

Maine's Alternative Certification Mentoring  
Program

# Induction for Beginning Special Educators

## Needs Assessment Implementation Matrix (NAIM)

**Disclaimer:**

This content was produced by NCIPP under U.S. Department of Education, Office of Special Education Program, Award No. H325A120003 and has been modified by MACM to reflect Maine DOE Certification and Educator Effectiveness rules and regulations. The original form of this document is located at:

<http://ncipp.education.ufl.edu/Implementation-Matrix.pdf>

# Purpose Statement

The Needs Assessment Implementation Matrix is designed to help School Administrative Units (SAUs) develop and sustain comprehensive induction and mentoring programs for beginning special education (SED) teachers.

There are six areas for implementation and induction:

- Program Goals
- Program Elements
- Program Evaluation
- Human Resources
- Fiscal Resources
- Physical Resources.

The following pages list questions for each area that will help you identify your SAU's current level for special educator induction and mentoring implementation.

While we don't expect every SAU to be at the highest level in every area, we hope that the criteria outlined here will give guidance for developing or enhancing your current plan to address the unique needs of beginning SEDs.

SAUs that demonstrate the presence of differentiated support for beginning SEDs will complete a Memorandum of Understanding with MACM/DOE and will resume oversight of new SED mentoring in the SAU.

Instructions:

1. Work through the questions on each page to determine your current implementation level, and record your outcomes on the Implementation Matrix.
2. Upon completion of all areas, review the Implementation Matrix to assess your current SED induction plan level, and to determine steps to be taken and resources needed, if any, to move toward a higher level of differentiated support for new SEDs.
3. Return your SAU Implementation Matrix to MACM:  
[Valerie.smith@maine.edu](mailto:Valerie.smith@maine.edu) (preferred) or by mail to  
Valerie Smith  
5766 Shibles Hall  
Orono, ME 04469

A compilation of statewide needs will be shared with Maine DOE, Educator Effectiveness, to identify technical assistance needs and to locate or create resources addressing these needs.

## Implementation Matrix (Criteria for determining your current level)

Induction support for ALL teachers					Differentiated support for SED teachers	
 <b>Implementation LEVELS</b>		Pre-adoption	Adoption	Implementation	Awareness	Adaptation
			No formal induction program	Meets minimum requirements for induction	In general, supports and implements comprehensive induction for all teachers	Aware of beginning SED support needs and is making efforts to address them
<b>Does your SAU Induction Policy...</b>						
<b>Specify goals</b> for your induction program?	<b>Program Goals</b>	No goal for induction	Goals are not clearly articulated	Clear induction goals	SAU goals have some attention to beginning SEDs	Clear SAU-wide goals for supporting beginning SEDs
<b>Require specific elements</b> for mentoring or induction?	<b>Program Elements</b>	No induction program	Meets some policy requirements	Goes beyond minimum requirements	Program attends to some needs of beginning SEDs	Comprehensive induction program includes supports for beginning SEDs
<b>Specify steps for evaluating</b> the support for beginning teachers?	<b>Program Evaluation</b>	No evaluation plan	Some evaluation, but not consistent or comprehensive	Evaluation plan is consistent, has multiple measures	Evaluation plan is consistent, multiple measures	Comprehensive, consistent plan used to drive continuous program improvement
<b>Resource Allocation</b>						
<b>Allocate staff positions</b> dedicated to support teacher development?	<b>Human Resources</b>	None	Some	Adequate	At least one position devoted to supporting beginning SEDs	Collaborative team effort to support needs of beginning SEDs
<b>Allocate funding</b> to support beginning teachers?	<b>Fiscal Resources</b>	None	Some	Adequate	Adequate funding for multi-layered, targeted program that includes needs of beginning SEDs	Continuous funding stream to support the needs of beginning SEDs
<b>Have physical resources</b> (ie space, technology, infrastructure, materials)?	<b>Physical Resources</b>	None	Some	Adequate	Adequate physical resources, plan includes support needs of beginning SEDs	SAU has physical resources allocated to support the needs of beginning SEDs

