

Mentoring and Induction in a Turnaround Context: Evidence-Based Practices

February 21 and 22, 2018 | Affinity Group Launch for Talent for
Turnaround Leadership Academy (T4TLA) Teams



Welcome and Introductions

Lynn Holdheide and Lisa Lachlan, Center on Great Teachers & Leaders



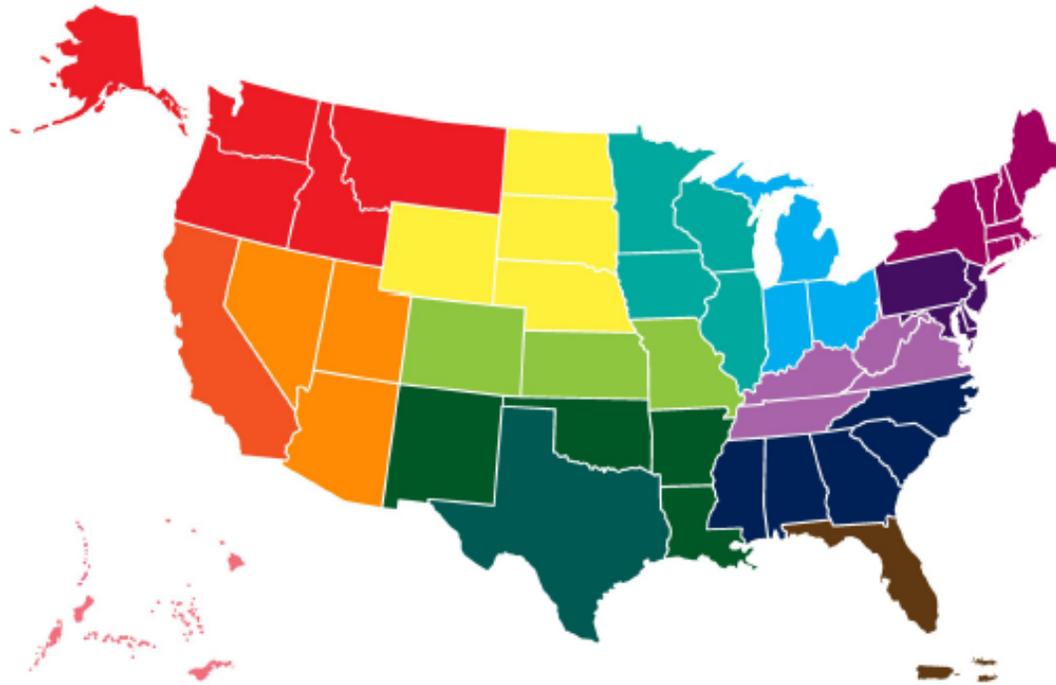
TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Introductions

- Work as a team to identify five things your team members have in common.
 - These five things should NOT be related to your current job.
- One team member will introduce the team by sharing with the room:
 - Each team member's name and organization (e.g., school, district, state, regional comprehensive center), and
 - The five things your team members have in common.

Comprehensive Centers Program 2012–17 Award Cycle



- Center on Enhancing Early Learning Outcomes
- Center on Standards and Assessments Implementation
- Center on Great Teachers and Leaders
- Center on Innovations in Learning
- Center on School Turnaround
- Center on Building State Capacity and Productivity
- Center on College and Career Readiness and Success

Appalachia Comprehensive Center	California Comprehensive Center	Central Comprehensive Center	Florida and Islands Comprehensive Center	Great Lakes Comprehensive Center
Mid-Atlantic Comprehensive Center	Midwest Comprehensive Center	North Central Comprehensive Center	Northeast Comprehensive Center	Northwest Comprehensive Center
Pacific Comprehensive Center	South Central Comprehensive Center	Southeast Comprehensive Center	Texas Comprehensive Center	West Comprehensive Center

Our Missions

Center on Great Teachers and Leaders (GTL Center): to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

The Center on School Turnaround (CST): to provide technical assistance and identify, synthesize, and disseminate research-based and emerging, promising practices that will lead to state education agencies' increased capacity to support districts in turning around their lowest-performing schools.

T4TLA Premise

IF...

we want to ensure that students in our lowest performing schools are taught by effective teachers in schools with effective leaders,

THEN...

we need systems for attracting, supporting, and retaining educators with the knowledge and skills required to turn around low-performing schools.



Meeting Objectives

- Examine evidence-based strategies to address identified needs highlighted in the self-assessment.
- Further clarify the components of a comprehensive M&I program and identify next steps for taking action.
- Learn with and from one another through peer-to-peer consultancies to sharpen and establish action plans.
- Preview plans for upcoming series of virtual workshops.

M&I Affinity Group Goals

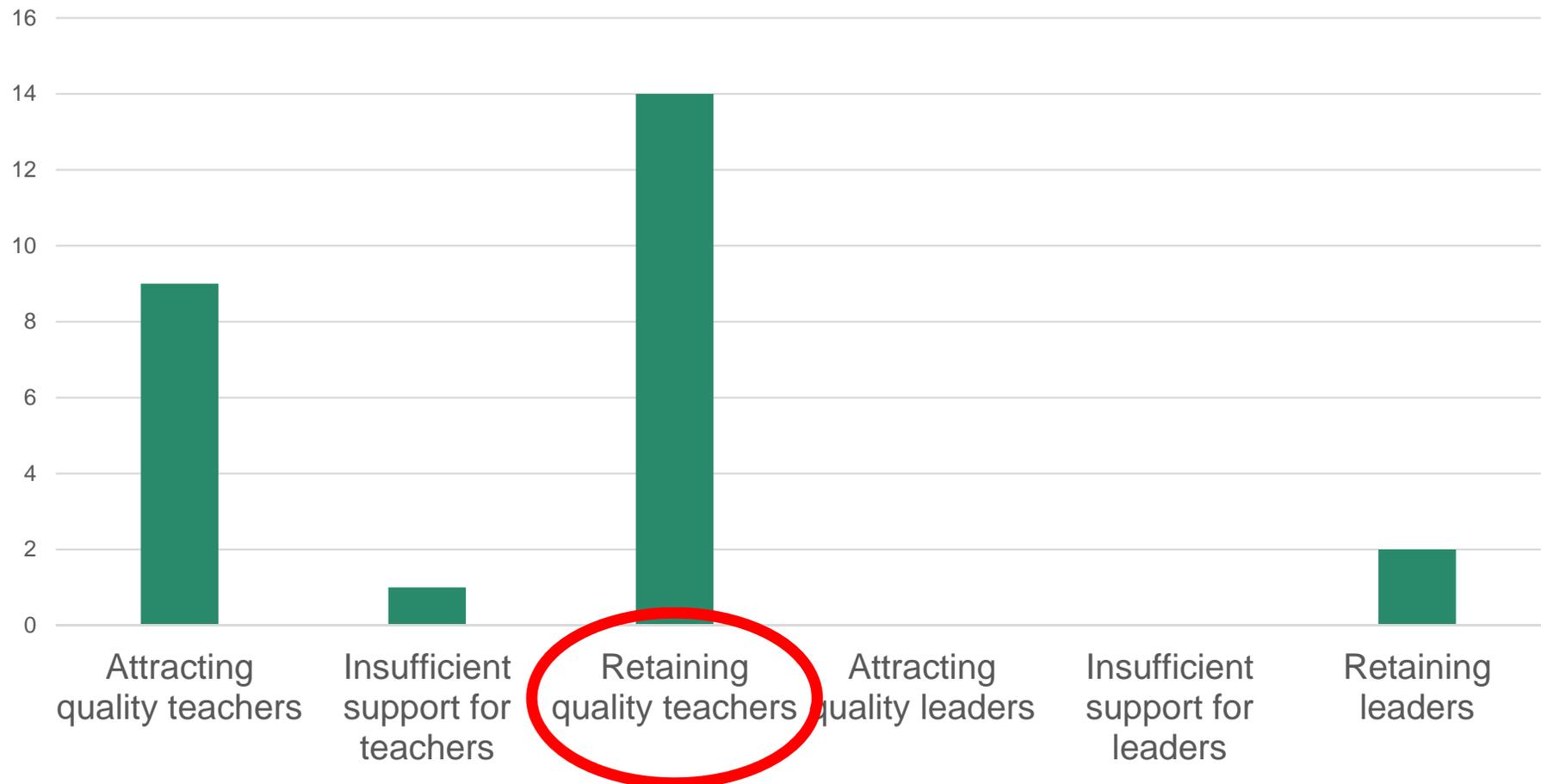
- Share high-quality, knowledge-building resources on teacher induction and mentoring in turnaround settings to support teams to strengthen capacity and improve and enact M&I action plans.
- Galvanize a community of like-minded T4TLA teams around building comprehensive M&I programs in target district(s) by providing opportunities for growth, building content knowledge, and leveraging the expertise of T4TLA team members to support one another.

Individual T4TLA Team Goals

- Build content knowledge through in-person and virtual workshops with content experts.
- Convene as a team to further design, plan, advance, and test the action steps associated with this work.
- Engage in peer-to-peer consultations to strengthen M&I action plans.

T4TLA District Snapshot: Prioritized Challenges

What are T4TLA districts' prioritized talent challenges?



