

Data-Driven Conversations to Improve Equitable Access through Mentoring and Induction in High-Need Schools

[Facilitator]

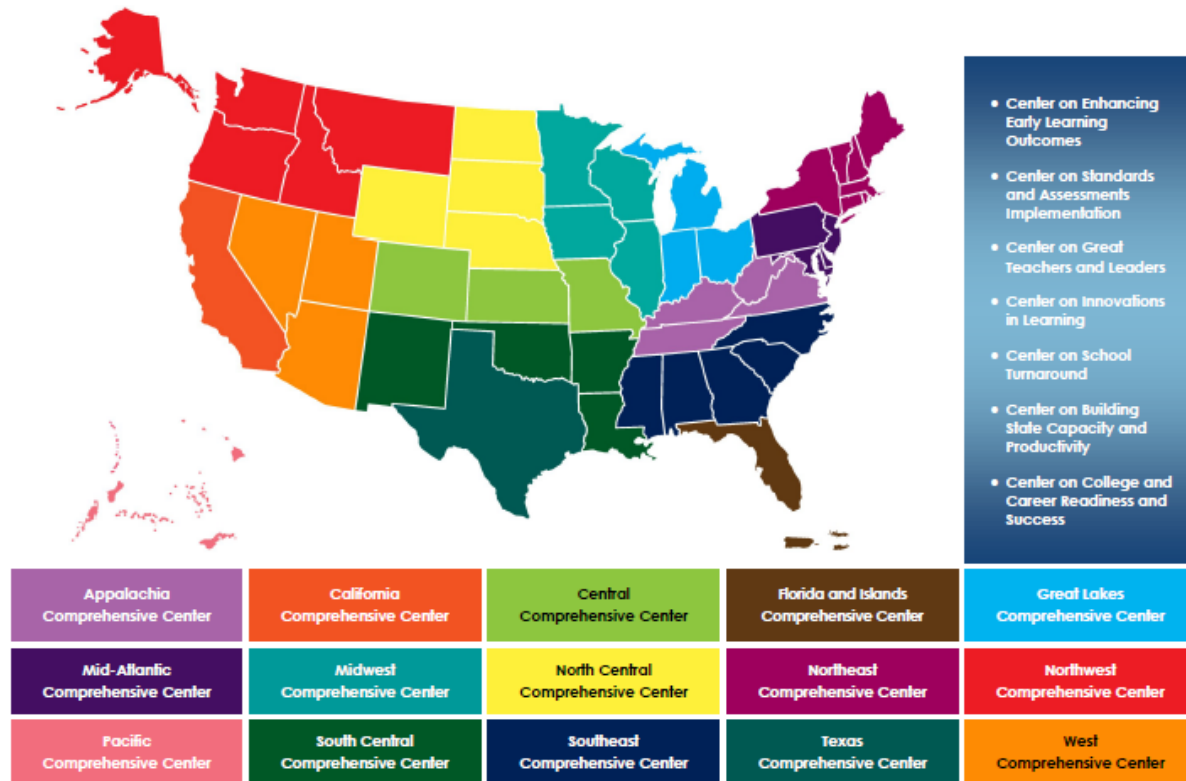
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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Comprehensive Centers Program

2012–19 Award Cycle



Mentoring and Induction Toolkit

- The purpose of the GTL Center's Mentoring and Induction Toolkit is to give regional comprehensive centers (RCCs) and state education agencies (SEAs) **tools, resources, and support** to facilitate meaningful conversations with local education agencies (LEAs) to design and implement effective, high-quality mentoring and induction programs.

