Center on
GREAT TEACHERS & LEADERS
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Mentoring and Induction Toolkit

Mentoring and Induction Data Protocol

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Workbook 1

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Mentoring and Induction Data Protocol

Purpose: This resource is part of the *Mentoring and Induction Toolkit* from the Center on Great Teachers and Leaders (GTL Center). This protocol will guide state education agency (SEA) induction program leaders through the process of leading a data-driven conversation about local-level mentoring and induction (M&I) systems and supports, with a specific focus on improving teacher performance and retention in low-performing schools.

Output: Use of this protocol will result in the co-creation 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 SEA induction program leaders to lead data-driven conversations that support local education agency (LEA) leaders to make data-informed decisions, and to prioritize and communicate the importance of targeted induction supports

- Improved teacher induction and mentoring practices in participating LEAs

- Increased capacity of all LEA staff involved in data-driven conversations to make data-driven decisions focused on induction and mentoring

- Increased value in data use during team meetings so better decisions can be made for the benefit of students and teachers

Design: This protocol is infused with and supported by the Statewide Longitudinal Data Systems (SLDS) Data Use Skills Standards.

Overview of the Process:

This protocol is organized into seven sections that will guide the data-driven conversation. These sections can be further categorized into three distinct groups, based on who will be implementing and how implementation will occur.

Sections 1 to 3 should be implemented collaboratively between SEA and LEA leaders. These steps may be done virtually or in person.

1. **Planning**

   – With support from SEA induction leaders, LEA stakeholders will refine M&I program mission, vision, values, and goal areas to reflect local priorities and context.

2. **Selecting**

   – SEA induction leaders and LEA stakeholders will determine sources to inform M&I program improvement.

3. **Collecting**

   – SEA induction leaders and LEA stakeholders will make a plan for gathering the prioritized data sources.

Sections 4 to 6 should be implemented primarily by LEA leaders, with facilitation support from the SEA. These steps should be done in person.

4. **Analyzing**

   – With facilitation support from SEA leaders, LEA stakeholders will analyze data related to their M&I program, with the intent of uncovering trends that ultimately impact M&I implementation.

5. **Interpreting**

   – With facilitation support from SEA leaders, LEA stakeholders will identify and prioritize key M&I program findings for action in the following two areas:

     o Challenges for improvement

     o Positive areas to leverage

6. **Acting**

   – In collaboration with SEA leaders, LEA stakeholders will develop an action plan for their M&I program.

Section 7 should be implemented by LEA leaders. Progress should be discussed through ongoing check-ins with the SEA.

7. Communicating

–   With support from SEA leaders, LEA leaders will regularly follow up on the implementation of their action plan while communicating actions and results to stakeholders.

Section 1: Planning

Purpose: With support from SEA induction leaders, LEA stakeholders will refine M&I program mission, vision, values, and goal areas to reflect local priorities and context.

- **Step 1: Reflect on the M&I program's mission, vision, and values.**
  - SEA leaders will briefly share background information about the purpose and values of the state M&I program.
  - As a team, discuss how the SEA's core mission, vision, and values for M&I programs can be refined and adapted to reflect the context of the LEA.
    - Who are we serving through our M&I program? How are we addressing issues of equity and inclusivity?
    - What does a successful M&I program look like?
    - What values do we want to uphold through our M&I program?
  - Record the LEA's final mission, vision, and values statements on the action plan template on Handout 1.

- **Step 2: Consider stakeholder engagement.**
  - As a team, discuss the following questions about stakeholder engagement:
    - Which stakeholders should participate in conversations about LEA-level data?
    - What is our plan to ensure that these stakeholders are invited to the LEA data conversations?
    - 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 M&I?

- **Step 3: Identify the preliminary goals of the M&I program.**
  - SEA leaders will briefly share information about the "big goals" of the state M&I program.
  - As a team, discuss how the SEA's M&I goals align with the LEA's strategic goals, referencing the appropriate complex strategic plans as applicable.

– Have each team member write down several preliminary goals for the LEA M&I program on sticky notes. (Note: At this stage, preliminary language is fine. Goals do not need to be written in S.M.A.R.T. form.) These goals should reflect the LEA's mission, vision, and values for M&I, with a focus on equity. For example:

  o Increasing new teacher retention in the lowest performing schools

  o Increasing overall retention of diverse teachers

  o Increasing teachers' capacity to lead culturally responsive classrooms

  o Closing student performance gaps between low-performing and high-performing schools

– Review all sticky notes and group similar responses. Once responses have been grouped, record the preliminary goal statements in the first column of the table in Handout 2.