# Program Goals



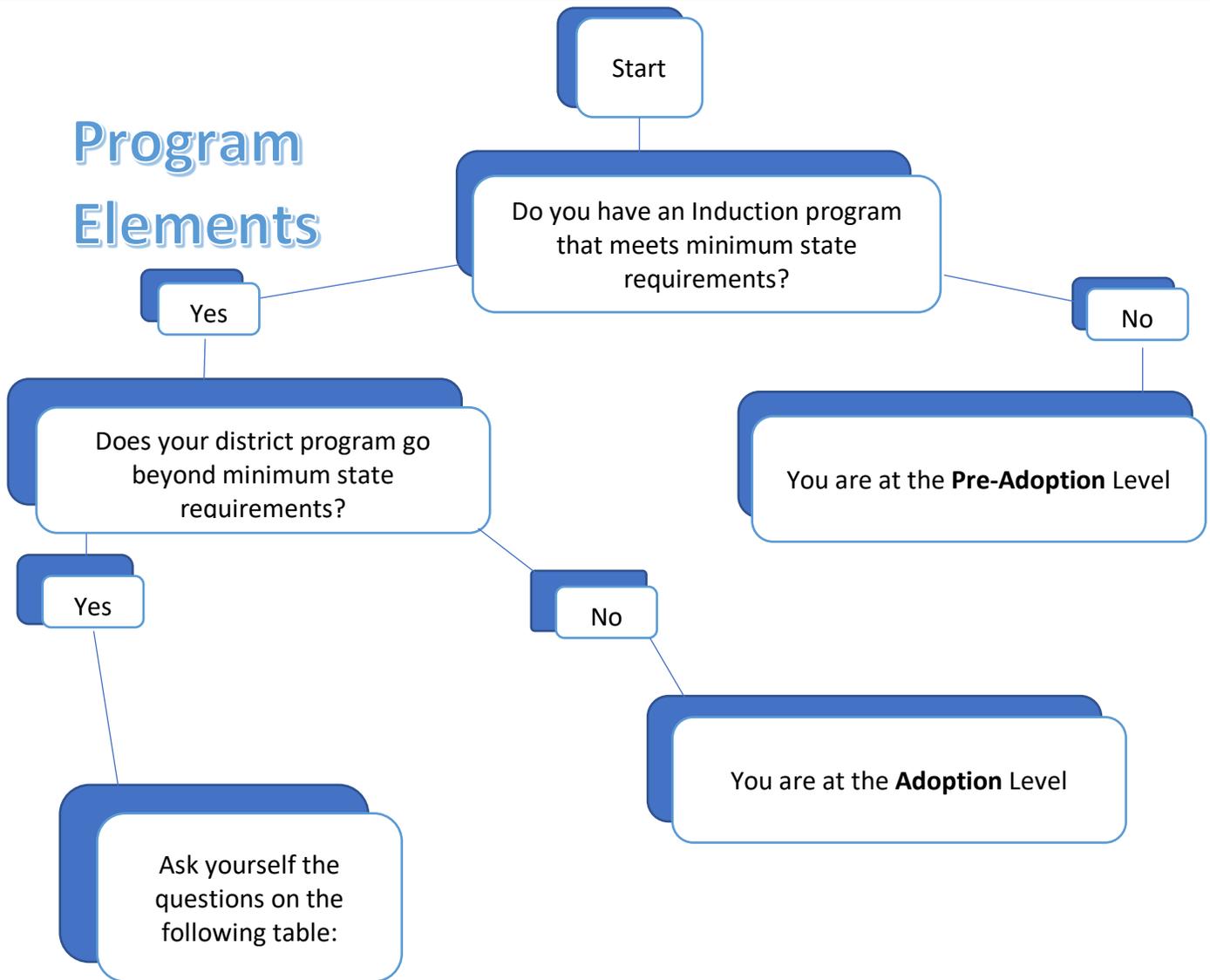
Does your induction plan include goals for	Yes	No
Improving SED instructional quality, content instruction for SED, SED pedagogy, and behavior management?		
Increasing collaboration between SED teachers, their colleagues, and parents of students with disabilities?		
Improving management data for student achievement and SED policies?		

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

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

If you answered yes to all the questions, you are at the **Adaptation level**.

