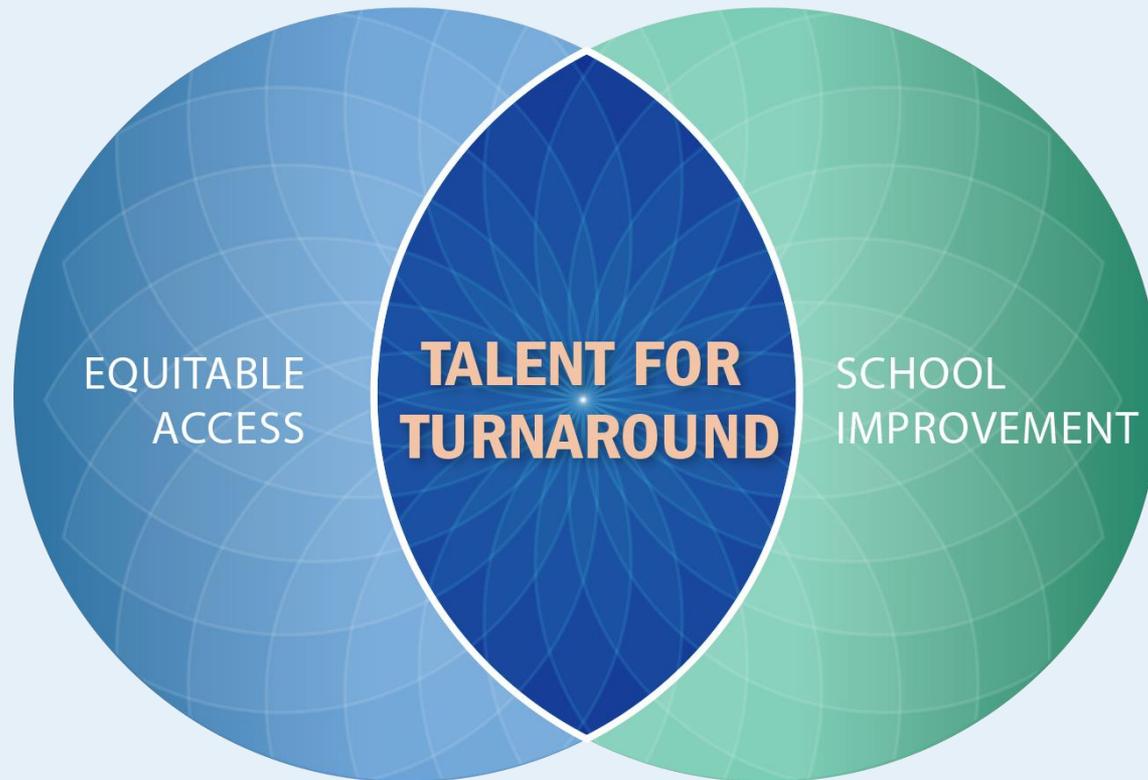


Mentor Professional Learning, Development, and Assessment

T4TLA Mentoring & Induction Affinity Group | Workshop 1
March 19, 2018



Welcome and Introductions

Lisa Lachlan, GTL Center

Lindsey Hayes, GTL Center

Karali Pitzele, New Teacher Center



TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Team Introductions

- Please introduce yourself if this is your first time attending a Mentoring and Induction (M&I) affinity group event.
 - Name
 - Title
 - Organization (state or district)

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.

Talent for Turnaround Leadership Academy (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.

M&I Affinity Group Overview

- Monthly workshops
 - 90-minute virtual meetings organized by topic
 - March–August 2018
- Three peer-to-peer consultancies
 - Launch, midpoint progress, and final share-out
 - Instructions forthcoming
- Team time on your own facilitated by regional comprehensive center (RCC) staff

M&I Affinity Group Workshops

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

Workshop 1 Objectives

- Participants will:
 - Learn research-based strategies and best practices for mentor professional learning, development, and assessment.
 - Explore resources developed by the GTL Center to support mentor professional learning, development, and assessment.
 - Apply content learned during this session to the planning and implementation of M&I programs, with support from RCC staff.

Workshop 1 Agenda

- Adobe Connect Orientation
- Activator
- Mentor Standards
- Group Discussion
- Mentor Development Structures: Part 1
- School Improvement Spotlight: Practices 3A and 3B
- Group Discussion
- Mentor Development Structures: Part 2
- District Example
- Q&A/Group Discussion
- Exit Ticket

Adobe Connect Orientation

The screenshot displays the Adobe Connect meeting interface. The main window shows a presentation slide with the following content:

- Meeting Title: M&I Virtual Workshop 1_DRAFT_03.05.18.pptx
- Slide Title: **Mentor Professional Learning, Development, and Assessment**
- Slide Subtitle: **T4TLA Mentoring & Induction Affinity Group | Workshop 1**
- Slide Date: **March 19, 2018**
- Diagram: A Venn diagram with two overlapping circles. The left circle is blue and labeled "EQUITABLE ACCESS". The right circle is green and labeled "SCHOOL IMPROVEMENT". The intersection of the two circles is a darker blue and labeled "TALENT FOR TURNAROUND".

The sidebar on the right contains the following elements:

- Video**: A "Start My Webcam" button.
- Attendees (1)**: A list of participants.
- Active Speakers**: A section for active speakers.
- Hosts (1)**: A list of hosts, including "LaTasha Brown".
- Presenters (0)**: A section for presenters.
- Participants (0)**: A section for participants.
- Chat (Everyone)**: A chat window with the message "The chat history has been cleared".

At the bottom of the interface, there is a "Sync" button and a "Everyone" label.

Activator

In the chat pod, please type **ONE THING** you hope to get out of today's workshop.



National Landscape

- Although more than 30 states provide or require initial training for mentors, only 18 states also require ongoing professional learning for mentors.
- Most state policies do not provide specifics about the content or delivery of mentor professional learning.

Mentor Standards vs. Induction Program Standards

- Mentor standards describe mentor knowledge, abilities, and dispositions that focus on advancing beginning teacher professional practice and promoting student learning.

Example: [Mentor Standards for the Ohio Resident Educator Program](#)

- Induction program standards govern the design and operation of local educator induction programs.

Example: [Ohio Resident Educator Program Standards](#)

Mentor Professional Standards— New Teacher Center Example

- Standard 1: Facilitates and advances the professional learning of each teacher to increase student learning.
- Standard 2: Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning.
- Standard 3: Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning.
- Standard 4: Promotes professional learning for teachers for continuous improvement and student learning.
- Standard 5: Uses assessment data to advance teaching practice and student learning.
- Standard 6: Develops as a professional leader to advance mentoring and the profession.