– Have the team generate questions about the current performance of the M&I program in relation to the goals. For example, how many teachers are leaving in x, y, or z particular categories? Why are they leaving? Remember to ask questions with a focus on equity and low-performing schools. Record the questions next to the appropriate goal in the second column of the table in Handout 2.

Section 2: Selecting

Purpose: SEA induction leaders and LEA stakeholders will determine sources to inform M&I program improvement.

- **Step 1: Review a logic model for M&I outcomes.**
  - Have the team review the logic model for M&I outcomes on Handout 3.
  - Discuss the distinction between process measures and outcome measures. Rich data conversations should be informed by a combination of both process data and outcome data.
    - *Process measures:* Process data is used to determine the extent to which activities and outputs in the logic model have occurred as planned. This can also be thought of as implementation data—are we implementing the essential components and activities of our M&I program with fidelity? How do we know? Consider alignment with state or local induction program standards (for example, the New Teacher Center's Teacher Induction Program Standards). Examples of M&I process data include mentor logs, program inventories, program self-assessments, professional development (PD) evaluations, etc.
    - *Outcome measures:* Outcome data can be used to determine whether an M&I program is achieving its intended goals. There are M&I data sources that speak to short- and medium-term outcomes (e.g., teacher satisfaction and commitment data, teacher effectiveness data) as well as long-term outcomes (e.g., teacher retention data).
  - Have the team discuss whether there is anything that should be changed or added to the logic model to reflect the context of the LEA.

- **Step 2: Identify data sources.**
  - Review the questions about current performance generated in the second column of the table in Handout 2. As a team, identify sources of data that can provide information about current performance. Consider data sources that are available to the SEA, the LEAs, and to individual schools. Record these data sources in the third column of the table in Handout 2.
  - In the fourth column of the table on Handout 2, specify whether the data source is a *process measure* or an *outcome measure*.

- **Step 3: Reflect on the identified data sources.**
  - Are we using multiple measures when available?
  - Have we considered both qualitative and quantitative data?
    - Quantitative data tell us *what* is happening. Qualitative data can help shed light on *why* it is happening.
  - Are some of the data better quality or more valid than other data?
    - We know that induction survey results reflect self-perceptions. For example, teachers and principals often respond differently to questions about the same induction program. Principals often report greater satisfaction with the induction program than teachers. There are limitations within any data collection process. As a group, we need to recognize that the data paint a picture, but that it is important to recognize the limitations of data in terms of outright accuracy.
  - Are we looking for trends by school, by teacher grade level or subject area, or by student subgroup when appropriate?
  - Have we missed any major, readily available data sets at the state, district, or school level that can help provide more context?
    - Possible data sources include SEA strategic plans, program standards, retention rates, induction program survey data, feedback surveys, and exit interview data.
  - Do we have access to achievement data, perception data, demographic data, school process data, and/or program data?
  - If we do not have a source of data that answers the questions, would it be worth trying to create one?
  - How, if at all, does the intention or purpose of the data collection differ from our intended use of the data?
    - For example, we recognize that data collected around student achievement is collected for a specific purpose. It is generally collected to assess the learning of students, not the effectiveness of teachers or their mentors. We cannot make claims about anything other than student learning—for example, how student achievement relates to the quality of mentoring—because that would require a specific type of study, which has not been conducted. However, it helps us to understand student achievement, and to understand where there are needs that might be addressed through effective teaching and mentoring.
    - Induction surveys are conducted for formative purposes. It should be clear to all of the LEAs that the data are in no way being used to punish or blame the LEA for results. The purpose of data collection is to help inform decisions and improve the program over time.
  - What are the benefits and limitations of using these data? Are there limits to the data we should be considering with LEAs?

- o For example, we know that surveys can be influenced by things outside of the user's control. Sometimes limited access to the Internet makes it harder for teachers to take a survey, which alters how many teachers complete the survey in certain LEAs.
- Are there security issues we need to address?
  - o There are many regulations and policies that govern how data are used and secured. The data used here are only shared within these conversations and are not to be shared outside of these conversations for the protection of students, teachers, mentors, and principals.