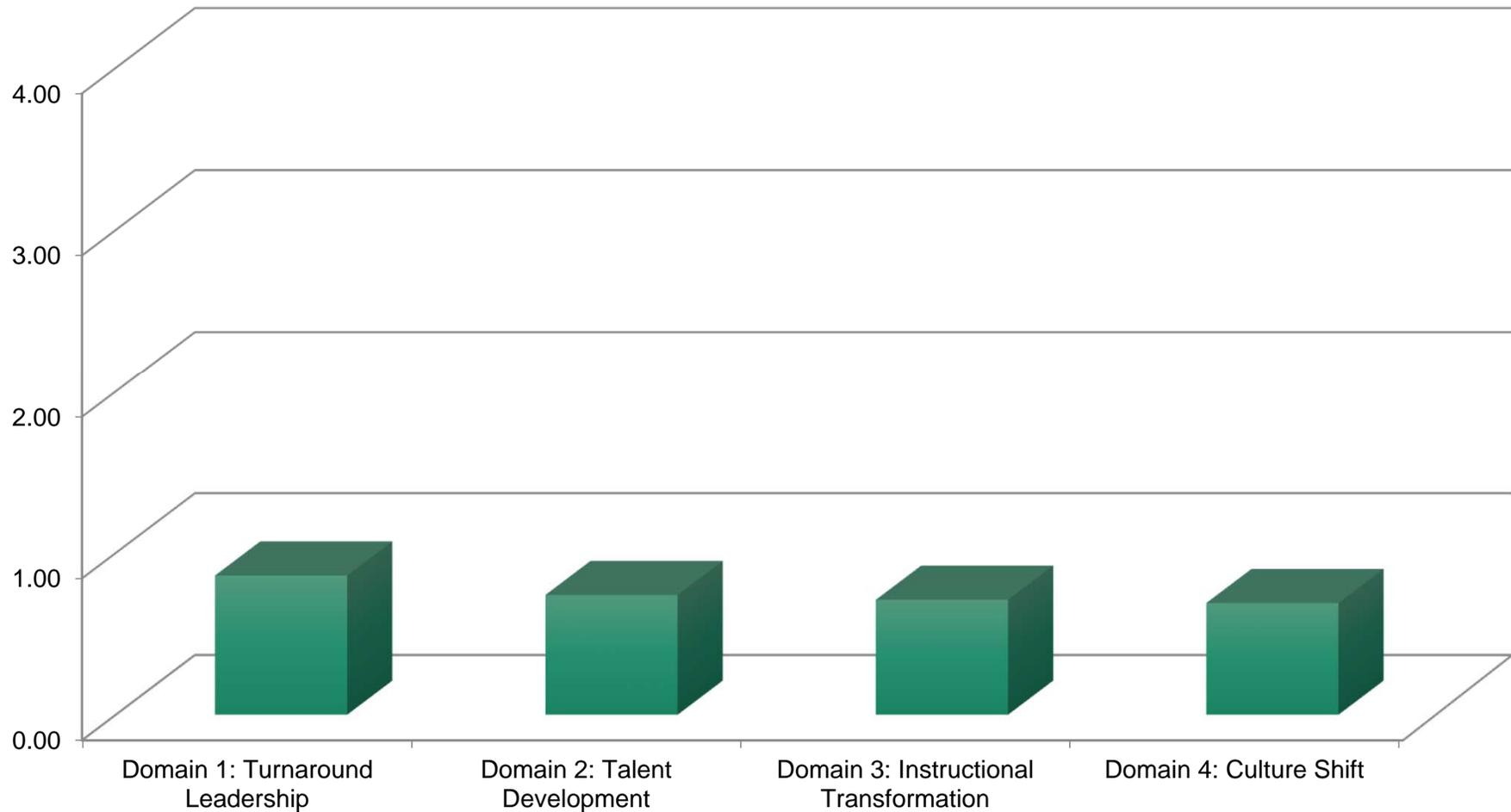
T4TLA District Snapshot: Strategy Selection

What strategies will districts select to address their challenges?

