

The **Comprehensive Special Education Induction and Mentorship Self-Assessment and Alignment Tool** is structured around the core components of comprehensive mentoring: Relevant Work Orientation, Supportive School Community, Good Job Match, Deliberate Role Design, Ongoing Professional Development and Responsive Mentoring. Each core component has a **self-assessment** and a corresponding **alignment tool**. Districts should use the self-assessment to assess whether current systems fully meet the needs of new special education teachers. The alignment tool should be used to identify areas of strength while also recognizing potential gaps in a district’s current induction systems. By identifying these gaps, districts can move beyond assumptions and make data-informed decisions about the supports that special educators truly need. Going forward, districts can use the results to set concrete goals, monitor progress over time and celebrate improvements.

## DIRECTIONS:

### 1. Read each guiding question on the self-assessment, and identify your current level of implementation.

- Not Currently In Place:**  
Select this option if you believe your district does not currently have activities or plans in place to provide comprehensive induction and mentoring.
- Beginning to Implement:**  
Select this option if you believe your district has begun to implement activities and plans, but comprehensive induction and mentoring is not fully in place.
- Fully Implemented:** Select this option if you believe your district has activities and plans in place to provide full support in the area.

SELF-ASSESSMENT			
District’s Current Level of Implementation			Guiding Questions
Not Currently in Place	Beginning to Implement	Fully Implemented	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Orientation held to connect to all staff</b> Does your district provide an orientation before the start of the school year for new special education teachers to connect to all general education teachers and non special education school staff?

### 2. Total the number of checks in each implementation category and place it in the relevant box below. Identify the box with the most checks. Read the description next to the box and follow directions.

<b>Not Currently in Place</b>	<input type="checkbox"/>	<b><u>Want to start implementing? Get SET Nebraska can help!</u></b> Your district has not yet begun to implement formal induction and mentoring supports within this core component of comprehensive mentoring. Proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
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### 3. Review each alignment tool to identify components of Get SET Nebraska which can serve as a resource/tool to increase comprehensive special education induction and mentorship implementation.

ALIGNMENT TOOL		
Use the following alignment tool to identify how you may be able to provide components of comprehensive mentoring using the Get SET Nebraska Induction & Mentorship Program.		
Guiding Questions	Induction & Mentorship Program 1-Year Path	Induction & Mentorship Program 2-Year Path
Orientation held to connect to all staff	<b>Phase 1</b> • 2c: School Staff Policies and Unwritten Rules	<b>Phase 1 (Year 1)</b> • 2c: School Staff Policies and Unwritten Rules

For guidance or support on how to use this resource, contact Pam Brezenski at: [pbrezenski@esu13.org](mailto:pbrezenski@esu13.org)



# Relevant Work Orientation

## SELF-ASSESSMENT

District's Current Level of Implementation			Guiding Questions
Not Currently in Place	Beginning to Implement	Fully Implemented	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Orientation held to connect to all staff</u></b> Does your district provide an orientation before the start of the school year for new special education teachers to connect to all general education teachers and non special education school staff?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Orientation held to connect to special education colleagues</u></b> Does your district provide an orientation prior to the start of the school year with opportunities for new special education teachers to connect to all special education staff (colleagues, paraprofessionals, drivers, administrative assistants, etc.)?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Generational lens focus</u></b> Do you plan activities and interactions to ensure each generation of special education teachers is reached in their preferred way? Do you individualize support for new special education teachers?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Structural and procedural information</u></b> Do you provide resources to introduce structural and procedural content through multiple means of representation:</p> <ul style="list-style-type: none"> <li>• Visual/Written Resources</li> <li>• Auditory/Recorded Resources</li> <li>• Tactile Resources</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>First month of school information</u></b> Are all new special education teachers provided support to gain skills and information necessary in the first month of school?</p>

Total the number of checks in each implementation category and place it in the corresponding box below. Identify the box with the most checks. Read the description next to the box and follow directions.

