

# Talent Management for Equitable Access

## Partnering to Build Comprehensive Mentoring and Induction Programs in Low-Performing Schools

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**GREAT TEACHERS & LEADERS**  
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# Introductions & Welcome

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# 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.

## Session Goals

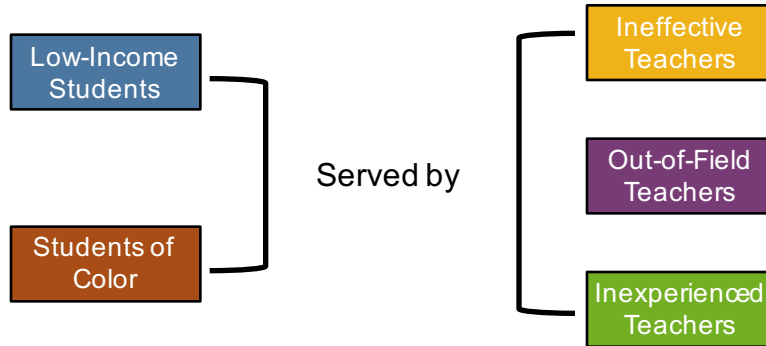
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- Understand what equitable access is, and why it matters for our students.
- Explore one model for aligning school improvement and equitable access efforts through state and district partnerships.
- Examine mentoring & induction as a strategy for improving equity.
- Learn from our colleagues in Mississippi about their equitable access efforts.

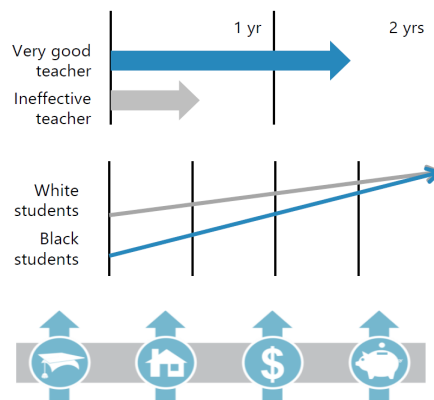
## What is equitable access, and why does it matter?

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# What do we mean when we talk about educator equity?



# Why does this matter? Educators can close gaps.



Students of ineffective teachers learn a half year of material. Students of effective teachers learn 1.5 years worth of material.  
(Hanushek, 2010)

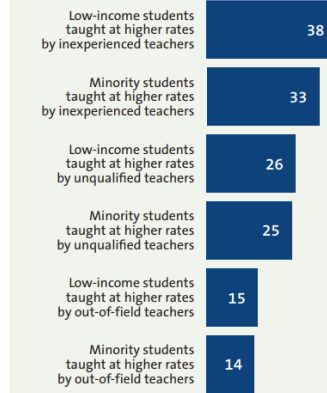
Having a top-performing teacher for four years in a row could be enough to close black-white achievement gap.  
(Gordon, Kane and Staiger, 2006)

Students with even one highly effective teacher are more likely to graduate, attend college, and earn higher income.  
(Chetty, Friedman, and Rockoff, 2012)

# What did we learn from a review of state equity plans?

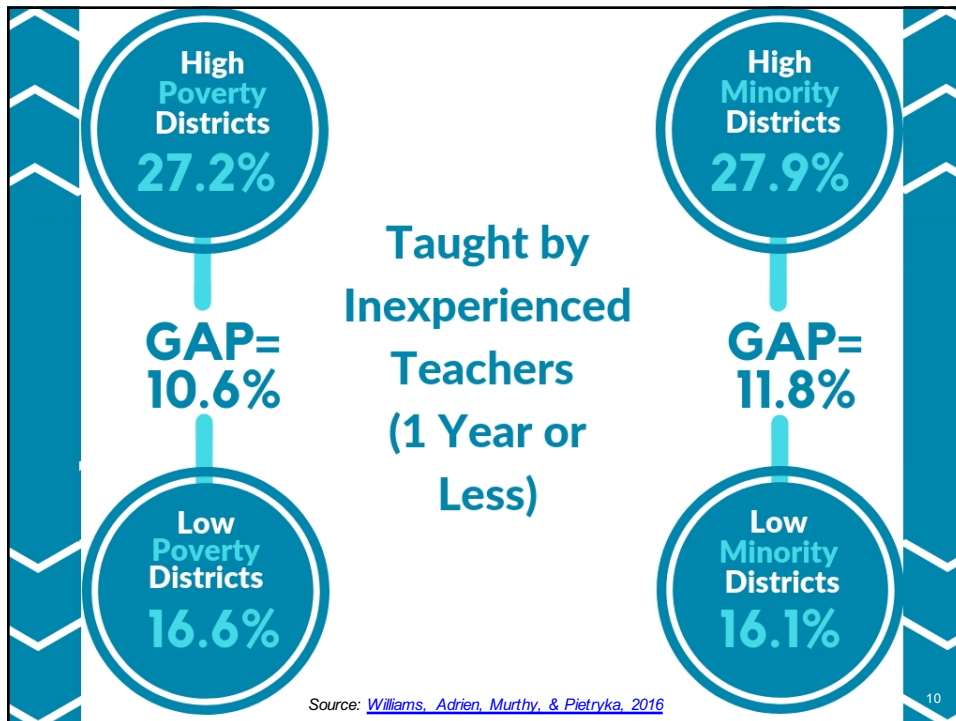
**Gaps in equitable access to experienced, in-field, and qualified teachers persist nationwide.**