Group Discussion

- As prework, we asked you to locate a copy of your state or district professional standards for mentors.
- Which standard(s) are the most important for your team to focus on when planning professional learning structures and activities for mentors?
- Why are these standards the most important?

Mentor Development Structures

1. Mentor professional learning series
2. Mentor professional learning communities
3. Mentor coaching and ongoing formative assessment

1. Mentor Professional Learning Series

- Mentor professional learning series advance mentors' skills and knowledge through a sequence of courses focused on instructional leadership skills and advancing the instructional practices of beginning teachers.
- Instructional coaching strategies must be explicitly taught to new mentors, practiced, and refined through continual feedback and reflection.

Essential Content for Mentor Professional Learning

- Research on the needs of new teachers and implications for the mentor role
- Roles and responsibilities of participants in the mentoring program (mentors, new teachers, administrators, other colleagues)
- Communication and collaboration skills
- Cultural competence
- Collaborative coaching skills, including questioning and facilitation techniques
- Coaching observation approaches and data-gathering strategies
- Frameworks for examining teaching, learning, and assessing

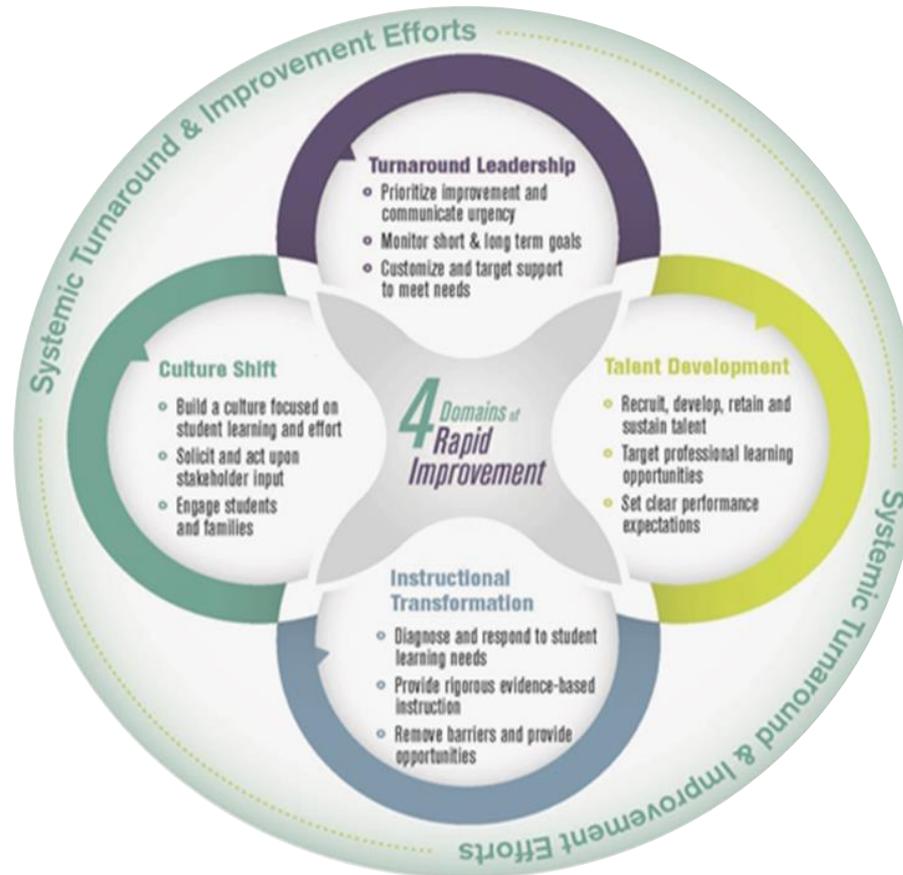
Mentor Professional Learning Series— New Teacher Center Example

1. Instructional mentoring for equitable learning
2. Using data to inform instruction
3. Observing and giving feedback
4. Assessing growth and deepening practice
5. Creating conditions for equitable instruction
6. Differentiating instruction to support diverse learners
7. Advancing instruction to support language development
8. Mentoring as leadership

Instructional Content for Diverse Learners

- Mentors must be instructional strategy experts who can address the needs of each and every learner, including those with diverse learning needs.
- Mentor professional learning may include advanced topics related to:
 - Universally designed instruction
 - Multitiered systems of support
 - Differentiated instruction

The Four Domains for Rapid School Improvement



School Improvement Spotlight: Practices 3A and 3B

School Turnaround Practices

3A: Diagnose and respond to student needs

3B: Provide rigorous, evidence-based instruction.

High-Quality M&I Practices

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

Practice 3A: Diagnose and respond to student learning needs

- Diagnose student learning needs and use identified needs to drive all instructional decisions.
- Incorporate effective student supports and instructional interventions.
- Use fluid, rapid assessment and adjustment of instructional grouping and delivery to adapt to student learning needs.

Practice 3B: Provide rigorous, evidence-based instruction

- Set high academic standards and ensure access to rigorous, standards-based curricula.
- Provide supports to ensure evidence is used in instructional planning and facilitation of student learning.
- As gaps are identified in the curriculum or instructional delivery, develop plans to strengthen these key components.

Group Discussion

- In the chat pod, please respond to the following prompt:
To what extent does mentor professional learning in your state or district emphasize and support the following practices?
 - 3A: Diagnose and respond to student needs.
 - 3B: Provide rigorous, evidence-based instruction.

2. Mentor Professional Learning Communities

- **Mentor professional learning communities** (also called communities of practice) foster a peer-to-peer, inquiry-based approach to learning new mentoring strategies, skills, and techniques.
- **Mentor forums**, typically led by experienced mentors or instructional coaches, are another venue for mentors to develop their skills and understanding of adult learning.

Goals of Mentor Professional Learning Communities

- **Build content knowledge.** Grow mentors' ability to help beginning teachers address content standards, lesson planning, and best practices to support all learners.
- **Expand understanding of important skills and concepts.** Build trust, partnerships with principals, and leadership capacity.
- **Develop skills in using performance rubrics and student data for improved practice.** Use data to inform mentoring conversations relative to supporting differentiated instruction and formative assessment in beginning teachers' classrooms.
- **Offer collegial support for challenging mentoring situations.**
- **Provide dedicated space for reflection.**

3. Mentor Coaching and Ongoing Formative Assessment



Mentor Goal Setting

- State or local mentor standards can be used to guide mentor goal setting and ongoing self-assessment.
- Mentor goals should reflect a continuum of mentor development.



