

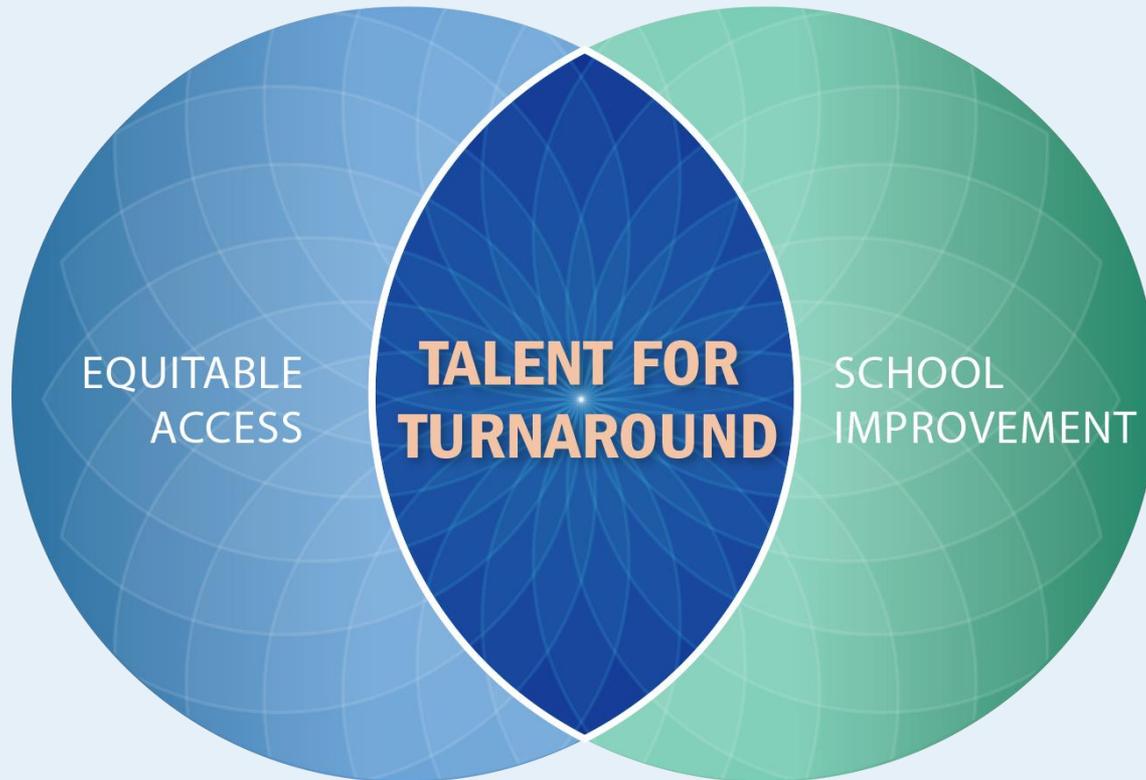


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- Enter your phone number.
- Then click **Join** and answer the incoming call from the webinar software.
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Collecting Evidence of Induction Program Success

T4TLA Mentoring and Induction Affinity Group | Workshop 6
August 15, 2018



Welcome and Introductions

- Lisa Lachlan, Center on Great Teachers and Leaders
- Catherine Jacques, Center on Great Teachers and Leaders



TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

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: 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

Mentoring and Induction (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 Every Student Succeeds Act (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 6 Objectives

- Participants will
 - build a shared understanding of effective program-monitoring processes;
 - explore ways to develop a monitoring and evaluation plan that reflects your local education agency (LEA) team's specific goals, stage of readiness, and perspective; and
 - identify GTL Center tools that can support the development of effective induction program data collection, monitoring, and continuous improvement.

