



District Self Assessment High Quality Mentoring & Induction Practices

District: _____

Moving Toward High Quality Mentoring and Induction Practices	Much Like Our District	Somewhat Like Our District	Neutral	Somewhat Like Our District	Much Like Our District	Moving Away From High Quality Mentoring and Induction Practices
Rigorous mentor selection based on qualities of an effective mentor						Choosing mentors without criteria or an explicit process
Ongoing professional development and support for mentors						Insufficient professional development and support for mentors
Sanctioned time for mentor-teacher interactions						Meetings happen occasionally or "whenever the mentor and teacher are available"
Multi-year mentoring						Mentoring for first year teachers only
Intensive and specific guidance moving teaching practice forward						Non-specific, emotional or logistical support alone
Professional teaching standards and data-driven conversations						Informal and non-evidenced based feedback
Ongoing beginning teacher professional development						Professional development NOT specifically tailored to the needs of beginning teachers
Clear roles and responsibilities for administrators						Lack of training/ communication with administrators
Collaboration with all stakeholders						Isolated programming and lack of alignment