Mentor Coaching

Mentor coaches work with mentors to:

- Co-construct and/or process learning.
- Support and advance leadership and coaching skills.
- Solve problems and reflect on mentoring skills and teacher needs.
- Review mentor self-assessment results and support the development of a mentor's individual learning plans.
- Support mentors with peer observations. Using the plan–teach–reflect cycle, this peer observation provides validation and encouragement in reaching a higher level of mentoring skills.
- Assess progress of mentors at midyear and support year-end reflection.

Mentor Coaching Examples

- Coaches hold **one-on-one meetings** with mentors to reflect on strengths, areas for improvement, and resources needed to support beginning teachers.
- Coaches **observe and provide feedback on coaching conversations** between mentors and beginning teachers.
- Coaches provide **in-field support** to mentors as they observe and coach beginning teachers in the classroom.

Mentor Feedback and Reflection

- Mentors need ongoing, formative feedback on their performance as coaches and instructional leaders.
- Mentor coaches, principals, and/or induction program leaders can provide feedback .
- If available, consider the use of self-assessment rubrics aligned with mentor professional standards to guide these conversations.

Resources

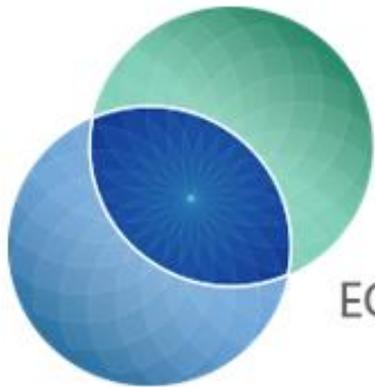
- **GTL Toolkit: Mentor Professional Learning, Development, and Assessment Design Workbook—** Helps teams incorporate research-based best practices into the design of their mentor professional learning initiatives (see Groupsite).

Questions?



Highlights of the New Teacher Center Model in New York City

Karali Pitzele, Program Director



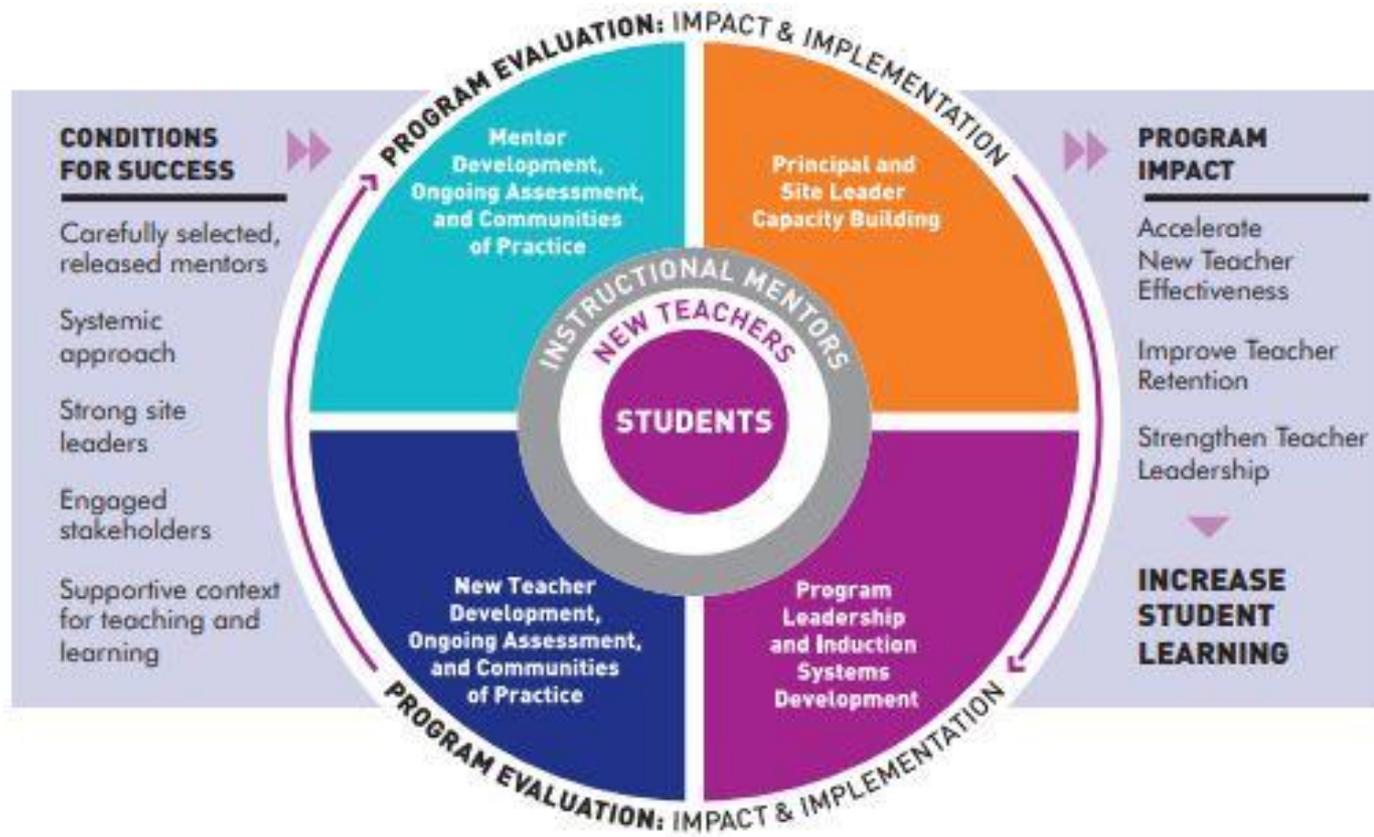
TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Who is the New Teacher Center (NTC)?

- 20-year old organization
- Previously the Santa Cruz New Teacher Project
- Currently partner with 250 school districts in 37 states reaching 23,000 new teachers and 1.6 million students
- U.S. DOE recognizes our model—NTC received an Investing in Innovation (i3) and a SEED grant to scale and assess the impact of our work in multiple districts, including one to scale our work in NYC
- NTC has had a presence in New York City (NYC) since 2001