# Program Elements



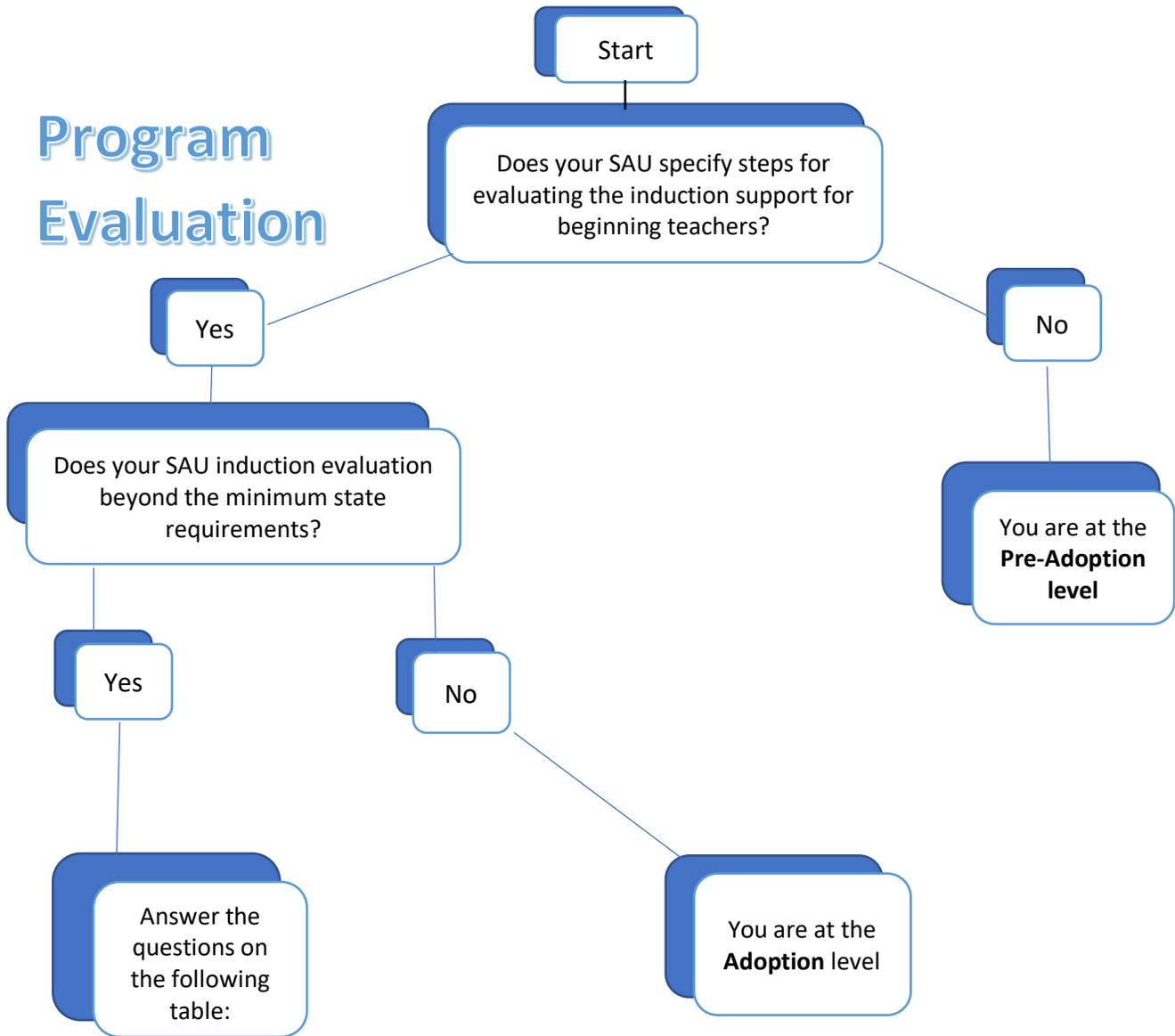
Does your Induction Program Include...	Yes	No
Mentoring for beginning SED teachers?		
Mentoring from veteran special education teachers?		
Professional development for beginning SED teachers?		
A well-defined role for building administrators?		
A well-defined role for mentors?		
A recruitment and selection plan for special education mentors?		
Guidelines for matching SED mentors and mentees?		
Training for special education mentors?		
A plan for providing ongoing support to special education mentors?		
A comprehensive plan for evaluating the induction plan?		

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

If you answered no to any of the questions on 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