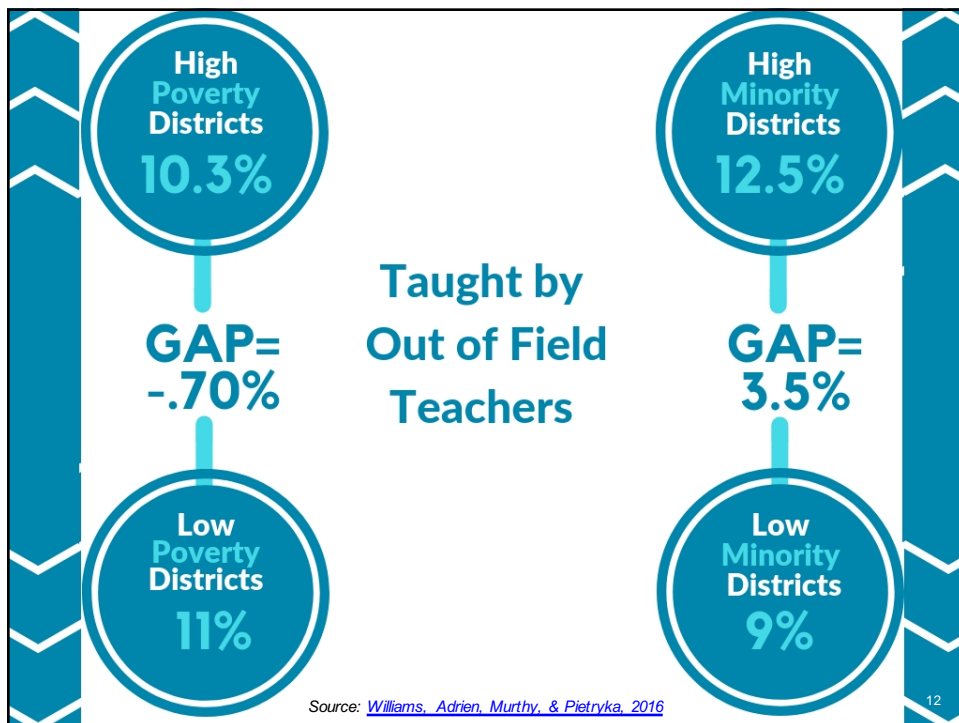
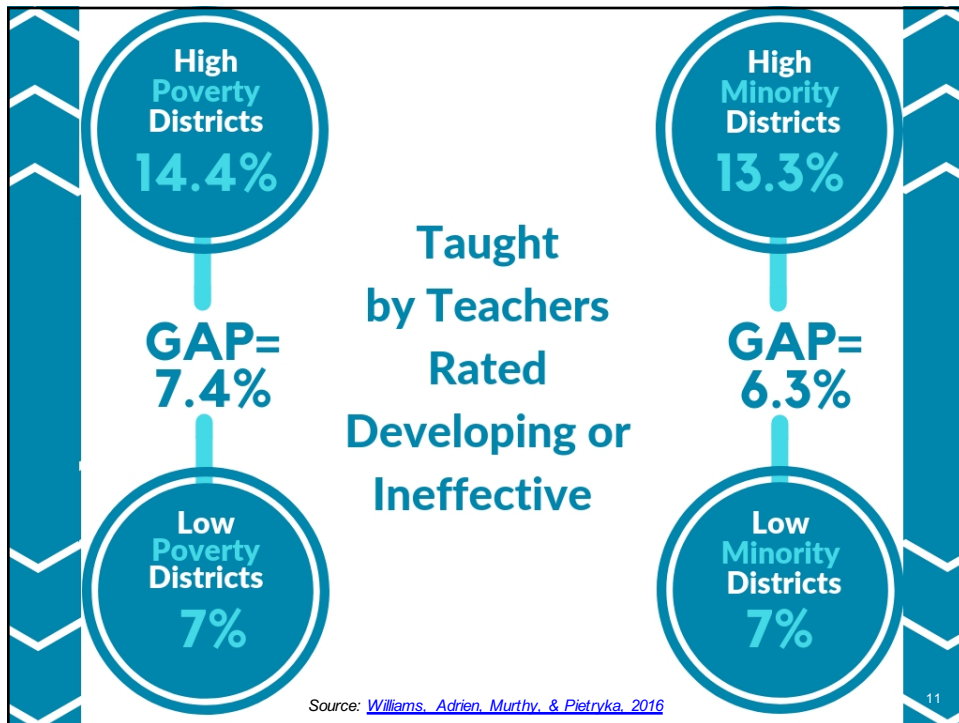
**Number of States Identifying Various Equity Gaps**



