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Accelerated Learning:

# Induction and Mentoring

Supporting new educators to be effective in accelerated learning (and beyond)



Establish

# Healthy System Conditions

Part of Pennsylvania's professional learning series on accelerating learning

# Agenda

- Purpose for this session
- Overview of effective induction
- Overview of effective mentoring
- Ongoing evaluation & adjustment
- Suggested resources
- Q&A Panel
  - School District of Philadelphia; Harrisburg School District; and PA Cyber Charter School
- Breakout room discussions

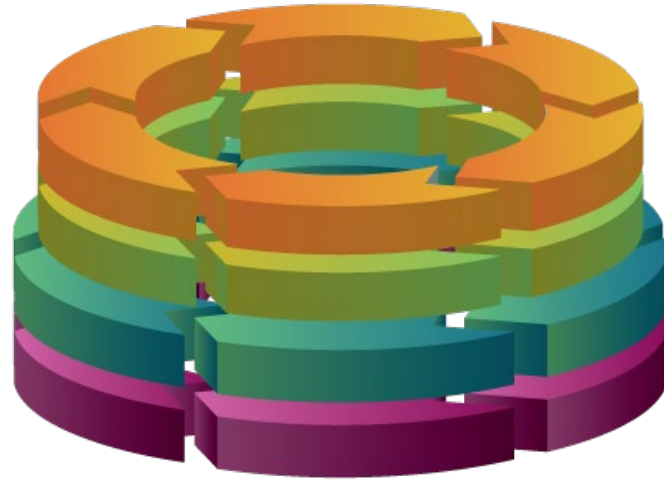


# Purpose for this session

- Studies have found mentoring is associated with teacher retention, effectiveness and confidence
- Effective induction and mentoring can support accelerated learning because new teachers are entering their first year in an unusual context
  - an opportunity to rethink how to plan, implement and measure induction and mentoring supports

Coggsall , J., Mizrav , E., & Lachlan-Hache , L. (2019). *Evidence-based practices to support equity: A snapshot on mentoring and induction* . Center on Great Teachers and Leaders; Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88 (638), 28–40; Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81 (2), 201–233.





# Overview: components of effective induction programs

# Strategically involve stakeholders



- ✓ Planning/adjusting the program involves principals, mentors, professional learning leaders, unions, LEA leaders... and new educators themselves
- ✓ School administrators have clear roles for facilitating and monitoring progress

# Tailor the program to your educators' needs



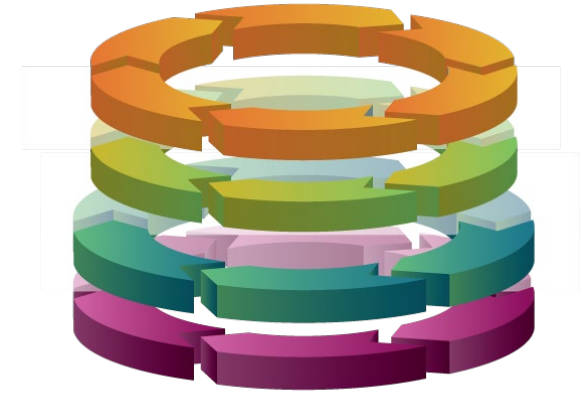
- ✓ Programs are flexible and respond to the needs of individual teachers, based on assessments of their strengths and challenges
- ✓ Professional learning and other supports are designed or adjusted accordingly



