

Induction and Mentoring Programs for Emergency and Provisionally Licensed Teachers in the Commonwealth

A Differentiation Guide

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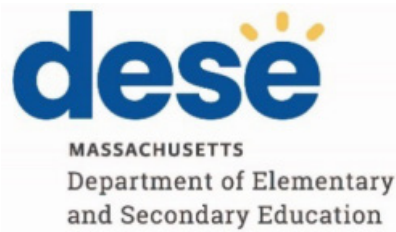


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Acknowledgments

The Region 1 Comprehensive Center is part of the Comprehensive Center Network, which is composed of 19 regional centers and a national center tasked with providing capacity-building services to states, districts, and schools to improve educational outcomes and instructional quality for all students. In October 2019, the U.S. Department of Education awarded 5-year grants to the current cohort of centers, which offer services to all 50 states, the District of Columbia, the Bureau of Indian Education, and U.S. territories and outlying areas. For more information and resources from across the network, visit the Comprehensive Center Portal.



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Introduction to the Guide

A formal induction and mentoring (I&M) program is critical for supporting and developing novice teachers as they enter the K–12 classroom and has been found to improve teacher retention, teaching practice, and student outcomes (Glazerman et al., 2010; Schmidt, 2018; Schmidt et al., 2017; Smith & Ingersoll, 2004). Districts across the Commonwealth of Massachusetts are required to offer induction and mentoring programming to their novice teachers.

Increasingly, Massachusetts districts are hiring teachers with emergency or provisional licenses to meet workforce needs. These individuals are still working toward their initial license with varying degrees of formal preparation, and many have yet to pass all required licensure exams. These pathways to licensure have also provided entry into the profession for an increasingly diverse cohort of educators. For example, in 2022, 47% of individuals with an emergency or a provisional license identify as educators of color, compared with just 10% of the general teacher workforce (Massachusetts Department of Elementary and Secondary Education, n.d.). In the last three 3 years, 184 districts have hired at least one teacher with an emergency license and 167 with a provisional license and only 48 districts have hired none (Giffin et al., 2023).

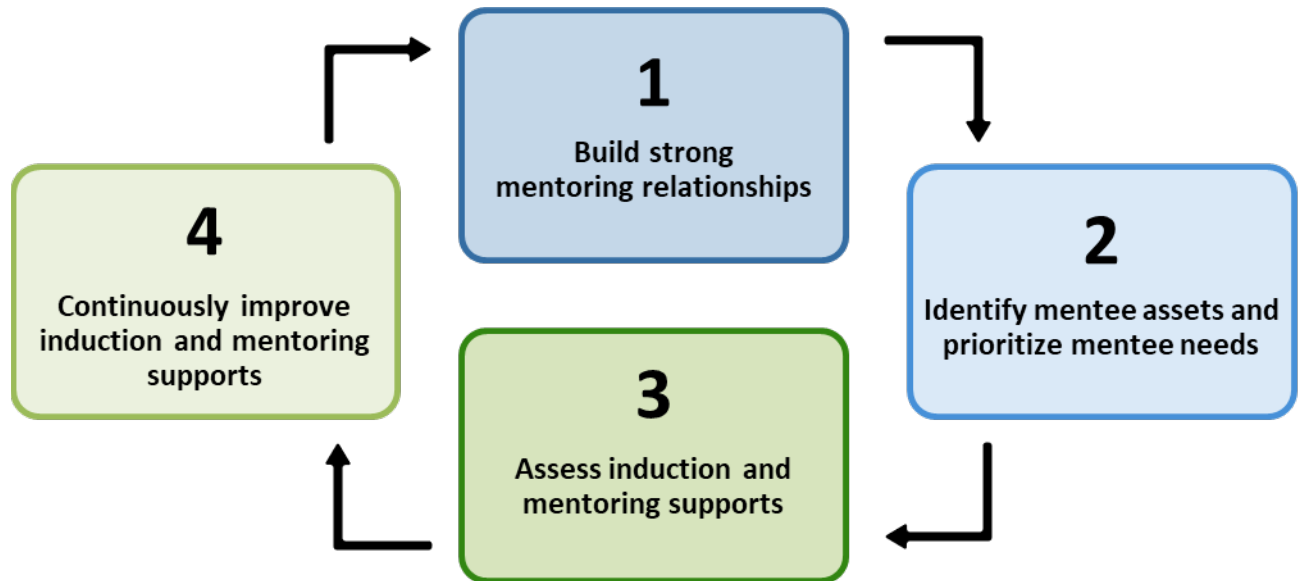
Of the districts that reported employing emergency and provisionally licensed teachers, only 13 districts report differentiating their I&M supports and 40 districts report somewhat differentiating their supports (Giffin et al., 2023). Providing tailored and personalized support to meet the unique needs of emergency and provisionally licensed teachers may help novices feel valued, build on their strengths, and help them grow confidence and pedagogical skills to become thriving teachers who remain in the classroom.