NTC Program Theory of Action



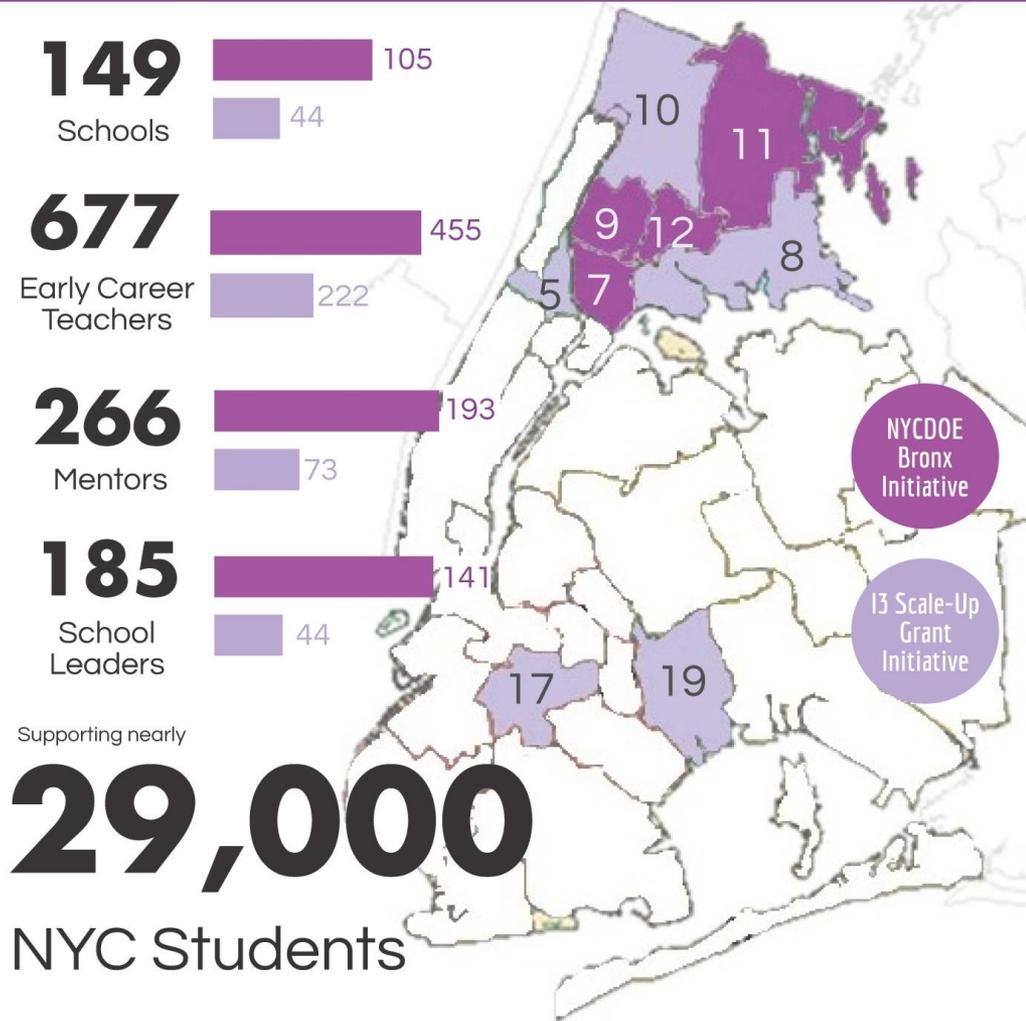
“We develop, implement, and advocate for comprehensive induction systems for new teachers to improve their effectiveness, retention, and leadership, thereby increasing student learning.”

NTC-NYC Reach



New York City

2017-2018 Programs



Expanding Mentors' Role

Two years of mentoring

Mentoring is continuous (weekly)

Uses high-leverage tools and protocols

Collaboration of mentor and school leaders

Co-plan lessons and units aligned to Common Core Standards, Danielson Framework, and schools model

Observe in instruction, provide feedback and support reflection on teaching using structured pre/post-observation protocols

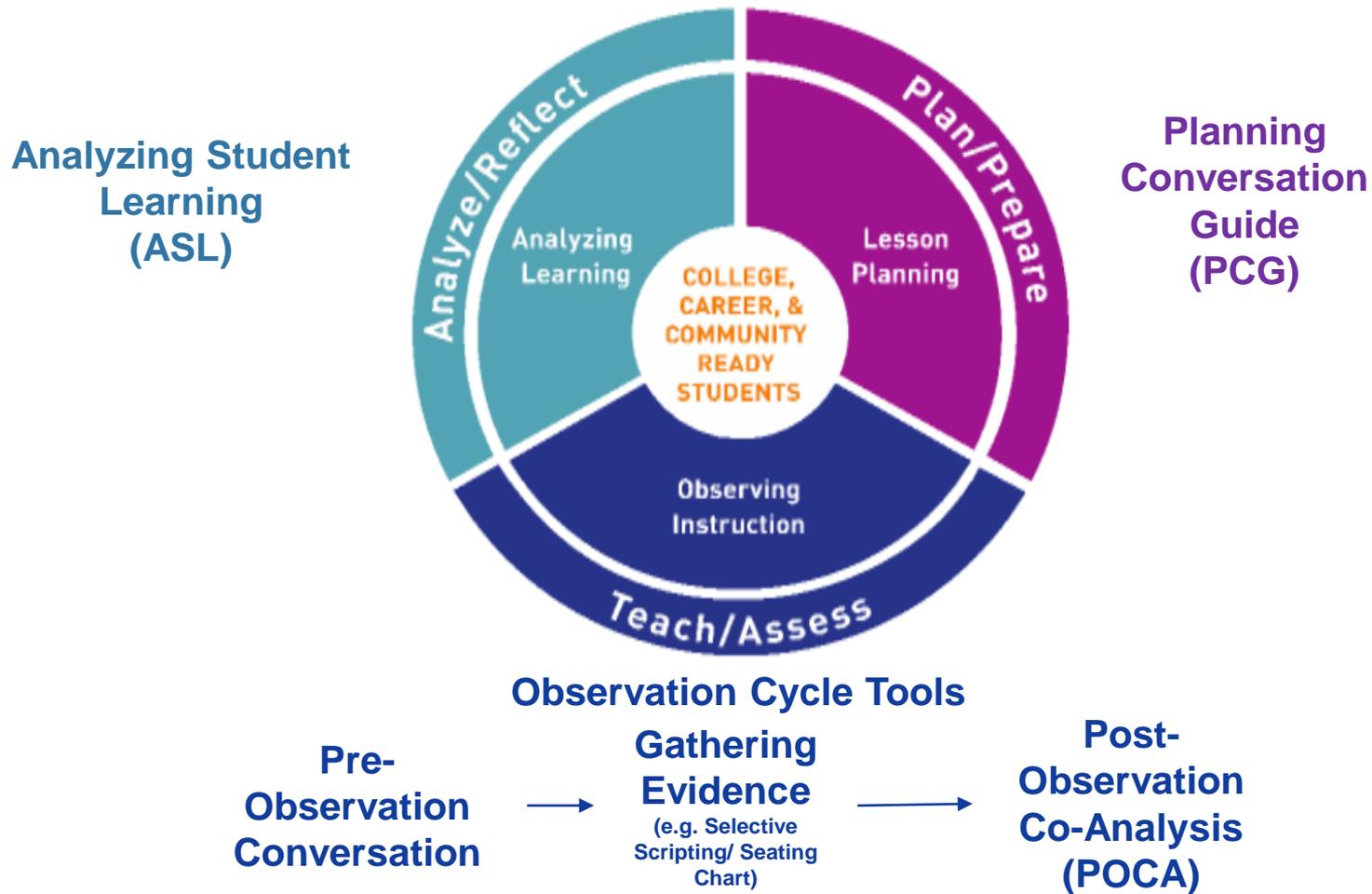
Scaffold development of effective communication, collaboration, and coordination with all school stakeholders (teachers, support staff, administrators, parents, students)



