a formal training program for mentors and build[ing] a larger cohort of mentors."

Evaluating Programs

A fourth area of development identified includes understanding how to evaluate the effectiveness of the induction and mentoring programs. This includes getting more staff involved in evaluating the programs, or "developing an end of year interview procedure with new teachers" to understand the program implementation and impact. Some respondents noted a need for more ongoing data to inform programming. For example, one respondent noted that they could do a "better review of evaluation data to plan year two supports" for mentees.

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VI. Considerations for Local Induction and Mentoring Programs

Supporting Induction and Mentoring Programming for Teachers of Color

As more teachers of color continue to enter the profession and teacher diversity increases, districts and schools should consider how to provide the right induction and mentoring supports, especially early in their careers.

Recent research on (Gist et al. (2021)[3]) effective mentoring practices that retain and sustain Teachers of Color and Indigenous teachers, including:

- A "critical mentoring" model, that acknowledges the experience and funds of knowledge novice teachers of color bring to the mentor-mentee relationship and redefines that relationship, when paired with critical professional development had an impact on helping novice teachers grow positive attitudes toward teaching (Walls, 2022)[4] and improves the experience of teachers of color within the racial and cultural climate of schools (Kohli, 2018).[5]

- Using communities of practice to prepare mentors, on culturally responsive induction practices for new teachers of color. CoPs offer a safe place to discuss and understand the needs of mentees, without ignoring race, culture, and language of both mentees and mentors (Flores & Claeys, 2022).[6]

Differentiating Programming for Alternatively Prepared Teachers

Increasingly, novice teachers are entering the classroom through alternative pathways to the profession, making induction and mentoring a critical support for novice teachers who have had limited formal preparation (Redding & Smith, 2019).[7]

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[3] Gist, C. D., Bristol, T. J., Flores, B. B., Herrera, S., & Claeys, L. (2021). Effective mentoring practices for teachers of color and Indigenous teachers. In C. D. Gist & T. D. Bristol (Eds.), *Building a more ethnoracially diverse teaching force: New directions in research, policy, and practice* (pp. 34–37). PDK International.

[4] Walls, T. (2022). EquityMatterz: Leveraging critical professional development and critical mentorship to retain and sustain teachers of color. In C. D. Gist & T. J. Bristol (Eds.), *Handbook of research on teachers of color and Indigenous teachers* (pp. 459–472). American Educational Research Association.

[5] Kohli, R. (2018). Behind school doors: The impact of hostile racial climates on urban teachers of color. *Urban Education, 53*(3), 307–333.

[6] Flores, B. B., & Claeys, L. (2022). Transformative vision and practices: Preparing culturally efficacious induction mentors. In C. D. Gist & T. J. Bristol (Eds.), *Handbook of research on teachers of color and Indigenous teachers* (pp. 473–488). American Educational Research Association.

[7] Redding, C., & Smith, T. M. (2019). Supporting early career alternatively certified teachers: Evidence from the Beginning Teacher Longitudinal Survey. *Teachers College Record*, *121*(11), 1–32.

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Traditionally prepared and alternatively prepared novice teachers have differing needs and thus require differentiated induction and mentoring programming. Promising practices from emerging research include:

- Focusing induction and mentoring program content on topics determined and driven by understanding alternatively prepared teachers' needs as they enter the classroom (Kwok & Cain, 2021)[8] in the local context (Redding & Smith, 2019), such as classroom/time management and student motivation.

- Sustaining and scaffolding induction activities (e.g., targeted professional learning for alternatively prepared teachers) throughout the school year instead of overwhelming alternatively prepared teachers at the beginning of the year (Kwok & Cain, 2021).

- Ensuring that alternatively prepared teachers are assigned a mentor and actively engage with their mentor throughout the year in activities such as lesson observation and high-quality feedback sessions (Kwok & Cain, 2021; Redding & Smith, 2019).

- Leveraging multiple staff members (i.e., mentor team) to mentor alternatively prepared teachers whose needs are often in different areas (e.g., subject matter content, school policies). These staff members can coordinate efforts to support mentees over their first few years of teaching (Smith & Evans, 2008)[9].

- Including faculty in teacher preparation programs in induction and mentoring programming given the shared responsibilities of preparing alternatively certified teachers (Redding & Smith, 2019).

- Using electronic or alternative forms of communication to support alternatively prepared teachers as this process builds a bigger mentor pool and is less dependent on scheduling (Smith & Evans, 2008).

> For more information on Induction and Mentoring Programming in the Commonwealth, visit DESE's informational page:
> https://www.doe.mass.edu/edeffectiveness/mentor/default.html

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[8] Kwok, A., & Cain, C. (2021). Alternatively certified teachers' perceptions of new teacher induction. *Professional Development in Education*. Advance online publication. https://doi.org/10.1080/19415257.2021.1879226

[9] Smith, E. R., & Evans, C. (2008). Providing effective mentoring for alternate route beginning teachers. *The Teacher Educator*, *43*(4), 249–278.

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