- Not Currently in Place**  **Want to start implementing? Get SET Nebraska can help!**  
Your district has not yet begun to implement formal induction and mentoring supports within this core component of comprehensive mentoring. Proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Beginning to Implement**  **Great start! Get SET Nebraska may be able to enhance your efforts!**  
Your district has implemented some components of comprehensive induction and mentoring. We encourage you to continue developing initiatives. You can proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Fully Implemented**  **You are on the path to retention! Your district has this essential element in place!**  
Your district is on the right path. Keep implementing your program and refer to the alignment tool as needed. Get SET Nebraska may provide resources to enhance your program.

# Relevant Work Orientation

## ALIGNMENT TOOL

Use the following alignment tool to identify how you may be able to provide components of comprehensive mentoring using the Get SET Nebraska Induction & Mentorship Program.

Guiding Questions	Induction & Mentorship Program 1-Year Path	Induction & Mentorship Program 2-Year Path
Orientation held to connect to all staff	<u>Phase 1</u> <ul style="list-style-type: none"> <li>• 2c: School Staff Policies and Unwritten Rules</li> </ul>	<u>Phase 1 (Year 1)</u> <ul style="list-style-type: none"> <li>• 2c: School Staff Policies and Unwritten Rules</li> </ul>
Orientation held to connect to special education colleagues	<u>Phase 1</u> <ul style="list-style-type: none"> <li>• 1a: Exploring Your Role</li> <li>• 1b: Team Ethics and Integrity</li> <li>• 1c: Professional Ethics and Integrity</li> <li>• 2a: Learn About Each Other</li> <li>• 2b: School and Job-Related Contact Review</li> </ul>	<u>Phase 1 (Year 1)</u> <ul style="list-style-type: none"> <li>• 1a: Exploring Your Role</li> <li>• 1b: Team Ethics and Integrity</li> <li>• 1c: Professional Ethics and Integrity</li> <li>• 2a: Learn About Each Other</li> <li>• 2b: School and Job-Related Contact Review</li> </ul>
Generational lens focus	<u>Structural</u> <ul style="list-style-type: none"> <li>• Mentor/mentee pairing process</li> </ul>	<u>Structural</u> <ul style="list-style-type: none"> <li>• Mentor/mentee pairing process</li> </ul>
Structural and procedural information	<u>Phase 1</u> <ul style="list-style-type: none"> <li>• 3a: District Special Education Policies and Procedure Review</li> <li>• 3b: Mentee Caseload Review</li> <li>• 3c: District Culture and IEP Placement Determinations</li> <li>• 3d: IEP Paperwork System</li> </ul>	<u>Phase 1 (Year 1)</u> <ul style="list-style-type: none"> <li>• 3a: District Special Education Policies and Procedure Review</li> <li>• 3b: Mentee Caseload Review</li> <li>• 3c: District Culture and IEP Placement Determinations</li> <li>• 3d: IEP Paperwork System</li> </ul> <u>Phase 1 (Year 2)</u> <ul style="list-style-type: none"> <li>• 1d: Mentee Caseload Review</li> <li>• 1e: District Culture and IEP Placement Determinations</li> </ul>
First month of school information	<u>Phase 1</u> <ul style="list-style-type: none"> <li>• 3e: Building the Binder</li> </ul>	<u>Phase 1 (Year 1)</u> <ul style="list-style-type: none"> <li>• 3e: Building the Binder</li> </ul> <u>Phase 1 (Year 2)</u> <ul style="list-style-type: none"> <li>• 1f: Update the Binder</li> </ul>

