Data-Driven
Human Capital
Strategies

STRATEGY BRIEF:

Evaluating Induction Programs

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Local education agency (LEA) and school leaders can use this brief to learn more about:

- Effective practices they can use to evaluate induction programs;
- Examples from other schools that have implemented strategies to address this challenge; and
- Resources to support this work in your LEA.

To learn more about induction generally, see the Induction Guide.

Context

High quality induction and mentoring programs can positively impact teacher retention, teaching practice, and student achievement[1]. Beginning teachers engaged in high quality induction programs often feel more confident, are more likely to seek help from colleagues, and are more likely to stay in their classrooms.

Pennsylvania LEAs are required to provide induction for first-year teachers, long-term substitutes, and education specialists. The induction program must include the mentoring of new teachers for at least one year, as described in the Educator Induction Plan Guidelines[2]. LEAs are required to submit plans that describe how their induction program meets state requirements, including program evaluation and monitoring. Planning and implementing an evaluation and monitoring a program can be challenging given limited resources and time. However, evaluating induction programs' effectiveness can provide information to continuously improve the program and help meet the LEA's goals for teachers and students.

1 Coggshall, J., Mizrav, E., & Lachlan-Haché, L. (2019). Evidence-based practices to support equity: A snapshot on mentoring and induction. Washington, DC: American Institutes for Research, Center on Great Teachers and Leaders. Retrieved from https://gtlcenter.org/sites/default/files/EvidenceBasedPractices_MentoringInduction.pdf

2 Pennsylvania Department of Education. (2019). Educator induction plan guidelines. Harrisburg, PA: Author. Retrieved from https://www.education.pa.gov/Documents/Teachers-Administrators/Act%2048-PERMS/Educator%20Induction%20Plan%20Guidelines.pdf

What LEA policies and practices are effective?

Step 1: Prepare for the evaluation.

The Educator Induction Plan Guidelines summarize all Pennsylvania's requirements for LEA induction programs. The induction program may include SMART[3] (strategic, measurable, actionable, realistic, and timebound) goals for determining the program's impact on educators and students. An LEA also could develop a theory of change or logic model that describes the short- and long-term goals and intended outcomes of the induction program.

Resource: *The Center on Great Teachers and Leaders Mentoring and Induction Toolkit: Module 7. Collecting Evidence of Induction Program Success includes a handout with example theories of change for an induction program and a workbook that guides a team through developing a theory of change.*

Resource: *The Center on Great Teachers and Leaders Mentoring and Induction Toolkit: Module 8. Data-Driven Conversations to Improve Equitable Access Through Mentoring and Induction in High-Need Schools includes a handout on mentoring and induction program logic models that can be used with the data protocol as an example when developing a logic model.*

Reflection Questions:

- *Does your LEA regularly use logic models or theories of action to organize initiatives?*
- *Which stakeholders would need to be involved in creating a logic model or theory of action to ensure that everyone involved in the mentoring and induction program would support it?*
- *How can the logic model or theory of action be used to communicate priorities?*

3 This SMART goals resource from Achieve the Core includes a blog post and accompanying template for writing SMART goals – though the examples are of individual educator practice, the template is general and able to be applied at the school or district level.

Step 2: Make decisions about the evaluation.

As a first step, LEAs should consider the intended purpose, scope and outcomes of the evaluation. Some questions should to be answered prior to developing an induction program evaluation.

Reflection Questions:

- *What is the purpose of evaluating the program (e.g., compliance, continuous improvement, and/or evidence of impact)?*
- *Who should be involved in planning and implementing the evaluation? Will the educator induction committee or another critical stakeholder group play a role?*
- *What data will be collected and who will analyze the data? (see "Determine evaluation data sources" below)*
- *How will we be sure that the results meet the intended goals or purpose of the evaluation? (see "Report evaluation results" below)*
- *How will the evaluation be used to improve the induction program? What will you do after you've reviewed the evaluation information?*

Resource: *The Georgia Department of Education's tool Assessing the Effectiveness of a Teacher Induction Program indicates the roles that different entities can take in supporting effective teacher induction—including institutes of higher education, LEAs, mentors, and novice teachers. This document has space for sites to record the data collection on each component and notes providing further information and evidence.*

Step 3: Determine evaluation data sources.

