

Mentoring and Induction Toolkit

# Mentoring and Induction in Turnaround Schools Self-Assessment

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**Workbook 5**



# Mentoring and Induction in Turnaround Schools Self-Assessment

**Purpose:** This tool was codeveloped by the [Center on School Turnaround](#) (CST) and the [Center on Great Teachers and Leaders](#) as partners in the Talent for Turnaround Leadership Academy (T4TLA) initiative. This tool is part of the *Mentoring and Induction Toolkit* designed to help leaders and staff members from regional comprehensive centers and state education agencies facilitate conversations at the school and district levels about the design and implementation of mentoring and induction (M&I) programs.

The purpose of this tool is to help district teams assess, reflect, and monitor progress on district and school-level implementation of M&I initiatives as a strategy to increase teacher retention in turnaround schools. This document integrates the [High Quality Mentoring & Induction Practices](#) from the [New Teacher Center](#) within the [Four Domains of Rapid School Improvement Systems Framework](#) from CST. This tool focuses on nine of the 12 school turnaround practices within the framework that are most applicable to M&I. The chart below provides a list of the school turnaround practices within the four domains and the high-quality M&I practices that form the foundation of this tool.

Four Domains of Rapid School Improvement	High-Quality Mentoring and Induction Practices
<p><b>Domain 1: Turnaround Leadership</b></p> <ul style="list-style-type: none"> <li>Practice 1A: Prioritize improvement and communicate its urgency.</li> <li>Practice 1B: Monitor short- and long-term goals.</li> <li>Practice 1C: Customize and target support to meet needs.</li> </ul> <p><b>Domain 2: Talent Development</b></p> <ul style="list-style-type: none"> <li>Practice 2A: Recruit, develop, retain, and sustain talent.</li> <li>Practice 2B: Target professional learning opportunities.</li> <li>Practice 2C: Set clear performance expectations.</li> </ul> <p><b>Domain 3: Instructional Transformation</b></p> <ul style="list-style-type: none"> <li>Practice 3A: Diagnose and respond to student needs.</li> <li>Practice 3B: Provide rigorous evidence-based instruction.</li> </ul> <p><b>Domain 4: Culture Shift</b></p> <ul style="list-style-type: none"> <li>Practice 4B: Solicit and act on stakeholder input.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous mentor selection based on qualities of an effective mentor.</li> <li>Ongoing professional development and support for mentors.</li> <li>Sanctioned time for mentor–teacher interactions.</li> <li>Multiyear mentoring.</li> <li>Intensive and specific guidance moving teaching practice forward.</li> <li>Professional teaching standards and data-driven conversations.</li> <li>Ongoing beginning teacher professional development.</li> <li>Clear roles and responsibilities for administrators.</li> <li>Collaboration with all stakeholders.</li> </ul>

**Structure:** The tool is organized into nine sections, with each section corresponding with a school turnaround practice. See below for explanations of the components within each section corresponding with the red numbers on the graphic.

2 Practice 1A: Prioritize improvement and communicate its urgency					
3 • Clear roles and responsibilities for administrators • Collaboration with all stakeholders					
4	LEA Indicators		Rating		
			We have not done this	We have done this to some extent	We have done this
	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.				
5	LEA Perception of School Indicators		Rating		
			They have not done this	They have done this to some extent	They have done this
	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			
6					

**2. School Turnaround Practice:** Title bar identifies the school turnaround practice associated with the domain of rapid school improvement.

**3. High Quality M&I Practices:** Bullets in the title bar identify which of the high-quality M&I practices align with the identified school turnaround practice.

**4. LEA Indicators:** These indicators outline the essential components of M&I programs that should be present at the LEA level. LEA teams will rate these indicators on a 4-level scale to specify the extent to which these indicators are being met. The purpose of this section is to identify supports for teams that are needed at the LEA level.

**5. LEA Perception of School Indicators:** These indicators outline the essential components of M&I programs that should be present at the school level. Because LEA teams will be completing this self-assessment, this tool asks for the LEA teams' perceptions of school-level implementation of M&I initiatives in order to identify areas in which LEAs may need additional resources to support schools. LEA teams will rate these indicators on a 4-level scale to specify their perception of the extent to which these indicators are being met at the school level.

**6. Strengths and Challenges:** Space is provided for LEA teams to record notes about strengths and challenges related to implementation of M&I initiatives at the LEA and school levels. Teams are encouraged to provide as much detail as possible.

## 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	Rating: We have done this to some extent	Rating: We have done this	Rating: 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	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
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

## Practice 1B: Monitor short- and long-term goals

- Professional teaching standards and data-driven conversations
- Clear roles and responsibilities for administrators
- Collaboration with all stakeholders

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
LEA has set short-, intermediate-, and long-term goals for outcomes of the M&I program.				
LEA engages in self-assessment of their M&I program at least twice a year to gauge progress toward goals and make adjustments to the program.				
LEA collects and analyzes feedback on school-level M&I program quality from new teachers, mentors, and school leaders.				
LEA uses feedback from self-evaluation and data collection processes to adjust support to schools and intervene swiftly if progress wanes.				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
School leaders engage in a self-assessment of their school's M&I program at least twice a year to gauge progress toward LEA goals and make adjustments to the program.				
School leaders promote a continuous cycle of improvement by using feedback from data collection processes to identify program strengths, best practices, and areas needing additional support.				
Data collection includes measures of teaching practice and student learning for new teachers.				