# Supportive School Community

## SELF-ASSESSMENT

District's Current Level of Implementation			Guiding Questions
Not Currently in Place	Beginning to Implement	Fully Implemented	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Consistent check-ins</u></b> Do you proactively place check-in meetings with new special education teachers on your calendar? Are frequent conversations with new special education teachers part of your weekly or monthly activities?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Planned collaboration opportunities</u></b> Do your districts provide time for collaboration/co-teaching/etc. meetings? Do you ensure planned collaboration times are scheduled for general education and special education teachers?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Offer opportunities to demonstrate expertise</u></b> Do you offer activities and interactions planned for new special education teachers to demonstrate expertise or knowledge to all special education and/or general education staff members?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Monitor climate and culture</u></b> Do you have a system in place to provide an annual assessment of the climate and culture within your school? Do you administer a separate assessment, or are you able to pull data to monitor the climate and culture of special education teachers?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Define clear lines of communication</u></b> Is there one assigned person/administrator that new special education teachers approach with questions? Are communication channels clearly defined for special education teachers?</p>

Total the number of checks in each implementation category and place it in the corresponding box below. Identify the box with the most checks. Read the description next to the box and follow directions.

- Not Currently in Place**  **Want to start implementing? Get SET Nebraska can help!**  
Your district has not yet begun to implement formal induction and mentoring supports within this core component of comprehensive mentoring. Proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Beginning to Implement**  **Great start! Get SET Nebraska may be able to enhance your efforts!**  
Your district has implemented some components of comprehensive induction and mentoring. We encourage you to continue developing initiatives. You can proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Fully Implemented**  **You are on the path to retention! Your district has this essential element in place!**  
Your district is on the right path. Keep implementing your program and refer to the alignment tool as needed. Get SET Nebraska may provide resources to enhance your program.

# Supportive School Community

## ALIGNMENT TOOL

Use the following alignment tool to identify how you may be able to provide components of comprehensive mentoring using the Get SET Nebraska Induction & Mentorship Program.

Guiding Questions	Induction & Mentorship Program 1-Year Path	Induction & Mentorship Program 2-Year Path
<b>Consistent check-ins</b>	<u><b>Phase 1</b></u> <ul style="list-style-type: none"> <li>Administrator participates in activities from August-September.</li> </ul> <u><b>Phase 2</b></u> <ul style="list-style-type: none"> <li>Administrator meets with mentoring teams during monthly induction meetings.</li> </ul>	<u><b>Phase 1 (Year 1 and Year 2)</b></u> <ul style="list-style-type: none"> <li>Administrator participates in activities from August-September.</li> </ul> <u><b>Phase 2 (Year 1 and Year 2)</b></u> <ul style="list-style-type: none"> <li>Administrator meets with mentoring teams during monthly induction meetings.</li> </ul>
<b>Planned collaboration opportunities</b>	<u><b>Phase 2</b></u> <ul style="list-style-type: none"> <li>6c: The Meeting Process</li> </ul>	<u><b>Phase 2 (Year 1)</b></u> <ul style="list-style-type: none"> <li>5b: The Meeting Process</li> </ul> <u><b>Phase 2 (Year 2)</b></u> <ul style="list-style-type: none"> <li>4a: Year 2 Communication Maps</li> </ul>
<b>Offer opportunities to demonstrate expertise</b>	<u><b>Phase 2</b></u> <ul style="list-style-type: none"> <li>6b: The Role of Observation in Mentoring</li> </ul> <u><b>Phase 3</b></u> <ul style="list-style-type: none"> <li>7a: Process and Topic Reflections</li> <li>8a: Reflect on Individual Learning Plan Goals</li> </ul>	<u><b>Phase 1 (Year 2)</b></u> <ul style="list-style-type: none"> <li>2d: The Role of Observation in Mentoring</li> </ul> <u><b>Phase 3 (Year 1)</b></u> <u><b>Phase 3 (Year 2)</b></u>
<b>Monitor climate and culture</b>	<u><b>Phase 1</b></u> <ul style="list-style-type: none"> <li>Structural activities and check-ins allow for indirect climate and culture monitoring.</li> </ul> <u><b>Phase 2</b></u> <ul style="list-style-type: none"> <li>Structural activities and check-ins allow for indirect climate and culture monitoring.</li> </ul> <u><b>Phase 3</b></u> <ul style="list-style-type: none"> <li>9a: Assess the Climate and Culture of Special Education Staff</li> </ul>	<u><b>Phase 1</b></u> <ul style="list-style-type: none"> <li>Structural activities and check-ins allow for indirect climate and culture monitoring.</li> </ul> <u><b>Phase 2</b></u> <ul style="list-style-type: none"> <li>Structural activities and check-ins allow for indirect climate and culture monitoring.</li> </ul> <u><b>Phase 3 (Year 1)</b></u> <ul style="list-style-type: none"> <li>7a: Assess the Climate and Culture of Special Education Staff</li> </ul>
<b>Define clear lines of communication</b>	<u><b>Phase 1</b></u> <ul style="list-style-type: none"> <li>1a: Exploring Your Role</li> <li>1b: Team Ethics and Integrity</li> <li>1c: Professional Ethics and Integrity</li> </ul> <u><b>Phase 2</b></u> <ul style="list-style-type: none"> <li>6c: The Meeting Process</li> </ul>	<u><b>Phase 1 (Year 1)</b></u> <ul style="list-style-type: none"> <li>1a: Exploring Your Role</li> <li>1b: Team Ethics and Integrity</li> <li>1c: Professional Ethics and Integrity</li> </ul> <u><b>Phase 2 (Year 1)</b></u> <ul style="list-style-type: none"> <li>5b: The Meeting Process</li> </ul> <u><b>Phase 2 (Year 2)</b></u> <ul style="list-style-type: none"> <li>4a: Year 2 Communication Maps</li> </ul>