Overview of the Toolkit

- Module 1: Introduction to the GTL Mentoring and Induction Toolkit
- Module 2: Mentor Recruitment, Selection, and Assignment
- Module 3: Mentor Professional Learning, Development, and Assessment
- Module 4: Beginning Teacher Professional Learning and Development
- Module 5: The Role of the Principal in Mentoring and Induction
- Module 6: Mentoring and Induction for Educators of Students with Disabilities
- Module 7: Collecting Evidence of Induction Program Success
- **Module 8: Data-Driven Conversations to Improve Equitable Access through Mentoring and Induction in High-Need Schools**

Module Components

- **Anchor Presentation:** Summarizes research and best practices related to the topic.
- **Handouts:** Provide information to supplement the anchor presentation.
- **Team Tools:** Help teams plan, design, and implement the components of a comprehensive mentoring and induction program.

Access to Toolkit Materials

- Anchor presentations, handouts, and team tools are available on the GTL Center [website](#).
- RCC and SEA personnel may request consultation from GTL experts to learn more about customizing the toolkit materials.

Module 8 Objectives

- Participants will build knowledge of how to facilitate a data driven conversation to improve mentoring and induction programs for beginning teachers in high need schools.
- Participants will increase awareness of tools and resources to lead reform efforts related to mentoring and induction.



Overview of Module 8 Components

Module 8 Components

- **Mentoring and Induction Data Protocol**
 - **Handouts:**
 - Handout 1: Logic Model for Mentoring and Induction
 - Handout 2: Data Set Guiding Questions
 - **Team Tools:**
 - Team Tool 1: Identification of Data Sources
 - Team Tool 2: Summary of Key Findings
 - Team Tool 3: Action Plan Template
- **Data Protocol PowerPoint Shell**

Mentoring and Induction Data Protocol

- **Purpose:** Guides 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 systems and supports.

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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.

Specific focus on improving teacher performance and retention in high need schools.

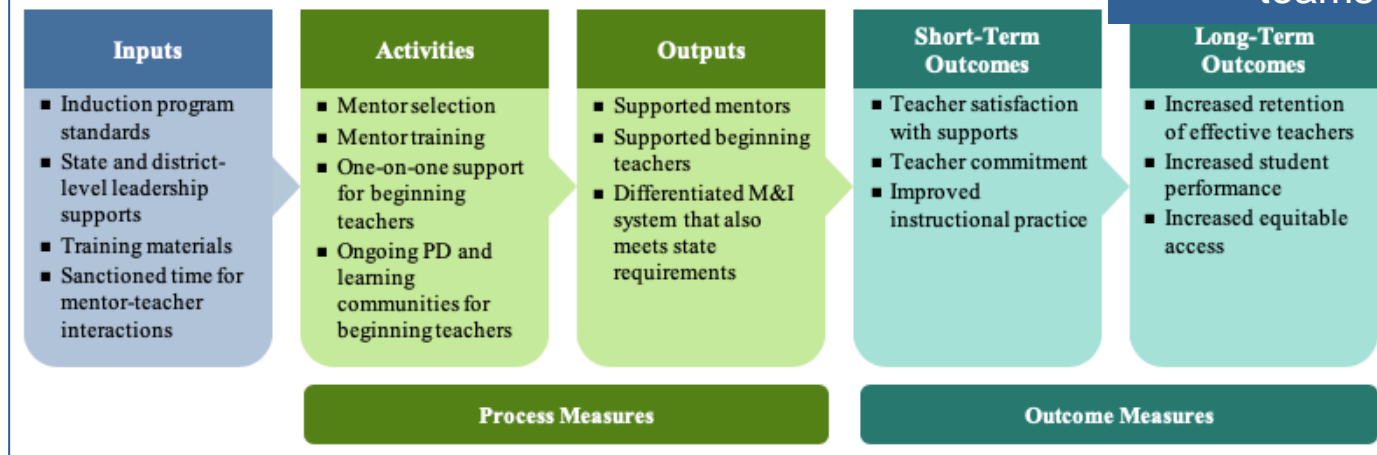
Handouts/Team Tools

- **Purpose:** Support the protocol by helping to guide the data-driven decision-making process and action plan development.

Handouts: Examples for teams to reference.
Team Tools: Templates for teams to fill in.