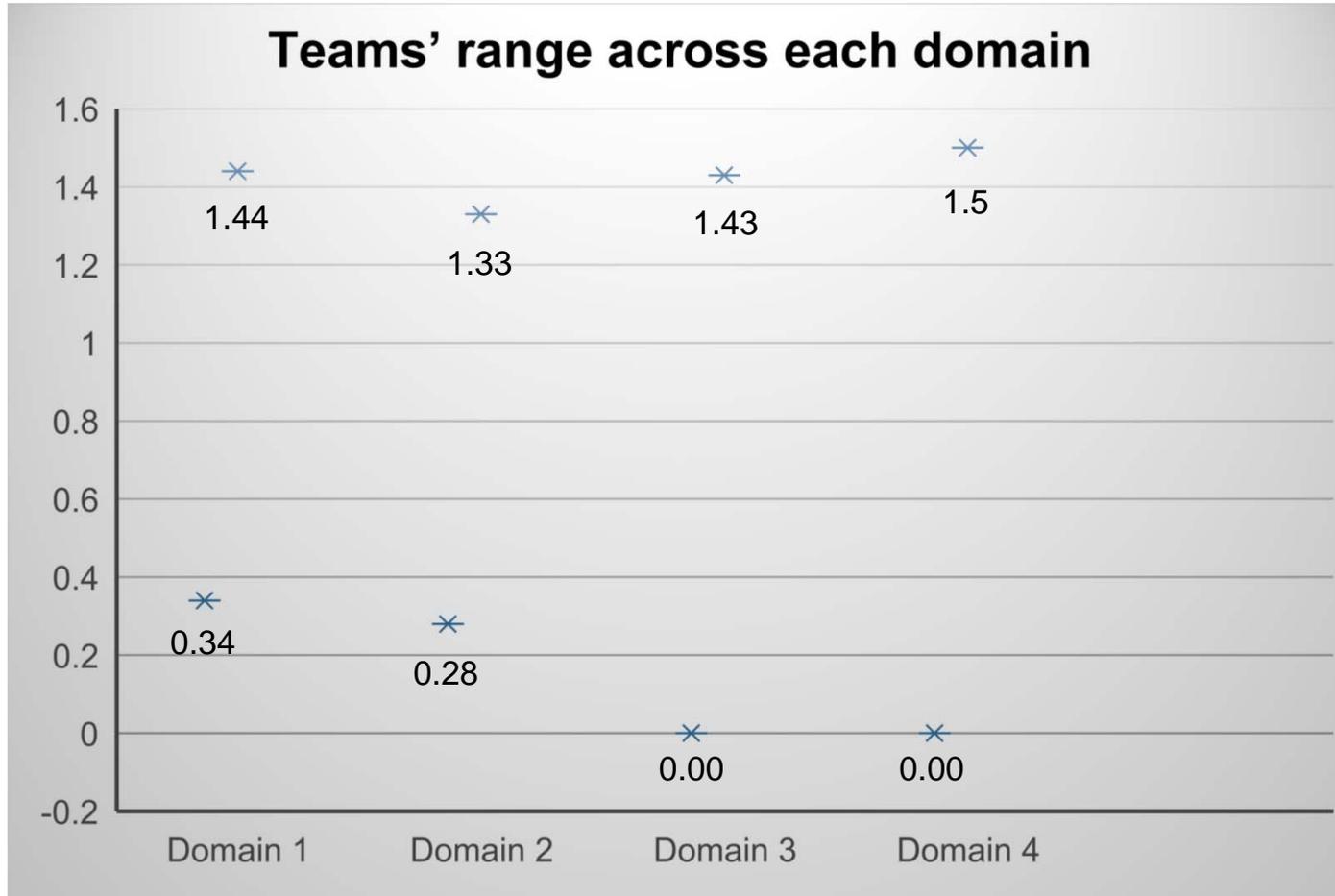


T4TLA Team Self-Assessment Review

Teams' combined average of each domain

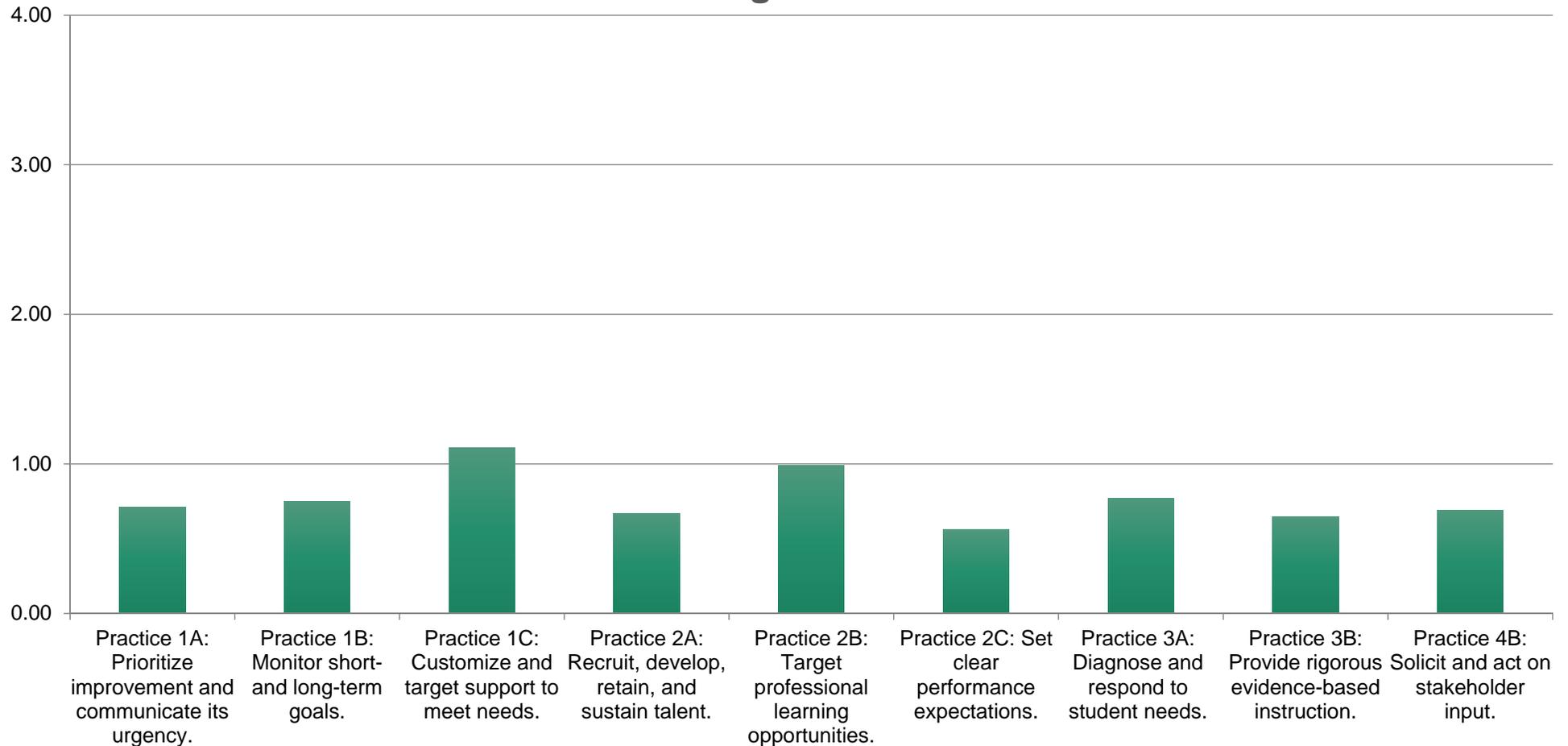


T4TLA Team Self-Assessment Review



T4TLA Team Self-Assessment Review

Teams' combined average of each indicator



T4TLA Team Self-Assessment Review

- On your tables are copies of your team's self-assessment.
- Please take a few moments to review the completed document.
- Consider:
 - What were the high and low scores for your team?
 - What domains or indicators have you made progress on since completing the self-assessment?
 - What other insights do you have as you review?

Why Mentoring and Induction?

What Is the Purpose of Induction?

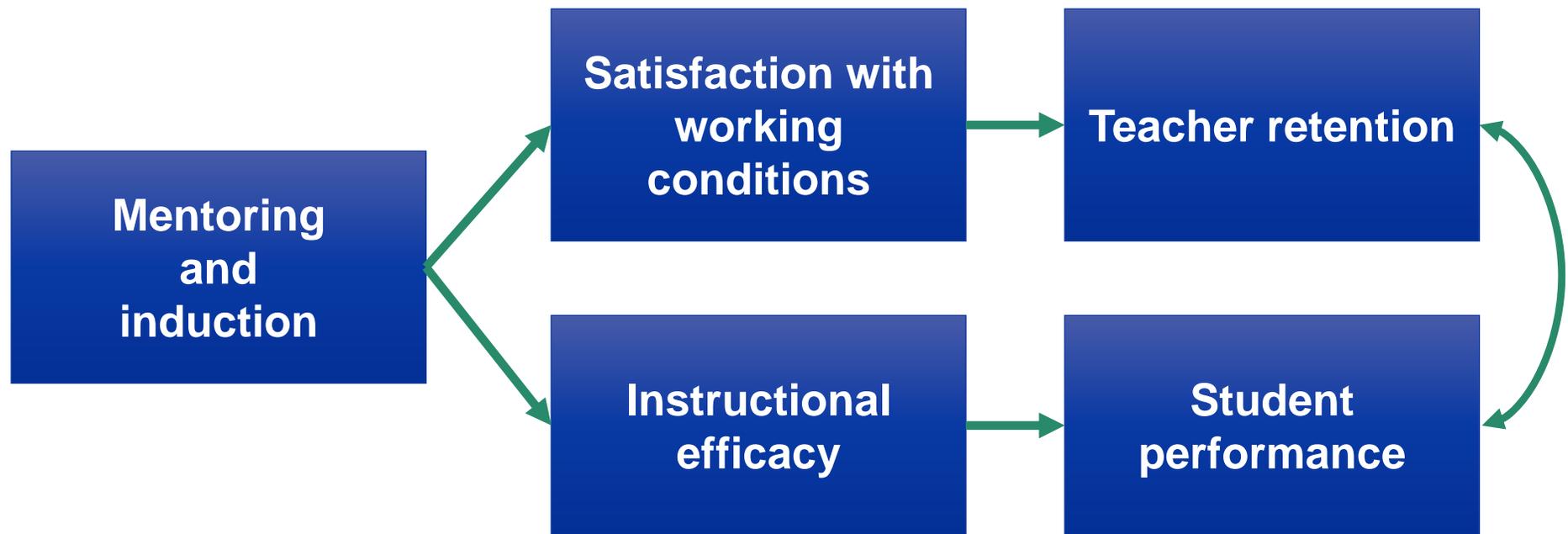
- **Teacher and leader development** occurs on a **continuum** that spans the entire career of an educator.
- Mentoring and induction activities facilitate the **preservice to inservice transition** for new educators.



Connecting Efforts

- When part of a coordinated talent development strategy, M&I can connect with and support many state- and district-driven initiatives.
 - Improving equitable access to excellent educators
 - Alleviating teacher shortages
 - Addressing school turnaround
 - Implementing the Every Student Succeeds Act (ESSA)

Impact of Mentoring and Induction

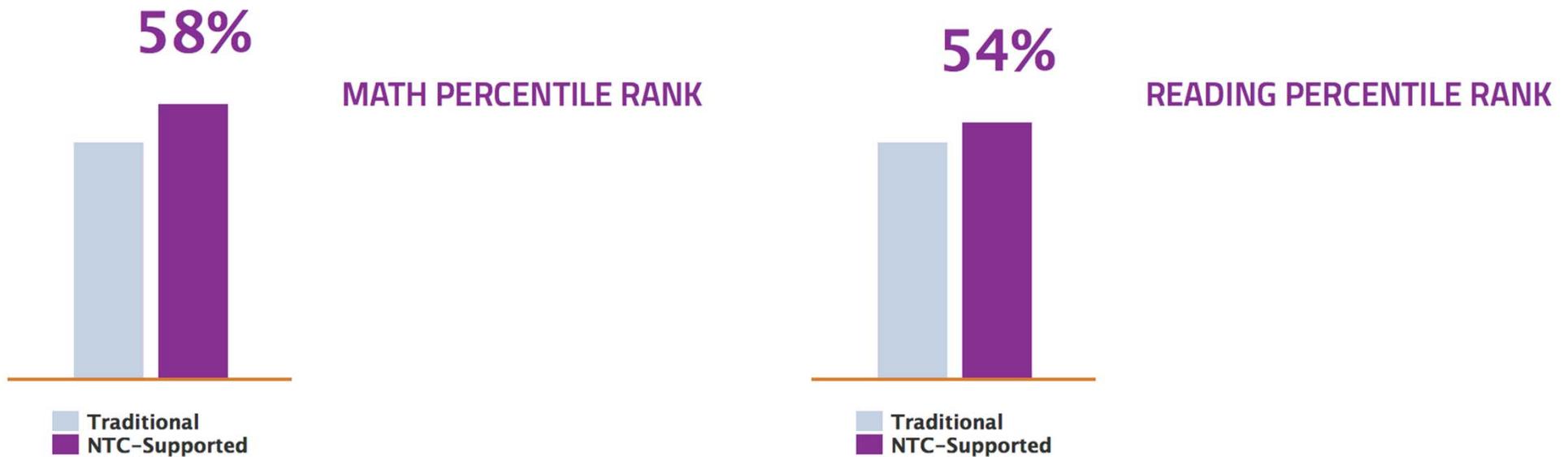


Source: Based on a review of research from Ingersoll and Strong (2011).

Comprehensive Induction and Student Performance

NTC IS IMPROVING STUDENT ACHIEVEMENT¹

Students in classrooms with teachers supported by the NTC induction accelerated their learning in math and reading above the students who were in classrooms with teachers supported by a traditional induction program.



NTC = New Teacher Center.

Source: Schmidt, Young, Cassidy, Wang, & Laguarda, 2017.

Reasons Why Induction Matters

- High-quality teacher M&I can:
 - Improve teacher retention,
 - Increase teacher commitment,
 - Improve instructional practice, and
 - Increase student performance.

Sources: Ingersoll & Smith, 2004; Ingersoll & Strong, 2011;
Schmidt et al., 2017.

High-Quality M&I Practices

1. Rigorous mentor selection based on qualities of an effective mentor
2. Ongoing professional development and support for mentors
3. Sanctioned time for mentor–teacher interactions
4. Multiyear mentoring
5. Intensive and specific guidance moving teaching practice forward
6. Professional teaching standards and data-driven conversations
7. Ongoing beginning teacher professional development
8. Clear roles and responsibilities for administrators
9. Collaboration with all stakeholders and a focus on program improvement

Based on the work of the New Teacher Center, 2016.