Purpose and Audience

This guide offers a four-stage process (Exhibit 1) to support districts and schools in considering the unique needs of emergency and provisionally licensed teachers when planning and implementing I&M programming. The guide also includes supporting tools developed in consultation with Massachusetts district and school I&M leaders through a facilitated community of practice held during the 2023–2024 school year.

The guide highlights the pivotal role that local program leadership (e.g., district coordinators, school coordinators, principals) and staff (e.g., mentors, mentees) play in designing and improving I&M for emergency and provisionally licensed teachers. The tools, resources, and strategies in the guide provide templates and action steps to adapt based on local context. The guide can serve as a companion to the additional I&M resources provided by the Massachusetts Department of Elementary and Secondary Education.

Exhibit 1. Process for Designing and Improving I&M Supports



Adaptations of the Process

The four stages are a cyclical process that can be implemented flexibly throughout a school year. The process may need to be adapted depending on whether a district is launching a new I&M program, a program coordinator is new to the role, or a district or school is completing this process for the first time.

Exhibit 2. Considerations for Adapting the Stages

Status with the process	Recommendations
New I&M program	<ul style="list-style-type: none"> Start with Tool 5: Induction and Mentoring Inventory from Stage 4 to support planning for the I&M program. Follow remaining stages in order.
New I&M program coordinator	<ul style="list-style-type: none"> Complete Tool 5: Induction and Mentoring Inventory from Stage 4 with other I&M leaders to help understand the landscape of I&M. If previous program coordinator assessed the I&M program, follow the steps starting from Stage 4.
First time completing four-stage process	<ul style="list-style-type: none"> Follow the four stages as outlined in the guide. Consider completing Tool 5: Induction and Mentoring Inventory during Stage 1 if you would like to use it as a resource for mentors.
Repeating four-stage process	<ul style="list-style-type: none"> Follow the four stages as outlined in the guide beginning at Stage 1.

Structure of the Guide

The guide is organized into the four stages of the I&M process, with each stage following a similar structure:

- **Introduction** explains the stage and its importance for I&M and differentiating supports.
- **Critical Actions** articulate specific actions for program coordinators, mentors of emergency and provisionally licensed novice teachers, and mentees to take to implement that stage.
- **Considerations and Guiding Questions** provide prompts and/or questions to consider when adapting the guidance and/or tools to the local context.
- **Implementation Tools and Resources** for program coordinators, mentors, and/or mentees support the implementation of each stage of the process. This section links to tools developed by the community of practice, other existing Massachusetts resources, or national resources that can be leveraged to support induction and mentoring.

Stage 1: Build Strong Mentoring Relationships

Building a trusting mentoring relationship is crucial for teacher professional growth in schools (Bryk & Schneider, 2002; Cranston, 2011; Tschannen-Moran, 2001). Strong mentoring relationships foster environments where mentees are supported and receive valuable guidance and encouragement from experienced mentors. These relationships improve mentees' confidence, self-esteem, problem-solving capacity, decision-making skills, and sense of community. Mentors also benefit from the fresh perspectives, unique experiences, and individual assets brought by their mentees (Beutel & Spooner-Lane, 2009; Hobson et al., 2008; Mathur et al., 2013; Schwan et al., 2020).

