

The GTL Mentoring and Induction Toolkit 2.0: A Focus on Equity and Evidence-Based Practices

State Personnel Development Grant
Director's Webinar

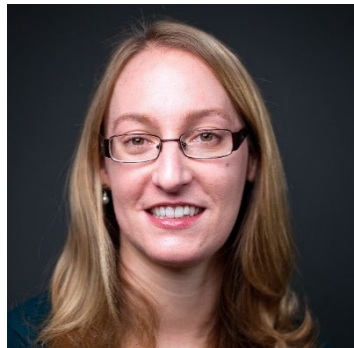
June 6, 2019

Welcome and Introductions

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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



Audience Poll #1

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Session Objectives

- Increase awareness and knowledge of:
 - GTL Center resources that may be useful to you and your teams as you engage in SPDG professional development (PD) activities, specifically with personnel who have a role in instruction.
 - How mentoring & induction (M&I) can provide differentiated PD supports to beginning teachers to ensure they are becoming effective educators.



Overview: Why This Work Matters

The Challenge

- Special educators frequently cite a lack of shared ownership of students with disabilities and role ambiguity as reasons for leaving the profession (Holdheide & DeMonte, 2016).
- General education and special education teachers are often prepared separately, with little opportunity to learn and apply collaboration skills.
- Leaders are not prepared to establish inclusive buildings and classrooms, and often fail to set up an infrastructure that facilitates collaboration and shared ownership.

The Challenge (continued)

- Initial preparation is insufficient to ensure that teachers have the skills to implement evidence-based teaching practices (Leko, Brownell, Sindelar, & Kiely, 2015).
- Professional development is more effective when it is focused, occurs over time, and is coherent (Benedict, Holdheide, Brownell, & Foley, 2016).
- Consistent expectations of instructional practice from preservice to inservice, paired with multiple practice-based opportunities, are more likely to improve teacher practice (Benedict et al., 2016; Billingsley, Bettini, & Jones, in press).

The Opportunity

- Mentoring and induction can be used to:
 - ✓ Facilitate partnerships among SEAs, LEAs, and EPPs
 - ✓ Establish consistent expectations of instructional practice from preservice to inservice
 - ✓ Provide multiple, practice-based opportunities to move teachers from novices to experts
 - ✓ Help low-performing schools exit targeted status

Audience Poll #2

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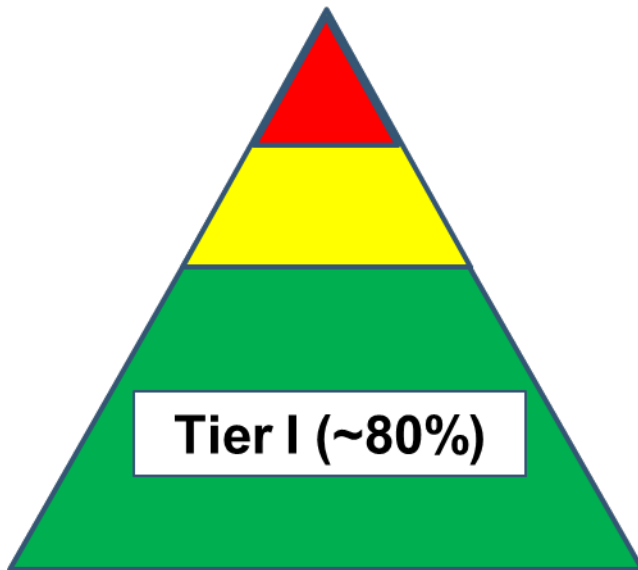




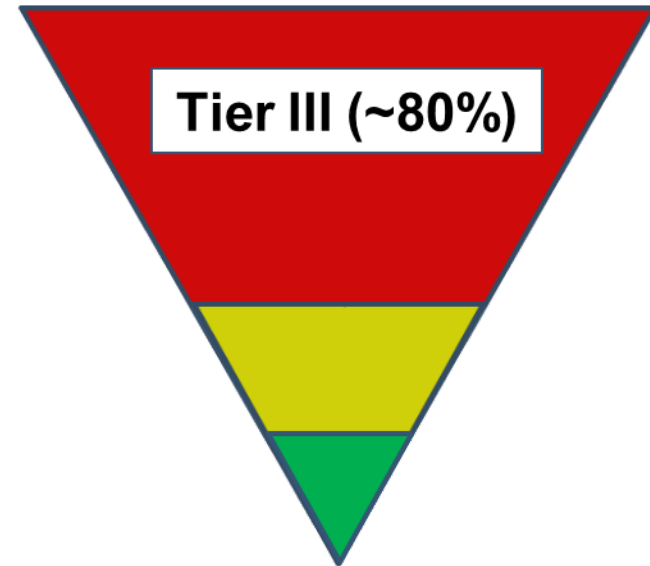
Core Instruction: A Foundation For All Learners