Strengths	Challenges



## Practice 1C: Customize and target support to meet needs

- Sanctioned time for mentor–teacher interactions
- Multiyear mentoring

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
LEA has allotted sufficient human and fiscal resources to support the implementation of M&I programs in turnaround schools.				
LEA has aligned the M&I programs with local improvement plans in order to leverage resources from existing initiatives.				
LEA provides resources to support multiyear M&I programs.				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
School leaders provide sufficient time for new teachers to meet with their mentors on a weekly basis.				
School leaders provide sufficient release time for mentors to conduct classroom observations and debrief sessions.				
School leaders provide adequate time and resources for the training and development of mentors.				
School leaders have carefully considered the match between the teaching assignments of the mentor and new teacher, including content and grade-level.				

Strengths	Challenges

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

- Rigorous mentor selection based on qualities of an effective mentor

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
LEA has established career pathways into teacher leadership that include the mentor role as a step for advancement.				
LEA has established that mentor selection criteria must specify that mentors are experienced professionals who consistently demonstrate evidence of successful teaching practice and student learning as measured by the LEA's educator evaluation system.				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
Principals or supervisors encourage teachers with leadership potential to pursue mentoring roles as a step for career advancement.				
Selection criteria for mentors are transparent.				
Selection criteria for mentors are rigorous.				
Selection criteria for mentors target the necessary knowledge, skills, and dispositions to coach new teachers toward more effective instruction.				
Selection criteria for mentors emphasize the importance of effective interpersonal and communication skills.				

Strengths	Challenges

## Practice 2B: Target professional learning opportunities

• Ongoing professional development and support for mentors • Ongoing beginning teacher professional development

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
The LEA's written M&I plan outlines the professional learning opportunities that will be provided by the LEA as a part of a comprehensive system of induction supports (e.g., LEA-wide professional development, LEA orientation, curriculum training, etc.).				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
New teachers are provided high-quality, ongoing, job-embedded and differentiated professional learning focused on their individual needs.				
New teachers are provided regular opportunities to collaborate with colleagues and observe model classrooms.				
Mentors are provided ongoing, content-driven professional development focused specifically on their role as coaches of new teachers.				
Mentor development includes peer-to-peer groups or communities of practice where mentors can learn from one another and share their experience and expertise.				
Mentor development focuses on strategies for giving data-driven, standards-based feedback to beginning teachers on their instructional practice.				
Mentors are provided regular opportunities to collaborate with colleagues and observe model classrooms.				

Strengths	Challenges



## Practice 2C: Set clear performance expectations

- Ongoing professional development and support for mentors
- Professional teaching standards and data-driven conversations
- Ongoing beginning teacher professional development

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
LEA has established a process for identifying and individualizing each inductee's need for and level of induction support (e.g., differentiation for teachers new to the profession versus teachers new to the LEA).				
LEA has established criteria for determining when new teachers have successfully completed the M&I program.				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
Responsibilities of mentors are outlined in writing and communicated to mentors by their principal or supervisor.				
Mentors receive periodic performance feedback from a principal or supervisor.				
Mentors guide new teachers in setting goals for professional growth.				
New teachers receive non-evaluative feedback from their mentors that is aligned with classroom observation and teacher evaluation criteria established by the LEA.				

Strengths	Challenges

### Practice 3A: Diagnose and response to student needs

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

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
LEA provides schools and teachers with timely access to LEA-level assessment data.				
LEA provides training on LEA-level data systems.				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
Mentors build the capacity of new teachers to frequently assess student progress through a variety of formative and summative assessment methods.				
Mentors build the capacity of new teachers to analyze and interpret student data.				
Mentors build the capacity of new teachers to use data-driven decision-making processes to individualize instructional plans in response to student performance on assessments.				
Mentors, in collaboration with other teachers, model data-teaming processes to new teachers.				

Strengths	Challenges

### Practice 3B: Provide rigorous, evidence-based instruction

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

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
LEA provides training and guidance on LEA-wide initiatives related to standards, curriculum, instruction, and assessment.				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
Mentors build the capacity of new teachers to plan for effective, evidence-based instruction (e.g., unit plans, lesson plans, etc.).				
Mentors build the capacity of new teachers to implement instructional strategies that are targeted to the needs of diverse learners.				
Mentors provide intensive coaching to new teachers to improve their instructional practice.				
Mentors provide specific feedback on new teachers' instructional practice that is grounded in evidence-based strategies.				

Strengths	Challenges

## Practice 4B: Solicit and act upon stakeholder input

- Collaboration with all stakeholders

LEA Indicators	Rating: We have not done this	Rating: We have done this to some extent	Rating: We have done this	Rating: We have done this and have evidence that it is working
LEA regularly uses feedback from school-level stakeholders, including new teachers, mentors, and principals, to guide program improvements.				
LEA collects exit interview feedback from teachers leaving the LEA in order to determine how M&I or related strategies impact retention.				
LEAs partner with Institutions of Higher Education to support beginning teachers during the preservice-to-inservice transition.				

LEA Perception of School Indicators	Rating: They have not done this	Rating: They have done this to some extent	Rating: They have done this	Rating: They have done this and have evidence that it is working
Leadership for school-level M&I programs is distributed among several roles, including principals, mentors, supervisors, and instructional coaches.				
Mentors regularly communicate and collaborate with colleagues, including the principal and or supervisors of new teachers, to provide coordinated induction support.				
School leaders regularly solicit feedback from mentors and new teachers to guide program improvements and celebrate successes.				

Strengths	Challenges

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