When considering data sources for evaluating the induction program, LEAs should consider the design and implementation of the induction program as well as the outcomes of the program.[4]

4 Center on Great Teachers and Leaders. (2019). Mentoring and induction toolkit: Module 8: Team tool 1: Identification of data sources. Washington, DC: American Institutes for Research. Retrieved from https://gtlcenter.org/sites/default/files/Module8_TeamTool1_Identification_of_Data.pdf; Pennsylvania Department of Education, 2019

Resource: *The Center on Great Teachers and Leaders Mentoring and Induction Toolkit: Module 7. Collecting Evidence of Induction Program Success includes a handout with data examples that can be used when choosing data to use.*

A. **Data sources mentioned in the Educator Induction Plan Guidelines** include participant satisfaction surveys (of new teachers, mentors, principals, and educator induction committee members); analysis of the programs and resources; and additional qualitative and quantitative data of new teachers and mentors, including surveys, interviews, focus groups, and observations.[5]

B. **Data sources in the induction needs assessment required by the Educator Induction Plan Guidelines** include student assessment data, data on instructional models, interest surveys, and information from previous induction evaluations. Reviewing the same data sources across time can provide important longitudinal information.

C. **Additional implementation data** include mentor logs, new teacher portfolios, or other work collected through the mentoring and induction process. The components of a new teacher portfolio will vary across LEAs, and may include artifacts of practice like lesson plans, videos, or artifacts of outcomes like student work samples or student data.

D. **Outcome data** include student outcome (e.g., achievement, attendance, socioemotional) data by school and teacher; teacher retention data by school; and teacher effectiveness data (using the multiple measures in PA's educator effectiveness system) by school, disaggregating new teachers when possible.[6]

Resource: *The Massachusetts Department of Elementary and Secondary Education Collecting Stakeholder Feedback on Induction and Mentoring Programs resource includes sample feedback topics and survey items for mentors and mentees that can be used to collect feedback on district induction and mentoring programs. Collecting this type of data is a state requirement in Massachusetts. Massachusetts also produces an annual statewide induction and mentoring report.*

5 Pennsylvania Department of Education, 2019

6 Center on Great Teachers and Leaders, 2019

EXAMPLE IN ACTION:

The Kokomo School Corporation in Indiana conducts an annual online survey of beginning teachers to collects feedback on their mentoring and induction support. They use this information, along with retention data, to assess the quality of their induction program and consider next steps for continuous improvement of the program.

EXAMPLE IN ACTION:

Chicago Public Schools also conducts a survey of beginning teachers to collect feedback on their mentoring and induction support. This, along with data collected through other initiatives in the district, are being used to create a data dashboard for district leadership teams to make adjustments to programs that lead to greater teacher retention.

Reflection Questions:

- *What data does your LEA already collect?*
- *How can that be leveraged to help inform the evaluation of the mentoring and induction program?*

Step 4: Implement the evaluation.

The Educator Induction Plan Guidelines require that LEAs conduct annual evaluations of their induction programs. LEA leaders implementing the evaluation should plan how the data collection activities will take place during the school year. Leaders also should consider common implementation challenges (e.g., what to do when a teacher is hired late or if a mentor-mentee pair wants to be reassigned). The timely submission of data (like mentor logs and surveys) should be a clearly-communicated expectation of the roles of mentors and mentees. LEA leaders can use feedback collected about specific workshops or meetings to improve the induction program.

EXAMPLE IN ACTION:

Working with TNTP, the East Hawaii Complex Area collects data through an online platform called the Learning Zone in order to assess the use of mentoring tools, like observation protocols and meeting logs. The LEA also collects mentor feedback on the quality and usefulness of the professional learning offered through mentor forums. The East Hawaii Complex Area is specifically using the data to evaluate the impact of recent updates to their program to address the needs of geographically isolated schools and teachers.

Step 5: Report evaluation results.

Reporting data on the induction program should indicate whether the program is meeting its goals, be useful to program leaders making decisions, and be accessible to all stakeholders who will review the results. The induction program design, implementation, and outcomes can be summarized[7]:

- In a table (see examples from the Center on Great Teachers and Leaders and the Georgia Department of Education);
- In a presentation (e.g., given to the educator induction committee); or
- In a list of quantitative and qualitative findings.

Whatever the format, the induction program evaluation results can provide useful information to LEA leaders and other stakeholders about compliance with the program guidelines and can inform continuous improvement of the program.

Resource: *The Center on Great Teachers and Leaders Mentoring and Induction Toolkit: Module 8. Data-Driven Conversations to Improve Equitable Access Through Mentoring and Induction in High-Need Schools includes team tools for reporting key findings and action planning.*

7 Pennsylvania Department of Education, 2019

Reflection Question:

- *How are data and needs assessment results typically shared in your LEA?*
- *What capacity and conventions can be used to present induction program evaluation results?*
- *How will those results be used for program improvement?*

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