Equitable Access to Effective Instruction

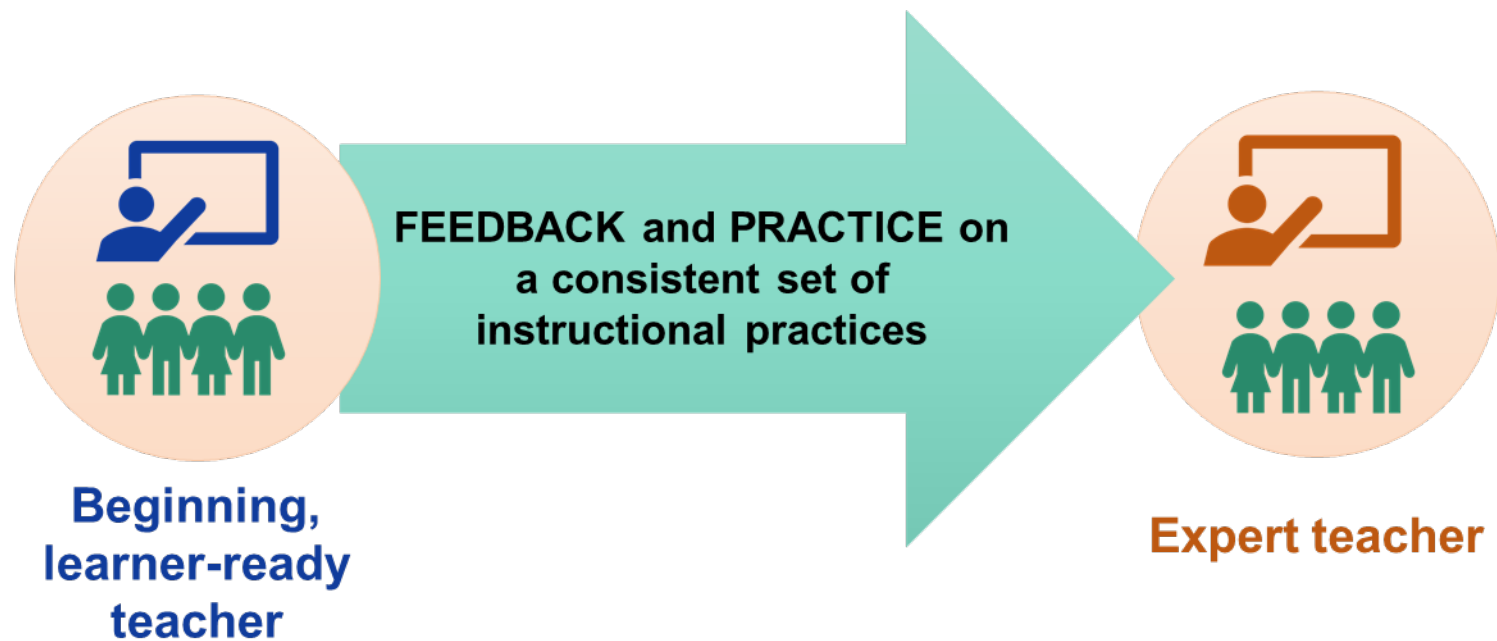
**Effective
Core Instruction**



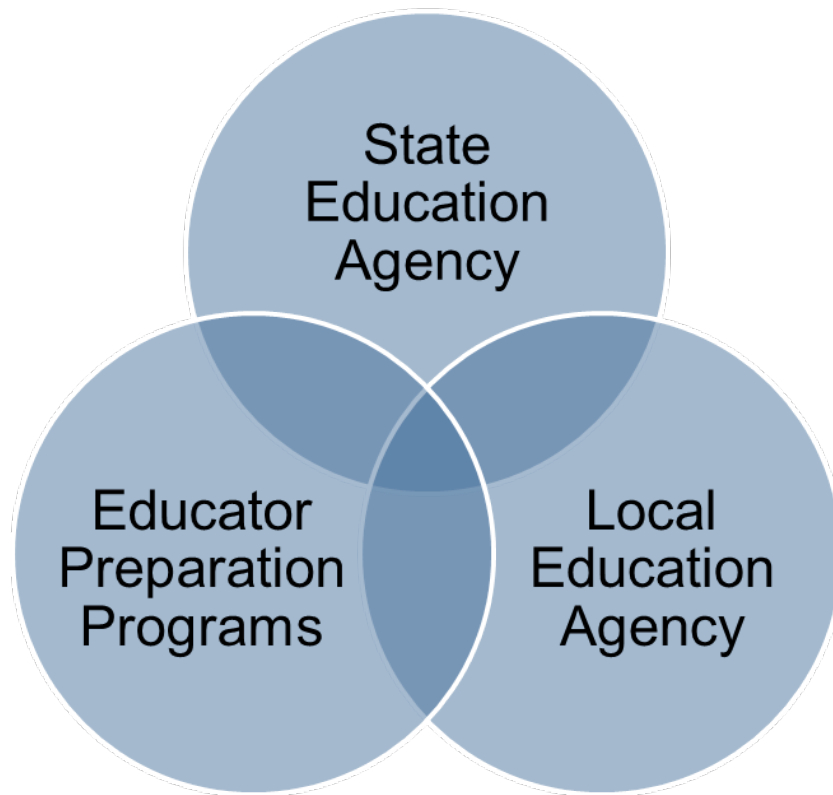
**Ineffective
Core Instruction**



How Do We Support Beginning Teachers to Become Effective Core Instructors?



Collaborative Partnerships



Mentoring and Induction Partnerships:

- Advance consistent expectations for core instructional practices from preservice to inservice.
- Reinforce fidelity of implementation by providing multiple practice-based opportunities.

Mentoring & Induction is a Game-Changer

- No preparation program can prepare a beginning teacher with all the skills necessary to be an expert on day 1.
- A purposefully designed M&I program can bridge the preservice-to-inservice transition by reinforcing instructional practices that strengthen core instruction for all students.
- High-quality core instruction means less likelihood of an “inverted triangle” that causes additional stress on school resources and teachers’ time.