High-Quality M&I Practices in Our Workshops: Handout

Affinity Group Topics	High-Quality Mentoring and Induction Practices								
	Practice 1: Rigorous mentor selection based on qualities of an effective mentor	Practice 2: Ongoing professional development and support for mentors	Practice 3: Sanctioned time for mentor-teacher interactions	Practice 4: Multiyear mentoring	Practice 5: Intensive and specific guidance moving teaching practice forward	Practice 6: Professional teaching standards and data-driven conversations	Practice 7: Ongoing beginning teacher professional development	Practice 8: Clear roles and responsibilities for administrators	Practice 9: Collaboration with all stakeholders and a focus on program improvement
Monitoring and Induction Launch: Mentor Recruitment and Selection	X			X	X	X			
Workshop 1: Mentor Development and Evaluation		X	X		X	X	X		
Workshop 2: Beginning Teacher Needs Assessment and Communities of Practice				X					
Workshop 3: The Role of the Principal in Comprehensive Induction								X	
Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction				X					
Workshop 5: Effective Communication With Stakeholders and Staff								X	
Workshop 6: Induction Program Monitoring and Continuous Improvement									X
Ongoing Action Planning and Peer-to-Peer Consultancies	X	X	X	X	X	X	X	X	X

Rapid School Improvement Practices in Our Workshops: Handout

Affinity Group Topics	Rapid School Improvement Practices								
	Practice 1A: Prioritize improvement and communicate its urgency	Practice 1B: Monitor short- and long-term goals	Practice 1C: Customize and target support to meet needs	Practice 2A: Recruit, develop, retain, and sustain talent	Practice 2B: Target professional learning opportunities	Practice 2C: Set clear performance expectations	Practice 3A: Diagnose and response to student needs	Practice 3B: Provide rigorous, evidence-based instruction	Practice 4B: Solicit and act upon stakeholder input
Monitoring and Induction Launch: Mentor Recruitment and Selection				X					
Workshop 1: Mentor Development and Evaluation			X		X	X	X	X	
Workshop 2: Beginning Teacher Needs Assessment and Communities of Practice			X	X	X	X	X	X	
Workshop 3: The Role of the Principal in Comprehensive Induction	X		X	X	X			X	
Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction	X		X						
Workshop 5: Effective Communication With Stakeholders and Staff	X					X			X
Workshop 6: Induction Program Monitoring and Continuous Improvement		X							X
Ongoing Action Planning and Peer-to-Peer Consultancies		X							X

M&I Virtual Workshops

Content	Optional Dates and Times
Workshop 1: Mentor Development and Evaluation	March 19 1:30-3:00pm ET
Workshop 2: Beginning Teacher Needs Assessment and Communities of Practice	April 25 1:30-3:00pm ET
Workshop 3: The Role of the Principal in Comprehensive Induction	May 10 1:30-3:00pm ET
Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction	June 18 1:30-3:00pm ET
Workshop 5: Effective Communication With Stakeholders and Staff	July 18 1:30-3:00pm ET
Workshop 6: Induction Program Monitoring and Continuous Improvement	August 15 1:30-3:00pm ET

M&I Virtual Workshop Format

- 1–1.5 hour virtual meeting
 - Optional: 15- to 30-minute peer or non-T4T district share-out
 - 45 minutes–1 hour content
- Team time on your own facilitated by regional comprehensive center
- Three peer-to-peer consultancies (launch, midpoint progress, and final share-out)

Questions?

Our Vision for This Work

T4TLA Premise

IF...

we want to ensure that students in our lowest performing schools are taught by effective teachers in schools with effective leaders,

THEN...

we need systems for attracting, supporting, and retaining educators with the knowledge and skills required to turn around low-performing schools.

Theory of Change: M&I in Turnaround Settings

Objectives

Individual T4TLA team goals

- Build content knowledge through in-person and virtual workshops with content experts.
- Convene as a team to further design, plan, advance, and test the action steps associated with this work.
- Engage in peer-to-peer consultations to strengthen M&I action plans.

Inputs

Teams will engage in in-person and virtual affinity groups that include:

- Knowledge-building workshops with content experts to design M&I plans, and
- Peer-to-peer consultation and collaboration sessions to strengthen induction and mentoring plans.

Activities

On the basis of a completed self-assessment, teams will:

- Gain knowledge of reform efforts related to evidence-based M&I practices
- Develop action plans that reflect the best available evidence on induction and mentoring in a turnaround setting.
- Align induction and mentoring efforts with school improvement efforts and integrate these plans into local and state strategic planning.

Outcomes

- Increased teacher commitment
- Improved instructional practice

Leading to:

- Improved retention of effective teachers
- Increased student performance
- Increase equitable access

Based on the review and research of: Achinstein & Athanases, 2006; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Schmidt et al., 2017; Strong 2006).



Strategy and Long-Term Goal

Strategy: Comprehensive M&I program in turnaround settings
Long-Term Goal: Increase retention of effective teachers in low-performing schools and increase equitable access

Example Activities/Outputs

Develop rigorous mentor selection criteria based on qualities of an effective mentor.

Develop ongoing professional development and support for mentors.

Provide sanctioned time for mentor–teacher interactions.

Example Action Steps

1. Team will complete district tally.
2. Team will determine decision making process for selection.
3. Superintendent will share new criteria and process with principals.
4. Deputy superintendent will share criteria and process with mentor candidates.
5. RCC will develop example teacher survey to assess mentor quality.

1. Team will review and prioritize mentor standards.
2. James will conduct brief needs assessment of mentors.
3. Jenny will schedule meetings to develop new scope and sequence.
4. Marcy will look for potential vendors to support professional development.
5. SEA/RCC will review scope and sequence and provide feedback.

1. Team will discuss how current time allocation is determined and how changes can be made.
2. Superintendent will meet with union president to discuss.
3. Jenny will survey current mentor pool to learn more about potential solutions.
4. SEA will review state policy and consider funding district pilot models.

RCC = regional comprehensive center; SEA = state education agency.

References

- Achinstein, B., & Athanases, S. Z. (2006). *Mentors in the making: Developing new leaders for new teachers*. New York, NY: Teachers College Press.
- Ingersoll, R., & Smith, T. M. (2004). *Do teacher induction and mentoring matter? NAASP Bulletin*, 88(638), 28–40.
- Ingersoll, R., & Smith, T. M. (2011). Impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 82(2), 201–233.
- New Teacher Center. (2016). *Induction resource: high-quality mentoring and induction practices*. Retrieved from https://newteachercenter.org/wp-content/uploads/high-quality-mentoring_induction-resource.pdf
- Schmidt, R., Young, V., Cassidy, L., Wang, H., & Laguarda, K. (2017). *Impact of the New Teacher Center's new teacher induction model on teachers and students*. Menlo Park, CA: SRI International.

References

Strong, M. (2006). *Does new teacher support affect student achievement?* (Research Brief). Santa Cruz, CA: New Teacher Center. Retrieved from <http://www.issuelab.org/resources/2881/2881.pdf>

Action Planning in Progress: Kokomo, INDOE, and GLCC

Tenicia Helmberger & Kelly Wright, Kokomo School Corporation

Recruitment

- University partnerships—each with a unique focus
- Practicums in school/student teaching
- Recruitment fairs
- Building principal is responsible for recommending the candidate
- “Grow your own” with surveys of high school students
- Dual credit with universities at the high school with an education focus

Induction

- 2 days focused on district PBIS program and classroom management
- 1 day with mentor to develop framework for the first 10 days of school
- 1 day of curriculum and assessment

Mentoring

- Partnered with a teacher to provide direct support
- Coach provides modeling, professional development, and support
- Monthly meetings with principals to set clear expectations, answer questions, and provide support

Future Needs

- Data collection
- More professional development for mentors
- Documentation of strong plan

M&I Affinity Group

Break (15 minutes)



M&I Best Practices in the Four-Domain Framework for Rapid School Improvement: A Crosswalk

Andrew Morrill, The Center on School Turnaround



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Agenda Outline

20 mins: Review:

- High-Quality M&I Best Practices
- Four-Domain Framework for School Improvement

40 mins: Introduce the Integrated M&I Crosswalk:
Review, Discovery, Discussion

30 mins: Questions for Reflection (lunch activity)

T4TLA Premise

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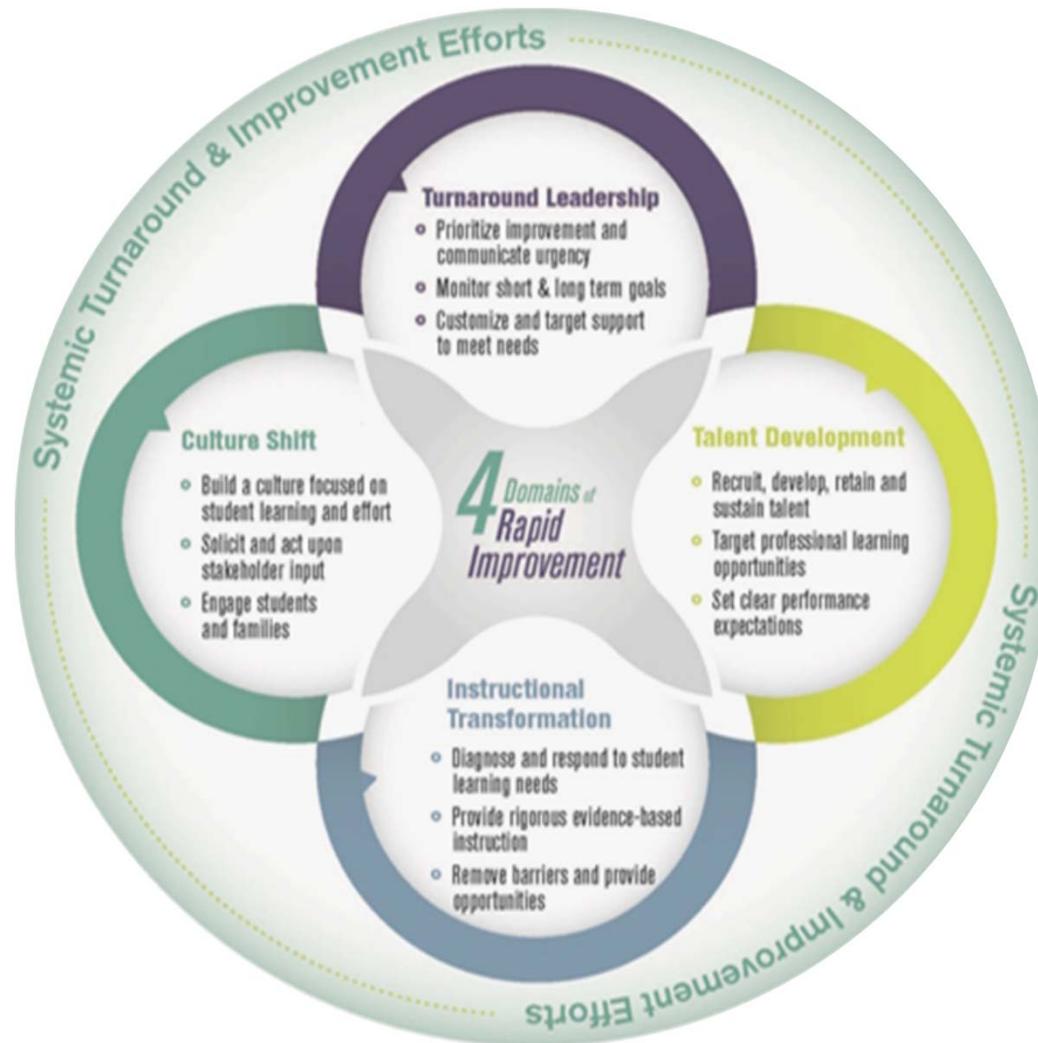


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9. Collaboration with all stakeholders and a focus on program improvement

Source: New Teacher Center, 2016.

