

Mentoring and Induction Toolkit

Mentor Professional Learning, Development, and Assessment Design Workbook

JANUARY 2019

Workbook



Mentor Professional Learning, Development, and Assessment 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 professional learning, development, and assessment. 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.

Reflection and Planning

The following section offers space for individual reflection before engaging in group discussion, followed by a template with suggested guidance for the development and implementation of mentor professional learning and development structures. To complete this task, the team will need to gather a few documents for information that will help to structure this discussion:

- The goals, purpose, and objectives of your school or district mentoring program
- State or district mentor professional standards (where applicable)
- Documentation of mentor roles and responsibilities
- Mentor self-assessment or evaluation rubric (where applicable)

Note that mentor professional learning and development should align with and support the overarching goals and objectives of the mentoring program. This professional learning and ongoing support should also help mentors to clearly understand mentor standards, roles, responsibilities, and expectations (particularly those for which they are accountable). Overall, all the components of the program should align with and support one another.

Step 1—Individual Reflection

Begin by reviewing the anchor presentation for **Module 3: Mentor Professional Learning, Development, and Assessment**. Each team member should then independently review the documents listed above. As you review the documents, consider the following questions and take notes to generate ideas and prepare for a team discussion.

1. How will your school or district use mentor professional standards to inform mentor professional learning and development?

2. How will your school or district structure a professional learning series for mentors (e.g., who will deliver and/or develop content, how often will it occur, etc.)?

3. Based on the goals of your school or district induction program, what essential content should be covered in the mentor professional learning series?

See slide 16 of the Mentor Professional Learning, Development, and Assessment anchor presentation for examples of professional learning series topics.

4. How will your school or district establish professional learning communities for mentors?

--

5. How will your school or district structure a cycle of ongoing formative assessment for mentors (e.g., goal setting, coaching, feedback, and reflection)?

--

6. How will your school or district structure coaching support for mentors?

--

Step 2—Team Discussion

As a team, discuss the questions in Step 1. Use chart paper to note any areas of agreement to help inform the plan in Steps 3 and 4.

Step 3—Team Planning for Mentor Professional Learning

As a team, prepare a plan for developing or refining the following supports for mentors: 1.) a mentor professional learning series; and 2.) a mentor professional learning community.

If you are working to refine an existing plan or program, revise the questions as needed to address an initiative that is already in place.

As a team, discuss and prepare a plan for mentor coaching and ongoing assessment.

Mentoring program goals and objective: [Include here the goals and objectives of the mentoring program to serve as a reminder that mentor professional learning and ongoing support must align with and support the overall goals and objectives of the program.]		
Guiding Question	Mentor Professional Learning Series	Mentor Professional Learning Community
Who will participate? Be specific.		
Where and when will this take place?		
Who will oversee and coordinate the work?		
Who will be the team members supporting implementation? <i>Be specific about the roles and responsibilities for each. Include content experts who help develop and/or implement the curriculum and materials, facilitators of the mentoring and induction sessions, administrators who facilitate time and resources for mentors, and other key stakeholders and partners who support the work.</i>		
Who should be consulted about this work along the way?		
What is the key essential content that should be covered?		

Guiding Question	Mentor Professional Learning Series	Mentor Professional Learning Community
What are the key action steps for development/implementation of these initiatives? <i>List up to five action steps.</i>		
What is the proposed timeline for these action steps?		
Describe early wins in the development/implementation of this work.		
What do you expect will be challenges in development/implementation? How will your team address these challenges?		
What supports or resources are essential for development/implementation?		

Step 4—Team Planning for Mentor Coaching and Ongoing Assessment

As a team, discuss and prepare a plan for mentor coaching and ongoing assessment.

Mentoring program goals and objective: [Include here the goals and objectives of the mentoring program to serve as a reminder that mentor professional learning and ongoing support must align with and support the overall goals and objectives of the program.]	
Guiding Question	Plan for Mentor Coaching and Ongoing Assessment
Who will serve as mentor coaches?	
What specific kinds of support will mentor coaches provide to mentors?	
How often will mentors receive these specific supports from their coaches?	
Who will oversee and coordinate mentor coaches?	
What guidance needs to be developed for mentor coaches?	
What are critical steps that should be included in a cycle of coaching and ongoing assessment for mentors?	
How will the cycle of coaching and ongoing assessment be communicated to mentors and other stakeholders?	
How often will mentors engage in self-assessment using mentor professional standards?	
What kinds of data will mentor coaches collect?	
What do you expect will be one or two challenges in the implementation of mentor coaching and ongoing assessment? How will your team address these challenges?	
What supports or resources are essential for the implementation of mentor coaching and ongoing assessment?	

Center on
**GREAT TEACHERS
& LEADERS**

at American Institutes for Research ■

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

www.gtcenter.org

Copyright © 2019 American Institutes for Research. All rights reserved.



www.air.org

This work was originally produced in whole or in part by the Center on Great Teachers and Leaders with funds from the U.S. Department of Education under cooperative agreement number S283B120021. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

The Center on Great Teachers and Leaders is administered by the American Institutes for Research and its partners: the Council of Chief State School Officers and Public Impact.