# Overview: components of effective mentoring programs

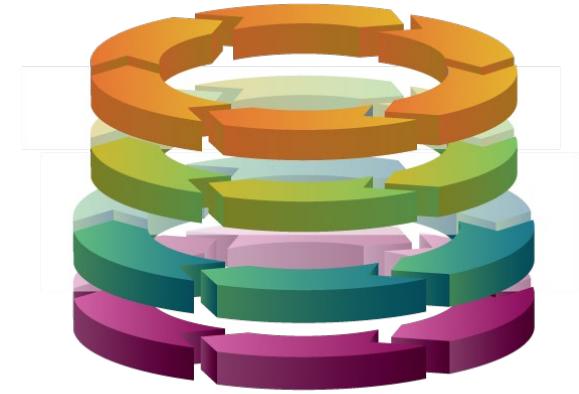


# Recruit & train strong mentors



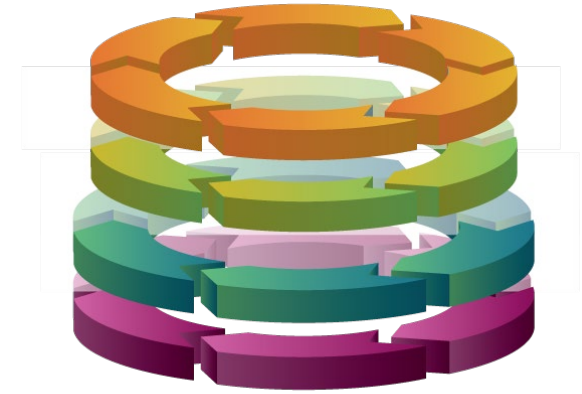
- ✓ Wide mentor recruitment & rigorous selection
- ✓ Ongoing professional learning & support for mentors
  - ✓ Clear expectations about knowledge & skills mentors need
  - ✓ Differentiated training
  - ✓ Strategies for reflecting on practice
  - ✓ Effective formative assessment, feedback and goal-setting processes to support new educators
  - ✓ Meetings & other ongoing communication among mentors

# Recruit & train strong mentors



- ✓ Content of professional learning for mentors includes:
  - ✓ Common needs of new teachers & implications for the mentor role
  - ✓ Roles & responsibilities of participants in the mentoring program (mentors, new teachers, administrators, and other colleagues)
  - ✓ How mentors will track, describe and report their mentoring activities
  - ✓ Communication and collaboration skills
  - ✓ Cultural responsiveness
  - ✓ Coaching & observation approaches
  - ✓ Frameworks to observe progress of teaching & learning

# Support effective mentor-mentee collaboration



- ✓ Mentors are supporting & observing... *but not evaluating*
- ✓ Designate time for mentor -mentee interaction
- ✓ Mentor -mentee meetings can address:
  - ✓ Actionable & specific feedback
  - ✓ Professional teaching standards
  - ✓ Student data analysis
  - ✓ Goal setting
  - ✓ Reflection on practice
  - ✓ Specific issues for teacher growth and development... and student learning



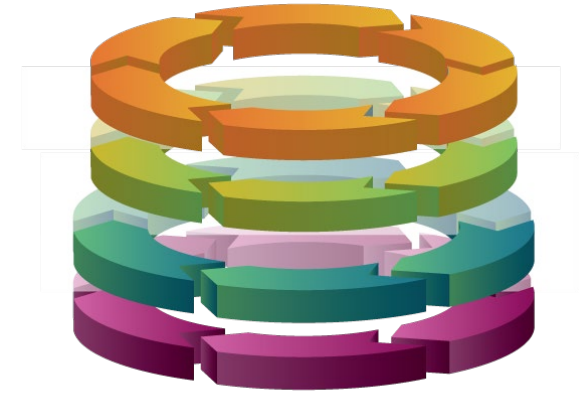
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# Ongoing evaluation & adjustment of induction programs



# Components to consider

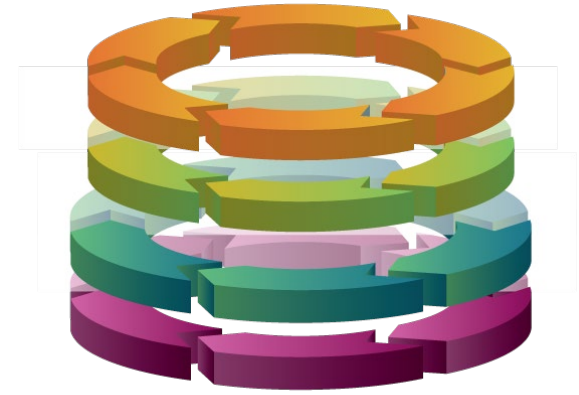


- When deciding how to evaluate an induction & mentoring program, consider the following questions:
  - Who should be involved in planning & implementing the evaluation? Will the educator induction committee or another critical stakeholder group play a role?
  - What data will be collected and who will analyze the data?
  - How will the evaluation be used to improve the induction program? **What will you do after you've reviewed the evaluation information?**



