Mentoring and Induction Data Protocol:
Sections IV–VI

[District Name]
[Date]
Output:

- A measurable action plan to make targeted improvements in I&M systems and supports at the complex-area level based on a team review of data.
Outcomes:

- Increased capacity to lead data-driven conversations that support district leaders to make data-informed decisions and prioritize and communicate the importance of targeted induction supports.
- Improved teacher induction and mentoring practices in participating districts.
- Increased value-add in team meetings using data to frame decisions targeted toward the benefit of students and teachers.
Agenda

- Introductions
- Recap of Data Protocol: Sections I–III
- Data Protocol: Sections IV–VI
  - Overview of collected data sources
  - Analyze data sources
  - Interpret, organize, and prioritize key findings
  - Develop action plan
- Feedback and next steps
Introductions

- Name
- School
- Role
- What are your hopes for today?
Collaborative Norms

- Equity of voice
- Active listening
- Respect for different perspectives
- Safety and confidentiality
- Respectful use of electronics
Mentoring and Induction Data Protocol

**Purpose:** This protocol will guide state-level leaders and induction coordinators through the process of leading a data-driven conversation with district-level leaders about district-level mentoring and induction (M&I) systems and supports, with a specific focus on improving teacher performance and retention in high need schools. The protocol guides teams through a structured process to analyze data in order to create an action plan to drive targeted M & I program improvements. The protocol can also be used to scale the process to other schools and districts.

This protocol is part of a broader collection of tools to help facilitate data-based decisions to ensure that high-quality mentoring and induction programs are implemented with the teachers in the schools that need it the most.

**Output:** Use of this protocol will result in the cocreation of a measurable action plan to make targeted improvements in M&I systems and supports at the district level based on a team review of data.

**Outcomes:**
- Increased capacity of state-level leaders and induction coordinators to lead data-driven conversations that support district-level leaders to make data-informed decisions and prioritize and communicate the importance of targeted induction supports.
- Improved teacher mentoring and induction practices in participating districts.
- Increased capacity of all district-level staff involved in data-driven conversations to make decisions focused on mentoring and induction.
- Increased value-add in team meetings using data to frame decisions targeted toward the benefit of students and teachers.
I. Planning
II. Selecting
III. Collecting

IV. Analyzing
V. Interpreting
VI. Acting
VII. Communicating
[District]’s Mentoring & Induction Mission, Vision, and Values

- **Mission**: [insert mission from *Team Tool 3: Action Plan Template*]
- **Vision**: [insert vision from *Team Tool 3: Action Plan Template*]
- **Values**: [insert values from *Team Tool 3: Action Plan Template*]
[District]’s Mentoring & Induction Goals

- [insert goals from the first column of the Data Selection table in Team Tool 1: Identification of Data Sources]
Overview of Data Sources

- [insert Data Sources Overview table from Team Tool 1: Identification of Data Sources]
## Section IV: Analyzing (Round 1)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Data set</th>
</tr>
</thead>
<tbody>
<tr>
<td>[names in Group 1]</td>
<td>Data Set 1:</td>
</tr>
<tr>
<td>[color of sticky note]</td>
<td>• [list data source]</td>
</tr>
<tr>
<td></td>
<td>• [list data source]</td>
</tr>
<tr>
<td>[names in Group 2]</td>
<td>Data Set 2:</td>
</tr>
<tr>
<td>[color of sticky note]</td>
<td>• [list data source]</td>
</tr>
<tr>
<td></td>
<td>• [list data source]</td>
</tr>
<tr>
<td>[names in Group 3]</td>
<td>Data Set 3:</td>
</tr>
<tr>
<td>[color of sticky note]</td>
<td>• [list data source]</td>
</tr>
<tr>
<td></td>
<td>• [list data source]</td>
</tr>
</tbody>
</table>
Section IV: Analyzing (Round 1)