Section 3: Collecting

Purpose: SEA induction leaders and LEA stakeholders will make a plan for gathering the prioritized data sources.

- **Step 1: Prioritize data for LEA review.**
  - Which sources of data are most relevant to guide data-driven conversation within LEAs? Why are these the most important data sources to review?
  - List four or five data sources that will be prioritized for review with LEA teams.
- **Step 2: Plan for collecting the prioritized data sources.**
  - Assign team members to locate/collect the data to bring to the LEA team for review.
  - Assign timelines for location/collection of the data sources.
- **Step 3: Ensure prioritized data sources are ready for presentation.**
  - Are the data sources clean?
  - Are the data sources in a readily shareable format?
    - For guidance on data presentation methods, please reference the Statewide Longitudinal Data Systems' [Data Use Standards](#).

Section 4: Analyzing

Purpose: With facilitation support from SEA leaders, LEA stakeholders will analyze data related to their M&I program, with the intent of uncovering trends that ultimately impact M&I implementation.

- **Step 1: Familiarize team members with all data sources.**
  - **Pre-work**: Allow adequate time for team members to familiarize themselves with each of the data sources. This may occur before the data analysis meeting (pre-work), or it may occur as the first step of the data analysis meeting.
  - **Set-up:** Set up posters around the room labeled with the preliminary goal areas identified in the first column of the table in Handout 2.

- **Step 2: Assign groups to conduct in-depth reviews of each data source.**
  - Divide the team into equal groups. Assign each group one data source to review. Each group will be assigned a unique color of sticky note (e.g., green, pink, yellow, etc.).
  - Each group member independently reviews the data source and individually makes note of important data points.
    - Data points are objective statements of fact that can be observed in the data. Avoid conjectures, explanations, conclusions, and inferences. If you catch yourself saying things like "because" or "therefore," you may be making an inference that is not supported by the data. Stick to identifying observable facts.
    - For instance, in the following sentence we describe a data point: "The retention data show that 50% of teachers who are new to the district leave after 2 years." In this next sentence, we make a conjecture about why teachers are leaving that cannot be proven using retention data alone: "Retention data show that 50% of teachers who are new to the district probably leave because they don't feel supported by the administration."
    - Every finding is a fact, but not every fact is a finding. A fact becomes a finding if you assign meaning to that fact, based on your own context.
  - Group members share their notes to come to a group consensus about important data point statements. The group records their data point statements on their designated color of sticky note. *Each sticky note should include the page number(s) where the data points were located.*
  - The group posts their sticky notes under the appropriate goal area poster corresponding with the data point.

Section 5: Interpreting

Purpose: With facilitation support from SEA leaders, LEA stakeholders will identify and prioritize key M&I program findings for action in the following two areas: challenges for improvement, and positive areas to leverage.

- **Step 1: Conduct a gallery walk to review the posters.**

  – Team members review key data points across all posters.

  – Have team members think about themes and patterns across the key data points:

    o Are there data points that can be grouped together to support a similar finding?

    o Are there data points that provide conflicting information?

    o Are there patterns in the data points within or across the goal areas on the posters?

- **Step 2: Identify key findings.**

  – Open a team discussion to identify key findings across data sources. Key findings are findings that are reinforced by multiple data points across multiple data sources. To identify key findings, the team should look for patterns or themes in the frequency or content of the data points.

  – Key findings may be challenges for improvement, or positive areas to leverage that align with the LEA goals for M&I.

  – Facilitators may need to probe team members to promote equity of voice. The questions from the previous step may be used to guide the discussion. The following questions may also be used as prompts:

    o What confirms what we already know?

    o What challenges what we thought?

    o What do we observe at the state level? The district level? The school level?

  – Facilitators may also want to establish and review norms with the team, in order to maintain an equitable and productive discussion. For example:

    o Focus on what data tell us about current practice.

    o Consider all possibilities.

    o Maintain confidentiality.

- o Listen and hear one another's perspectives.

- o Do not judge or blame.

- **Step 3: Organize and prioritize key findings.**

  - Have the team prioritize four to six key findings to support action planning.

  - Complete Handout 4 to specify the data points that support the key findings, and the sources of those data points.

- **Step 4: Reflect on key findings.**

  - Open a team discussion to discuss possible explanations for the key findings. This step is intended to help the team make suggestions about what may be causing trends in the data. The team will also identify additional data that are needed to support or reject explanations.