# Good Job Match

## SELF-ASSESSMENT

District's Current Level of Implementation			Guiding Questions
Not Currently in Place	Beginning to Implement	Fully Implemented	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Position match</u></b>            Are your interviews scheduled in a way that assesses the best position-candidate match for new special education hires? Do you hire based on best position match?</p> <ul style="list-style-type: none"> <li>• Caseload Experience</li> <li>• Age/Grade Level</li> <li>• Program Model</li> <li>• Content</li> <li>• Preference</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Job description development</u></b>            Does your district provide detailed job descriptions describing each new special education position to the greatest extent possible? Do you clearly review duties and activities with potential staff members?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Interview questions</u></b>            Do you design interview questions tailored to the specific new special education position that has been posted?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Learn staff expertise</u></b>            Does your district have a process to assess the level or area of expertise of current and new special education teachers?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Provide job shadow opportunities</u></b>            Does your district offer shadow opportunities as a part of the interview process?</p>

Total the number of checks in each implementation category and place it in the corresponding box below. Identify the box with the most checks. Read the description next to the box and follow directions.

Not Currently in Place

**Want to start implementing? Get SET Nebraska can help!**

Your district has not yet begun to implement formal induction and mentoring supports within this core component of comprehensive mentoring. Proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.

Beginning to Implement

**Great start! Get SET Nebraska may be able to enhance your efforts!**

Your district has implemented some components of comprehensive induction and mentoring. We encourage you to continue developing initiatives. You can proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.

Fully Implemented

**You are on the path to retention! Your district has this essential element in place!**

Your district is on the right path. Keep implementing your program and refer to the alignment tool as needed. Get SET Nebraska may provide resources to enhance your program.

# Good Job Match

## ALIGNMENT TOOL

Use the following alignment tool to identify how you may be able to provide components of comprehensive mentoring using the Get SET Administrative Leadership Academy.