Support differentiated instruction using analyzing student work protocols

Help teachers learn the context of the school and students' lives in ways that support social-emotional learning and effective relationship-building

Highest Leverage Mentoring Practices



Annotated Collaborative Assessment Log

Celebrate progress in previous "Challenges" and note when "Next Steps" have been achieved. Frame this using evidence of student learning and teaching standards

Capture a few specific, achievable next steps. These steps should be:

- Related to current focus
- Short-term and achievable
- Likely to succeed
- Related to the use of other tools

These items will support the beginning teacher to be reflective about practice and to plan for the future.

FORMATIVE ASSESSMENT TOOL



**NEW TEACHER
CENTER**

Collaborative Assessment Log

Name _____ Mentor _____ Date _____
 Grade Level/Subject Area _____ School _____

<p>★ What's Working:</p>	<p>▲ Current Focus—Challenges—Concerns:</p>
<p>Teacher's Next Steps:</p>	<p>Mentor's Next Steps:</p>

Next Meeting Date _____ Focus _____

California Standards for the Teaching Profession

<p>1. Understanding and Supporting All Learners</p> <p>1.1 Analyzing students' readiness for learning</p> <p>1.2 Identifying students' strengths and interests</p> <p>1.3 Identifying students' needs for additional support</p> <p>1.4 Identifying students' cultural backgrounds and experiences</p> <p>1.5 Identifying students' learning styles and preferences</p> <p>1.6 Identifying students' social and emotional needs</p> <p>1.7 Identifying students' individualized learning needs</p> <p>1.8 Identifying students' individualized learning needs</p> <p>1.9 Identifying students' individualized learning needs</p> <p>1.10 Identifying students' individualized learning needs</p>	<p>2. Learning and Growth of Teachers</p> <p>2.1 Identifying areas for personal growth</p> <p>2.2 Identifying areas for personal growth</p> <p>2.3 Identifying areas for personal growth</p> <p>2.4 Identifying areas for personal growth</p> <p>2.5 Identifying areas for personal growth</p> <p>2.6 Identifying areas for personal growth</p> <p>2.7 Identifying areas for personal growth</p> <p>2.8 Identifying areas for personal growth</p> <p>2.9 Identifying areas for personal growth</p> <p>2.10 Identifying areas for personal growth</p>	<p>3. Learning and Growth of Students</p> <p>3.1 Identifying areas for student growth</p> <p>3.2 Identifying areas for student growth</p> <p>3.3 Identifying areas for student growth</p> <p>3.4 Identifying areas for student growth</p> <p>3.5 Identifying areas for student growth</p> <p>3.6 Identifying areas for student growth</p> <p>3.7 Identifying areas for student growth</p> <p>3.8 Identifying areas for student growth</p> <p>3.9 Identifying areas for student growth</p> <p>3.10 Identifying areas for student growth</p>	<p>4. Professionalism and Leadership</p> <p>4.1 Identifying areas for professional growth</p> <p>4.2 Identifying areas for professional growth</p> <p>4.3 Identifying areas for professional growth</p> <p>4.4 Identifying areas for professional growth</p> <p>4.5 Identifying areas for professional growth</p> <p>4.6 Identifying areas for professional growth</p> <p>4.7 Identifying areas for professional growth</p> <p>4.8 Identifying areas for professional growth</p> <p>4.9 Identifying areas for professional growth</p> <p>4.10 Identifying areas for professional growth</p>
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Things to remember:

- Use the language of content and teaching standards. Use mentoring language to paraphrase, clarify and probe for specificity.
- Limit and prioritize concerns as you establish an area of focus together.

List specific ways that your mentoring will support the beginning teacher going forward.

Close the conference by reconfirming agreements and next steps.

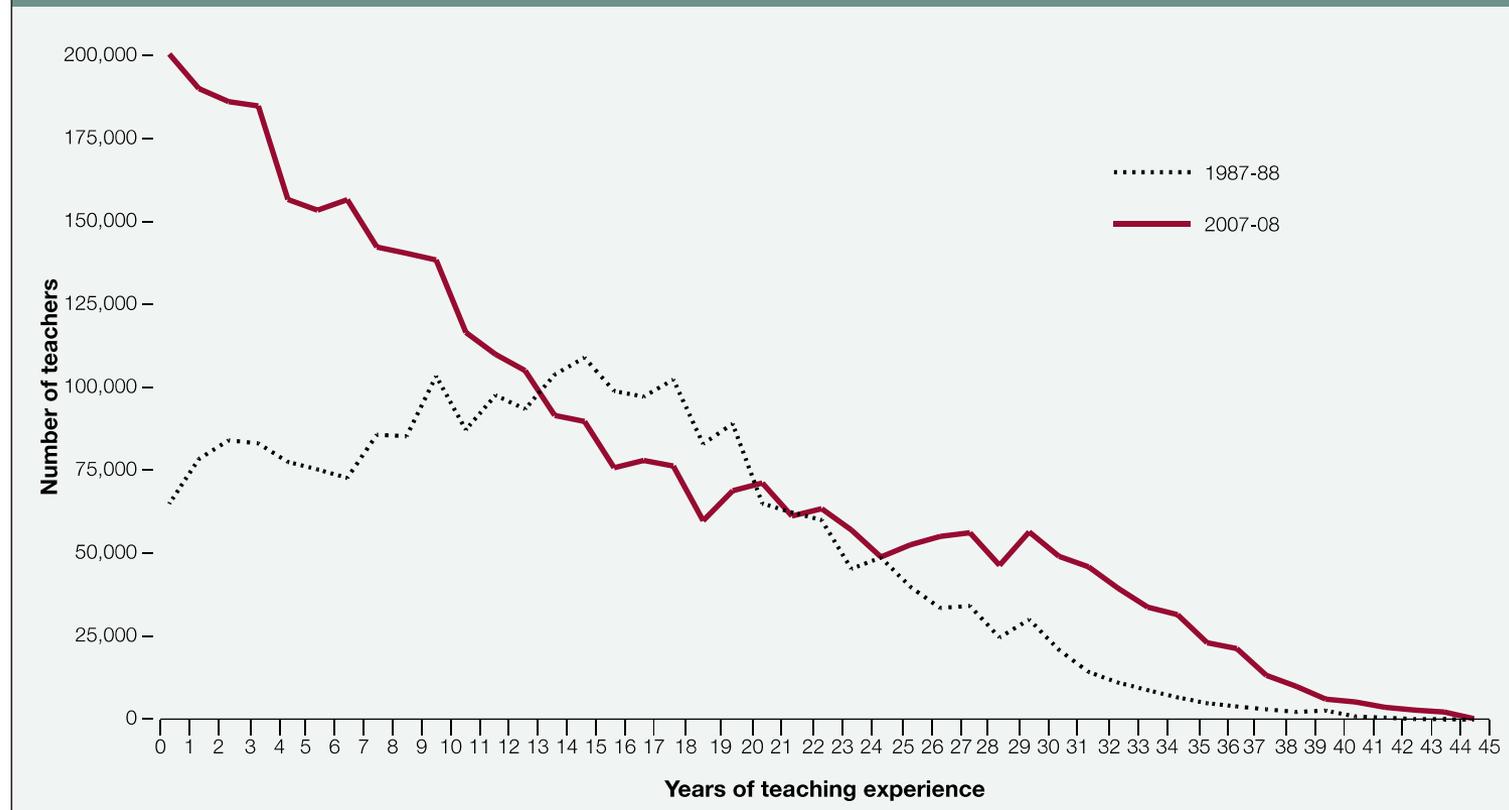
Use this reference to the Teaching Standards to indicate the standards addressed during your discussion.