  - As a team, use the following prompts to guide discussion:

    - o I believe the data suggest … because …

    - o Additional data that would help to verify or confirm my explanations include …

    - o I think the following are appropriate solutions or responses to address the needs implied in the data …

    - o Additional data that would help to guide implementation of the solutions or responses, and determine if they are working, include …

Section 6: Acting

Purpose: In collaboration with SEA leaders, LEA stakeholders will develop an action plan for their M&I program.

- **Step 1: Refine an LEA M&I goal statement.**
  - Based on the key findings identified in the review of data, create an LEA goal statement for the M&I program. It should reflect what will be accomplished through the M&I program and how it will be measured.
    - Example: The Ohana School District will implement a high-quality M&I program that leads to at least 80% retention of all first-year teachers over the next three years.
  - Consider the following:
    - Does the LEA M&I goal statement align with the LEA's strategic plan?
    - Does the LEA M&I goal statement align with the "big goals" of the SEA M&I program?
    - Does the LEA M&I goal statement align with key findings from the data review?
  - Record the final goal statement in Handout 1.

- **Step 2: Define short, medium, and long-term outcomes.**
  - Defining outcomes helps us know if we are making progress towards our goal over time.
  - Outcomes can be changes in behavior, attitudes, conditions, knowledge, and systems.
    - Examples:
      - Short-term outcome: 100% of first-year teachers will report receiving excellent or good support from their mentors, as measured by a working conditions survey administered in June 2020.
      - Medium-term outcome: 100% of second-year teachers will demonstrate instructional improvement, as measured by three administrator observation walkthroughs conducted between September 2020 and June 2021.
      - Long-term outcome: 90% of teachers who began as first-year teachers in the 2019–20 school year will be retained by the LEA for a third year of teaching in the 2021–22 school year.
  - Record the short-, medium-, and long-term outcomes on Handout 1.

- **Step 3: Prioritize activities to help accomplish the goal.**
  - Activities should reflect best practices and align with findings from the data review.
  - Use the New Teacher Center's [High Quality Mentoring & Induction Practices](#) as a starting point to generate potential activities.
    - Examples: The Ohana School District will….
      - Create a set of rigorous mentor selection criteria to use for mentor recruitment and interviews.
      - Train mentors using SEA/New Teacher Center materials.
      - Publish a mentor handbook with guidelines for mentor/new teacher interactions, including the number of interactions per month and the types of support that should be provided during those interactions (e.g., observations, debriefs, co-planning, data analysis, etc.).
      - Provide schools with support to create sanctioned time for mentor–teacher interactions.
      - Create an LEA beginning teacher professional learning community that meets virtually on a monthly basis.
  - Record key activities on Handout 1, adding additional columns as necessary.
- **Step 4: Plan for implementation of activities.**
  - Fill out Handout 1 for each activity specifying action steps, timeline, responsible parties, and resources.

Section 7: Communicating

Purpose: With support from SEA leaders, LEA leaders will regularly follow up on the implementation of their action plan while communicating actions and results to stakeholders.

- **Step 1: Communicate the action plan to key stakeholders.**
    - Guide LEA leaders on *who* to share data with, and *how* to share data.
        - Example: This could be the topic of a PD session.
        - Consider the stakeholder engagement conversation in Section 1.
- **Step 2: Monitor and adjust the action plan.**
    - Quarterly, the LEA will review the strategies and progress toward goals and adjust the plan as needed with the SEA team.
- **Step 3: Document progress and celebrate success.**
    - Regularly revisit the action plan to ensure progress on key activities and to capture successes.

Handout 1: Action Plan Template

Mission: *Who are we serving through our M&I program? How are we addressing issues of equity and inclusivity?*

Vision: *What does a successful M&I program look like?*

Values: *What do we value?*

Goal Statement: *What do we want to accomplish through our M&I program and how can it be measured?*
Short-term outcomes: *How will we know we are making progress toward our goal in the short term? What data will we collect to demonstrate our progress? How often?*
Medium- and long-term outcomes: *How will we know we are making progress toward our goal in the medium and long term? What data will we collect to demonstrate our progress? How often?*