Workshop 6 Agenda

- An Introduction to the Basics of Program Monitoring:
 - Collecting Evidence of Induction Program Success
 - Knowing Your Stage of Readiness and Responsibilities
 - Defining a Vision With a Theory of Change
 - Identifying, Collecting, and Analyzing Data
- Examples of State and District M&I Evaluation Plans
- Q&A/group discussion
- Final thoughts

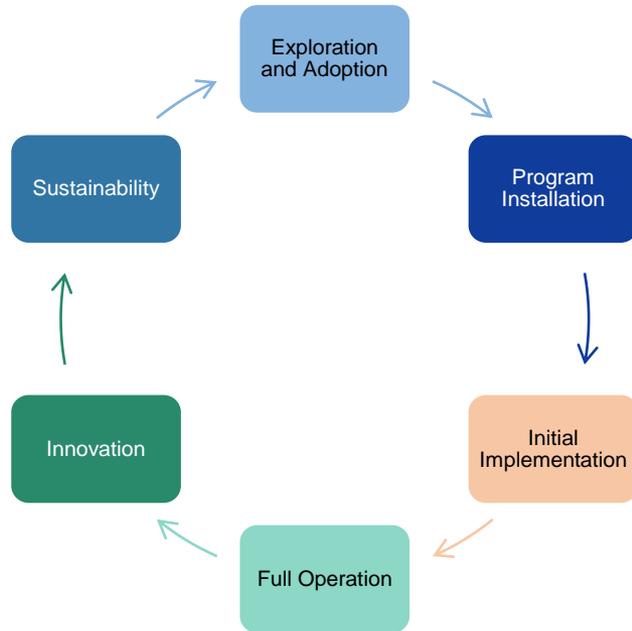
Collecting Evidence of Induction Program Success

Developing an M&I Evaluation Plan



Articulating Your Stage of Readiness and Responsibilities

Factors Influencing an Evaluation Plan

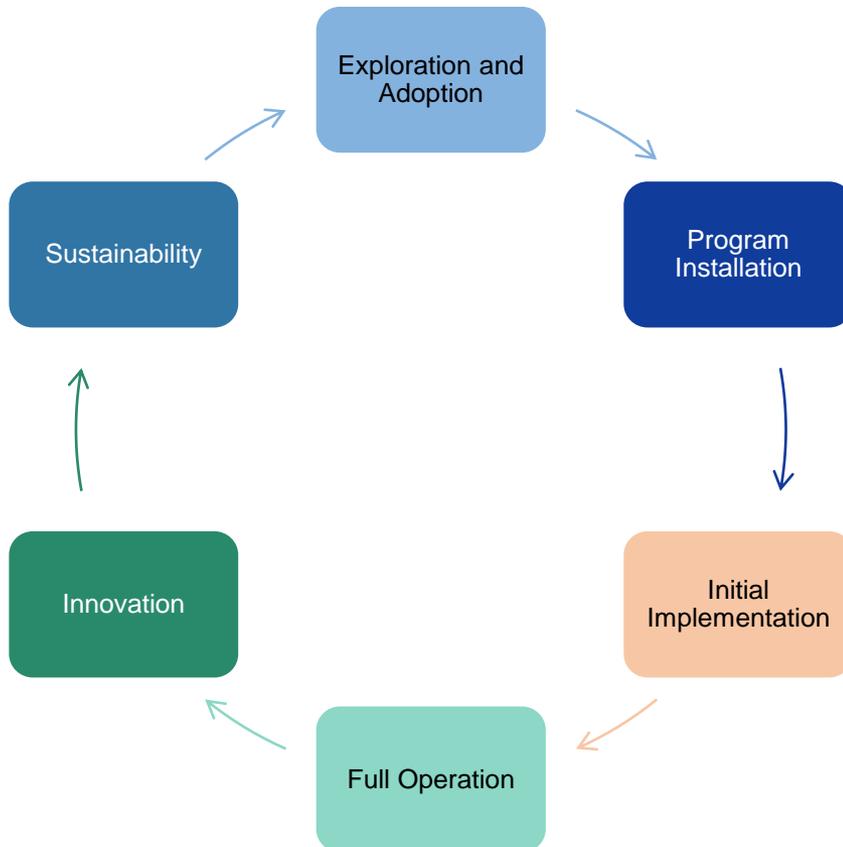


Stage of
readiness



Stakeholder
responsibilities

Stage of Readiness



Exploration and Adoption: Initial phase of implementation—identify the need for an intervention, gather stakeholder support, and choose an intervention.