District and school leaders can support mentors in building foundational relationships with emergency and provisionally licensed novice teachers by intentionally providing time, space, and resources that nurture and support the relationship. Through this partnership, the mentor and mentee can work collaboratively to understand and support the unique needs of emergency and provisional licensed teachers.

Critical Actions for Program Coordinators

Program coordinators foster positive mentoring relationships between mentors and mentees by establishing policies and processes and providing guidance supports to help mentors and mentees implement those policies and processes. Program coordinators can take four critical actions to support positive mentoring relationships:

1. Review data

Examine data on the background and diversity of your novice teachers in comparison to the more experienced educator workforce. Disaggregate data to identify patterns between novice educators and the educator workforce overall and by emergency and provisionally licensed educators. Analyzing the data will help prepare the development of guidance and resources to support positive mentoring relationships. For example, the data may show a need to develop mentors' cultural understanding specific to the background and culture of the incoming novice teachers.

2. Provide guidance and resources to build positive mentoring relationships

Share guidance and resources to help support mentors in building positive relationships with mentees. The guidance and resources should support culturally and linguistically sustaining practices and help mentees acclimate to the district and school community, such as the following:

- a. **Supporting culturally and linguistically sustaining practices.** Provide guidance and resources for mentors to explore their own implicit bias. The [American Psychological Association](#) defines implicit bias as “a negative attitude, of which one is not consciously aware, against a specific social group.” To help mentors recognize the presence of biases, provide articles or self-assessments to unpack implicit biases (see Implementation Tools and Resources for examples). Emphasize in professional development training and guidance that emergency and provisionally licensed teachers bring relevant experiential knowledge—grounded in their identity, culture, and background—that they can leverage in their work with students. Create discussion guides to support mentors in practicing inclusive conversations with mentees that recognize how identity, position, and privilege may affect the mentoring relationship (see Implementation Tools and Resources for an example).
- b. **Mentee resources inventory.** Provide mentors with [Tool 1: Mentee Resource Inventory](#). The tool summarizes the resources mentees can access within the district and whom to contact for additional information or needs. This will address any confusion about where to access information or learning opportunities in specific topics once the school year has started. It includes professional learning opportunities, instructional support, and logistical questions (e.g., how to take a sick day or submit grades).

3. Establish expectations for mentoring agreements

Develop guidance to support mentors in creating a mentoring agreement with mentees. The agreement can include the mentees and mentor goals for working together, expectations of the mentoring relationship including coaching services provided, communication preferences, and any logistical agreements such as meeting times. See the Implementation Tools and Resources for sample mentoring agreements.

4. Provide professional development training

Provide opportunities for mentors to learn and practice the guidance and resources developed to support a positive mentoring relationship. This can include activities such as role-playing difficult conversations, practicing creating a mentoring agreement, or reflecting on an article that discusses implicit bias. Reference the data examined that may reveal disparities in access for students or cultural or background differences.

Critical Actions for Mentors and Mentees

Mentors and mentees foster and build positive mentoring relationships. Mentors implement district guidance from program coordinators to help establish the foundation for a productive and trusting relationship with the mentees. This includes the mentor and mentee exploring their own implicit bias, understanding each other's communication styles and preferences, and creating a mentoring agreement to set up expectations for their collaboration.

1. Understand your own implicit bias

Reflect together on implicit bias and how it can impact the mentoring relationship and supporting students. The mentor and mentee could discuss the results of an implicit bias quiz or reflect on a video that addresses implicit bias.

Considerations and Guiding Questions

The mentor and mentee can discuss and reflect on the following guiding questions after completing an implicit bias quiz or resource:

- What did you learn about implicit bias?
- How can we take steps to prevent implicit bias in our mentoring partnership?
- What can we do together to prevent implicit bias with our students?

2. Explore communication styles

Discuss together preferences for communication and outreach and explore communication styles. This should include reflecting on cultural communication styles, both verbal and nonverbal. The mentor and mentee can complete a communication styles self-assessment to better understand their communication approaches. Preferences can be documented in the mentoring agreement.

