**Designing and planning high quality mentoring and induction**

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

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

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