Source: [Williams, Adrien, Murthy, & Pietryka, 2016](#)

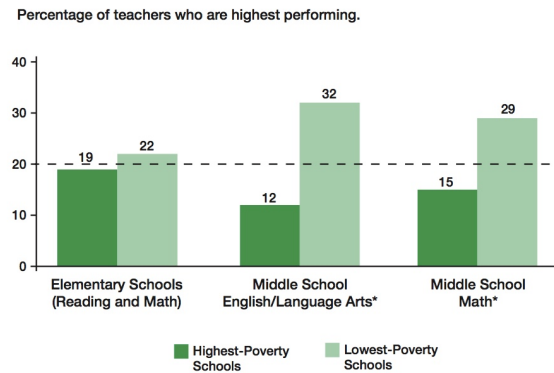
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## Prevalence of Highest Performing Teachers in the Highest and Lowest Poverty Schools (10 Districts)

**Figure 2. Prevalence of Highest-Performing Teachers in the Highest- and Lowest-Poverty Schools**



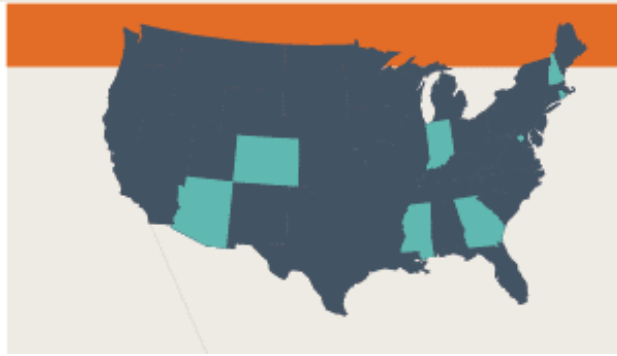
Source: Glazerman & Max, 2011, as shown in Institute of Education Sciences, 2014, p. 6.

## Talent for Turnaround Leadership Academy (T4TLA)

Aligning Equitable Access and School Improvement through Strengthening the Educator Workforce

## WHAT WE DID

Over two years, T4TLA brought together **8 states** and **14 district** teams in a cycle of in-person and virtual meetings. States include:



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## The T4TLA Approach

### Three-Step Process for Building Bold Strategies



#### STEP 1:

Review Data to understand challenges in attracting, supporting, or retaining excellent educators in high-need schools



#### STEP 2:

Dive Deep to understand problems of practice at the root of challenges



#### STEP 3:

Address the Challenge through design and implementation of bold talent management strategies.

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# What did T4TLA teams learn from their data?

## THE CONTEXT

8 States and 14 District teams say their **top talent challenge** is:



## KEEPING OUR BEST TEACHERS

Many T4TLA districts lose **50%** or more of their teachers in their first **2-3** years in the classroom.

Why are schools in T4TLA districts struggling with retention?