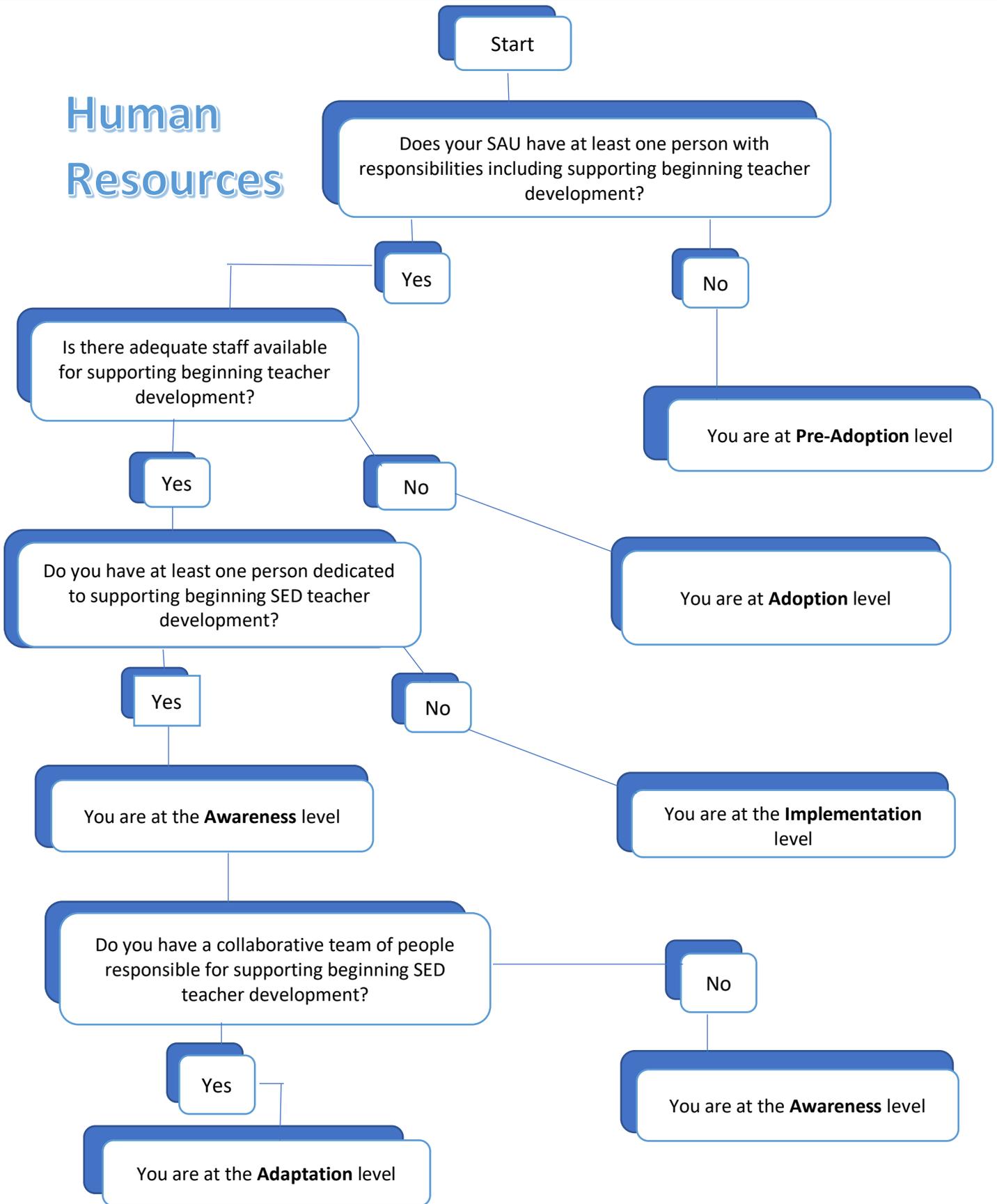
Does your Induction Evaluation include...	Yes	No
Data from mentor/mentee surveys?		
De-identified data from mentoring logs?		
Data from mentee participation in professional development?		
Data from mentor participation in professional development?		

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, you are at the **Awareness** level.