3. Develop mentoring agreement

In an early one-on-one meeting, the mentor and mentee co-develop a mentoring agreement per the guidance from the program coordinator. The process of completing the agreement will allow the mentor and mentee to learn more about one another including expectations for the mentoring relationship, provide an opportunity for mentees to have voice in their mentoring, and set the foundation for building a positive mentoring relationship.

Implementation Tools and Resources

Below are some sample tools and resources to support building a mentoring relationship, including resources on implicit bias, communication styles, and supporting culturally and linguistically sustaining practices.

- [Tool 1: Mentee Resource Inventory](#)
- [Washington State Standards for Mentoring](#): Includes guidance on developing a learning-focused relationship with mentees
- Sample [mentorship agreements](#) from Maine

Implicit Bias

- [Understanding Implicit Bias: What Educators Should Know](#): Article on implicit bias, its affect in classrooms, and how to mitigate the influence of implicit bias
- [Implicit Association Tests](#): A quiz on implicit bias from Project Implicit
- [How to Overcome Our Biases? Walk Boldly Toward Them](#): A TED talk video from Verna Myers

Communication Styles

- [Communication Styles: A Self-Assessment Exercise](#): A self-assessment on communication styles from Virginia
- [How to Improve Communication Skills at the Workplace](#): Video on communication styles and how to communicate with people in the style they want

Supporting Culturally and Linguistically Sustaining Practices

- [Building Relationships With Mentees module](#): Provides a [Guide for the First Mentor/Mentee Meeting](#) to plan a first mentoring meeting
- [The Power of Teacher Diversity: Fostering Inclusive Conversations Through Mentoring](#): A conversation guide from the Region 8 Comprehensive Center for Ohio on how to support inclusive mentoring for diverse teachers



Stage 2: Identify Mentee Assets and Prioritize Mentee Needs

Teaching requires the acquisition and utilization of a variety of skills, behaviors, and knowledge. The Massachusetts [Standards of Effective Teaching Practice](#) articulate evidence-based, culturally and linguistically sustaining teaching practices and provide the basis for I&M programming. Recognizing that emergency and provisionally licensed novice teachers may not have completed traditional preparation activities but do enter the profession with different assets, it is important to provide I&M support that is differentiated to their unique needs.

After establishing a trusting relationship, the next phase is to identify existing mentee knowledge and skills and prioritize areas of professional development. Critical to this step is a teacher self-reflection on their familiarity and proficiency with the Massachusetts Standards of Effective Teaching Practice. The self-reflection information will help tailor I&M supports to mentees' individual strengths and areas for growth.

Critical Actions for Program Coordinators

Program coordinators establish the approach for implementing the self-reflection process with mentees and provide guidance and supports. Program coordinators can take four critical actions to identify mentee assets and prioritize needs:

1. Select and/or adapt a self-reflection tool

Select a self-reflection tool to help identify mentees' strengths and areas for improvement. Ensure the self-reflection tool is aligned to the [Standards of Effective Teaching Practice](#). Program coordinators can use or adapt [Tool 2: Novice Teacher Self-Reflection](#). See Considerations and Guiding Questions for suggestions on how to adapt this tool.

2. Establish the self-reflection process

Develop implementation guidance for completing the self-reflection process, including instructions for mentors and mentees, a timeline for completing each step of the process, and expectations for using the results to inform mentor decisions.

- a. **Instructions.** Develop step-by-step instructions for mentors and mentees to follow to complete the self-reflection process and tool. The steps should include guidance on the critical actions for mentors and mentees described in this guide (see pages 12–13).
- b. **Timeline.** Create a timeline for mentors and mentees to follow to complete the self-reflection. It should include dates for the mentor and mentee to collaborate on the self-reflection tool, time to complete the self-assessment, and a timeline for reviewing and discussing the self-reflection results. To continuously monitor and respond to mentee needs, the self-reflection process may be completed multiple times throughout the school year.

- c. **Use findings.** Establish guidance to support how mentors will use the self-reflection findings to inform what supports to provide to mentees. The guidance can include discussion questions for the mentor and mentee to use to identify necessary professional learning and coaching supports. Share an inventory of the I&M supports and professional learning activities and how those supports and activities align with the [Standards of Effective Teaching Practice](#) (this could include giving mentors a completed [Tool 5: Induction and Mentoring Inventory](#), described further in Stage 4 on page 16). Mentors can use the inventory to identify existing activities to prioritize gaps in needs.