- Independently review the data source and make notes of important data points. (10 minutes)
- Group members share their notes and come to consensus on important data-point statements. (20 minutes)
- Record on designated-color sticky notes. (5 minutes)
- Put sticky notes on appropriate goal-area poster. (5 minutes)
## Section IV: Analyzing (Round 2)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Data set</th>
</tr>
</thead>
<tbody>
<tr>
<td>[names in Group 1]</td>
<td>Data Set 1:</td>
</tr>
<tr>
<td></td>
<td>• [list data source]</td>
</tr>
<tr>
<td>[color of sticky note]</td>
<td>• [list data source]</td>
</tr>
<tr>
<td>[names in Group 2]</td>
<td>Data Set 2:</td>
</tr>
<tr>
<td></td>
<td>• [list data source]</td>
</tr>
<tr>
<td>[color of sticky note]</td>
<td>• [list data source]</td>
</tr>
<tr>
<td>[names in Group 3]</td>
<td>Data Set 3:</td>
</tr>
<tr>
<td></td>
<td>• [list data source]</td>
</tr>
<tr>
<td>[color of sticky note]</td>
<td>• [list data source]</td>
</tr>
</tbody>
</table>
Section IV: Analyzing (Round 2)

- Independently review the data source and make notes of important data points. (10 minutes)
- Group members share their notes and come to consensus on important data-point statements. (20 minutes)
- Record on designated-color sticky notes. (5 minutes)
- Put sticky notes on appropriate goal-area poster. (5 minutes)
Section V: Interpreting

- Conduct a gallery walk to review the posters.
  - Are there data points that can be grouped together to support a similar finding?
  - Are there data points that provide conflicting information?
  - Are there patterns in the data points within or across the goal areas on the posters?
Section V: Interpreting

- Identify key findings (challenges for improvement or positive areas to leverage).
  - What confirms what we already know?
  - What challenges what we thought?
  - What do we observe at the state level? the district level? the school level?
Section V: Interpreting

- Organize and prioritize key findings.
  - Prioritize four to six key findings to support action planning.
  - Complete Activity 3 to specify the data points that support the key findings and the sources of those data points.
Section V: Interpreting

- Reflect on key findings.
  - Suggest possibilities for things that may be causing trends in the data.
  - Identify additional data that are needed to support or reject explanations.
  - Example: “I believe the data suggest … because …”
  - Example: “Additional data that would help verify or confirm my explanations are …”
Section VI: Acting

- Refine a district M&I goal statement.
  - Does the district M&I goal statement align with the complex area’s strategic plan?
  - Does the district M&I goal statement align with the “big goals” of the HIDOE I&M program?
  - Does the district M&I goal statement align with key findings from the data review?
  - Record final goal statement on Action Plan Template.
Define short-term and long-term outcomes.

- These can be changes in behavior, attitudes, conditions, knowledge, and systems.
- Example of short-term outcome: *One hundred percent of first-year teachers will report receiving excellent or good support from their mentors as measured by the working conditions survey administered in June 2020.*
- Example of long-term outcome: *Ninety percent of teachers who began as first-year teachers in the SY 2019–20 will be retained by the district for a fourth year of teaching in SY 2021–22.*
- Record the long-term outcomes on the Action Plan Template.
Section VI: Acting

- Prioritize activities to help accomplish the goal.
  - Activities should reflect best practices and align with findings from the data review.
  - Use state teacher induction program standards as a starting point to generate potential activities, if applicable.
  - Record key activities on the Action Plan Template, adding additional columns as necessary.
Section VI: Acting

- Plan for implementation of activities.
  - Fill out the Action Plan Template for each activity, specifying action steps, timeline, responsible parties, and resources.
Future Considerations

- How will we communicate the purpose of these data conversations in a way that is clear and meaningful for key stakeholders?
- How will messaging be differentiated to address different types of stakeholders?
- How can we increase stakeholder engagement and commitment to data-driven conversations about I&M?
Next Steps

- Communication plan
- Action plan supports needed
- [insert survey link for feedback, if applicable]