NCIPP: Induction for Beginning Special Education Teachers: Needs Assessment
Implementation Matrix and Guiding Questions

Our implementation matrix, on the following page, is designed to help districts think about implementing and sustaining a comprehensive induction and mentoring program for beginning special education teachers.

On the next page, you will find the implementation matrix, which shows six areas for implementing induction: program goals, program elements, program evaluation, human resources, fiscal resources, and physical resources. In the pages that follow, each area is broken down into a series of questions designed to help you identify your district’s current level of induction implementation. Follow the steps below to complete your needs assessment.

1. Go to the first flow chart marked ‘Program Goals’
2. Work through the questions to determine your level of implementation.
3. Once you have identified your level, refer back to the implementation matrix to mark the corresponding box.
4. Continue working through all the questions until you have identified your level in each area.
5. After you have completed all of the areas, return to the implementation matrix to view your district’s completed needs assessment. This will help guide you as you create your action plan. You should have one level circled for each category of the matrix (e.g. program goals, program elements, etc)
## Implementation Matrix

<table>
<thead>
<tr>
<th></th>
<th>Induction Support For All Teachers</th>
<th>Induction Support Differentiated for Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Stipulation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your state or local policy specify goals for your program?</td>
<td>Program Goals</td>
<td>No goal for induction</td>
</tr>
<tr>
<td>Does your state or local policy require specific elements for mentoring or induction?</td>
<td>Program Elements</td>
<td>No induction program</td>
</tr>
<tr>
<td>Does your state or local policy specify steps for evaluating the support provided for beginning teachers?</td>
<td>Program Evaluation</td>
<td>No evaluation plan</td>
</tr>
<tr>
<td><strong>Resource Allocation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your district have staff positions dedicated to supporting beginning teacher development?</td>
<td>Human Resources</td>
<td>None</td>
</tr>
<tr>
<td>Does your district have funding allocated to support beginning teacher development?</td>
<td>Fiscal Resources</td>
<td>None</td>
</tr>
<tr>
<td>Does your district have physical resources (i.e., space, technology infrastructure, materials)?</td>
<td>Physical Resources</td>
<td>None</td>
</tr>
</tbody>
</table>
Does your Induction Program Include Goals for ...

<table>
<thead>
<tr>
<th>Goal</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving special education instructional quality, content instruction for special education, special education pedagogy, and behavior management?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing collaboration between special education teachers, their colleagues and parents of students with disabilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving data management for student achievement and special education policies?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered **no** to all of the questions in the table, you are at the **Implementation level**.

If you answered **no** to any of the questions in the table, you are at the **Awareness level**.

If you answered **yes** to all the questions in the table, you are at the **Adaptation level**.
Program Elements

Start

Do you have an induction program that meets minimum state and district requirements?

YES

Does your district induction program go beyond minimum state or district requirements?

YES

Ask yourself the questions in the following table:

<table>
<thead>
<tr>
<th>Does your Induction Program Include...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring for beginning special education teachers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development for beginning special education teachers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A well-defined role for building administrators?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A well-defined role for mentors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A plan for recruitment and selection of special education mentors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines for matching special education mentors and mentees?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training for special education mentors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A plan for providing ongoing support to special education mentors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A comprehensive plan for evaluating the induction program?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered no to all of the questions in the table, you are at the **Implementation level**.

If you answered no to any of the questions in the table, you are at the **Awareness level**.

If you answered yes to all the questions in the table, you are at the **Adaptation level**.
Program Evaluation

Start

Does your state or district specify steps for evaluating the induction support provided for beginning teachers?

YES

Does your state and/or district induction evaluation of support for beginning teachers go beyond the minimum requirements?

YES

Ask yourself the questions in the following table:

<table>
<thead>
<tr>
<th>Does your Induction Evaluation ...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include data from teacher evaluations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include data from surveys?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include data from mentoring logs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include student data?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NO

You are at the Pre-Adoption level

NO

You are at the Adoption level

If you answered no to all of the questions in the table, you are at the Implementation level.

If you answered no to any of the questions in the table, you are at the Awareness level.

If you answered yes to all the questions in the table, you are at the Adaptation level.
Does your district have at least one person with responsibilities including supporting beginning teacher development?

YES

Are there adequate staff available for supporting beginning teacher development?

YES

Do you have at least one person dedicated to supporting beginning special education teacher development?

YES

You are at the awareness level

Ask yourself: Do you have a collaborative team of people responsible for supporting beginning special education teacher development

YES

You are at the adaptation level

NO

You are at the pre-adoption level

NO

You are at the implementation level

NO

You are at the adoption level
Fiscal Resources

Does your district any funding allocated to support beginning teacher development?

- YES
  - Is the funding available and consistent for supporting beginning teacher development?
    - YES
      - You are at the awareness level
    - NO
      - You are at the Pre-Adoption level

- NO
  - Does your district have funding allocated to support a multilayered and targeted induction program that includes the needs of beginning special education teachers?
    - YES
      - You are at the awareness level
    - NO
      - You are at the implementation level

Ask yourself: Does your district have a sustainable funding for supporting beginning special education teacher development?

- YES
  - You are at the adaptation level
- NO
  - You are at the awareness level
Start

Does your district physical resources (i.e. space, technology, infrastructure, materials) available for supporting beginning teacher development?

YES

You meet the criteria for the adoption level

NO

You are at the Pre-Adoption level

Ask yourself: Are the physical resources available adequate for supporting beginning teacher development?

YES

You meet the criteria for the implementation level

NO

You are at the adoption level