Program Installation: Prepare for installation without changing practices, which include gathering resources and training.

Initial Implementation: Start to implement a new strategy, policy, or program and confront fears and uncertainty that occur with any change.

Full Operation: The new program is fully integrated into practice, gradually becoming accepted practice.

Innovation: Opportunities for refining the practice and additional customization occur during the innovation phase.

Sustainability: Ensure the practices that were implemented are continued through staffing and funding changes and continued community and political support.

Fixsen et al., 2005

Sample Activities in Each Stage of Readiness

Program Installation

- Learning about M&I policies and practices in other states and districts
- Identifying key elements of a quality M&I program
- Reviewing research on effective M&I programs

Full Operation

- Developing and deploying training to stakeholders
- Collecting feedback from stakeholders to understand pain points
- Developing resources and supports for stakeholders to implement an M&I program

Initial Installation

- Identifying and engaging stakeholders in designing an M&I program
- Articulating M&I program requirements, recommendations, or options
- Inventorying local M&I practices to understand what is already happening

Innovation

- Collecting data on M&I implementation activities
- Synthesizing data and sharing it with stakeholders
- Planning and implementing revisions to the program, using data collected and analyzed

Key Resource!

GTL Center:
Implementation
Planning Tool

Appendix C-1
Implementation
Assessment

[https://gtlcenter.org/
sites/default/files/
Implementation
Planning_Tool.pdf](https://gtlcenter.org/sites/default/files/Implementation_Planning_Tool.pdf)

Table C1. Implementation Assessment Template

Guiding Questions	Describe Current Status (Consider Successes and Challenges at This Level of Implementation)	What Strategies Do You Plan to Address This Challenge?	Timeline and Responsible Party
Exploration and Adoption: Initial phase of implementation—identify the need for an intervention, gather stakeholder support, and choose an intervention.			
What need was identified?			
How were stakeholders, including LEAs, engaged in the process?			
What different strategies were considered to meet this need?			
How was the strategy selected based on best fit to state (and local) needs?			

Polling Question

Which stage of readiness most closely reflects your current status?

- Exploration and Adoption
- Program Installation
- Initial Implementation
- Full Operation
- Innovation
- Sustainability

Group Discussion

Why do you think this stage reflects your status?



Sample Stakeholder Responsibilities

State:

- Establish statewide policies, requirements, and points of flexibility.
- Develop guidance, resources, and training.
- Identify regions, districts, or schools of focus.
- Articulate statewide goals and theory of action for your M&I program.

District:

- Establish local policies, including mentor selection criteria, mentor selection committee, and frequency of meetings.
- Recruit and train mentors.
- Match new teachers with mentors.

Group Discussion



What are some of your team's primary responsibilities for implementing a quality M&I program?

Defining a Vision With a Theory of Change

Defining a Vision With a Theory of Change



A theory of change is a roadmap that shows how you **expect change to come about as a result of your work** and provides a general picture of the project landscape. The theory explains how activities are understood to produce a series of results that contribute to a long-term goal. A well-conceived theory of change explains the way the project is understood to work and **keeps implementation and evaluation transparent** so that everyone involved knows what is happening and why.

Key Uses of a Theory of Change



To show the big picture

To show detail on the pathways to impact

To strengthen design

To assist with planning

To identify monitoring and evaluation needs

To guide data collection

To make causal claims

To tell your performance story

Mayne, 2018

A Theory of Change Must Be . . .



Plausible—it tells a compelling story about the pathway to change that leads to project goals.

Feasible—the project has the capacity and resources to implement the activities required to produce outcomes.

Supported—stakeholders are involved in defining and refining the theory of change.

Testable—success can be reasonably measured or observed.

Mayne, 2018

Key Components of Theory of Change



Vision: communication of the vision of change to your team, partners, and other stakeholders

Long-term goals: description of the highest level change to which the project aims to contribute—the goal toward which everything is directed.