## Reasons Why Teachers Leave



Graduates of teacher preparation programs are under-prepared to teach



New teachers lack needed supports to teach in high-need schools



Principals lack quality professional learning opportunities needed to support teachers





Poor teaching and learning conditions lead to burnout



Districts struggle to attract quality candidates

## What are T4TLA states doing to improve retention by strengthening the educator workforce?





**TALENT FOR TURNAROUND**  
EQUITABLE ACCESS | SCHOOL IMPROVEMENT

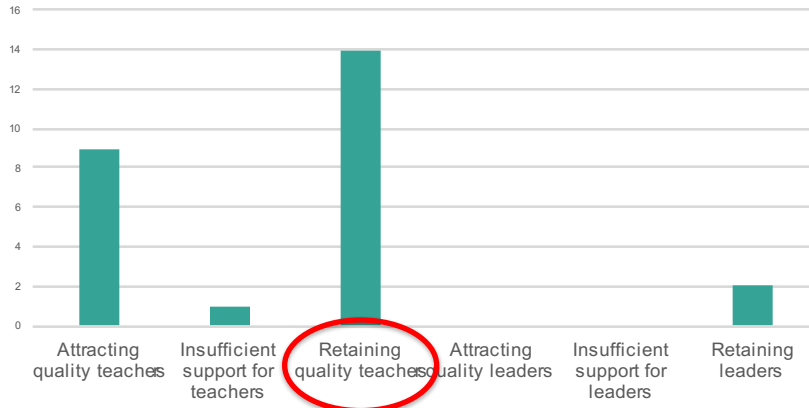
The **Center on Great Teachers and Leaders** is working with the **Center on School Turnaround**, and the **West and Northeast Comprehensive Centers** to help states and districts ensure that our country's best educators are working with the students who need them most. The **Talent for Turnaround Leadership Academy (T4TLA)** brings together 7 comprehensive center teams with 8 state and 14 district teams to align each state's equitable access and school improvement efforts. Learn more about each state's work to strengthen talent management systems and help attract, support, and retain excellent educators in the lowest performing, highest need schools and districts.

[Start Exploring](#)

## Mentoring & Induction Affinity Group

# District Snapshot: Prioritized Challenges

What are T4TLA districts' prioritized talent challenges?

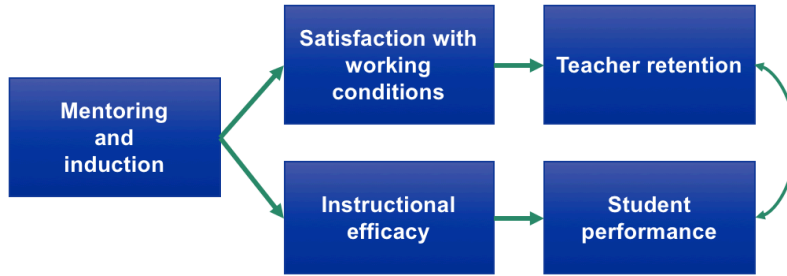


# District Snapshot: Strategy Selection

What strategies will districts select to address their challenges?



# Impact of Mentoring and Induction



Based on a review of research from Ingersoll and Strong, 2011.

# Induction Program Inventory

Used to help teams plan for the building blocks of a comprehensive induction program including structures to support beginning teachers, mentors, principals, and district leaders.

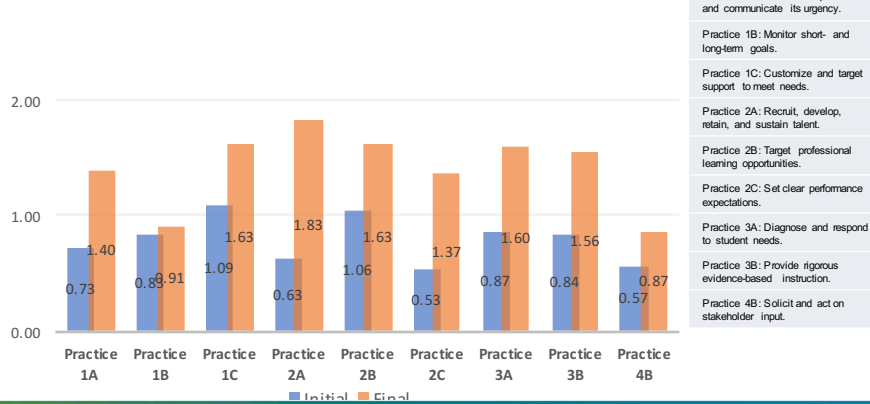
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TALENT DEVELOPMENT

Practice 2A: Recruit, develop, retain, and sustain talent				
Expects mentor selection based on qualities of an effective mentor				
LEA Indicators	Rating			We have data that we use to ensure that is effective
	We have not done this	We have done this in some places	We have done this	
LEA has established career pathways into teacher leadership that include the mentor role as a step for advancement.				
LEA has established that mentor selection criteria must specify that mentors are experienced professionals who consistently demonstrate evidence of successful teaching practice and student learning as measured by the LEA's educator evaluation system.				
LEA Perception of School Indicators	Rating			We have data that we use to ensure that is effective
	We have not done this	We have done this in some places	We have done this	
Principals or superintendents encourage teachers with leadership potential to pursue mentoring roles as a step for career advancement.				
Selection criteria for mentors are transparent.				
Selection criteria for mentors are rigorous.				
Selection criteria for mentors target the necessary knowledge, skills, and dispositions to coach new teachers toward more effective instruction.				
Selection criteria for mentors emphasize the importance of effective interpersonal and communication skills.				
Strengths	Challenges			

