

Mentoring and Induction Toolkit

# Mentoring and Induction in Turnaround Schools Crosswalk and Reflection

JANUARY 2019

Workbook 4



# Mentoring and Induction in Turnaround Schools

## Crosswalk and Reflection

### Talent for Turnaround Integrated Model

**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). 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 describe T4TLA’s integrated model for M&I of new teachers working in school turnaround settings. This model integrates the [High Quality Mentoring & Induction Practices](#) from the [New Teacher Center](#) within the [Four Domains of Rapid School Improvement Systems Framework](#) from CST to present a framework for supporting new teachers in turnaround schools. The first two columns of the chart show the crosswalk between CST’s Four Domains of Rapid School Improvement and the High-Quality M&I Practices. This crosswalk focuses on nine of the 12 school turnaround practices within the framework that are most applicable to M&I. The crosswalk also provides a short description of what the school turnaround practice looks like. The last three columns of the chart contain reflection questions for state, district, and school-level teams about the integration of M&I within turnaround efforts.

Adapted from The Center on School Turnaround. (2018). *Four domains for rapid school improvement: Indicators of effective practice*. San Francisco, CA: WestEd.

# 1

## TURNAROUND LEADERSHIP

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 1A: Prioritize improvement and communicate its urgency</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Communicate a sense of urgency.</li> <li>• Articulate commitment to turning around lowest-performing schools.</li> <li>• Set strategic direction for turnaround and establishes clear policies, structures, and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear roles and responsibilities for administrators</li> <li>• Collaboration with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• How will state leadership collaborate with local education agency (LEA) and school leaders in the development of an informed theory of action to guide state support for low-performing schools?</li> <li>• Who will comprise the state-level school turnaround team or cadre, and how will it communicate and coordinate work with the field?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the district communicate the link between school turnaround and a coordinated M&amp;I program?</li> <li>• What process will the district use to appoint the LEA M&amp;I lead or team?</li> <li>• What communication norms between the district and each school M&amp;I team will be established?</li> </ul>	<ul style="list-style-type: none"> <li>• How will school leadership link its M&amp;I program to the school’s identified turnaround priorities?</li> <li>• What communication strategies will convey this connection? Who will share in the responsibility to articulate this connection?</li> <li>• What process will school leadership use to identify M&amp;I leaders? What will be the specific authority of the M&amp;I leader/team?</li> <li>• How will the M&amp;I team communicate with the school leadership team and with the faculty?</li> </ul>

# 1

## TURNAROUND LEADERSHIP

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<p><b>Practice 1B: Monitor short- and long-term goals</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Monitor short-term and long-term goals and adjusts as needed.</li> <li>• Establish milestones.</li> <li>• Prioritize or target in on selective school needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional teaching standards and data-driven conversations</li> <li>• Clear roles and responsibilities for administrators</li> <li>• Collaboration with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• What process will state leaders use to identify resources and strategies to assist districts in setting student outcome goals and developing and monitoring improvement and turnaround plans with goal-aligned implementation milestones and annual target measures?</li> <li>• How will these plans inform LEA and school-level goal setting and monitoring strategies for M&amp;I?</li> </ul>	<ul style="list-style-type: none"> <li>• What resources will the district M&amp;I team utilize to train itself and school-level M&amp;I teams in M&amp;I best practices?</li> <li>• What program and process elements will the district require of school M&amp;I programs?</li> <li>• What process will the district utilize to review its M&amp;I program annually and make refinements?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the school M&amp;I team set program goals for the first year and review those goals to make refinements in ensuing years?</li> <li>• What data will inform both the goals established and the program review?</li> </ul>