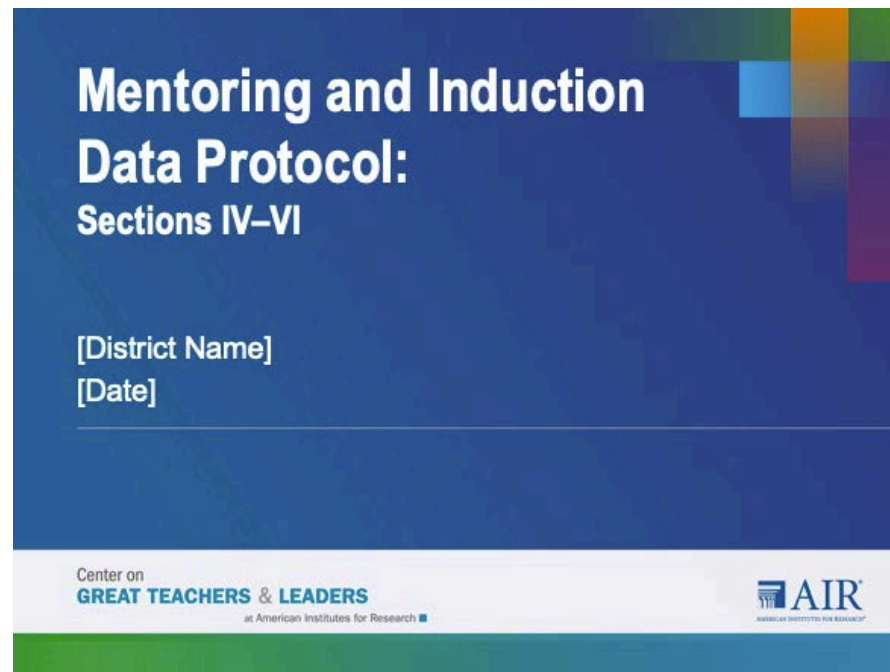
Handout 1: Logic Model for Mentoring and Induction

Purpose: To be used with Section II, Step 1.



Data Protocol PowerPoint Shell

- **Purpose:** To be customized and used for in-person facilitation of sections IV – VI of the protocol.



Overview: Why This Work Matters

Why use data-driven conversations to promote equity?



Induction programs in high-need schools are often undersupported.



Rigorous M&I programs can improve retention and effectiveness.

For more information: *Flipping the Readiness Paradigm: Tailoring Programs to Address the Achievement Gap and Teacher Shortages in High-Need Schools* by Mizrav and Lachlan-Haché

FLIPPING THE READINESS PARADIGM

Tailoring Programs to Address the Achievement Gap and Teacher Shortages in High-Need Schools

Special Issues Brief



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This paper:

- outlines unique characteristics of high-need schools
- supports leaders as they consider their role in implementing initiatives with a focus on equity
- explores how programs can be customized to high-need school contexts

This [brief](#):

- outlines 10 common challenges encountered by rural schools when implementing mentoring and induction programs
- highlights strategies to address the challenges
- provides examples from the field

10 Mentoring and Induction Challenges in Rural Schools and How to Address Them

AUGUST 2019



How can effective mentoring and induction close equity gaps?