# Affinity Group Self-Assessments: 6 Months of Progress

Self-Assessment Results by Indicator - Average



- Practice 1A: Prioritize improvement and communicate its urgency.
- Practice 1B: Monitor short- and long-term goals.
- Practice 1C: Customize and target support to meet needs.
- Practice 2A: Recruit, develop, retain, and sustain talent.
- Practice 2B: Target professional learning opportunities.
- Practice 2C: Set clear performance expectations.
- Practice 3A: Diagnose and respond to student needs.
- Practice 3B: Provide rigorous evidence-based instruction.
- Practice 4B: Solicit and act on stakeholder input.

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## Mentoring and Induction Toolkit

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**Mentoring and Induction Toolkit Quick Guide**

Designed expressly to support states that are working closely with districts to build strong mentoring and induction (M&I) programs, the GTL Center's ready-to-use toolkit guides state and district leaders through the most critical aspects of developing effective M&I programs.

**The Toolkit**

The toolkit is divided into modules by topic. Each module consists of an **anchor presentation** that summarizes research and best practices, **handouts** that provide supplemental information, and **team tools** to facilitate discussion. The following charts name the team tools and provide brief descriptions.

Module 1: Introduction to the GTL Mentoring and Induction Toolkit	Team Tools
<b>Anchor Presentation</b>	<b>Data Dive Tool:</b> Gives teams an inquiry-based structure to examine outcomes related to M&I, including teacher retention, teacher performance, and student achievement data.
	<b>Root Cause Analysis Workbook:</b> Guides teams through a process to explore root causes to identify context-specific strategies for strengthening induction programs.
	<b>Induction Program Inventory:</b> Helps teams plan for the building blocks of a comprehensive induction program, including structures to support new teachers, mentors, principals, and district leaders.

Module 2: Mentor Recruitment, Selection, and Assignment	Team Tools
<b>Anchor Presentation</b>	<b>Mentor Recruitment, Selection, and Assignment Design Workbook:</b> Helps teams incorporate research-based best practices into the design of their M&I programs, including the following: <ul style="list-style-type: none"> <li>• Innovative mentor recruitment strategies</li> <li>• Rigorous mentor selection criteria and processes</li> <li>• Best practices in mentor matching and assignment</li> </ul>
	<b>Mentor Selection Criteria Table:</b> Leads teams through a consensus-building process to develop and prioritize rigorous, research-based mentor selection criteria.

Designed expressly to support states that are working closely with districts to build strong mentoring and induction (M&I) programs in low-performing schools, the GTL Center's ready-to-use toolkit guides state and district leaders through the most critical aspects of developing effective M&I programs.

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## Overview of the Toolkit

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- Module 1: Introduction to the GTL 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 Special Educators
- Module 7: Collecting Evidence of Induction Program Success

## Module Components

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- **Anchor Presentation:** Summarizes research and best practices related to the topic.
- **Handouts:** Provide information to supplement the anchor presentation.
- **Team Tools:** Help teams plan, design, and implement the components of a comprehensive mentoring and induction program.

## Access to Toolkit Materials

- Anchor presentations and select team tools are [available](#) on the GTL Center website.
- Regional comprehensive center and state education agency personnel may [request access](#) to additional toolkit materials.
- In December, we plan to release the toolkit publicly to all interested parties.

## Q&A with Vernesia Wilson, Director, Mississippi Department of Education

# Mississippi's Progress

Mississippi DOE held a retreat to orient districts to the state M&I plan and developed the following resources:

- Mississippi Teacher Mentoring and Induction Concept Map
- [Mississippi Teacher Mentoring and Induction for School Districts: A Guidebook for Developing Teacher Mentoring & Induction Programs](#)
- MDE Teacher Mentor Orientation Module Series (a 3-module, online resource with study guides, PowerPoints, and printable materials)
- Qualitative end-of-school year mentor and mentee surveys
- Mentor/Mentee Collaboration Plan
- Mentee Professional Growth Plan
- Classroom Observation Scripting Form
- Training for mentors and administrators
- Root Cause and District Data Dissection Analyses

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

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