Considerations and Guiding Questions

Program coordinators can consider the following ideas to adapt the self-reflection process:

- Instruct the mentor and mentee to collaboratively complete the self-assessment during a one-on-one meeting.
- Instruct mentors and mentees to focus on the priority elements of the self-reflection tool instead of all the standards and indicators.
- Prioritize the elements that are essential to being “ready to teach” on the [Candidate Assessment of Performance](#): I-A-1 Subject Matter Knowledge, I-C-2 Adjustments to Practice, II-A-1 High Expectations and Support, II-B-2 Safe Learning Environment, III-C-1 Collaboration on Student Learning and Well-Being, IV-A-2 Reflective Practice. See the Appendix for more information.

3. Provide mentor training

Create professional development training for mentors to implement the self-reflection process. The training should introduce the self-reflection tool and process and provide opportunities for mentors to practice using the results to inform their mentoring planning efforts.

4. Collect results and analyze trend data

Instruct mentors to use [Tool 3: Aggregating Mentee Self-Reflection Responses](#) to collect self-reflection results and aggregate the responses. Dedicate time to reviewing aggregated data across mentors and school leaders to discuss common needs and inform schoolwide or districtwide supports or revisions to the I&M program.

Considerations and Guiding Questions

Reviewing the aggregated self-reflection data from emergency and provisionally licensed mentees, program coordinators and other leaders who are designing I&M programming or supporting mentors should discuss the following questions:

- Based on the data, what standards or elements should be prioritized to support mentees and mentors?
- What existing professional learning activities will support mentors and mentees in those areas?
- What adjustments need to be made to the planned professional learning activities to meet the needs of mentees?
- What, if any, additional supports need to be provided to meet mentee needs? What supports will mentors need to address mentee needs?

Critical Actions for Mentors and Mentees

Mentors implement the self-reflection process established by program coordinators with mentees. Typically, mentors and mentees can take five critical actions during this stage to help ensure a self-reflection process that identifies mentee assets and prioritize needs:

1. Review the novice teacher self-reflection tool

The mentor meets with the mentee to review the novice teacher self-reflection tool and discuss the overall self-reflection process. During this conversation, the mentor highlights the standards, indicators, and elements of effective teaching practice and explains the self-reflection ratings. It is important for the mentor to encourage the mentee to document any notes, evidence, or questions in the last column as they feel it is appropriate.

2. Discuss terminology

The mentor should ask the mentee if there are any unfamiliar terms in the self-reflection tool and clarify necessary language. For those who have not gone through a traditional preparation program, the standards language may be unfamiliar. It may be helpful to focus the discussion on terms related to the district's focus indicators or elements.

3. Complete the self-reflection

The mentee completes the self-reflection tool and documents any evidence or questions in the "Notes/Evidence/Questions" column of the tool. Examples of evidence could include specific lesson plans, student artifacts, or observations on standard or element implementation in the classroom. This evidence can be referenced and discussed during the self-reflection discussion.

4. Meet to discuss results

The mentor and mentee review the completed self-reflection data to identify areas of strength and to prioritize areas of support. During this conversation, the mentee can share their documented evidence. This conversation can also explore any questions or observations from the mentee. Using the self-reflection calendar shared by the local program coordinator, the mentor will identify when they will revisit the self-reflection and reprioritize any areas of support.

Considerations and Guiding Questions

Mentors and mentees can discuss the following questions about the self-reflection results:

- What are one to two areas of strength for the mentee?
- What two to three areas should be prioritized in the mentee's I&M supports?
- What additional professional learning activities could support the mentee?

5. Update or establish a mentoring plan

Using the self-reflection information and discussion, the mentor and mentee may develop a new or update an existing mentoring plan. The mentoring plan includes the mentee's learning goals, I&M activities to support the goals, additional professional learning activities that will support the mentee's goals, and specific strategies or practices for the mentee to incorporate. The mentoring plan may be part of the mentoring agreement discussed in Stage 1 or may be a separate resource depending on guidance established by the program coordinator.