Guiding Questions	Administrative Leadership Academy
Position match	<p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• 2.1: Recruitment Strategies               <ul style="list-style-type: none"> <li>» Activity A</li> </ul> </li> </ul> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• 3.1 Components of Comprehensive Induction Plans               <ul style="list-style-type: none"> <li>» Activity A</li> </ul> </li> <li>• 3.2 Administrative Steps to Support Induction               <ul style="list-style-type: none"> <li>» Activity B</li> </ul> </li> </ul>
Job description development	<p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• 2.1: Recruitment Strategies               <ul style="list-style-type: none"> <li>» Activity A</li> </ul> </li> </ul> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• 3.1 Components of Comprehensive Induction Plans               <ul style="list-style-type: none"> <li>» Activity A</li> </ul> </li> <li>• 3.2 Administrative Steps to Support Induction               <ul style="list-style-type: none"> <li>» Activity B</li> </ul> </li> </ul>
Interview questions	<p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• 3.1 Components of Comprehensive Induction Plans               <ul style="list-style-type: none"> <li>» Activity A</li> </ul> </li> <li>• 3.2 Administrative Steps to Support Induction               <ul style="list-style-type: none"> <li>» Activity B</li> </ul> </li> </ul>
Learn staff expertise	<p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• 4.2 Professional Learning and Skill Development               <ul style="list-style-type: none"> <li>» Activity B</li> </ul> </li> </ul>
Provide job shadow opportunities	<p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• 4.2 Professional Learning and Skill Development               <ul style="list-style-type: none"> <li>» Activity B</li> </ul> </li> </ul>

# Deliberate Role Design

## SELF-ASSESSMENT

District's Current Level of Implementation			Guiding Questions
Not Currently in Place	Beginning to Implement	Fully Implemented	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Caseload review</u></b> Do you have a process in place to review each new special education teacher's caseload and estimate the time required to provide services, complete procedural requirements, and communicate with parents?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Extra assignment monitoring</u></b> Do you have a process in place to monitor the number of additional duties assigned to new special education teachers?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Schedule collaboration time</u></b> Do you have a district plan for collaboration between general and special education colleagues? Is time set aside in their schedule to ensure they can meet their commitments?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Ensure protected work time</u></b> Do special education teachers have protected blocks of time to complete paperwork and testing? Is this on a consistent schedule so they can come to rely upon it?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Resource allocation</u></b> Does the administration check in at least twice a year to ensure that teachers have the necessary resources? Do you provide teachers a list of available materials, programs, assessments, and other resources they may need? Have you created a straightforward process for requesting materials and communicate it to all special education teachers?</p>

Total the number of checks in each implementation category and place it in the corresponding box below. Identify the box with the most checks. Read the description next to the box and follow directions.

- Not Currently in Place**  **Want to start implementing? Get SET Nebraska can help!**  
 Your district has not yet begun to implement formal induction and mentoring supports within this core component of comprehensive mentoring. Proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Beginning to Implement**  **Great start! Get SET Nebraska may be able to enhance your efforts!**  
 Your district has implemented some components of comprehensive induction and mentoring. We encourage you to continue developing initiatives. You can proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Fully Implemented**  **You are on the path to retention! Your district has this essential element in place!**  
 Your district is on the right path. Keep implementing your program and refer to the alignment tool as needed. Get SET Nebraska may provide resources to enhance your program.

# Deliberate Role Design

## ALIGNMENT TOOL

Use the following alignment tool to identify how you may be able to provide components of comprehensive mentoring using the Get SET Nebraska Induction & Mentorship Program.