Short-term outcomes: unpacking of long-term goals and articulation of the changes, results, or accomplishments that come about because of the work

Outputs: goods, products, or services that will be delivered.

Key activities: actions taken or work performed that produce outputs defined, and require substantial resources and staff effort; may also consist of several related subactivities

Theory of Change



Handout 1: Mentoring and Induction Program Logic Model

Theory of Change Vision:

If.....

Then.....

Key Activities	Milestones and Key Outputs	Short-Term Outcomes	Long-Term Goals

Setting a Vision



*If I do this,
then this will happen.*

If I develop a quality M&I program that provides mentor teachers who understand effective teaching strategies, to new hires,

then new teachers will feel adequately prepared and supported, and will be less likely to leave.

Key Resource!



Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■



Handout 2: Sample Theory of Change Statements

Sample #1:

If the state develops policies, resources and technical assistance materials for a comprehensive M&I program, **Then** districts will be supported in developing quality M&I programs that meet their local teacher retention goals and expectations.

Sample #2:

If the district develops a comprehensive M&I program that provides quality mentors to all new teachers, **Then** new teachers will better understand and use effective teaching practices and feel more confident in their teaching abilities, which will make them more likely to stay in the profession.

Sample #3

If the district develops a comprehensive M&I program that provides targeted professional learning to teachers in high need schools, **Then** teacher effectiveness and culturally relevant teaching practices will increase and there will be more equitable outcomes and experiences for students.

Key Resource!



TURNAROUND LEADERSHIP

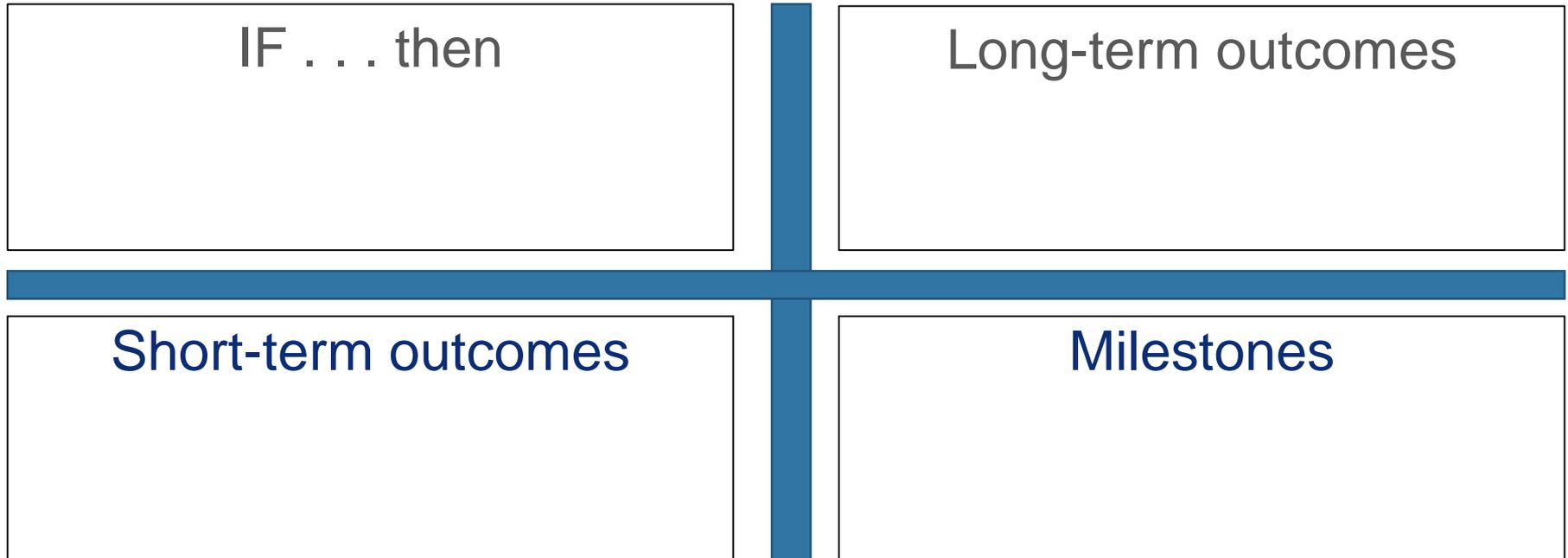
Practice 1A: Prioritize improvement and communicate its urgency • Clear roles and responsibilities for administrators • Collaboration with all stakeholders				
LEA Indicators	Rating			
	We have not done this	We have done this to some extent	We have done this	We have done this and have evidence that it is working
LEA has developed and communicated a clear vision and theory of action for M&I programs in turnaround schools.				
LEA has developed a written plan establishing M&I program guidance and policies for turnaround schools (e.g., negotiables versus non-negotiables).				
LEA consistently messages to all LEA and school personnel that M&I is a high-priority strategy that can be employed within a school turnaround framework to support and retain new teachers.				
LEA Perception of School Indicators	Rating			
	They have not done this	They have done this to some extent	They have done this	They have done this and have evidence that it is working
School leaders communicate a clear vision and theory of action for M&I of new teachers to all staff in their school.				
School leaders have developed written plans outlining the essential components of their school's M&I program, including descriptions of mentor responsibilities, selection criteria, and plans for mentor support and development.				
School leaders model and communicate the expectation that M&I of new teachers will lead to improvements in teaching practice and student learning.				
Strengths	Challenges			