The Four Domains for Rapid School Improvement



Source: The Center on School Turnaround, 2017.

Framework Assumptions About Turnaround

Influenced by local context and implementation

Requires a systems approach

More than the initial jolt of bold change

Not a linear process with defined steps that guarantee positive results



The Framework and Essential Practices

Descriptors of the elements for each practice

The roles of the state, district, and school—each entity pivotal to school turnaround

Examples of how to enact the practice; meant to serve as examples, not a recipe or magic bullet!

Domain 1: Turnaround Leadership

- Turnaround leaders at the state, local district, and school levels drive initiatives to facilitate rapid, significant improvement for low-performing schools.
- Turnaround leadership builds momentum for rapid improvement.
- Because the state education agency, districts, and schools function collectively as a system, leaders' initiatives at any one level of the system affect other levels.

Actions: Turnaround Leadership

Prioritize Improvement and Communicate Its Urgency

- Set the strategic direction; articulate a commitment to turnaround.

Monitor Short- and Long-Term Goals

- Update timelines and tasks; respond to regular feedback; capitalize on initial successes.

Customize and Target Support to Meet Needs

- Regularly monitor progress to identify support needs.

Self-Reflection: Turnaround Leadership

- What are your school turnaround goals?
- How do you define success regarding meeting school turnaround goals?
- What structure(s) or processes are in place to assess whether your efforts are successful?
- What measures will be monitored to identify successes and challenges in student outcomes for school turnaround?
- What is your plan for engaging parents and other community stakeholders in your turnaround process?
- What tools, systems, and structures are needed in order to provide flexibility to turnaround leadership?

Domain 2: Talent Development

- Turnaround requires deliberate thought about all aspects of talent management:
 - Competent and committed personnel at every level and in every position
 - Policies and procedures to identify, select, place, retain, and sustain these personnel, especially teachers and school-level leaders
- Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders.
- At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.

Practice 2A: Recruit, develop, retain, and sustain talent

- Turnaround competencies are identified to select and develop turnaround teachers, model teachers, and leaders.
- Multiple sources of data match candidate skills and competencies to school needs, prioritizing the highest-need schools.
- Leadership leverages and maximizes the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.

Actions: Talent Development

Recruit, Develop, Retain, and Sustain Talent

- Recruit and develop talent with turnaround competencies.

Target Professional Learning Opportunities

- Offer high-quality, individualized, and job-embedded learning opportunities; leverage high-performing teachers.

Set Clear Performance Expectations

- Define expectations of performance for teachers and performance management that monitors progress.

Actions: Talent Development

State: Develop and disseminate human resources practices designed to identify, extend, and support turnaround competencies in leaders and teachers and develop existing teachers.

District: Challenge and support human resources staff to design programs that identify and support the development of potential turnaround leaders and teachers.

School: Utilize the district turnaround talent pool as the “go-to” source for hiring assistant principals and teachers.

Self-Reflection: Talent Development

- Do you use turnaround competencies for the identification of teachers for low-performing schools? If so, which ones?
- Do you use turnaround competencies for the identification of principals for low-performing schools? If so, which ones?
- How will you develop a teacher and leader pipeline? What tools, systems, and structures need to be established in order to make this pipeline sustainable?
- What are the professional learning needs of turnaround leadership and staff? What steps need to be accomplished to fulfill those needs?
- Who will be held accountable for setting clear performance expectations for staff?

Domain 3: Instructional Transformation

Improvement in student learning outcomes depends on systemwide support for high-level instructional practice, including:

- Strong standards-based instruction,
- Data-based planning,
- Differentiation and individualization,
- Research-based pedagogical approaches, and
- Classroom management.

Actions: Instructional Transformation

Diagnose and Respond to Student Learning Needs

- Connect student needs to instructional decisions; incorporate effective student supports; use assessment data continuously.

Provide Rigorous, Evidence-Based Instruction

- Establish high academic standards and curricula; use evidence in instructional planning.

Remove Barriers and Provide Opportunities

- Track student progress and help students regain lost ground through academic supports.

Self-Reflection: Instructional Transformation

- How will teachers diagnose each individual student's learning needs? What tools, systems, and structures need to be established?
- How will teachers guide and track the progress of each student? What tools, systems, and structures need to be established?
- What types of early warning systems will identify students who may be falling behind? What interventions are used to help these students? How do teachers challenge students who are exceeding their current level of schooling?
- How do your schools involve community members and stakeholders in offering support, career exploration, and service learning opportunities?

Domain 4: Culture Shift

- A culture shift occurs not only at the tactical level but also at much deeper levels of an organization, creating a shared commitment and connection to mutual values.
- A positive school climate reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, and a culture of trust, respect, and high expectations.
- A turnaround culture depends on collaboration to achieve extraordinary results, fusing strong community cohesion with academic focus.

Actions: Culture Shift

Build a Strong Community Intensely Focused on Student Learning

- Celebrate quick wins early in the turnaround process; provide explicit expectations and supports for each role

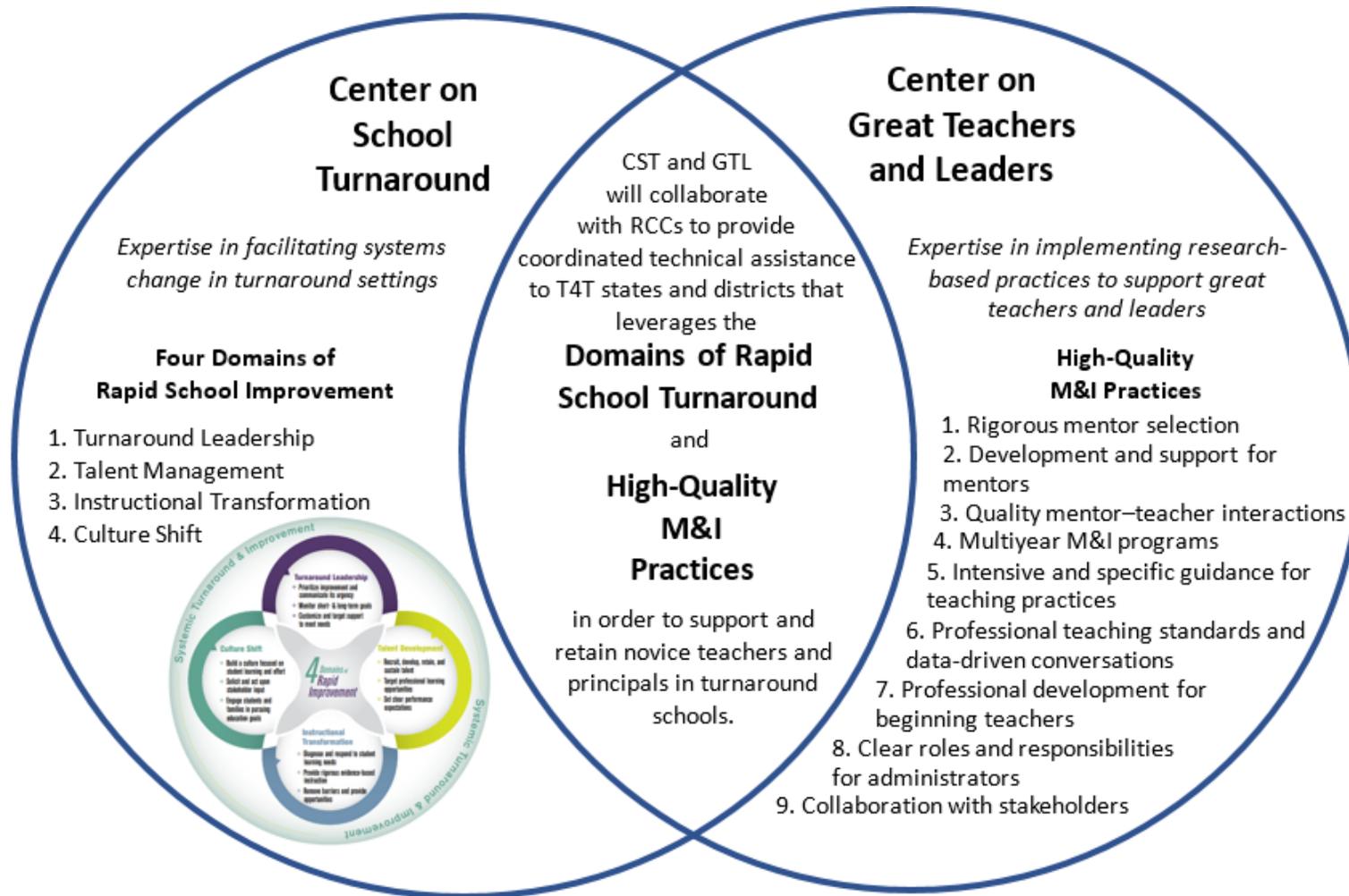
Solicit and Act Upon Stakeholder Input

- Gather data from mentors, mentees, and new teachers on the effectiveness of M&I.