Guiding Questions	Induction & Mentorship Program 1-Year Path	Induction & Mentorship Program 2-Year Path
Caseload review	<p><b><u>Phase 1</u></b></p> <ul style="list-style-type: none"> <li>• 3b: Mentee Caseload Review</li> <li>• 3c: District Culture and IEP Placement Determinations</li> </ul>	<p><b><u>Phase 1 (Year 1)</u></b></p> <ul style="list-style-type: none"> <li>• 3b: Mentee Caseload Review</li> <li>• 3c: District Culture and IEP Placement Determinations</li> </ul> <p><b><u>Phase 1 (Year 2)</u></b></p> <ul style="list-style-type: none"> <li>• 1d: Mentee Caseload Review</li> <li>• 1e: District Culture and IEP Placement Determinations</li> </ul>
Extra assignment monitoring	<p><b><u>Additional Resource Support</u></b></p> <ul style="list-style-type: none"> <li>• Get SET blog: “Improve Special Education Teacher Working Conditions: Stress, Responsibilities, and Extra Duties”</li> </ul>	<p><b><u>Additional Resource Support</u></b></p> <ul style="list-style-type: none"> <li>• Get SET blog: “Improve Special Education Teacher Working Conditions: Stress, Responsibilities, and Extra Duties”</li> </ul>
Schedule collaboration time	<p><b><u>Phase 2</u></b></p> <ul style="list-style-type: none"> <li>• 6b: The Role of Observation in Mentoring</li> <li>• 6c: The Meeting Process</li> </ul>	<p><b><u>Phase 2 (Year 1)</u></b></p> <ul style="list-style-type: none"> <li>• 5b: The Meeting Process</li> </ul> <p><b><u>Phase 1 (Year 2)</u></b></p> <ul style="list-style-type: none"> <li>• 2d: The Role of Observation in Mentoring</li> </ul> <p><b><u>Phase 2 (Year 2)</u></b></p> <ul style="list-style-type: none"> <li>• 4a: Year 2 Communication Maps</li> </ul>
Ensure protected work time	<p><b><u>Administrative Leadership Academy</u></b></p> <ul style="list-style-type: none"> <li>• Pre-Trip Check               <ul style="list-style-type: none"> <li>» B: Plan for Your Journey</li> <li>» C: Pack For Your Journey</li> </ul> </li> </ul>	<p><b><u>Administrative Leadership Academy</u></b></p> <ul style="list-style-type: none"> <li>• Pre-Trip Check               <ul style="list-style-type: none"> <li>» B: Plan for Your Journey</li> <li>» C: Pack For Your Journey</li> </ul> </li> </ul>
Resource allocation	<p><b><u>Administrative Leadership Academy</u></b></p> <ul style="list-style-type: none"> <li>• Module 4               <ul style="list-style-type: none"> <li>» 4.1: Building a Climate of Support through Job Design</li> <li>» Activity A</li> </ul> </li> </ul>	<p><b><u>Administrative Leadership Academy</u></b></p> <ul style="list-style-type: none"> <li>• Module 4               <ul style="list-style-type: none"> <li>» 4.1: Building a Climate of Support through Job Design</li> <li>» Activity A</li> </ul> </li> </ul>

# Ongoing Professional Development

## SELF-ASSESSMENT

District's Current Level of Implementation			Guiding Questions
Not Currently in Place	Beginning to Implement	Fully Implemented	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Skill self assessment</u></b> Do you offer opportunities for new special educators to assess their special education related skills and competencies? Do you assist new special education teachers in growing using the High Leverage Practices in Special Education?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Goal setting</u></b> Do you have a scheduled process of new special education staff goal setting? Are goals specifically related to the special education field?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Authentic learning opportunities</u></b> Do you schedule time for new special education teachers to observe similar special education programs that are effectively implementing processes and practices?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Professional development plan</u></b> Do you create an individualized professional development plan for each new special education teacher? Do you guide new teachers in goal setting?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Information sharing</u></b> Do you provide new special education teachers with the opportunity to report to peers about professional development opportunities, growth, and learning?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Evaluation and growth</u></b> Do you incorporate special education language and High Leverage Practices into new special education teacher evaluations?</p>

Total the number of checks in each implementation category and place it in the corresponding box below. Identify the box with the most checks. Read the description next to the box and follow directions.