- Review your Mentoring and Induction Self-Assessment for Talent for Turnaround Leadership Academy Teams.
- Consider your ratings for each LEA indicator.
- What have you identified as a focus or priority area?

Developing a Theory of Change

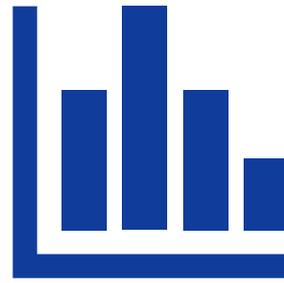


Write out your Theory of Change for your Mentoring and Induction Program.



Identifying, Collecting, and Analyzing Data

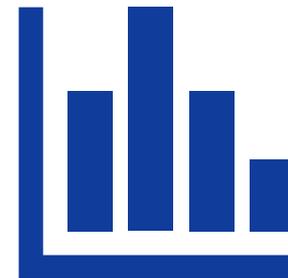
Types of Data



Program quality data: Assesses whether the M&I is meeting the goals expressed in the state or district's Theory of Change.

Mentor quality data: Measures the quality of the mentors, including their impact on improving new teacher practice and perceptions of effectiveness from mentees.

New teacher professional development quality: Assesses the impact of the professional development provided to new teachers on changing instructional practices and overall outcomes on students.

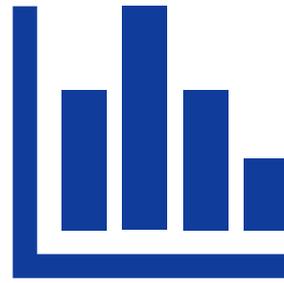


	Program quality	Mentor quality	New teacher PD quality
Principal perception surveys	X	X	
Mentor perception surveys	X	X	X
New teacher perception surveys	X	X	
Teacher exit interviews	X		X
Coaching logs	X	X	
Mentor logs	X	X	
New teacher effectiveness ratings	X		X
Mentor effectiveness ratings	X	X	
School and district new teacher retention over time	X		
Student outcomes over time	X		
End-of-year interviews with new teachers and mentors	X	X	X
Summative new teacher portfolio or project	X	X	X
Student feedback on new teacher effectiveness	X	X	X
New teacher PD exit tickets			X

Key Resource

Handout 3:
Sample Mentoring and Induction Data and Uses

Example From the Field: Massachusetts



Provides quantitative and qualitative data on common practices in Massachusetts induction and mentoring programs, as well as advice and resources from organizations across the state.