Implementation Tools and Resources

- [Tool 2: Novice Teacher Self-Reflection](#)
- [Tool 3: Aggregating Mentee Self-Reflection Responses](#)

Stage 3: Assessing Induction and Mentoring Supports

Recognizing that I&M supports need to be adapted to support the unique needs of emergency and provisionally licensed novice educators, it is important to understand the effectiveness of the I&M supports for these teachers. Collecting and analyzing data can help program coordinators and the teams that design I&M programs make informed decisions.

Critical Actions for Program Coordinators

1. Develop research questions

The questions should articulate what program coordinators want to learn about I&M programming and inform continuous improvement efforts for I&M for emergency and provisionally licensed novice educators. Consider which aspects of I&M programming to examine at a deeper level (e.g., mentor training and preparedness, mentee perceptions of the program, mentor perceptions of the program, program impact on teacher retention or instructional practice).

2. Identify data sources

Identify existing data collected by the district or school (see Exhibit 3 for examples) that would provide information on your research questions. Identify data gaps for your research questions. Collect and identify missing data needed to answer the research questions. Consider whether current measurement efforts look specifically at programming for emergency and provisionally licensed novice educators. [Tool 4: Sample Survey of Induction and Mentoring Supports for Emergency and Provisionally Licensed Mentees](#) provides possible questions for consideration or adaptation to use in surveys or interviews of mentors and mentees.

Exhibit 3. Sample Data Sources for Assessing I&M Programs

Data source	Information to learn
Mentor logs	Identify trends on common questions that need additional supports or clarity in training.
Novice retention data <ul style="list-style-type: none"> • Demographic • License type • Subject area 	<ul style="list-style-type: none"> • Determine whether mentoring supports need to be more culturally relevant. • Identify whether mentors of emergency and provisionally licensed teachers need additional and/or different training supports. • Consider changes to factors for mentor–mentee match.
Mentor and mentee interview, focus groups, or survey data	Determine the perceptions of the differentiated program from the lens of mentors and mentees.
Mentor–mentee assignment data	Determine whether all novice teachers are being assigned and/or matched to mentors who can support them in their areas of need.
Professional learning attendance	Consider the learning opportunities the mentees are attending/receiving in addition to your I&M program.
Lesson plans	Create an overview of instructional planning, content knowledge, student assessment, and other factors to help determine focused areas of needed support.
Observation notes	Gain insight into the actual instructional practice and classroom management happening in novice teachers’ classrooms.
Evaluation data	Review areas of strength and growth on the evaluation to provide important information for supports offered in the I&M program.

3. Develop a data collection plan

Create a plan to collect data, including the timeline, roles and responsibilities, data storage, and communication.

- a. **Timeline.** Consider the cadence of the school year, and launch data collection when mentors and mentees have sufficient time to respond to data inquiries, avoiding busy time periods during the school year (i.e., testing).
- b. **Roles and responsibilities.** To ensure key actions are completed, assign data collection responsibilities to specific staff. Responsibilities may include data administration, data collection, and initial analysis.
- c. **Communication.** Develop communication collateral that explains the purpose of the data collection, key milestones and related timeline, and instructions for the administration. Language should consider the perspective of data collection participants (mentors and mentees) and those supporting the administration (e.g., interview leads, survey leads).

4. Launch data collection

Execute the data collection plan by sharing data collection tools and instruments via communication collateral. Prepare for initial questions, and follow up to ensure timely responses to questions or troubleshooting issues. Document these questions and issues, and include in future improvements to the data collection plan.

5. Analyze data and communicate results

Collect, organize, and analyze data, and consider that results differ for emergency and provisionally licensed novices. Convene a diverse team—representing a variety of roles related to I&M, diverse backgrounds, and different subject area expertise—to collaboratively analyze the results. Frame the analysis around the established goals, and identify any trends or themes from the data. Focus on any strengths and areas for improvement for the I&M program.