- Not Currently in Place**  **Want to start implementing? Get SET Nebraska can help!**  
 Your district has not yet begun to implement formal induction and mentoring supports within this core component of comprehensive mentoring. Proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Beginning to Implement**  **Great start! Get SET Nebraska may be able to enhance your efforts!**  
 Your district has implemented some components of comprehensive induction and mentoring. We encourage you to continue developing initiatives. You can proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.
- Fully Implemented**  **You are on the path to retention! Your district has this essential element in place!**  
 Your district is on the right path. Keep implementing your program and refer to the alignment tool as needed. Get SET Nebraska may provide resources to enhance your program.

# Ongoing Professional Development

## ALIGNMENT TOOL

Use the following alignment tool to identify how you may be able to provide components of comprehensive mentoring using the Get SET Nebraska Induction & Mentorship Program.

Guiding Questions	Induction & Mentorship Program 1-Year Path	Induction & Mentorship Program 2-Year Path
Skill self assessment	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• 5a: Exploring High-Leverage Practices in Special Education</li> <li>• 5b: Identification of Mentee Planning Needs</li> </ul>	<p><b>Phase 1 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 2a: Exploring High-Leverage Practices in Special Education</li> <li>• 2b: Identification of Mentee Planning Needs</li> </ul>
Goal setting	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• 5c: Creation of the Individual Learning Plan</li> </ul>	<p><b>Phase 1 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 2c: Creation of the Individual Learning Plan</li> </ul>
Authentic learning opportunities	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• 6b: The Role of Observation in Mentoring</li> </ul>	<p><b>Phase 1 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 2d: The Role of Observation in Mentoring</li> </ul>
Professional development plan	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• 5c: Creation of the Individual Learning Plan</li> </ul>	<p><b>Phase 1 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 2c: Creation of the Individual Learning Plan</li> </ul>
Information sharing	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• 6c: The Meeting Process</li> </ul>	<p><b>Phase 2 (Year 1)</b></p> <ul style="list-style-type: none"> <li>• 5b: The Meeting Process</li> </ul> <p><b>Phase 2 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 4a: Year 2 Communication Maps</li> </ul>
Evaluation and growth	<p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>• 7a: Process and Topic Reflections</li> <li>• 8a: Reflect on Individual Learning Plan Goals</li> <li>• 8b: Planning Forward</li> </ul>	<p><b>Phase 3 (Year 1)</b></p> <ul style="list-style-type: none"> <li>• 6a: Process and Topic Reflections</li> </ul> <p><b>Phase 3 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 5a: Process and Topic Reflections</li> <li>• 6a: Reflect on Individual Learning Plan Goals</li> </ul>

# Responsive Mentoring

## SELF-ASSESSMENT

District's Current Level of Implementation			Guiding Questions
Not Currently in Place	Beginning to Implement	Fully Implemented	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Special education focus</u></b> Does your school have an induction and mentoring program designed specifically for the needs of new special education teachers?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Appropriate mentor match</u></b> Do you implement a process for matching mentors and mentees by the following categories?</p> <ul style="list-style-type: none"> <li>• Caseload Experience</li> <li>• Program Model</li> <li>• Preference</li> <li>• Age/Grade Level</li> <li>• Content</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Mentor support and training</u></b> Does your district ensure that new special education teachers are assigned a mentor who has experience in special education? Are mentors matched as closely as possible to the new special education teachers' needs? Are mentors provided with guidance within the program or training prior to beginning the mentoring/induction process?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Deliberate content and process</u></b> Does your district provide structured conversations and activities for special education mentors and their new special education mentees?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Protected meeting times</u></b> Are mentors and mentees given scheduled, protected meeting time? Is mentoring a consideration when planning new special education teacher's schedules?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b><u>Detailed reflection</u></b> Does your induction and mentoring reflection process include year end reflection directly from new special education teachers?</p>

Total the number of checks in each implementation category and place it in the corresponding box below. Identify the box with the most checks. Read the description next to the box and follow directions.