Attract
effective
teachers

- Offers better supports
- Improves working conditions



Improve
effectiveness

- Strengthens instructional practice

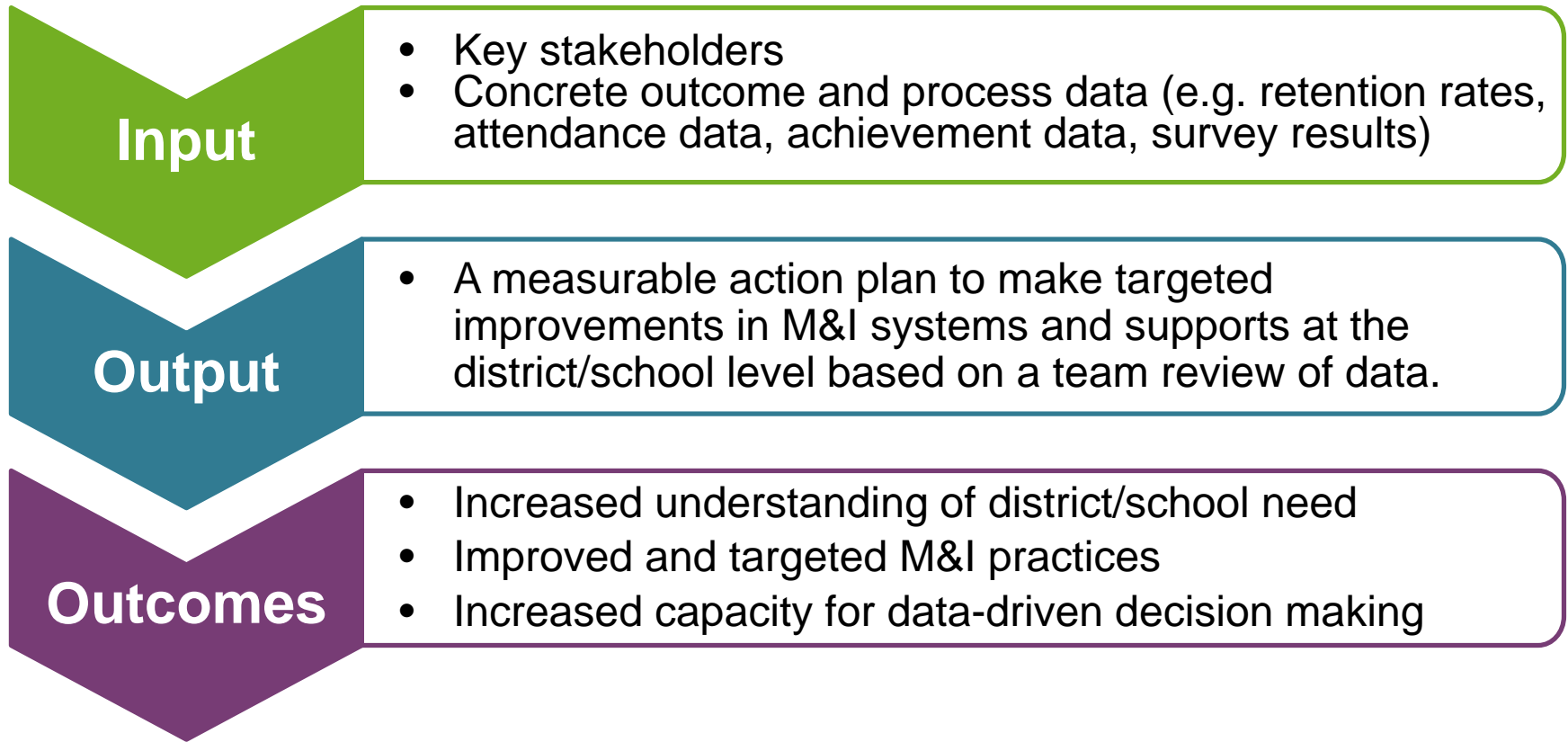


Increase
retention

- Provides ongoing support
- Provides growth opportunities

Based on a review of research from Ingersoll and Strong, 2011.

What is a “data-driven conversation”?



Data-driven Protocol Steps

Sections I–III: Implemented collaboratively between state- and district-level leaders.

- I. Planning
- II. Selecting
- III. Collecting

Sections IV–VI: Implemented primarily by district-level leaders, with facilitation support from state-level leaders.

- IV. Analyzing
- V. Interpreting
- VI. Acting

Section VII: Implemented by district-level leaders, with ongoing check-ins with state-level leaders.

- VII. Communicating

Section I. Planning

- **Purpose:** With support from state induction leaders, district-level stakeholders will refine their existing M&I program's mission, vision, values, and goal areas to reflect local priorities and context.