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 1C: Customize and target support to meet needs</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Build principal distributes leadership among faculty and staff.</li> <li>• Customize targeted, timely support for turnaround efforts.</li> <li>• Target job-embedded professional learning opportunities to build rapid school improvement capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Sanctioned time for mentor–teacher interactions</li> <li>• Multiyear mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• How will the state collaborate with LEA leaders to design opportunities for LEAs to convene and share their design and implementation plans for effective M&amp;I programs?</li> </ul>	<ul style="list-style-type: none"> <li>• What process will the district develop to allow networking and collaboration among school M&amp;I teams?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the school M&amp;I team monitor the needs of teachers in the school M&amp;I program?</li> <li>• What strategies will the school M&amp;I team use to provide training to coaches in alignment with best practices and program design?</li> </ul>

# 2

## TALENT DEVELOPMENT

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 2A: Recruit, develop, retain, and sustain talent</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Turnaround competencies are identified to select and develop turnaround teachers, model teachers and leaders.</li> <li>• Multiple sources of data match candidate skills and competencies to school needs, prioritizing the highest-need schools.</li> <li>• Leadership leverages and maximizes the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous mentor selection based on qualities of an effective mentor</li> </ul>	<ul style="list-style-type: none"> <li>• What process will the state use to develop and identify examples of exemplary district M&amp;I policy and district/school practice on talent recruitment and development related to turnaround competencies?</li> <li>• In what structure will these be shared with LEAs and schools?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the district and M&amp;I team use teacher turnaround competencies to inform recruitment and professional development of teachers, mentors, and coaches?</li> <li>• What parameters will the district develop to ensure consistency of rigor across schools in the selection and review of coach and mentor effectiveness?</li> </ul>	<ul style="list-style-type: none"> <li>• What process will be used to identify teacher leaders to serve in mentor and coaching roles and to help lead teacher induction?</li> <li>• How will the school match mentors with new or struggling teachers?</li> <li>• What data or process will the school use?</li> <li>• How will the school monitor and evaluate the effectiveness of its mentors and coaches?</li> </ul>



# 2

## TALENT DEVELOPMENT

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 2B: Target professional learning opportunities</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Proactively recruits and develops talent with turnaround-specific competencies.</li> <li>• Develops and implements performance-management processes with flexibility to rapidly respond to professional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional development and support for mentors</li> <li>• Ongoing beginning teacher professional development</li> </ul>	<ul style="list-style-type: none"> <li>• What process will the state use to develop and identify examples of exemplary district M&amp;I policy and district/school practice on talent recruitment and development related to turnaround competencies?</li> <li>• In what structure will these be shared with LEAs and schools?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the district structure, develop, and prioritize differentiated and high-quality professional learning opportunities for school and instructional leaders?</li> <li>• How will the district monitor and evaluate its professional learning program?</li> </ul>	<ul style="list-style-type: none"> <li>• What structure will school leadership develop to ensure that every teacher has access to instructional coaching and professional learning opportunities?</li> <li>• How will school leadership create opportunities for teachers to learn collaboratively to refine instructional practices?</li> </ul>

# 2

## TALENT DEVELOPMENT

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 2C: Set clear performance expectations</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Create and share expectations for a level of professional performance by every role in the system.</li> <li>• Develop and implement performance-management processes that include clear means for monitoring progress with flexibility to rapidly respond to professional learning needs, and opportunities to revise milestones as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional development and support for mentors</li> <li>• Professional teaching standards and data-driven conversations</li> <li>• Ongoing beginning teacher professional development</li> </ul>	<ul style="list-style-type: none"> <li>• What research will guide the state work to develop examples of job descriptions and definitions of key LEA- and school-level M&amp;I roles to share with LEA and school M&amp;I leads?</li> <li>• How will the state collaborate with LEAs to revise these examples of job descriptions and role definitions?</li> <li>• How will the state disseminate these descriptions and definitions (communications, conferences, trainings, etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the district human resources (HR) staff articulate the district and school positions associated with its M&amp;I program? How will these position descriptions be specifically linked to district and school turnaround goals?</li> <li>• How will district leadership, including HR and professional development staff, coordinate with school leaders to structure time for teacher collaboration and professional learning?</li> </ul>	<ul style="list-style-type: none"> <li>• By what process will school leadership and the M&amp;I team develop and share codified roles and expectations for coaches and mentors?</li> <li>• How will school leadership and the M&amp;I team develop structures to enable teacher collaboration, professional learning, and review of student data (as appropriate)?</li> </ul>