Annual report shares district updates on key criteria:

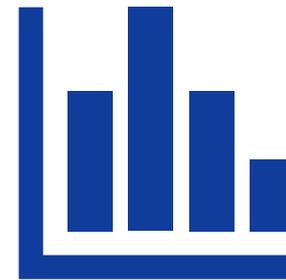
- Who are the district mentees and mentors?
- How are district programs structured?
- What is the districts' program content?
- How are district programs managed?
- What are the district program outcomes?



Source. <http://www.doe.mass.edu/educators/mentor/reports.html>

Example: Massachusetts

Mentor Quality

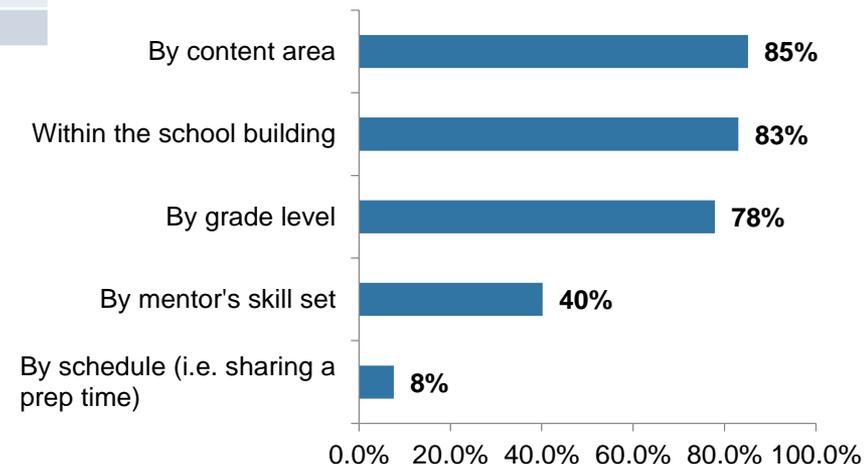


Mentor selection methods	Mentors of teachers	Mentors of administrators
Educator evaluation rating of Proficient or Higher	70%	57%
Recommendations by colleagues	28%	28%
Recommendations by supervisors	88%	74%
Application process	58%	17%
Interview	9%	7%
Mentee feedback from previous years	56%	30%
Other	13%	22%

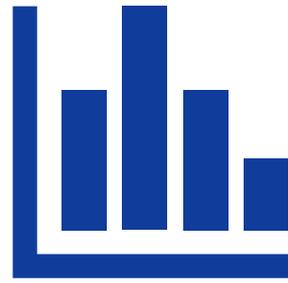
Is it difficult for your district to identify enough qualified mentors to meet the needs of educators in the following categories?

	Yes	No
Teachers	22%	78%
Administrators	26%	74%
Specialized instructional support personnel	46%	54%

Approaches to Mentor–Mentee Matching



Example From the Field: Dallas Independent School District



Provides New Teacher Support Team Coordinator Training.

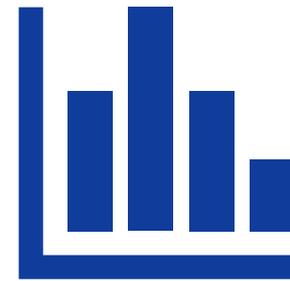
Training reviews the components of the New Teacher Mentoring Program and articulates best practices for teacher mentoring.

Examines New Teacher Support data and determine implications for each campus.

Shares best practices from the field.

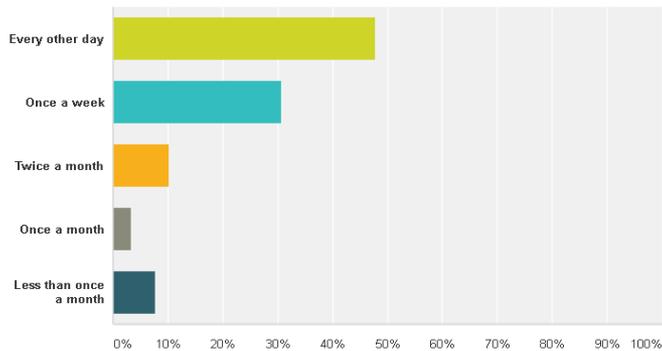
Source. <http://www.dallasisd.org/Page/37643>