Team Question

- Why is mentor development important?
- What are the challenges?
- What general trends do you see in the field?

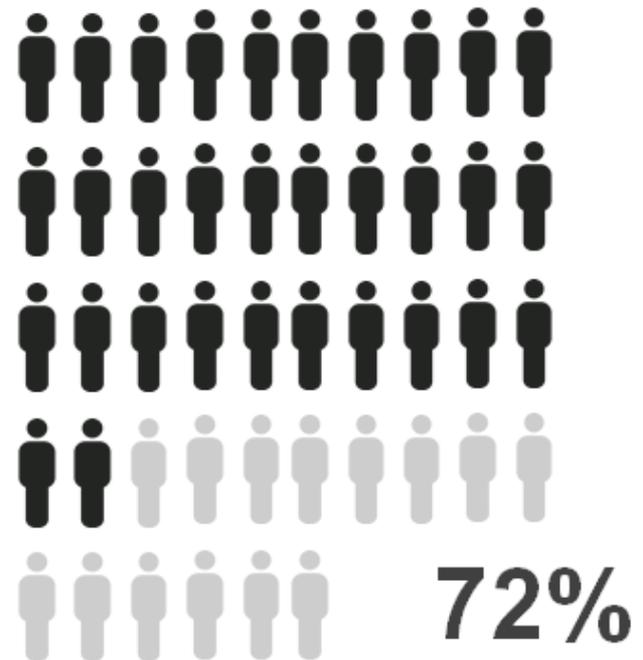
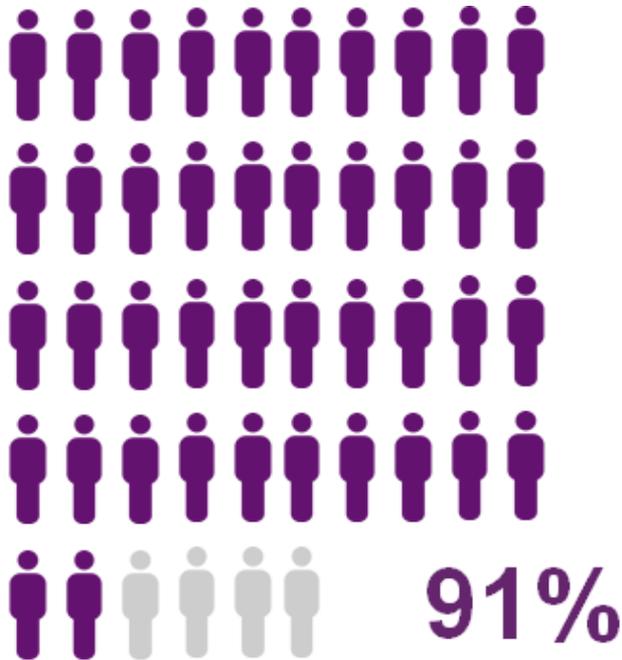
Greening of the Teaching Force

FIG. 1.
Years of teaching experience of public school teachers, 1987-88 and 2007-08



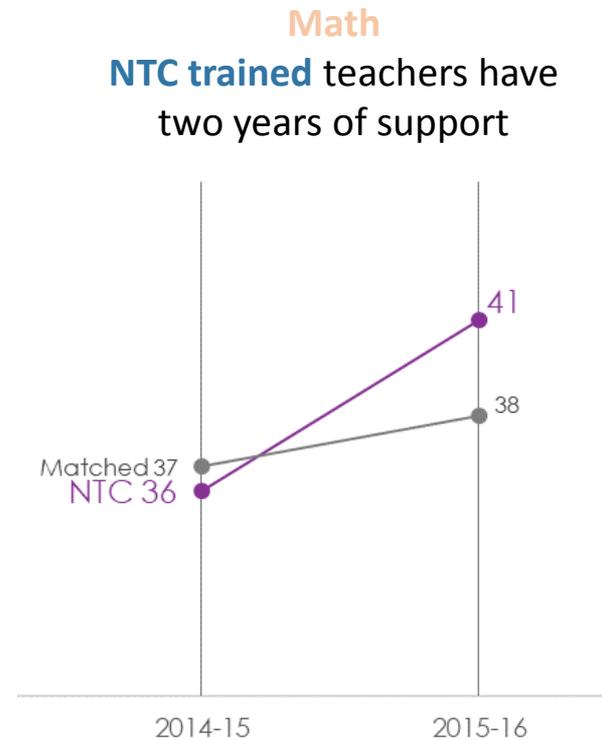
Teacher Retention After One Year with NTC

In District 9 (Bronx), after the 2014-2015 program year, the retention rate for the **NTC cohort** of first year teachers was higher than the retention rate of the **matched cohort** of District 9 first year teachers.