Discussion

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Toolkit Tour

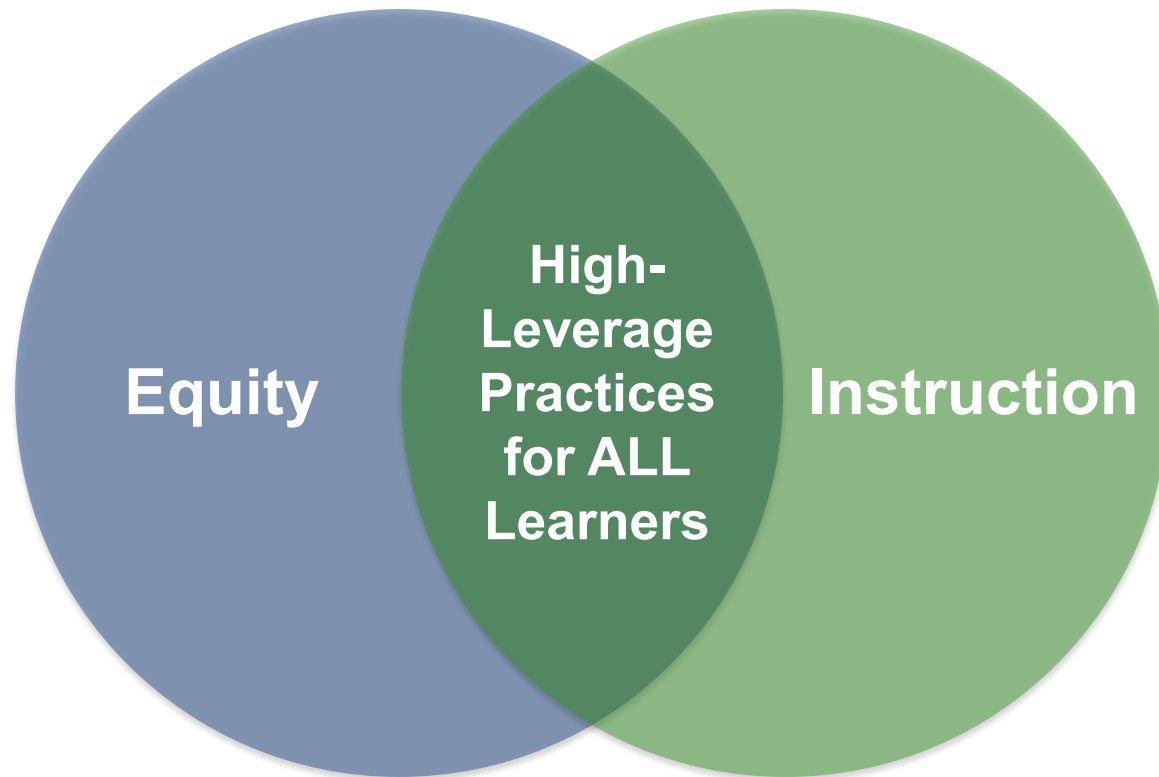


MENTORING & INDUCTION TOOLKIT 2.0








Supporting Teachers in High-Need Contexts

- Goals of toolkit revisions:
 - To support teachers in high-need schools.
 - To benefit students most in need of high-quality instruction.
 - To reflect on lessons learned from the field through piloting with Talent for Turnaround teams.

Focus on Equity and Instruction



Overview of the Toolkit

-  Module 1: Introduction to the GTL Center 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 6: Mentoring and Induction for Educators of Students With Disabilities

Module 6 Objectives

- Strengthen collaboration and shared investment between SEAs, LEAs, and educator preparation programs (EPPs) in M&I programs that span across preservice and inservice.
- Establish consistency in expectations of instructional practice that offer all students equitable access to the general education curriculum.
- Promote evidence-based/high-leverage instructional practices and provide teacher candidates and novice teachers with practice-based opportunities to advance their practice.

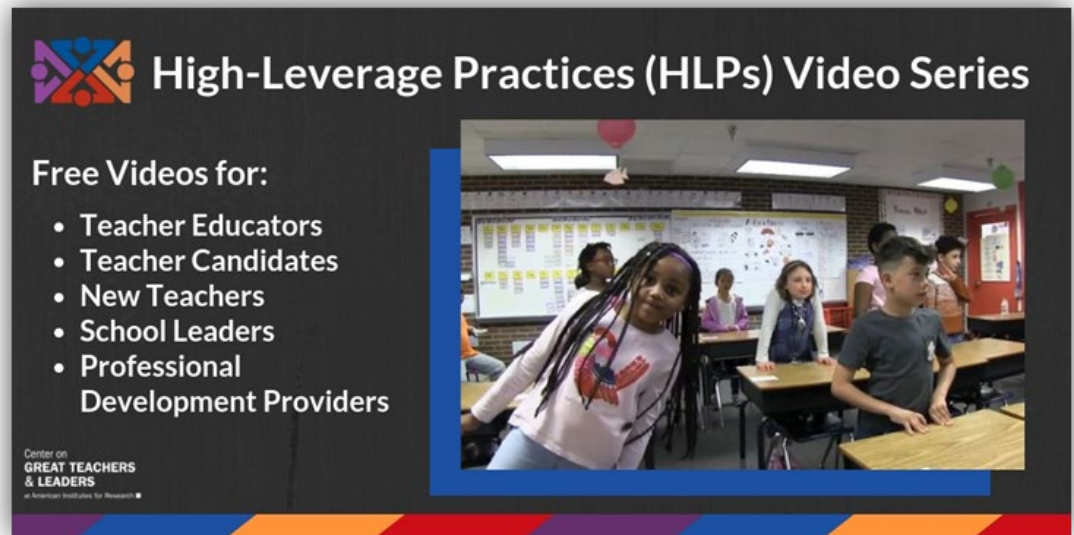


Module 6:

M&I for Educators of Students With Disabilities

“A set of practices that are fundamental to support K-12 student learning, and that can be taught, learned, and implemented by those entering the profession.”