Considerations and Guiding Questions

- What are the strengths of the I&M programming for emergency and provisionally licensed mentees? What are the strengths according to mentors, and how do they differ from those identified by mentees?
- What are some areas in the I&M programming that could be improved for emergency and provisionally licensed mentees and their mentors?
- What are the needs of emergency and provisionally licensed novice teachers and their mentors?
- What are some changes you can make to existing programming to meet their needs and/or address the areas for improvement?

Implementation Tools and Resources

Below are some resources from Massachusetts and other states that are engaging in measuring induction and mentoring programming.

- [Tool 4: Sample Survey of Induction and Mentoring Supports for Emergency and Provisionally Licensed Mentees](#)
- [Annual Induction and Mentoring Report](#): Districts are required to share reflections on their I&M programs to the Massachusetts Department of Elementary and Secondary Education. This report can serve as inspiration for how districts can assess and continuously improve differentiated I&M programming.
- [Collecting Stakeholder Feedback on Induction and Mentoring Programs](#): Provides information (e.g., topics, items) to help districts as they consider soliciting stakeholder feedback on their I&M program.
- [Mentoring and Induction Program Sample Survey Questions](#): Provides sample survey questions from the Mississippi Department of Education for mentors, mentees, and program leadership for I&M programs.
- [Strategy Brief: Evaluating Induction Programs](#): Highlights effective practices in evaluating I&M programs for districts from the Pennsylvania Department of Education.

Stage 4: Continuously Improve Induction and Mentoring Supports

The final stage of the guide initiates the continuous improvement of I&M supports based on the novice teacher self-reflection data and discussion (Stage 2) and the program assessment (Stage 3). Incorporating feedback and input from mentors and mentees will strengthen the I&M program and better support the unique needs of emergency and provisionally licensed novice teachers.

This stage typically occurs before the school year, as districts and schools plan I&M programming as a dedicated time to incorporate learnings from the previous year. This plan is then revisited throughout the school year based on emergency and provisionally licensed teachers' assets, needs, and development (as described in Stage 2 on page 10).

Critical Actions for Program Coordinators

Program coordinators can take three critical actions to establish and implement the process of continuously improving I&M supports:

1. Inventory I&M programming

In collaboration with other I&M staff, inventory the learning supports provided to emergency and provisionally licensed teachers. This could include activities such as an orientation program, mentoring, beginning teacher learning communities, or other supports. Use [Tool 5: Induction and Mentoring Inventory](#) to identify the I&M learning activities provided and document the objectives, timing, dosage, content/topics, key activities, and aligned standards. The tool supports program coordinators in documenting existing I&M supports and reflection on potential refinements based on new information. See Exhibit 4 for a sample response for an orientation session.

Exhibit 4. Sample Induction and Mentoring Inventory Response

Orientation program session	
Below, detail your plans for a comprehensive novice teacher orientation program.	
Objective(s)	Novice teachers will... <ul style="list-style-type: none"> • understand the cultural background of the school’s students and families • learn the racial history of the district
Time frame	August
Dosage	2-hour session
Content/topics	Teachers review and discuss data on the district’s and school’s student demographics and needs. Teachers read and discuss short stories highlighting examples of students’ cultural background and reflect on examples of how students’ culture was integrated into the classroom and instruction. Teachers watch a video on the racial history of the community and discuss the potential impact to students and the classroom.
Key activities	<ul style="list-style-type: none"> • District and school demographic data analysis and discussion • Stories on culturally relevant and sustaining instruction • Identify profiles and impact to learning
Indicator(s)	<ul style="list-style-type: none"> • Curriculum and planning • Instruction

2. Determine necessary revisions

In collaboration with other I&M leaders, determine whether I&M supports offered address the areas of greatest need for emergency and provisionally licensed teachers. Review the inventory and the assessment results (from Stage 3, Step 5) and complete [Tool 6: Action Planning Based on Needs and Gaps in Coverage](#). Using this tool, the I&M team can reflect on how the [Standards of Effective Teaching Practice](#) are addressed across the I&M program and consider modifications for emergency and provisionally licensed educators’ unique needs. Based on the reflections from this tool, program coordinators and the I&M team can create an action plan and revise the inventory to incorporate the proposed refinements to the I&M programming.