Example: DISD New Teacher PD Quality



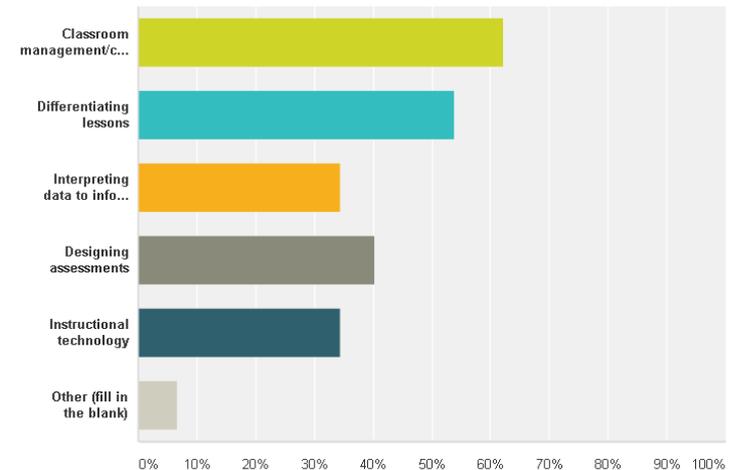
Quantify the frequency of interaction with your mentor

Answered: 117 Skipped: 2



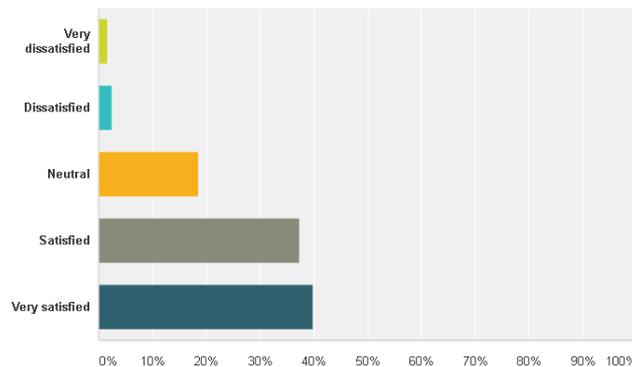
What type(s) of professional development would you most like to see offered to help you navigate spring semester?

Answered: 119 Skipped: 0



Rate your experience/relationship with your mentor

Answered: 118 Skipped: 1



Developing an M&I Evaluation Plan

Developing an M&I Evaluation Plan



Example: State in Full Operation Stage of Readiness

Theory of Change

If the state develops policies, resources, and technical assistance materials for a comprehensive M&I program, **then** districts will be supported in developing quality M&I programs that meet their local teacher retention goals and expectations.

Potential Data Sources

- School and district new teacher retention over time
- Summative new teacher portfolio or project
- Student outcomes

Example: District in Sustainability Stage of Readiness

Theory of Change

If the district develops a comprehensive M&I program that provides quality mentors to all new teachers,

then new teachers will better understand and use effective teaching practices and feel more confident in their teaching abilities, which will make them more likely to stay in the profession.

Potential Data Sources

- Summative new teacher portfolio or project
- New teacher perception surveys
- Mentor perception surveys
- School and district new teacher retention over time

Example: District in Initial Implementation Stage of Readiness

Theory of Change

If the district develops a comprehensive M&I program that provides professional learning that targets teachers in high need schools,

Then teacher effectiveness and culturally relevant teaching practices will increase and there will be more equitable outcomes and experiences for students.

Potential Data Sources

- Student outcomes over time
- Student feedback on new teacher effectiveness
- New teacher professional development exit tickets
- New teacher perception surveys



Housekeeping

- **Workshop 6 Survey:**
<https://www.surveymonkey.com/r/MIWorkshop6>
- **Final M&I Team Self-Assessment:** September
- **National Convening:** November 15–16

Thank you for joining us!

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