Self-Reflection: Culture Shift

- How will you work with your turnaround school leaders and teachers in creating a culture that values effort, respect, and academic achievement?
- How will you communicate the progress of your turnaround efforts?
- How will you solicit input from stakeholders regarding their perceptions about your schools?
- How will you show stakeholders and the greater community your turnaround school progress?
- How will you share assessment results explanations with your families? How will you assist families in educational planning?

Linking the Four Domains and Best Practices for M&I



A Crosswalk for Sustainability

The crosswalk locates the best practices for M&I within the strategies and domains of a systemic approach to rapid school improvement.

Four Domains and M&I Best Practices

Domain	School Turnaround Practice	High-Quality M&I Practices
Domain 1: Turnaround Leadership	1A: Prioritize improvement and communicate its urgency	<ul style="list-style-type: none"> Clear roles and responsibilities for administrators Collaboration with all stakeholders
	1B: Monitor short- and long-term goals	<ul style="list-style-type: none"> Professional teaching standards and data-driven conversations Clear roles and responsibilities for administrators Collaboration with all stakeholders
	1C: Customize and target support to meet needs	<ul style="list-style-type: none"> Sanctioned time for mentor-teacher interactions Multiyear mentoring
Domain 2: Talent Development	2A: Recruit, develop, retain, and sustain talent	<ul style="list-style-type: none"> Rigorous mentor selection based on qualities of an effective mentor
	2B: Target professional learning opportunities	<ul style="list-style-type: none"> Ongoing professional development and support for mentors Ongoing beginning teacher professional development
	2C: Set clear performance expectations	<ul style="list-style-type: none"> Ongoing professional development and support for mentors Professional teaching standards and data-driven conversations Ongoing beginning teacher professional development

Four Domains and M&I Best Practices

Domain	School Turnaround Practice	High-Quality M&I Practices
Domain 3: Instructional Transformation	3A: Diagnose and respond to student needs	<ul style="list-style-type: none"> Professional teaching standards and data-driven conversations Intensive and specific guidance moving teaching practice forward
	3B: Provide rigorous, evidence-based instruction	<ul style="list-style-type: none"> Professional teaching standards and data-driven conversations Intensive and specific guidance moving teaching practice forward
Domain 4: Culture Shift	4B: Solicit and act upon stakeholder input	<ul style="list-style-type: none"> Collaboration with all stakeholders

Getting to Know the Crosswalk

- State teams divide into four groups of two or three team members each.
 - Assign one crosswalk domain to each group.
- Each domain group reviews its crosswalk section, and highlights
 - Key themes across state education agencies, local education agencies, and school actions;
 - One implication for M&I content and design; and
 - One broader implication for integrating M&I with the domain.
- Each domain group shares its findings with the state team.
- State team member will chart responses.

Exploring Implications

- More than 20 states are either aligning or exploring alignment of their state systems of support with the Four-Domain Framework for Rapid Improvement.
- Persistent challenge: Designing and implementing infrastructure at each level that integrates efforts while maintaining focus on sustainable, student-centered strategies and support.

Questions for Reflection

There's no such thing as a free lunch.

- Each table will receive two questions relating to the integration of mentoring and induction with systemic considerations for rapid school improvement
- Spend 5 minutes developing a collective response to each.
- Identify a reporter to capture your three most brilliant points of agreement—or consensus.
- Identify the bravest person at the table to deliver a 2- to 3-minute share-out of your collective brilliance, wisdom, and insight.

Reflection

From your perspective, which of the four domains in the CST Framework should most inform the design of a mentoring and induction program?

- Domain 1: Turnaround Leadership
- Domain 2: Talent Development
- Domain 3: Instructional Transformation
- Domain 4: Cultural Shift

Resources

The Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework*. San Francisco, CA: WestEd. Retrieved from

<http://centeronschoolturnaround.org/four-domains>

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New Teacher Center. (2016). *Induction resource: high-quality mentoring and induction practices*. Santa Cruz, CA: Author. Retrieved from

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Thank You!

Andrew F. Morrill

WestEd

Senior Program Associate

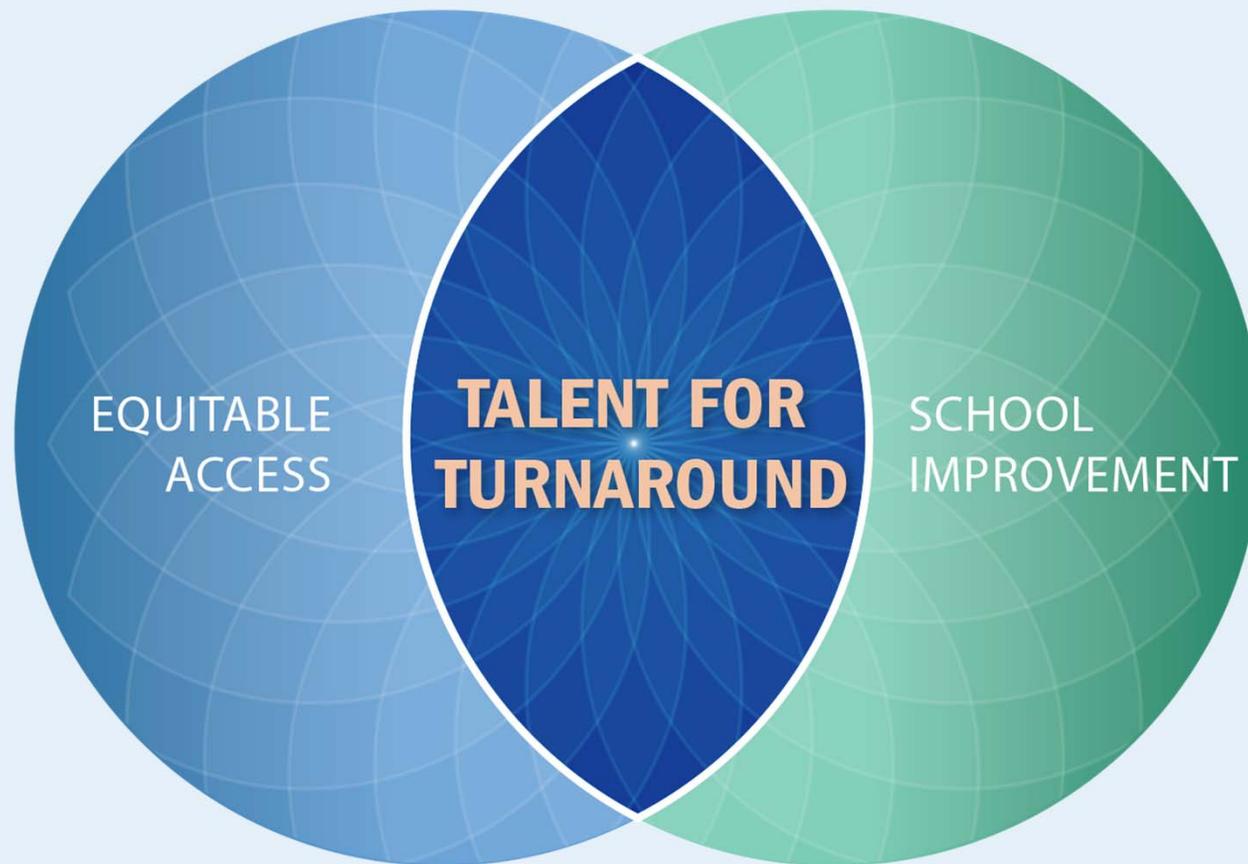
Center on School Turnaround

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M&I Affinity Group

Lunch (ends at 1:30 p.m.)



Essential Practice: Mentor Recruitment and Selection

Lindsey Hayes, Center on Great Teachers and Leaders



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Objectives

Participants will:

- Learn research-based strategies and best practices for mentor recruitment, selection, and assignment.
- Explore resources developed by the GTL Center to support this topic.
- Plan and document action steps related to mentor recruitment, selection, and assignment.

Mentoring Continuum

Recruitment

Selection

Assignment

Development

Ongoing Assessment



Why Recruitment and Selection?

“Recruitment and selection of mentors are possibly the most important variables in the success or failure of a mentor program.” —Moir, Barlin, Gless, & Miles, 2009

“Collectively, mentoring and other supports have a much greater impact on novices’ reports of teaching experiences and future teaching plans than participation in an induction program on its own.” —Kapadia & Coca, 2007

Linking Mentor Recruitment and Teacher Retention

Recruit and select high-quality mentor candidates

High-quality mentors work effectively with beginning teachers

Beginning teachers see the value of induction and their improve instructional practice

Beginning teachers feel supported, become reflective practitioners, and stay in the profession



A New Vision of Mentoring

- Review Handout 1—A New Vision: Mentor Recruitment, Selection, and Assignment.
- Reflect on where your district falls in the implementation of these practices. Is your district using “old school” practices in the left column or is your district moving towards the comprehensive practices in the right column?

Review Self-Assessment

- Review your team's responses to **Practice 2A: Recruit, develop, retain, and sustain** on the M&I self-assessment.
- How do your team's ratings on the self-assessment compare to the responses on the last activity?

