

## Designing and planning high quality mentoring and induction

High quality practices	Where are we now?	Where to next?	Action Steps – What? When? How? Who?
<p><b>Communication and collaboration among stakeholders</b> including administration, union, and principals’ leadership ensures commitment and sustainability</p>			
<p><b>Focused on teacher-directed formative professional growth</b> rather than evaluation or remediation of practice</p>			
<p><b>Clear criteria and processes are established</b> for mentee eligibility and mentor recruitment and selection.</p>			
<p><b>Ongoing professional development and support for mentors</b> develop critical skills for learning-focused engagement with their new colleagues.</p>			
<p><b>Planned professional development and opportunities for beginning teachers</b> to participate in learning networks and feel included into school, district, and local community</p>			

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<p><b>Adequate funding for mentorship and induction</b> is protected within district budgets and local committee responsibilities are defined.</p>			
<p><b>Sanctioned time for mentor/mentee interactions</b> allows for formalized professional conversations, observation, and feedback, and collaboration between partners.</p>			
<p><b>Aligns with other district professional learning initiatives</b> (i.e., inquiry projects, learning teams, and networks)</p>			
<p><b>Clear roles and responsibilities for school administrators</b> ensure they understand their role in fully supporting induction.</p>			
<p><b>Integrated with technology</b> to assist with accessibility for teachers and facilitate networks for greater communication</p>			
<p><b>Ongoing review and feedback</b> from participants informs program growth and development.</p>			