# 3

## INSTRUCTIONAL TRANSFORMATION

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 3A: Diagnose and respond to student needs</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Diagnose student learning needs and use identified needs to drive all instructional decisions.</li> <li>• Incorporate effective student supports and instructional interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive and specific guidance moving teaching practice forward</li> <li>• Professional teaching standards and data-driven conversations</li> </ul>	<ul style="list-style-type: none"> <li>• What will be the content and structure of the state training for LEAs and schools seeking evidence-based practices aligned to state standards?</li> </ul>	<ul style="list-style-type: none"> <li>• What data-monitoring system will the district develop to support high-level instructional practice at the school level?</li> <li>• How will the district work to share this system and expectations for its use at the school level?</li> <li>• How will district leadership ensure the timely reporting of district assessment data for use by schools in informing data-driven instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• How will mentors and coaches introduce and develop awareness of high-level instructional practices, including data-driven instruction, within the M&amp;I program?</li> <li>• How will the school M&amp;I program utilize differentiation and reinforcement to align training with new and struggling teacher needs?</li> </ul>

# 3

## INSTRUCTIONAL TRANSFORMATION

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 3B: Provide rigorous, evidence-based instruction</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>• Set high academic standards and ensure access to rigorous standards-based curricula.</li> <li>• Provide supports to ensure evidence is used in instructional planning and facilitation of student learning.</li> <li>• As gaps are identified in the curriculum or instructional delivery, develop plans to strengthen these key components.</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive and specific guidance moving teaching practice forward</li> <li>• Professional teaching standards and data-driven conversations</li> </ul>	<ul style="list-style-type: none"> <li>• How will the state leads for training in content knowledge aligned to evidence-based practices and state standards work with state talent development leads to ensure that state guidance and trainings on M&amp;I include awareness of evidence-based practices and alignment to state standards?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the district ensure fidelity across all schools to evidence-based instructional practices as part of M&amp;I programs?</li> <li>• How will district leaders develop a uniform understanding and application of rigor in instructional practice, including in school M&amp;I programs?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the M&amp;I team work with instructional leaders to assess new and struggling teacher needs for support using evidence-based instructional practices?</li> <li>• How will the M&amp;I team work with instructional leaders to determine the school menu of credible, evidence-based instructional practices and their use in instruction aligned to state academic standards?</li> </ul>

# 4

## CULTURE SHIFT

School Turnaround Practice	High-Quality Mentoring and Induction Practices	State-Level Reflection Questions	District-Level Reflection Questions	School-Level Reflection Questions
<p><b>Practice 4B: Solicit and act upon stakeholder input</b></p> <p>What it looks like:</p> <ul style="list-style-type: none"> <li>Stakeholder perceptions are considered when identifying priorities and improving the underlying conditions that contribute to school climate issues.</li> <li>Acknowledge and respond to constructive feedback, suggestions, and criticism.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>How will the state develop and/or identify climate surveys and protocol to share with districts for use in reviewing turnaround strategies and programs, including M&amp;I?</li> <li>What will be the agenda and structure of state training and other professional learning opportunities to support the LEA use of climate surveys?</li> <li>How will this training be administered (on-site, centralized on-ground training, webinar, or other tech-based training delivery)?</li> </ul>	<ul style="list-style-type: none"> <li>What support and guidance will district leadership provide to schools for developing strategies, including stakeholder surveys, to review and refine M&amp;I programs?</li> <li>How will district leaders gather and utilize stakeholder data to review and refine the district approach to M&amp;I as a strategy supporting school turnaround?</li> </ul>	<ul style="list-style-type: none"> <li>What survey instrument will the M&amp;I team develop to review the M&amp;I program? What academic and stakeholder data will be collected?</li> <li>How will school leadership support the M&amp;I team in implementing a cycle of continuous improvement to review and refine the M&amp;I program based on data collected?</li> </ul>

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