Basic Mentor Recruitment Tools

1. Statement of induction **program purpose**
2. List of **mentor roles and responsibilities**
3. Defined **mentor selection criteria**
4. Collaborative **mentor selection team**

1. Statement of Program Purpose

Why is it important to have a statement of purpose for an induction program?

- Identifies the **effective instructional practices** that should be continually reinforced through mentoring and induction activities
- Addresses **district or school context**
- Provides **consistent messaging** to mentors and new teachers about the focus of the program

How Can We Improve This Example?

- **Challenge:** Our district struggles with retention of first- and second-year teachers.
- **Root cause:** Our district lacks a standardized system to support new teachers.
- **Program statement of purpose:** Our district will develop a comprehensive mentoring and induction program to provide support to first- and second-year teachers.

Improved Example

- **Challenge:** Early career teachers in our district move from low-performing, racially diverse schools to high-performing, less-diverse schools, leaving the low-performing schools with higher attrition and less effective teaching.
- **Root cause:** Early career teachers in our district are not prepared to address the needs of students in low-performing, racially diverse schools.
- **Program statement of purpose:** Our district will develop a M&I program to provide targeted support for early career teachers in low-performing schools focused on developing their skills in culturally relevant pedagogy.

Toolkit Resource Exploration

- **Data Dive Tool:** Guides teams through a process to analyze mentoring and induction data
- **Root Cause Analysis Workbook:** Guides teams through a process to determine the root causes of the problems addressed by M&I

Statement of Program Purpose: Next Steps

- What additional support does your team need to develop a high-quality statement of purpose for your induction program?
- What are some ways your team might use the induction program statement of purpose to inform the mentor recruitment and selection process?

2. Mentor Roles and Responsibilities

- A job description for prospective mentors might include:
 - Number of hours per week mentors will meet with and observe beginning teachers.
 - Number of beginning teachers the mentor will support.
 - Description of the types of support that mentors will provide to beginning teachers (e.g., observation and debrief cycles, co-planning, etc.).
 - Required mentor professional learning and development activities.
 - Required goal setting, professional planning, or self-assessment.
 - Expectations for collaboration with colleagues.
 - Expectations for communication with administrators.
 - Confidentiality guidelines.

Mentors as Teacher Leaders

- Mentors are first and foremost leaders of instruction.
- Mentors must be able to demonstrate their effectiveness as teachers AND their potential to be effective coaches.
- Mentors must be instructional strategy experts who are able to address the needs of all learners through:
 - Universally-designed instruction
 - Multitiered systems of support
 - Differentiated instruction

Focus on Instruction

What are specific responsibilities that can be included in a mentor job description to support the following [High-Quality Mentoring and Induction Practices?](#)

- Intensive and specific guidance moving teaching practice forward
- Professional teaching standards and data-driven conversations

Mentors Versus Instructional Coaches

Mentors

- Support the growth and development of first- and second-year teachers.
- Provide individual weekly mentoring support through observations and job-embedded coaching for a group of new teachers.
- Provide professional learning for new teachers in specific topic areas.
- Use a variety of data methods to guide beginning teachers in reflecting on practice and monitoring progress.
- Participate in training and professional learning throughout the school year.

Instructional Coaches

- Design and implement schoolwide systems of professional learning.
- Design and lead professional learning for groups of teachers.
- Utilize knowledge of standards, pedagogy, and research to advance teaching practice and student learning.
- Use assessment data to drive improvements in teaching and learning.
- Develop as professional leaders to advance coaching and the teaching profession.

Source: New Teacher Center, 2017.

Crafting the Job Description

- Review Handout 2—Roles and Responsibilities of an Effective Mentor.
- Based on our induction program statement of purpose, what roles and responsibilities should we expect of mentors?
- Are there other mentor roles and responsibilities that should be added to the “job description” for mentors?

Mentor Roles and Responsibilities:

Next Steps

- What steps does your team need to take to develop, vet, and disseminate a final job description outlining the expected roles and responsibilities of mentors?
- What other stakeholders should provide input into mentor roles and responsibilities?

3. Mentor Selection Criteria

Research on mentor characteristics and skills is limited, but some studies suggest that prioritizing knowledge of student assessment (both formative and summative) and standards (both learning and teaching) are critical elements for successful mentoring.

Source: Achinstein & Athanases, 2006.

State and District Policies

- State and district policies should be taken into account when developing mentor selection criteria.
- At least 29 states have policies establishing some minimum selection criteria (New Teacher Center, 2016).
- Some states and districts have professional standards for mentors that can be used to inform selection criteria.

Qualities of an Effective Mentor

- [Let's watch a mentor at work!](#)
- What qualities and characteristics of the mentor supported the conversation with her beginning teacher?
- Review Handout 3—Qualities of an Effective Mentor.
 - What items on this list matched what you were seeing in the video? What items should be added?

Mentor Selection Criteria Categories

1. Critical elements of effective mentoring
2. Attitudes and dispositions
3. Professional competence and experience
4. Communication skills
5. Interpersonal skills

Toolkit Resource:

Mentor Selection Criteria Talley

- First, work individually to review the Mentor Selection Criteria Talley worksheet and evaluate the selection criteria using the 3-point rating scale.
- Select a team member who will use the Master Sheet to add up the individual scores of all team members.
- Use the scores as a starting point to find common ground with your team to develop a set of selection criteria.
- Discuss any revisions, eliminations, or additions needed to the criteria.

Mentor Selection Criteria: Next Steps

- What steps does your team need to take to finalize, vet, and disseminate a set of mentor selection criteria?
- What other stakeholders should provide input into mentor selection criteria?
- How will the team determine a standardized process for interviewing and selecting candidates?
- How will the team use the selection criteria during the interview and selection process?

4. Mentor Selection Team

Recommended members of the mentor selection team:

- Mentor program leaders
- Site and district administrators
- Union or teacher association leaders
- Veteran teacher leaders
- Former or current mentors
- University clinical and tenured faculty
- District leaders
- National Board Certified Teachers

Mentor Selection Team: Next Steps

- Who needs to be at the table in your district?
- Are there any individuals or groups who do not currently play a role in mentor recruitment, selection, and assignment who should be involved?

Other Mentor Recruitment Strategies

- Include high-level influencers in recruitment.
- Make a communication campaign that underscores the value and rigor of the new induction program.
- Focus on raising the prestige of the mentor position.
- Target a high-quality pool of applicants.
- Engage in a personalized effort to identify and pursue teachers who would make extraordinary mentor candidates.
- Highlight any incentives that can be offered (e.g., reduced workload, stipends, pathways to teacher leadership).

Making Assignments and Matches

- Whenever possible, matches should be made after the beginning teacher is hired.
- Matching is often done by the school leader, but individuals from the selection committee should play a role in matching as well.
- Individual needs of the beginning teacher and mentor selection strengths should be prioritized in the match.
- Other important items to consider include the following:
 - Content area/grade level
 - Interpersonal compatibility
 - Proximity
 - Compatible planning time

Source: Saphier, Freedman, & Ascheim, 2001.

Other Considerations

- Every effort should be made to match the beginning teacher to the mentor as close as possible to the hiring date.
- Mentoring should, whenever possible, begin before the start of the academic year.
- Out-of-building or virtual mentors may be necessary for teachers in some subjects (e.g., art, foreign language) due to having only one position in the building. An in-building informal mentor should also be assigned to help with building-related issues (e.g., schedules, parent conferences).
- Special education teachers will need additional specialized mentoring.

Source: Saphier et al., 2001.

Team Talk

- Imagine you are sitting down with a prospective candidate for a mentor position in a school that desperately needs her to take the position. The school has more than a dozen new teachers a year, most of whom drop out of teaching after one or two years at the school. This candidate has exemplary ratings and is well respected by her peers. She seems reluctant to become a mentor.
- What information do you share with her to woo her into the role? Discuss with an elbow partner.

Recap

When engaging top-tier candidates:

- Clarify program purpose and mentor responsibilities.
- Articulate the importance of the mentor role in school, teacher, and student success.
- Emphasize the impact a sustained-induction program can make.
- Be transparent—share the criteria and processes used by the selection committee.
- Ask candidates a set of standardized questions based on your team’s selection criteria.

Resources

Attleboro, Massachusetts Public Schools—[Recruitment/Matching Plan](#)

Belchertown, Massachusetts Public Schools—[Comprehensive Induction Plan Including Mentor Application and Roles](#)

Newton, Massachusetts Public Schools—[Induction Handbook, Calendar, Roles, and Responsibilities](#)

Michigan ASSIST—[Resources and Mentor Selection Tool](#)

Delaware Department of Education—[Mentor Roles and Responsibilities](#)

Austin Independent School District—[Induction Calendar](#) and [Mentor Commitment Form](#)

Hillsborough, Florida—[Effective Teaching Recruitment Brochure](#)

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- New Teacher Center. (2017). *Resources to help you change the odds for students: Develop teacher leaders*. Santa Cruz, CA: Author. Retrieved from <https://newteachercenter.org>
- Saphier, J., Freedman, S., & Ascheim, B. (2001). *Beyond mentoring: Comprehensive induction programs: How to attract, support and retain new teachers* (2nd ed.). Newton, MA: TEACHERS²¹.