(Windschitl, Thompson, Braaten, & Stroupe, 2012, p.880)




High-Leverage Practices (HLPs) Video Series

Free Videos for:

- Teacher Educators
- Teacher Candidates
- New Teachers
- School Leaders
- Professional Development Providers

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Visit highleveragepractices.org!

Audience Poll #3

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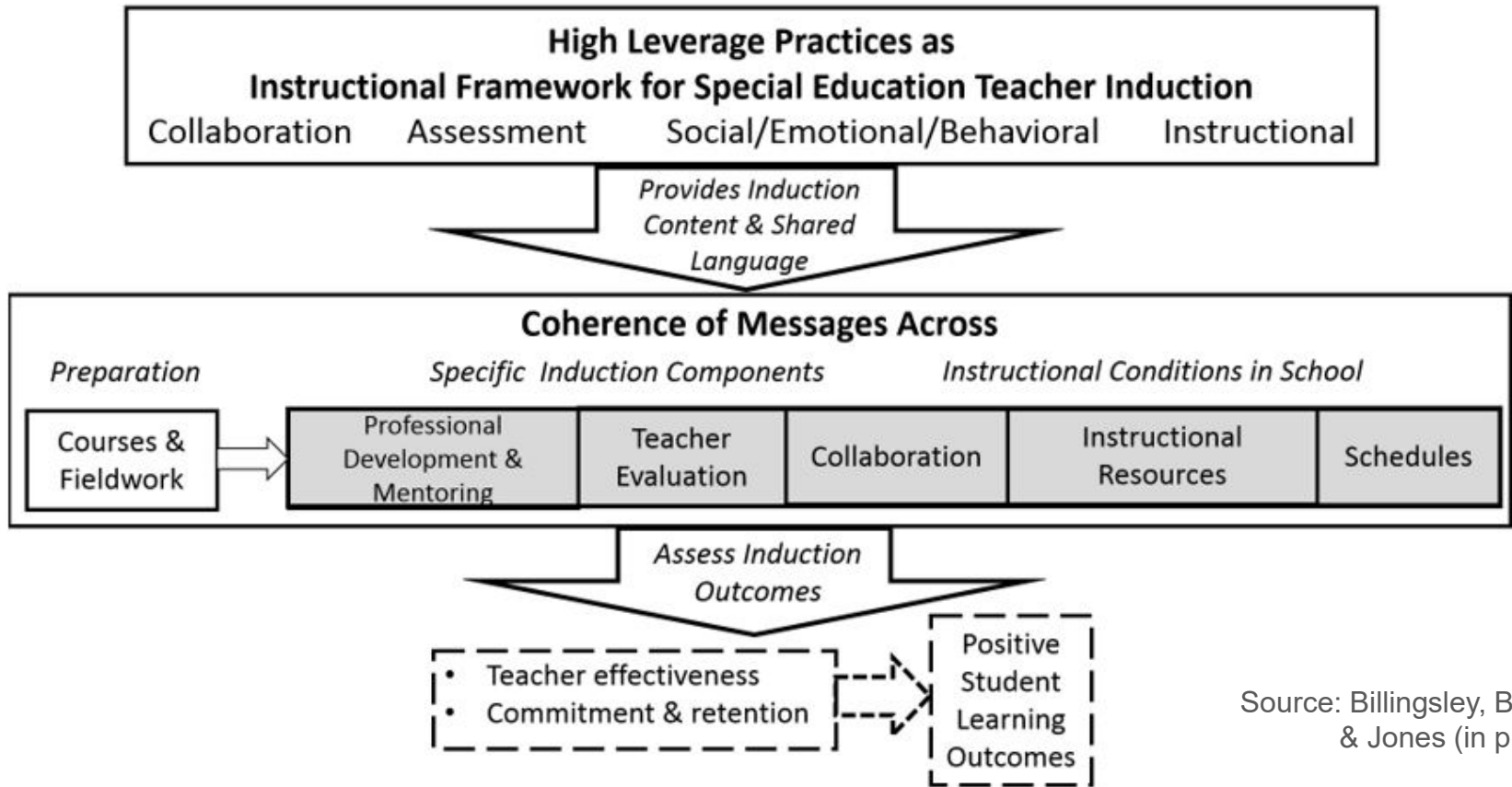