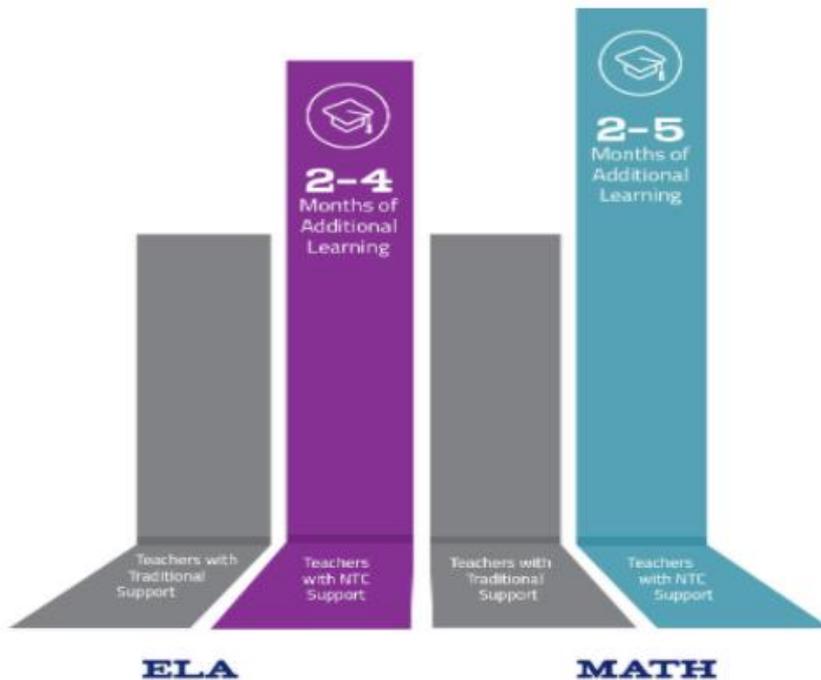
Growth After Two Years with NTC Model

After two years of mentoring, students of NTC trained teachers showed greater growth in Reading/ELA & MATH compared to matched comparison teachers.



i3 Validation

An RCT of NTC's induction model demonstrates students of NTC teachers learn more than students of district supported teachers.



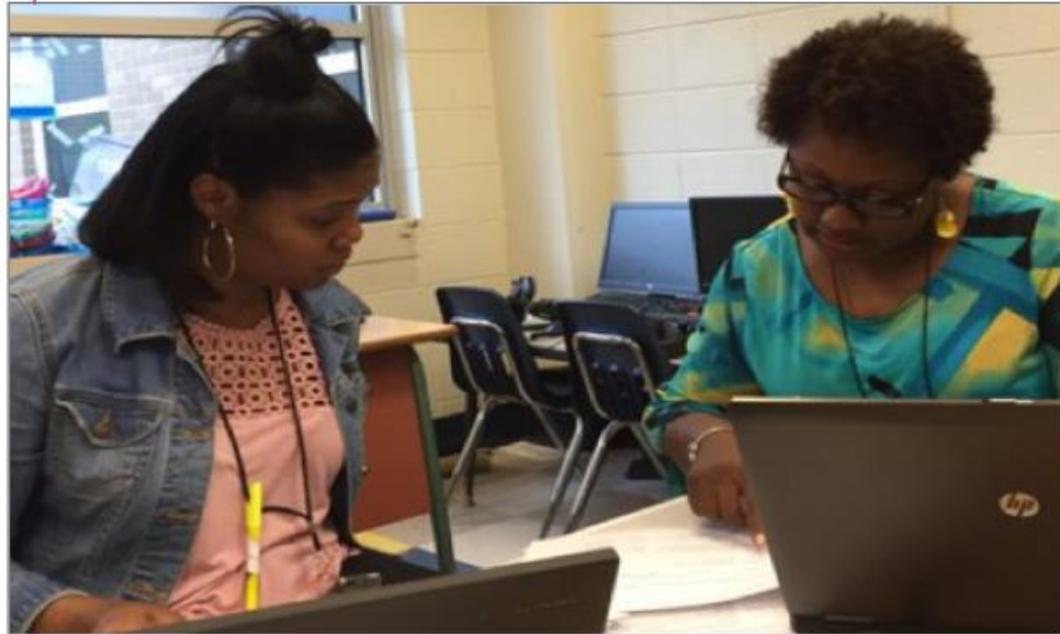
Students of NTC-supported teachers achieve **2-4 months of additional learning in reading** and **2-5 months of additional learning in math** over the course of one year compared to students whose teachers received traditional mentoring.

What We Learned from the i3 Validation

WE KNOW WHAT WORKS

To improve teacher practice and student learning, NTC provided districts:

- 1** High-quality, trained instructional mentors
- 2** Small mentor caseloads (No more than 15 teachers if mentor is released full-time)
- 3** Formative assessment systems that guide instruction and student supports
- 4** Regular job-embedded, in-person, one-on-one feedback, focused on instruction
- 5** Consistent data use for program improvement



Challenges

- Funding staffing and time for 1:1 mentoring
- School level
 - Sanctioning time to mentor
 - Mentor selection
- District level
 - Sustainability
 - Impact on school culture
 - Impact on district expertise if partnership is not connected to key movers

Who Should Mentor?

- ✓ Effective/Highly Effective teachers
- ✓ Instructional coaches
- ✓ Teacher Leaders

Not necessarily:

The person with the most flexibility in their schedule

The person with the most seniority



Release Time and Budgeting



Team Question

- What structures do you have in place for mentor professional learning?
- What is the schedule?
- How do you determine topics for the professional learning sessions?

Key Program Components



Professional Learning

8 days per Year



**Mentor Forums
(half day)**

4-6 per year



In-Field Coaching Visits

3-5 per year



School Leadership Engagement

4-6 times per year



TALENT FOR TURNAROUND

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Mentor Training

- The process is pedagogical—mentors reflect, plan, peer-coach, and interact with the content in varied ways.
- Focuses on using mentoring processes effectively in varied conditions to meet the needs of all learners.
- Key topics are covered in addition to how to use the tools:
 - Adult learning theory
 - Agency and metacognition (coaching language)
 - Phases of first year teachers
 - Coaching through stress
 - Coaching into Common Core
- Year 2 spirals through the tools while layering in equity, the needs of English learners, students with special needs, etc.
- Year 3 includes peer-video coaching.

Year 1 Professional Learning Series: Mentoring for Effective Instruction

Mentors Learn to:

- Engage beginning teachers in instructional cycles designed to advance their ability to plan, teach, and assess in order to provide opportunities for all students to meet rigorous, grade-level content standards.
- Use a strength-based approach to assess, respond to, and support beginning teacher practice using Inquiry-based Formative Assessment and Support (FAS) system.
- Effectively create a collegial partnership that provides actionable, meaningful feedback to improve student learning.