- a. **Action plan.** The last column of Tool 6 provides space for the I&M team to brainstorm actions to address the identified gaps in coverage of the Standards of Effective Teaching Practice in the I&M programming. These actions can guide the team in refining the I&M learning supports.
- b. **Revise inventory.** Revise the I&M programming descriptions in the inventory to further specify how I&M will be improved.

3. Implement revisions to the I&M plan

Execute the action plan and revisions to the I&M program by communicating the updates to mentors and district/school leaders, determine roles and responsibilities for implementing each revision or update to the program, and update any training materials or I&M resources as needed.

- a. **Communicate revisions to mentors and district/school leaders.** Communicate to school leaders, mentors, and others I&M leaders the revisions made to the I&M program, the purpose for the changes, and how these revisions support the needs of emergency and provisionally licensed novice teachers. Share how the feedback from mentors, mentees, and I&M leaders informed the revisions. This will reinforce that the changes to the I&M program are part of a continuous improvement process.
- b. **Assign roles and responsibilities.** Determine who will be responsible for implementing the actions in the action plan to execute the refinements to the I&M program, including those responsible for supporting each learning activity (e.g., orientation, mentoring, beginning teacher professional learning community).
- c. **Update training materials and resources.** Revise I&M training or guidance materials. This includes training resources to support the work of mentors in addition to I&M materials for mentees.

Considerations and Guiding Questions

- What are the key activities or actions steps needed to implement revisions to the I&M program? What needs to be adjusted specifically for emergency and provisionally licensed educators?
- Who is responsible for implementing the planned activities? Who needs to be involved or consulted?
- What do you expect will be one or two challenges to the implementation of the revisions? How will your team address these challenges?
- What supports or resources are essential for the implementation (Center on Great Teachers and Leaders, 2018)?

Implementation Tools and Resources

- [Tool 5: Induction and Mentoring Inventory](#)
- [Tool 6: Action Planning Based on Needs and Gaps in Coverage](#)

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Appendix. The CAP Essential Elements and I&M

For beginning educators who have not yet completed an educator preparation program, such as emergency license holders or provisionally licensed educators, induction and mentoring program leaders and mentors may consider prioritizing support around a subset of elements from the rubric known as the “CAP Essential Elements.”

Teacher candidates in approved educator preparation programs in Massachusetts are prepared in accordance with the Professional Standards for Teachers, which directly align with the Standards of Effective Practice. In order to complete their programs and be deemed “ready to teach,” all candidates must complete the Candidate Assessment of Performance (CAP), a five-stage process that mirrors educator evaluation and includes goal setting; evidence collection from observations, artifacts, and student feedback; and a formative and summative assessment. CAP focuses on a subset of elements from the Professional Standards for Teachers called “Essential Elements.”

Exhibit A.1. The CAP Essential Elements

Standards	Essential elements
Standard I: Curriculum, Planning, and Assessment	<ul style="list-style-type: none"> • I-A-1 Subject Matter Knowledge • I-C-2 Adjustments to Practice
Standard II: Teaching All Students	<ul style="list-style-type: none"> • II-A-1 High Expectations and Support • II-A-3 Inclusive Instruction • II-B-2 Safe Learning Environment
Standard III: Family and Community Engagement	<ul style="list-style-type: none"> • III-C-1 Collaboration on Student Learning and Well-being
Standard IV: Professional Culture	<ul style="list-style-type: none"> • IV-A-1 Reflective Practice

These elements were identified by educator preparation leaders and PK–12 educators as most essential to ensuring beginning teachers’ readiness to well-serve all students because they are

- necessary to be effective on day one for all students, particularly for those students from systemically marginalized groups and communities;
- feasible for candidates to demonstrate given varying practicum or practicum-equivalent contexts;
- able to serve as an umbrella for skills outlined in other elements, particularly in cases where other elements are prerequisite skills to those outlined in the Essential Elements; and
- representative of essential knowledge and skills across all four standards.

By focusing induction and mentoring supports for educators who have entered the field through alternative pathways around these Essential Elements, districts can strengthen coherence with educator preparation and develop beginning teachers' readiness in the skills and practices that are critical to success in their role.

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