

Mentoring and Induction Toolkit

Instructional Practice Expectations Alignment Activity

JANUARY 2019

Workbook 1



Instructional Practice Expectations Alignment Activity

Purpose: This resource is part of the *Mentoring and Induction Toolkit* from the Center on Great Teachers and Leaders. This tool helps educator preparation programs (EPPs), local education agencies (LEAs), and state education agencies (SEAs) reflect on how they are incorporating and aligning high-leverage practices (HLPs) from preservice coursework to inservice practice. Leaders can use this tool to facilitate conversations about the design and implementation of effective mentoring and induction programs, as well as facilitate partnerships among these stakeholders.

Instructions: Begin by reviewing the anchor presentation for **Module 6: Mentoring and Induction for Educators of Students with Disabilities**. Then, work with your team to answer the guided reflection questions.

Partner Engagement

1. Who are the stakeholders who should be involved in EPP/LEA/SEA partnerships?
2. Who are the EPPs that need to be involved? Do we have them at the table already?
 - a. Are general education, special education, and education leadership faculty represented?
3. Who are the LEAs that need to be involved? Do we have them at the table already?
 - a. Are the LEAs in which the EPPs place the most teachers represented?
4. Who are the SEAs that need to be involved? Do we have them at the table already?
 - a. Are various departments represented?
5. Do any partnerships exist, and if so, what are they like?

Preservice Expectations

EPPs

1. How are you embedding and integrating HLPs into preservice coursework?
2. How are you embedding HLPs into clinical practice?
3. Do field experiences include practice-based opportunities (PBOs) with SWDs and other students with learning differences?
4. To what extent do PBOs emphasize the critical content and knowledge within teacher standards?
5. How are common expectations of instructional practice reinforced and advanced consistently throughout all coursework and field experiences?
6. To what degree are classes and courses aligned, sequenced, and scaffolded?

7. How else are you engaging preservice teachers with inservice teachers and school-, district-, and state-level leaders?
8. For the districts in which you place your candidates, are there a set of core instructional practices that you can align teacher candidates' performance to (i.e., HLPs)?

LEAs

1. Do you have a defined set of instructional practices? If so, has this been communicated with EPPs?
2. Are cooperating teachers trained to observe and provide feedback on HLPs?
3. How can faculty become directly involved with the design and delivery of M&I?

Inservice Transition

EPPs

1. What supports will be provided to program graduates who are struggling in their first years in the classroom?
2. What opportunities exist for graduates to provide feedback on how well the program prepared them to implement HLPs within core instruction?
3. Are EPP faculty directly involved in the design and delivery of beginning teacher inservice supports?

School-Level Leaders

1. Do you have rigorous selection criteria for teacher-leader roles (i.e., mentors, instructional coaches) that prioritize a track record of instructional success with diverse learners?
2. Do you prioritize matching beginning teachers with mentors by role and/or content area when possible?
3. Do you require ongoing professional development for teacher-leaders, with an emphasis on HLPs?
4. Do you train teacher-leaders to provide instructional coaching and feedback on HLPs?
5. Do you reinforce HLPs through educator effectiveness feedback?
6. Do you connect educator effectiveness feedback with professional learning opportunities that strengthen the use of HLPs?
7. Do you promote a school culture built around instructional improvement?
8. Do you provide teachers with dedicated time to plan for HLP-driven core instruction?
9. What supports do you provide to teacher-leaders?
10. How do you foster collaboration between general education and special education teachers?
11. How do you promote a positive culture around instruction?

LEAs

1. Do you ensure that beginning teacher professional development experiences and curriculum are grounded in HLPs?
2. Does your district leverage EPP partnerships to create preservice to inservice consistency in beginning teacher supports?
3. Do you provide training for cooperating teachers, mentors, and instructional coaches?
4. How do your district's strategic goals align with the SEA's M&I goals?
5. What opportunities exist for mentors and mentees to provide feedback on the effectiveness of the M&I program?

SEAs

1. Do you promote collaborative partnerships between LEAs and EPPs? Are there any specific policies or requirements?
2. Do you have requirements for LEA M&I programs regarding mentor selection and assignment?
3. Do you require ongoing professional development for district- and school-level leaders, with an emphasis on HLPs?

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