	Topics	Outcomes
PLS 1 Instructional Mentoring for Equitable Learning	Building Trust and Supporting Instruction - Day 1	
	<ul style="list-style-type: none"> Mentoring Roles Phases of Teacher Development Building Trusting Relationships Components of Standards-Based Instruction 	<ol style="list-style-type: none"> Use the roles, language, and instructional mentoring Build partner fluency with beginning teachers in individual goals Identify and mentor for the rigorous content standards Analyze and align lesson plan engagement for beginning students' equitable access to
PLS 2 Using Data to Inform Instruction	Analyzing Evidence of Student Learning - Day 1	
	<ul style="list-style-type: none"> Connecting to Standards Analyzing Evidence of Student Learning Creating Student Access Multiple Dimensions 	<ol style="list-style-type: none"> Identify and mentor for the content standards in student Use professional tools and methods to analyze student work Define and mentor for different Apply relevant data research developing social and academic
PLS 3 Observing and Giving Feedback	Mentoring for Differentiated Instruction - Day 2	
	<ul style="list-style-type: none"> Assessing and Differentiation Master-Student Communication Self-Assessment Methods 	<ol style="list-style-type: none"> Identify and mentor for the content standards in student Use professional tools and methods to analyze student work Define and mentor for different Apply relevant data research developing social and academic
PLS 4 Assessing Growth and Deepening Practice	Observation and Feedback - Day 1	
	<ul style="list-style-type: none"> Observing & Coaching for Effective Instruction - Literacy Observation Conversation Protocol Providing Meaningful Feedback 	<ol style="list-style-type: none"> Identify and mentor for the content standards in student Use professional tools and methods to analyze student work Define and mentor for different Apply relevant data research developing social and academic
PLS 4 Assessing Growth and Deepening Practice	Observation Protocol - Day 2	
	<ul style="list-style-type: none"> Observing & Coaching for Effective Instruction - Math Independent Practice & Practice Struggle Mentoring Self-Assessment 	<ol style="list-style-type: none"> Identify and mentor for the content standards in student Use professional tools and methods to analyze student work Define and mentor for different Apply relevant data research developing social and academic
PLS 4 Assessing Growth and Deepening Practice	Deepening Meaningful and Effective Instruction - Day 1	
	<ul style="list-style-type: none"> Entry Points and Language Social Emotional Learning Framework Case Study: Planning, Signaling and Effective Instruction 	<ol style="list-style-type: none"> Identify and mentor for the content standards in student Use professional tools and methods to analyze student work Define and mentor for different Apply relevant data research developing social and academic
PLS 4 Assessing Growth and Deepening Practice	Deepening Observing and Analyzing Evidence of Student Learning - Day 1	
	<ul style="list-style-type: none"> Effective Feedback, Observation Observation Tools Case Studies: Observation Cycle & Analyzing Evidence of Student Learning 	<ol style="list-style-type: none"> Identify and mentor for the content standards in student Use professional tools and methods to analyze student work Define and mentor for different Apply relevant data research developing social and academic



Year Two Professional Learning Series: Reaching All Learners

Year two focuses on reaching all students through differentiated instruction based on assessed learning needs. The curriculum deepens and expands mentors' coaching skills and knowledge while emphasizing academic language development, culturally responsive teaching, social and emotional learning (SEL), mentor leadership, and the creation of strong, collaborative professional relationships that advance student learning. Each two-day session has a clear focus as participants meet four times over year two.

5 Conditions for Equity

Mentors share their vision of equity through:

- Selecting appropriate strategies, tools, and processes to promote instruction that addresses differences of race, language, and culture on teaching and learning
- Applying a SEL framework that further supports equitable environments of safety, respect, and support

6 Mentoring for Language Development

Apply collaborative inquiry to support teachers in identifying and addressing all students' language and literacy needs through:

- Developing skills in collecting standards-based observational data
- Providing targeted feedback
- Learning a tried conversational protocol that facilitates dialogue between a beginning teacher, mentor, and the administrator



Inquiry Cycle

7 Reaching All Students

Deepen mentors' understanding of conditions and strategies that support students with learning differences by:

- Developing skills to identify entry points
- Planning differentiated instruction and assessing teaching practice
- Acquiring new skills that promote collaboration between teachers, families, resource personnel, and co-teachers

8 Leading for Tomorrow

Evaluate the impact of mentor practice on teaching and learning and explore the collective efficacy of their programs through:

- Developing leadership and organizational literacy skills that advocate equitable teaching and learning conditions
- Creating a personal vision of leadership



Team Question

- Is there a specific assessment tool that you use for mentors?
- How do you use it to foster reflection?

NTC's Continuum of Mentoring Practice

- Describes key mentoring strategies used at different levels.
- Is used several times per year to reflect and set goals.
 - Forums—peer coaching
 - In-field coaching with lead coach
- Is not an evaluative tool—districts develop those if needed.

Basic Toolkit and Conceptual Framework



NEW TEACHER CENTER

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2017-18

Home

Mentor Practices

Mentor Language

CAL

Differentiated Coaching

Knowing Students

Giving Feedback

Mentoring for Equity

Final Thoughts/Feedback

Request Info about NTC

Reach Out! Tell us about yourself! Then return for more...

Basic Toolbox for Mentors and Coaches

Let's Elevate!

Toolbox of Basics for Mentors and Coaches



What are the key mentoring and coaching practices that best support teacher effectiveness?

Questions?



Exit Ticket

In the chat pod, please type **ONE ACTION ITEM** you want to take back to your team for consideration based on today's workshop.



Housekeeping

- **Survey:** <https://www.surveymonkey.com/r/MIWorkshop1>
- **Next workshop:** Beginning teacher needs assessment and communities of practice.
 - April 25th (1:30—3:00 p.m. ET)
- **Pework:** Will be sent in a follow-up e-mail.
- **Adobe Connect:** Please be prepared to appear via webcam at the next session.

References

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>

Dunne, K., & Villani, S. (2007). *Mentoring new teachers through collaborative coaching: Linking student and teacher learning*. San Francisco, CA: WestEd.

Joyce, B., & Showers, B. (2002). Student achievement through professional development. In B. Joyce & B. Showers (Eds.), *Designing training and peer coaching: Our need for learning*. Alexandria, VA: ASCD.

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New Teacher Center. (2011). *Continuum of mentoring practice*. Santa Cruz, CA: Author. Retrieved from http://www.scsvntp.com/uploads/3/7/3/5/37354959/complete_mentor_continuum.pdf

New Teacher Center. (2016). *Support from the start: A 50-state review of policies on new educator induction and mentoring*. Santa Cruz, CA: Author. Retrieved from <https://newteachercenter.org/wp-content/uploads/state-teacher-induction-2016-exec-summ-only-final-version-v3.pdf>

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