

# Mentoring and Induction Data Protocol: Sections IV–VI

[District Name]

[Date]

---

Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■



# Session Objectives

---



## 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.

# Session Objectives (continued)

---



## 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 & Induction Data Protocol

Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■



## 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.

# Mentoring & Induction Data Protocol Process

---

[insert date]

[insert date]

[insert date]

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)

Groups	Data set
[names in Group 1] [color of sticky note]	Data Set 1: <ul style="list-style-type: none"><li>• [list data source]</li><li>• [list data source]</li></ul>
[names in Group 2] [color of sticky note]	Data Set 2: <ul style="list-style-type: none"><li>• [list data source]</li><li>• [list data source]</li></ul>
[names in Group 3] [color of sticky note]	Data Set 3: <ul style="list-style-type: none"><li>• [list data source]</li><li>• [list data source]</li></ul>

# 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)

Groups	Data set
[names in Group 1] [color of sticky note]	Data Set 1: <ul style="list-style-type: none"><li>• [list data source]</li><li>• [list data source]</li></ul>
[names in Group 2] [color of sticky note]	Data Set 2: <ul style="list-style-type: none"><li>• [list data source]</li><li>• [list data source]</li></ul>
[names in Group 3] [color of sticky note]	Data Set 3: <ul style="list-style-type: none"><li>• [list data source]</li><li>• [list data source]</li></ul>

# 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 HIDEOE 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.

# Section VI: Acting

---

- 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]

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
877-322-8700

gtlcenter@air.org  
www.gtlcenter.org | www.air.org



[www.facebook.com/gtlcenter](http://www.facebook.com/gtlcenter)



[www.twitter.com/gtlcenter](http://www.twitter.com/gtlcenter)

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

Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■