Features of HLPs

- Focus directly on instructional practice
- Occur with high frequency in teaching
- Research based and known to foster student engagement and learning
- Broadly applicable and usable in any content area or approach to teaching
- Fundamental to effective teaching when skillfully executed

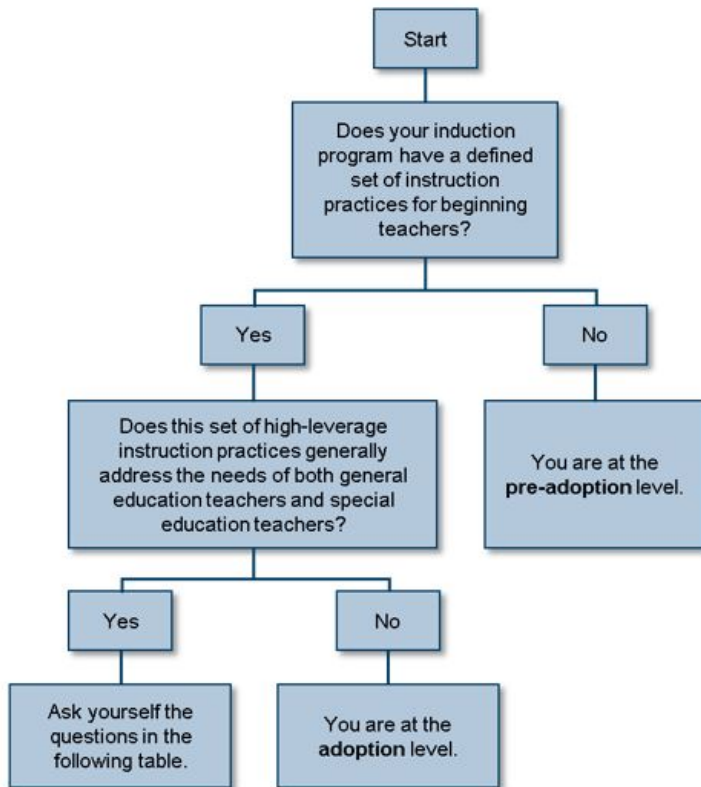
Source: Council for Exceptional Children and CEEDAR (2017)

A Common Language for Core Instruction



Source: Billingsley, Bettini, & Jones (in press).

Module 6 Materials



Handouts

- [High-Leverage Practices in Special Education](#)

Team Tools

- [Instructional Practice Expectations Alignment Activity](#)
- [Induction for Beginning Teachers of Students with Disabilities Needs Assessment—High Leverage Practices Supplement](#)

Professional Development Guide for School Leaders



- **Getting to Know HLPs**
- **Sharing HLPs**
- **Reflecting on HLPs**

Additional Resources:


- [HLP Website](https://highleveragepractices.org/)
- [HLP Videos](#)

<https://highleveragepractices.org/>



Accessing the Toolkit

Check Out Our New M&I Page!



MENTORING & INDUCTION TOOLKIT 2.0

Supporting Teachers in High-Need Contexts

Mentoring & Induction Toolkit 2.0

About the Toolkit

The GTL Center's Mentoring and Induction Toolkit is a ready-to-use resource for states working closely with districts to build strong mentoring and induction programs. 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) about the design and implementation of effective, high-quality mentoring and induction programs. Toolkit materials summarize research and best practices, highlight relevant examples, and provide streamlined processes for action planning.

Overview

The toolkit is divided into modules by topic (see Navigation at right). Each module includes:

- an **anchor presentation** that summarizes research and best practices
- **handouts** that provide supplemental information, and
- **team tools** to facilitate discussion.

See our [Toolkit Quick Guide](#) for a list of team tools and their descriptions.

Support for Customizing the Toolkit

- 1 INTRODUCTION TO THE TOOLKIT
- 2 MENTOR RECRUITMENT, SELECTION & ASSIGNMENT
- 3 MENTOR PROFESSIONAL LEARNING, DEVELOPMENT & ASSESSMENT
- 4 BEGINNING TEACHER PROFESSIONAL LEARNING & DEVELOPMENT
- 5 THE PRINCIPAL'S ROLE IN MENTORING & INDUCTION
- 6 M&I SUPPORTS FOR EDUCATORS OF STUDENTS WITH DISABILITIES
- 7 COLLECTING EVIDENCE OF PROGRAM SUCCESS

Discussion

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