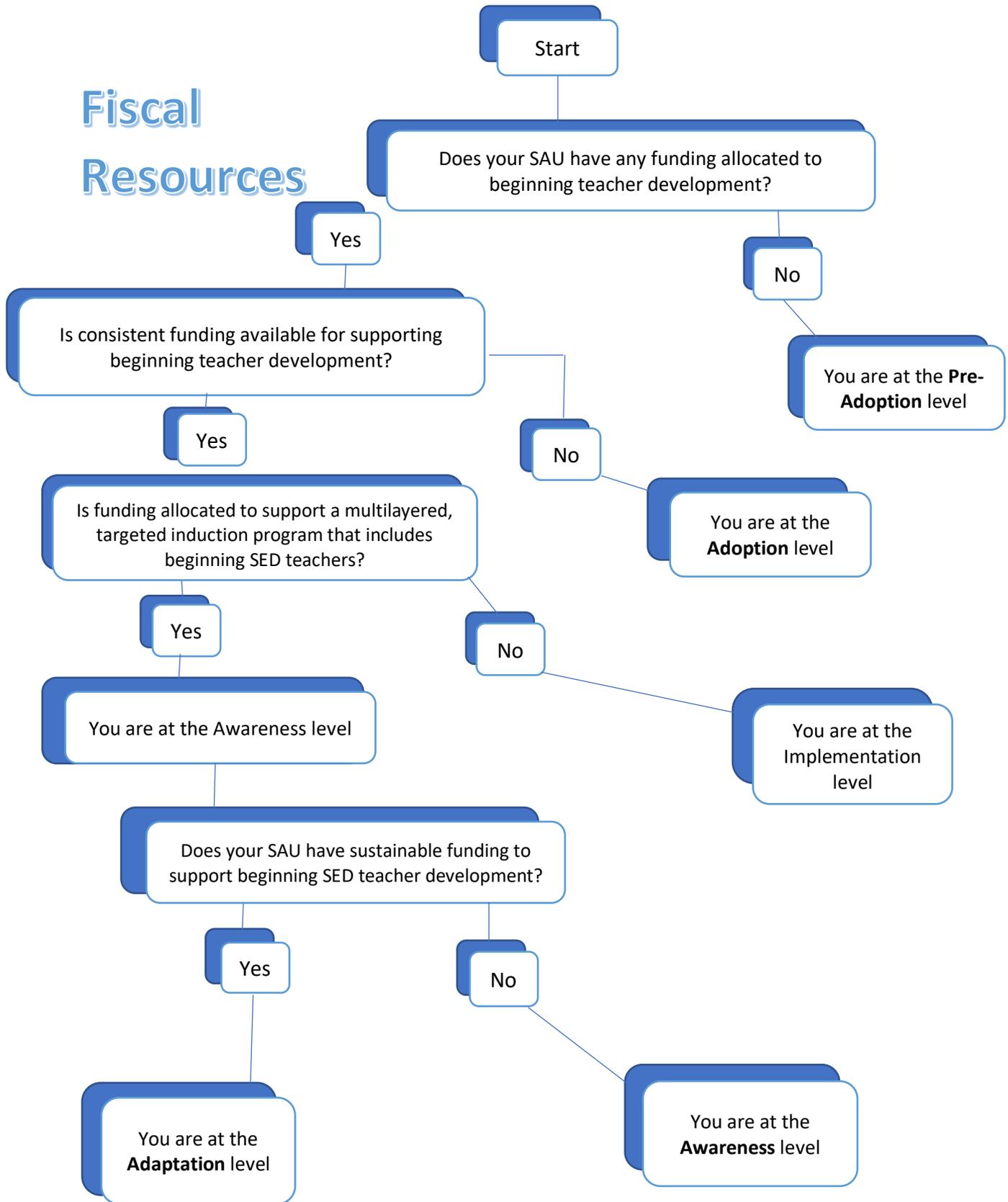
If you answered yes to all the questions, you are at the **Adaptation** level.