# Metrics to consider

- Data sources required by PA Educator Induction Plan Guidelines:
  - Student assessment data
  - Data on instructional models
  - Stakeholder surveys
  - Information from previous induction program evaluations
- Consider using data to determine:
  - **Program quality:** whether the mentoring & induction program is meeting the goals expressed in the LEA's plan
  - **Mentor quality:** the quality of mentors, including their impact on improving new teacher practice and the perceptions of mentor effectiveness among mentees
  - **The effectiveness of professional learning for new teachers:** the impact of the professional learning opportunities provided to new teachers on changing instructional practices and overall outcomes for students



# Gather data for evaluation

- The PA Educator Induction Plan Guidelines suggest using:
  - Participant satisfaction surveys (for new teachers, mentors, principals, and educator induction committee members)
  - Analysis of programs and resources provided
  - Interviews and focus groups
  - Observations of mentees
- Additional implementation data might include:
  - Mentor-mentee interaction logs
  - New teacher portfolios (or other work)
  - Classroom videos
  - Student work
  - Additional student data (e.g., attendance, classroom management)
  - Teacher retention rates
  - Teacher effectiveness data, using the multiple measures in PA's educator effectiveness system



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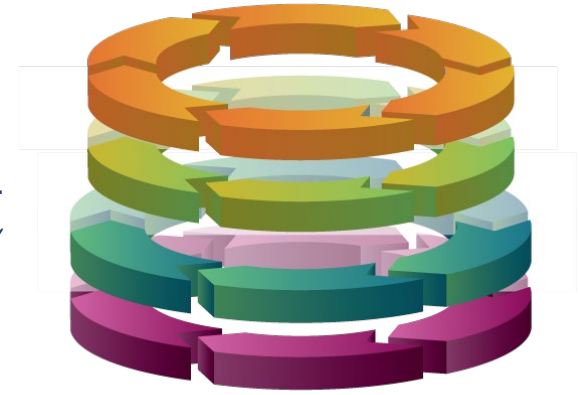


# Suggested resources





# Mentoring and Induction Toolkit



[tinyurl.com/InductionAndMentoring](https://tinyurl.com/InductionAndMentoring)

- The GTL Center's Mentoring and Induction Toolkit is a comprehensive and ready -to -use resource that LEAs and schools can use to build strong induction and mentoring programs.
  - Module 7: Collecting Evidence of Induction Program Success
  - Module 2: Mentor Recruitment, Selection and Assignment includes a workbook for school & LEA teams to make decisions about recruitment, selection and assignment



# Guidance for rural schools

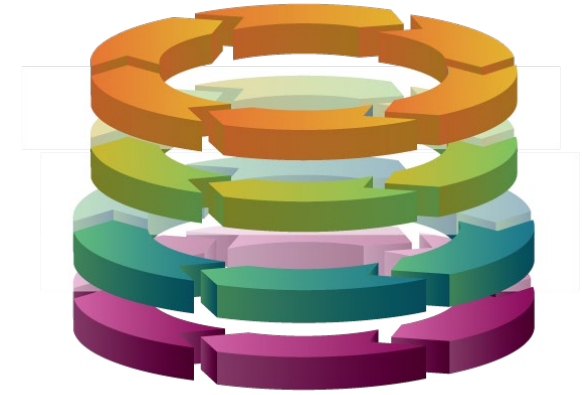


[tinyurl.com/InductionAndMentoring](https://tinyurl.com/InductionAndMentoring)

- The GTL Center’s 10 Mentoring and Induction Challenges in Rural Schools and How to Address Them outlines common challenges that rural schools encounter when implementing mentoring and induction programs; provides strategies to address the challenges; and describes examples from the field.



# Mentor practice standards



[tinyurl.com/InductionAndMentoring](https://tinyurl.com/InductionAndMentoring)

- The New Teacher Center's Mentor Practice Standards are useful for guiding mentor selection and recruitment efforts; developing training and professional growth opportunities for mentors; and assessing mentor quality and growth.



