Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

Mentoring and Induction Toolkit

Mentor Recruitment, Selection, and Assignment Design Workbook

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Workbook 1

Mentor Recruitment, Selection, and Assignment Design Workbook

Purpose: This resource is part of the *Mentoring and Induction Toolkit* from the Center on Great Teachers and Leaders. This tool helps school or district teams establish processes and guidance for mentor recruitment, selection, and assignment. Leaders and staff members from regional comprehensive centers and state education agencies can use this tool to facilitate conversations at the school and district levels about the design and implementation of effective mentoring and induction programs.

Instructions: Work with your team to answer the guided reflection questions.

Step 1: Reflect on Current Mentor Recruitment Processes

As a team, discuss and record your team's responses to the following questions.

1. What processes are currently in place for recruiting mentors in your school or district?

2. To what degree are these processes widely understood and used by all school and district leaders?

3. Is the recruitment process led by a collaborative group or by one or two individuals?

4. What actions does your school or district take to clearly and consistently message the purpose and goals of its induction program?

5. Is there a standardized and vetted "job description" for mentors in your school or district that outlines roles, responsibilities, and expectations for mentors?

6. In what ways are mentor candidates made aware of mentor roles, responsibilities, and expectations before they apply for the role?

7. What incentives are currently offered to become a mentor (e.g., reduced workload, stipend, etc.)?

8. Is the mentor role part of an established pathway to teacher leadership in your school or district? How are pathways to teacher leadership communicated to teachers?

9. What efforts are being made to identify and persuade teachers with leadership potential to become mentors?

10. Who are key "influencers" who can help attract teachers with leadership potential to the role of mentor?

Step 2: Develop or Refine Mentor Recruitment Processes

As a team, discuss and record your team's responses to the following questions.

What changes does your school or district need to make to its mentor recruitment process?

What will your school or district do to ensure that mentor candidates are aware of the induction program's purpose, mentor responsibilities and expectations, and mentor incentives before they submit an application?

What steps will your school or district take to attract and recruit teachers with strong leadership potential?

What two or three key steps are needed to ensure or increase the integrity of the recruitment process? Add more steps if necessary.		
Key step	**Key players**	**When will the task be completed?**
Key Step 1	Who will lead the effort? Who will provide support?	
Key Step 2	Who will lead the effort? Who will provide support?	
Key Step 3	Who will lead the effort? Who will provide support?	

Step 3: Reflect on Current Mentor Selection Processes

As a team, discuss and record your team's responses to the following questions.

1. How does the mentor application and selection process typically work in your school or district?

2. Have standardized criteria for mentor selection been established? If so, what are they?

3. To what degree is mentor selection driven by the conscientious application of established criteria versus factors like convenience, competing school demands, favoritism, etc.?

4. How are mentor selection criteria communicated to mentor candidates? Is the selection process transparent?

5. Is there a standardized set of questions based on the school or district's selection criteria that are asked of all mentor candidates during the application process?

6. Are mentor selection criteria and processes determined by a collaborative group or by one or two individuals?

7. How can the mentor selection process be modified to include broader stakeholder representation?

Step 4: Develop or Refine Mentor Selection Processes

As a team, discuss and record your team's responses to the following questions.

What changes does your school or district need to make to its mentor application and selection process?

What are your school or district mentor selection criteria?

If your team needs to develop or refine selection criteria, use the **Mentor Selection Criteria Talley** *activity in the Mentoring and Induction Toolkit.*

What steps will your school or district take to ensure that the mentor selection process is transparent and clearly communicated to all stakeholders?

What two or three key steps are needed to ensure or increase the integrity of the selection process? Add more steps if necessary.		
Key step	**Key players**	**When will the task be completed?**
Key step 1	Who will lead the effort? Who will provide support?	
Key step 2	Who will lead the effort? Who will provide support?	
Key step 3	Who will lead the effort? Who will provide support?	

Step 5: Reflect on Current Mentor Assignment Processes

As a team, discuss and record your team's responses to the following questions.

1. What processes are currently in place for matching mentors with beginning teachers in your school or district?

2. To what degree are these processes widely understood and used by all district and school leaders?

3. Are mentor matches and assignments made before the beginning of the school year so that mentoring can start right away?

4. Do mentor matches take into account factors such as content area/grade levels, interpersonal compatibility, compatible planning time, and proximity?

5. What processes are in place to assign mentors for teachers who are the only person teaching that subject/serving that role in their school building?

6. Are special education teachers given additional mentoring support related to their caseload management responsibilities (e.g., writing and monitoring Individualized Education Plans)?

7. Are mentor assignment and matching decisions made by a collaborative group or by one or two individuals?

8. Is there a process to evaluate mentor relationships and reconsider matches if necessary?

Step 6: Develop or Refine Mentor Assignment Processes

As a team, discuss and record your team's responses to the following questions.

What changes does your school or district need to make to its mentor assignment and matching process?

What efforts should be made to ensure that beginning teachers' individual needs are matched with assigned mentors' strengths?

Who will serve on the mentor selection team responsible for making mentor assignments and matches across the school or district?

What two or three key steps are needed to ensure or increase the integrity of the assignment process? Add more steps if necessary.		
Key step	**Key players**	**When will the task be completed?**
Key step 1	Who will lead the effort? Who will provide support?	
Key step 2	Who will lead the effort? Who will provide support?	
Key step 3	Who will lead the effort? Who will provide support?	

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