# Human Resources



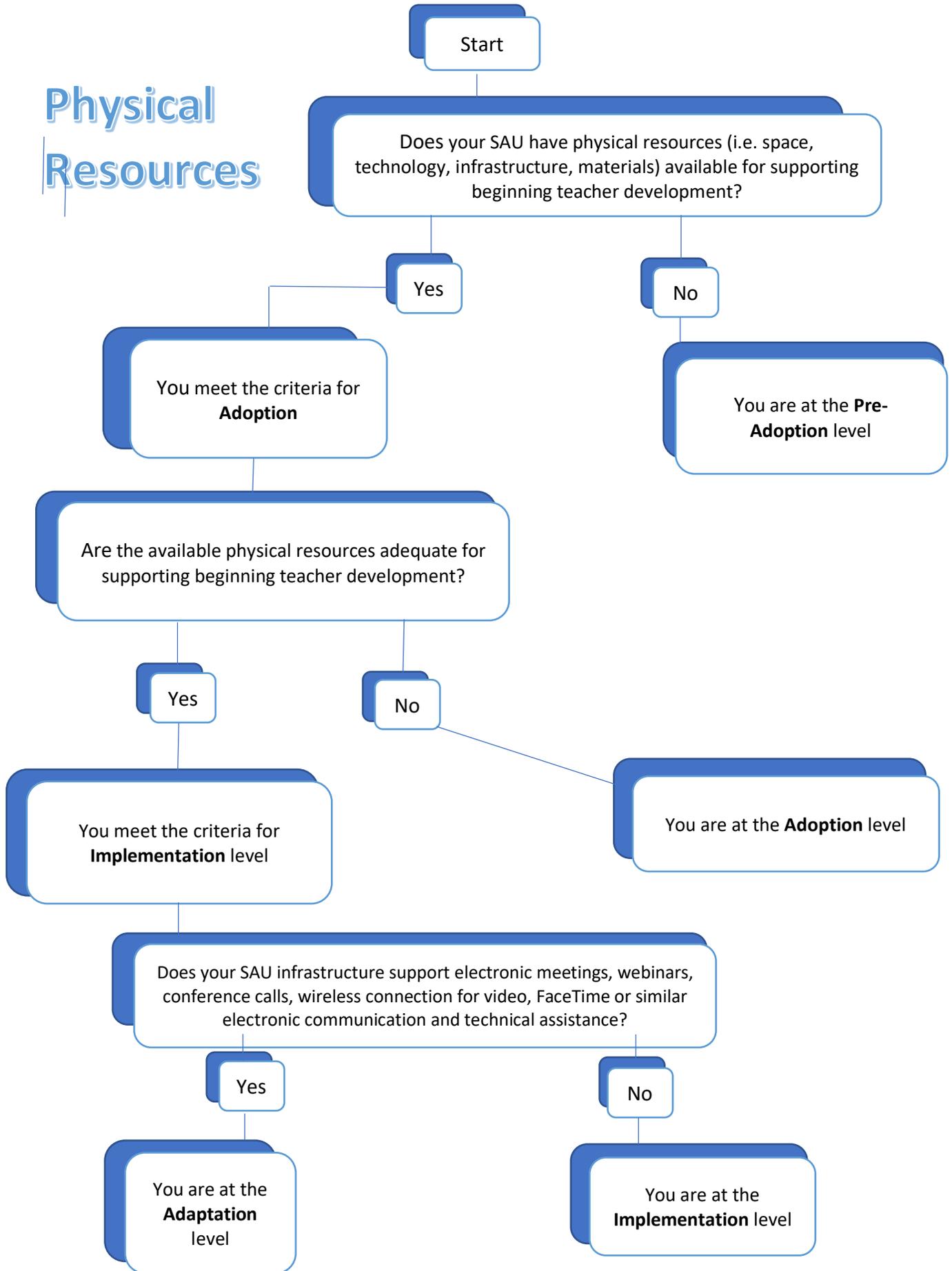
**Adaptation:** Cadre of trained SED mentors; collaborative team for SED teacher development  
**Awareness:** Certification Committee provides SED mentor for SED teachers; one staff person to support SED teachers  
**Adoption:** Ensure that at least 1 SED teacher is part of Certification Committee annually  
**Pre-Adoption:** No differentiation for beginning SED teachers or participation in mentoring/Certification committee

# Fiscal Resources



**Adaptation:** Plan in place for sustainable fiscal support, line item in budget to support SED mentoring and new SED teacher development  
**Awareness:** Certification budget allows funds needed to support SED mentors and new SED teacher development annually  
**Implementation:** Certification budget allows funds needed to support mentors and new teacher development  
**Adoption:** Certification budget allows support for mentors  
**Pre-Adoption:** No allocated funds for beginning teacher development

# Physical Resources



**Maine's Alternative Certification Implementation Matrix  
SAU Results- ACTION PLAN**

SAU:

Person Completing Form:

Position:

Contact Information:

Email:

Phone:

AREA	CURRENT LEVEL (where you are now)	ACTION Steps (How you plan to increase capacity in this area)
PROGRAM GOALS		
PROGRAM ELEMENTS		
PROGRAM EVALUATION		
HUMAN RESOURCES		
FISCAL RESOURCES		
PHYSICAL RESOURCES		

### SAU NEEDS\*

In order to complete preparation for MACM requirements our district would appreciate/needs access to the following resources:

Area	Needed Resources
PROGRAM GOALS	
PROGRAM ELEMENTS	
PROGRAM EVALUATION	
HUMAN RESOURCES	
FISCAL RESOURCES	
PHYSICAL RESOURCES	

\*MACM and MDOE Educator Effectiveness will partner to help you identify locally needed resources (i.e. training materials, workshop sources) as possible. Data from all respondents will help MDOE determine systemic needs that may lead to development of regional or statewide resources or workshops.

**Please return pages 10 and 11 to MACM Coordinator**

[Valerie.smith@maine.edu](mailto:Valerie.smith@maine.edu) (preferred)

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