# Guidance on virtual mentoring



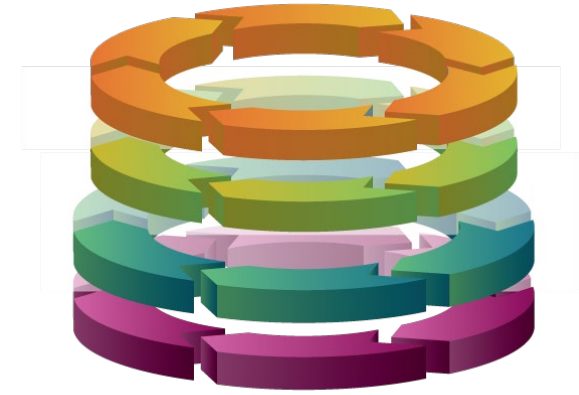
[tinyurl.com/InductionAndMentoring](https://tinyurl.com/InductionAndMentoring)

- The New Teacher Center's Electronic Mentoring for Student Success program matches beginning teachers in the critical shortage areas of mathematics, science and special education with mentors who have the same teaching experience. Beginning teachers have access to content facilitators and specialists, including practicing scientists, mathematics educators, and special education faculty. Beginning teachers engage in interactive online learning communities with support from the content facilitators and specialists who answer just-in-time questions, curate online resources, and moderate discussion forums.

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# Georgia's induction assessment tool

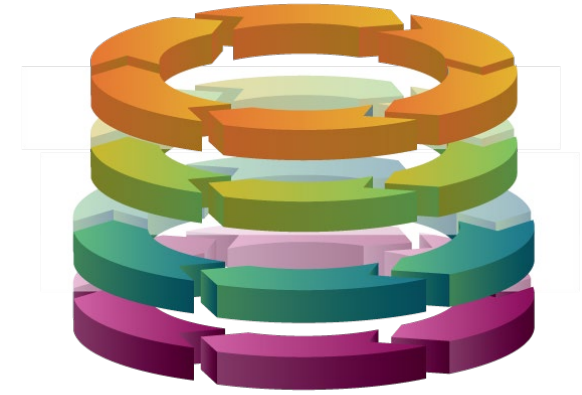


[tinyurl.com/InductionAndMentoring](https://tinyurl.com/InductionAndMentoring)

- The Georgia Department of Education's tool for Assessing the Effectiveness of a Teacher Induction Program indicates the roles that different entities can take in supporting effective teacher induction —including institutes of higher education, LEAs, mentors, and novice teachers. This document has space for users to record the data collection on each component and notes providing further information and evidence.



# PA Cyber Charter School's mentoring tools

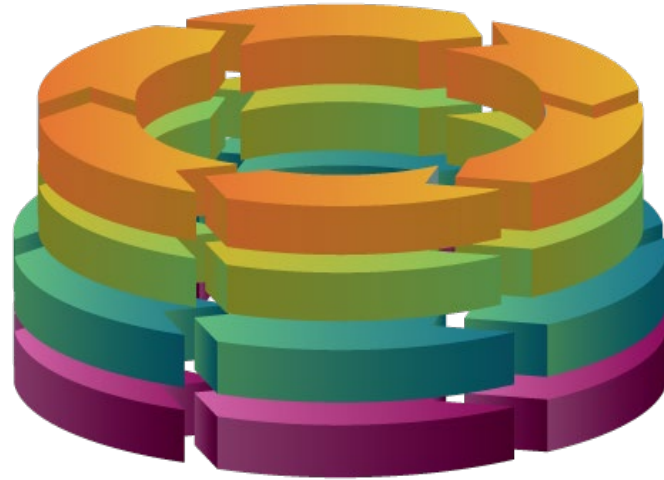


[tinyurl.com/InductionAndMentoring](https://tinyurl.com/InductionAndMentoring)

- Mentors use pre -observation and post -observation conference questions to enhance the effectiveness of observations and feedback. The induction handbook also provides big -picture and specific guidance.



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# Q&A Panel



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# Breakout room conversations



# Discussion questions

- How could a process of program reflection and adjustment be incorporated into the induction program regularly? How could other successful continuous improvement efforts in the LEA serve as a model or guide for continuously improving the teacher induction program?
- How will your program evaluation plan track progress toward mentoring and induction outcome goals (especially for new teachers in high need, low performing schools, if applicable)?
- What data does your LEA already collect that might be leveraged to help inform the evaluation of the mentoring and induction program?



# Thank you for your participation.



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6/ 10/ 2021

## Systems, Staffing: Mentoring and Induction

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/KcwcPwgT5gXguaKSA)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPwgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 7 6 2 8 4