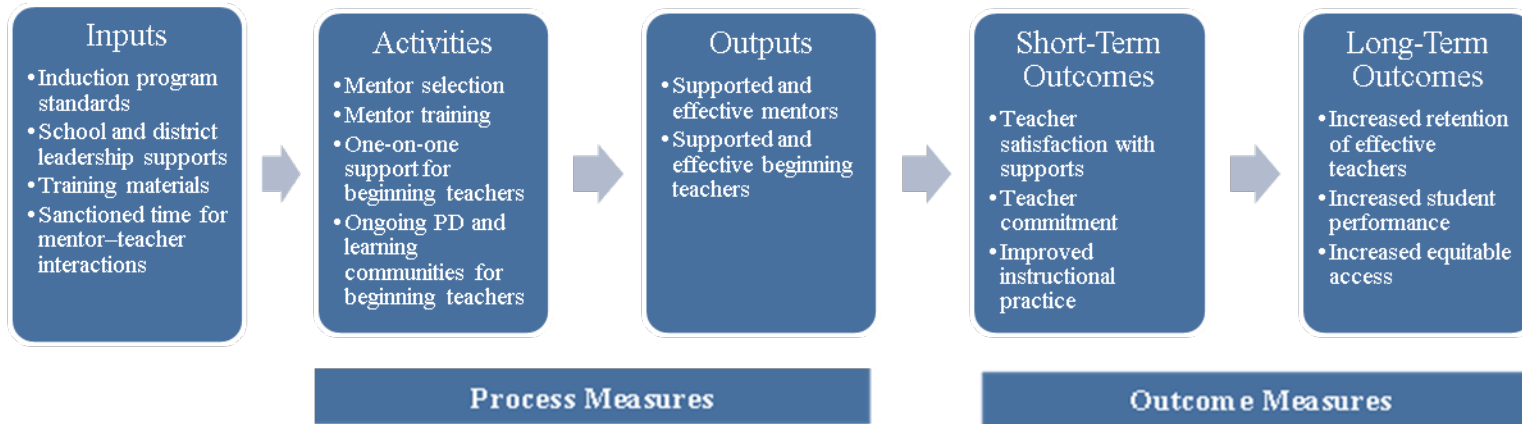|	Activity 1:	Activity 2:	Activity 3:
What are the key "action steps" for implementing this activity	1.) 2.) 3.) 4.) 5.)	1.) 2.) 3.) 4.) 5.)	1.) 2.) 3.) 4.) 5.)

	Activity 1:	Activity 2:	Activity 3:
What is the proposed timeline for implementing these action steps?			
How will you know the activity has been completed successfully (i.e., what process data will you collect)?			
Who will be the primary person responsible for implementing the plan for this activity? Who will be the primary person held accountable for the implementation of this activity?			
Which team members will support the implementation of this activity, including supporting the primary person responsible for implementation?			
Who needs to be consulted about the implementation of this activity along the way? Who else needs to be informed?			

	Activity 1:	Activity 2:	Activity 3:
Describe "early wins" for the implementation of this activity.			
What do you expect will be one or two challenges to the implementation of this activity? How will your team address these challenges?			
What supports or resources are essential for the implementation of this activity?			

Handout 2: Identification of Data Sources

Goal	Question About Current Performance	Data Source	Process or Outcome?
1.	1.		
	2.		
	3.		
2.	1.		
	2.		
	3.		
3.	1.		
	2.		
	3.		

Handout 3: Logic Model for Induction and Mentoring

Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
• Induction program standards • School and district leadership supports • Training materials • Sanctioned time for mentor–teacher interactions	• Mentor selection • Mentor training • One-on-one support for beginning teachers • Ongoing PD and learning communities for beginning teachers	• Supported and effective mentors • Supported and effective beginning teachers	• Teacher satisfaction with supports • Teacher commitment • Improved instructional practice	• Increased retention of effective teachers • Increased student performance • Increased equitable access

Process Measures

Outcome Measures

Handout 4: Summary of Key Findings

Key Finding	Supporting Data Points	Data Source/ Page Number
[Insert Topic Area]:		
[Insert full text of key finding] *Select one of the following:* [ ] Challenge area for improvement [ ] Positive area to leverage	*After deleting this italicized text, use the cells in this column to transcribe all the data points that were used to support the key finding.*	
[Insert full text of key finding] *Select one of the following:* [ ] Challenge area for improvement [ ] Positive area to leverage	*After deleting this italicized text, use the cells in this column to transcribe all the data points that were used to support the key finding.*	

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1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877.322.8700

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