Not Currently in Place	<input type="checkbox"/>	<p><b><u>Want to start implementing? Get SET Nebraska can help!</u></b> Your district has not yet begun to implement formal induction and mentoring supports within this core component of comprehensive mentoring. Proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.</p>
Beginning to Implement	<input type="checkbox"/>	<p><b><u>Great start! Get SET Nebraska may be able to enhance your efforts!</u></b> Your district has implemented some components of comprehensive induction and mentoring. We encourage you to continue developing initiatives. You can proceed to the alignment tool on the next page to identify resources and supports available through Get SET Nebraska.</p>
Fully Implemented	<input type="checkbox"/>	<p><b><u>You are on the path to retention! Your district has this essential element in place!</u></b> Your district is on the right path. Keep implementing your program and refer to the alignment tool as needed. Get SET Nebraska may provide resources to enhance your program.</p>

# Responsive Mentoring

## ALIGNMENT TOOL

Use the following alignment tool to identify how you may be able to provide components of comprehensive mentoring using the Get SET Nebraska Induction & Mentorship Program.

Guiding Questions	Induction & Mentorship Program 1-Year Path	Induction & Mentorship Program 2-Year Path
Special education focus	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Get SET Nebraska was built as a special education comprehensive induction and mentoring program.</li> </ul>	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Get SET Nebraska was built as a special education comprehensive induction and mentoring program.</li> </ul>
Appropriate mentor match	<p><b>Administrative Leadership Academy</b></p> <ul style="list-style-type: none"> <li>• Pre-Trip Check               <ul style="list-style-type: none"> <li>» Mentor/Mentee match form is available</li> </ul> </li> </ul>	<p><b>Administrative Leadership Academy</b></p> <ul style="list-style-type: none"> <li>• Pre-Trip Check               <ul style="list-style-type: none"> <li>» Mentor/Mentee match form is available</li> </ul> </li> </ul>
Mentor support and training	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• The Induction and Mentorship program provides directions, tasks and guided conversations in all handbooks.</li> </ul> <p><b>Video Content</b></p> <ul style="list-style-type: none"> <li>• Guided videos support mentors in all steps of the process.</li> </ul> <p><b>Resource Support</b></p> <ul style="list-style-type: none"> <li>• Administrator and Mentor Best Practice Guide</li> </ul>	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• The Induction and Mentorship program provides directions, tasks and guided conversations in all handbooks.</li> </ul> <p><b>Video Content</b></p> <ul style="list-style-type: none"> <li>• Guided videos support mentors in all steps of the process.</li> </ul> <p><b>Resource Support</b></p> <ul style="list-style-type: none"> <li>• Administrator and Mentor Best Practice Guide</li> </ul>
Deliberate content and process	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The Induction and Mentorship content provides deliberate tasks and activities throughout the program.</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The Induction and Mentorship content provides deliberate tasks and activities throughout the program.</li> </ul>
Protected meeting times	Content covered in the Get SET Nebraska Administrative Leadership Academy.	Content covered in the Get SET Nebraska Administrative Leadership Academy.
Detailed reflection	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• 6c: The Meeting Process</li> </ul> <p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>• 7a: Process and Topic Reflections</li> <li>• 8a: Reflect on Individual Learning Plan Goals</li> </ul>	<p><b>Phase 2 (Year 1)</b></p> <ul style="list-style-type: none"> <li>• 5b: The Meeting Process</li> </ul> <p><b>Phase 2 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 4a: Year 2 Communication Maps</li> </ul> <p><b>Phase 3 (Year 1)</b></p> <ul style="list-style-type: none"> <li>• 6a: Process and Topic Reflections</li> </ul> <p><b>Phase 3 (Year 2)</b></p> <ul style="list-style-type: none"> <li>• 5a: Process and Topic Reflections</li> <li>• 6a: Reflect on Individual Learning Plan Goals</li> </ul>