Flexible Team Time for Goal Setting and Action Planning

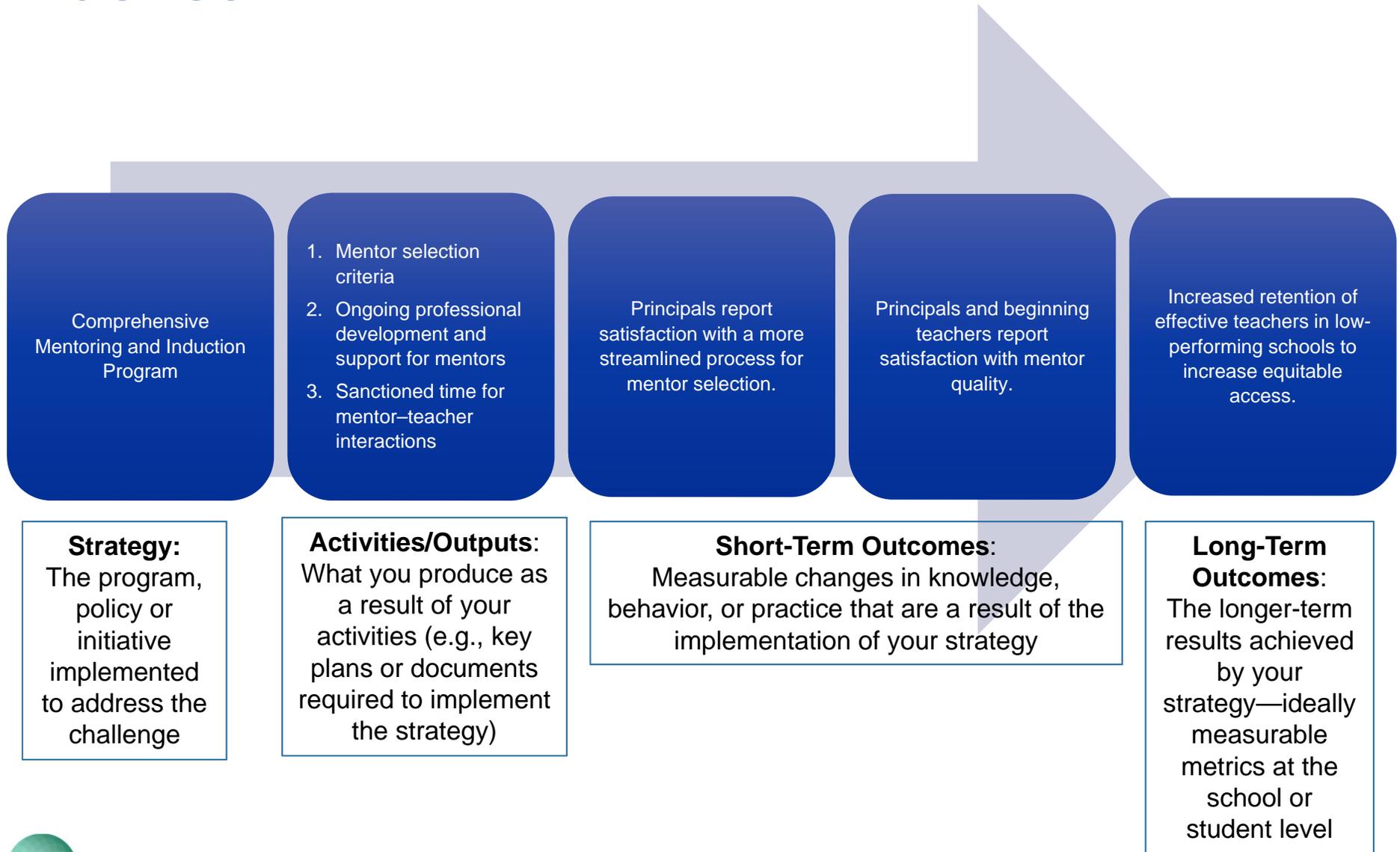


TALENT FOR TURNAROUND

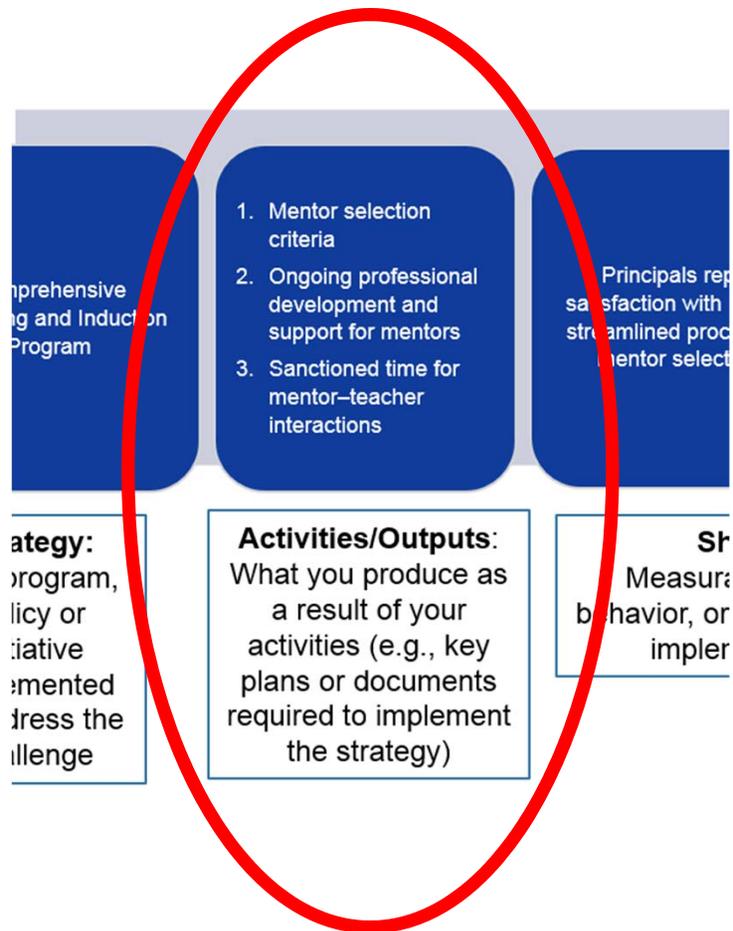
EQUITABLE ACCESS | SCHOOL IMPROVEMENT

A Brief Sample: District Theory of Change

Practice 1



Action Steps for Producing Key Activities/Outputs



For each of the key activities/outputs that will be required to implement your strategy, you'll need a plan to produce them.

Strategy & Long-Term Goal

Strategy: Comprehensive Mentoring and Induction Program in Turnaround Settings
Long-term Goal: Increased retention of effective teachers in low performing schools and increase equitable access

Example Activities/Outputs

Develop rigorous mentor selection criteria based on qualities of an effective mentor

Develop ongoing professional development and support for mentors

Provide sanctioned time for mentor-teacher interactions

Example Action Steps

1. Team will complete district tally
2. Team will determine decision making process for selection
3. Superintendent will share new criteria and process with principals
4. Deputy Sup will share criteria and process with mentor candidates
5. RCC will develop example teacher survey to assess mentor quality

1. Team will review and prioritize mentor standards
2. James will conduct brief needs assessment of mentors
3. Jenny will schedule meetings to develop new scope and sequence
4. Marcy will look for potential vendors to support PD
5. SEA/RCC will review scope and sequence and provide feedback

1. Team will discuss how current time allocation is determined and how changes can be made
2. Superintendent will meet with union president to discuss
3. Jenny will survey current mentor pool to learn more about potential solutions
4. SEA will review state policy and consider funding district pilot models



Optional Action Planning Template

Strategy: Develop a comprehensive mentoring and induction program in turnaround settings.		
Activity/Output 1:	Activity/Output 2:	Activity/Output 3:

Example Action Plan

Implementation Plan Questions	Description
Example Strategy: Our identified problem of practice is that beginning teachers need comprehensive mentoring and induction support to increase teacher retention rates and increase equitable to excellent educators, particularly in turnaround schools.	
	Example Activity/Output: Our team identified rigorous mentor selection as one of the key outputs required to implement this strategy. This plan is for the development of a rigorous mentor selection criteria based on the qualities of an effective mentor.
Who will be the primary person responsible for implementing the plan for the development of this output? Who will be the primary person held accountable for the implementation of this plan?	Example: Mary Smith, assistant superintendent, will take the lead on implementing this plan. She will be accountable to John Jones, district superintendent.
Who will be the team members supporting the implementation of this plan, including supporting the primary person responsible for implementation?	Example: Jenny Davis, professional development coordinator, and Joseph Wright, principal, will help Mary coordinate stakeholder engagement to inform the identification of mentor selection criteria. Andrew Wilson from the state department of education and Andrea Scala from the regional comprehensive center will facilitate team meetings, manage the action plan updates, and provide additional resources to contextualize content to the needs of the district.

Optional Action Planning Template

Implementation Plan Questions	Descriptions		
Strategy: Develop a comprehensive mentoring and induction program in turnaround settings.			
	Activity/Output 1	Activity/Output 2	Activity/Output 3
Who will be the primary person responsible for implementing the plan for the development of this output? Who will be the primary person held accountable for the implementation of this plan?			
Who will be the team members supporting the implementation of this plan, including supporting the primary person responsible for implementation?			
Who needs to be consulted about the implementation of this plan along the way? Who else needs to be informed?			
What are the key “action steps” for implementing this plan (identify up to five)?			

Action Planning

- Consider the intended outcomes regarding mentor recruitment and selection.
- What are the key activities/outputs that will help you achieve these outcomes?
- What are the key steps needed to complete each activity/output?
- Who are the responsible parties for each step?
- What is the timeline?
- How will you know if the activity/output has been completed successfully?

Room Assignments for Team Time

Dougherty County, GA	Room 6131
Central Falls, RI	Room 6170
Kokomo, IN	Room 6209
Huerfano, CO	Room 6211
Yazoo City, MS	Room 6207/6213
Quitman County, MS	Room 6207/6213

Plan for Tomorrow and Close Out



TALENT FOR TURNAROUND

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Optional Happy Hour and Dinner



TALENT FOR TURNAROUND

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