Key activities	Materials needed
Reflect on the M&I program's mission, vision, and values.	<i>Team Tool 3: Action Plan Template</i>
Consider stakeholder engagement.	
Identify the preliminary goals of the M&I program.	<i>Team Tool 1: Identification of Data Sources</i>

Section II. Selecting

- **Purpose:** State induction leaders and district-level stakeholders will determine data sources to inform M&I program improvement.

Key activities	Materials needed
Review an example logic model for M&I outcomes.	<i>Handout 1: Logic Model for Mentoring and Induction</i>
Identify data sources.	<i>Team Tool 1: Identification of Data Sources</i>
Reflect on the identified data sources.	

Section III. Collecting

- **Purpose:** State induction leaders and district-level stakeholders will make a plan for gathering the prioritized data sources.

Key activities	Materials needed
Prioritize data for district review.	
Plan for collecting the prioritized data sources.	
Ensure that prioritized data sources are ready for presentation.	<i>Team Tool 1: Identification of Data Sources</i>

Section IV. Analyzing

- **Purpose:** With facilitation support from state-level leaders, district-level stakeholders will analyze data related to their M&I program, with the intent of uncovering trends that will drive M&I refinement and implementation.

Key activities	Materials needed
Familiarize team members with all data sources.	<i>Team Tool 1: Identification of Data Sources</i>
Assign groups to conduct in-depth reviews of each data source.	<i>Handout 2: Data Set Guiding Questions</i>

Section V. Interpreting

- **Purpose:** With facilitation support from state-level leaders, district-level stakeholders will identify and prioritize key M&I program findings for action in the following two areas:
 - challenges for improvement
 - positive areas to leverage

Key activities	Materials needed
Conduct a gallery walk to review the posters.	
Identify key findings.	
Organize and prioritize key findings.	<i>Team Tool 2: Summary of Key Findings</i>
Reflect on key findings.	

Section VI. Acting

- **Purpose:** In collaboration with state-level leaders, district-level stakeholders will develop an action plan for their M&I program.

Key activities	Materials needed
Refine a district M&I goal statement.	<i>Team Tool 3: Action Plan Template</i>
Define desired short-term and long-term outcomes.	<i>Team Tool 3: Action Plan Template</i>
Prioritize activities to help accomplish the outcomes.	<i>Team Tool 3: Action Plan Template</i>
Plan for implementation of activities.	<i>Team Tool 3: Action Plan Template</i>

Section VII. Communicating

- **Purpose:** With support from state-level leaders, district-level leaders will regularly follow up on the implementation of their action plan, while communicating actions and results to stakeholders.

Key activities	Materials needed
Communicate the action plan with key stakeholders.	<i>Team Tool 3: Action Plan Template</i>
Monitor and adjust the action plan.	<i>Team Tool 3: Action Plan Template</i>
Document and communicate progress and success.	<i>Team Tool 3: Action Plan Template</i>

Data-Driven Conversations in Practice

Data-Driven Conversations to Improve Equitable Access Through Mentoring and Induction in High-Need Schools

The screenshot shows a video player interface. The video title is "Data-Driven Conversations to Improve Equitable Access Through Mentoring and Induction in High-Need Schools". The main content is a presentation slide with the following text:

How can effective mentoring and induction close equity gaps?

- Attract effective teachers**
 - Offers better supports
 - Improves working conditions
- Improve effectiveness**
 - Strengthens instructional practice
- Increase retention**
 - Provides ongoing support
 - Provides growth opportunities

At the bottom of the slide, it says "Center on GREAT TEACHERS & LEADERS at American Institutes for Research". The video player interface includes a "Watch later" button, a "Share" button, and a play button in the center.

More questions?

Contact the GTL Center!

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▶ *Advancing state efforts to grow, respect, and retain great teachers
and leaders for all students*

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References

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.