

Mentoring and Induction Toolkit

Induction Program Inventory

JANUARY 2019

Workbook 2



Induction Program Inventory

Purpose: This resource is part of the *Mentoring and Induction Toolkit* from the Center on Great Teachers and Leaders. This tool guides teams through an inventory to determine to what extent the essential components of induction programs are in place in schools or districts, with a focus on **professional learning and support structures**. Leaders and staff members from regional comprehensive centers and state education agencies can use this tool to facilitate conversations at the school and district levels about the design and implementation of effective mentoring and induction programs.

This tool addresses induction program professional learning and support structures for the following groups of stakeholders:

- Beginning teachers
- Mentors
- Principals
- District leaders

The inventory lists key components of an induction program that should be in place to support beginning teachers, mentors, and principals. The inventory also outlines key actions that principals and district leaders can take to ensure successful implementation of induction programs at the school and district levels. The essential components of induction programs are based on the New Teacher Center's [High Quality Mentoring & Induction Practices](#) and focus on key professional learning and support structures.

Instructions: Working with your team, rate the extent to which the key components are being implemented for each group of stakeholders. Record notes on the status of current implementation of these components in your school or district. Use this information to complete the remaining reflection and planning prompts.

Beginning Teacher Professional Learning and Support Structures

Key components	Not in place	In place but needs improvement	In place and working well	Notes on the status of current implementation
1. Beginning teachers participate in orientation activities at the school and/or district levels.				
2. Beginning teachers are observed during classroom instruction by their mentor on a weekly basis.				
3. Beginning teachers receive intensive and specific instructional feedback to improve their teaching practice on a weekly basis.				
4. Beginning teachers participate in standards-based and data-driven instructional conversations on a weekly basis.				
5. Beginning teachers receive other forms of job-embedded coaching from their mentor (e.g., co-planning, co-teaching, etc.) as needed.				
6. Beginning teachers receive ongoing professional development.				
7. Beginning teachers have opportunities to engage in professional learning communities.				
Which components are a priority to address?	What action steps will you take to address these components?			How will you know when these components are in place and working well?
Timeline	Responsible parties		Resources needed	

Mentor Professional Learning and Support Structures

Key components	Not in place	In place but needs improvement	In place and working well	Notes on the status of current implementation
1. Mentors are chosen via a rigorous selection process based on the qualities of an effective mentor.				
2. Mentors are provided with clearly defined roles, responsibilities, and performance expectations.				
3. Mentors are allowed dedicated weekly time for mentor–teacher interactions.				
4. Mentors are provided ongoing professional development and support.				
5. Mentors have opportunities to engage in peer communities of practice to improve their mentoring and coaching skills.				
6. Mentors receive regular and ongoing performance feedback from a principal or supervisor.				
Which components are a priority to address?	What action steps will you take to address these components?			How will you know when these components are in place and working well?
Timeline	Responsible parties			Resources needed

Principal Professional Learning and Support Structures

Key components	Not in place	In place but needs improvement	In place and working well	Notes on the status of current implementation
1. Principals have clear roles and responsibilities related to induction, including clearly defined negotiables and non-negotiables from the district.				
2. Principals build a culture of trust in which leadership for mentoring and induction activities is distributed to teacher-leaders.				
3. Principals clearly articulate the instructional strategies that should be reinforced by mentoring and induction (e.g., multitiered systems of support, evidence-based practices in literacy, etc.)				
4. Principals allocate resources to support multiyear mentoring and induction supports.				
5. Principals collaborate with a variety of stakeholders to implement induction programs.				
6. Principals continually evaluate the success of induction programs.				
Which components are a priority to address?	What action steps will you take to address these components?			How will you know when these components are in place and working well?
Timeline	Responsible parties		Resources needed	

District Leader Professional Learning and Support Structures				
Key components	Not in place	In place but needs improvement	In place and working well	Notes on the status of current implementation
1. District leaders communicate a strong commitment to high-quality mentoring and induction.				
2. District leaders outline clear roles and responsibilities for induction for principals, including school-level negotiables and non-negotiables.				
3. District leaders allocate resources to support multiyear mentoring and induction supports.				
4. District leaders provide training and guidance on districtwide initiatives related to standards, curriculum, instruction, and assessment.				
5. District leaders collaborate with a variety of stakeholders to implement induction programs.				
6. District leaders continually evaluate the success of induction programs.				
Which components are a priority to address?	What action steps will you take to address these components?			How will you know when these components are in place and working well?
Timeline	Responsible parties			Resources needed

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