## Tool 6: Action Planning Based on Needs and Gaps in Coverage

**Instructions:** After completing [Tool 5: Induction and Mentoring Inventory](https://www.doe.mass.edu/edeffectiveness/mentor/tool5.docx), program coordinators will use this tool to reflect on whether the learning supports for emergency and provisionally licensed teachers cover the standards of greatest need and with the needed depth. This tool will support district and school leadership in identifying needs, gaps within current support offerings, and action planning for refining the I&M program to meet the unique needs of emergency and provisionally licensed educators. Below is a summary of each section of the tool.

* **Identified indicators for support**: Any indicators from the self-reflection tool from understanding mentee needs that mentors or mentees assessed as *beginning* or *developing* should be highlighted and addressed.
* **Elements covered by I&M program**: List what elements of the identified indicator are currently covered by the I&M program.
* **Coverage**: The coverage amount of the elements list should be based on observational evidence of beginning teachers implementing the standard and the mentee self-assessment rating (or their confidence) in implementation of the standard. Coverage levels include the following:
  + **Sufficient coverage**: Coverage of the identified elements is provided in an adequate dosage and in multiple types of support.
  + **Needs additional coverage**: Coverage of the identified elements does not happen frequently or at the necessary depth, only included in one support area.
  + **Not covered**: Coverage of the identified element does not exist in any professional learning supports
* **Elements needing additional coverage:** List the elements that are not covered by your current I&M plan or have not been covered enough given the ongoing need by novice(s).
* **Action plan**: It is important to take your learnings from mentee self-reflection, your assessment of the I&M supports, and/or mentee needs and consider how your district/school will address the gaps identified. Your action plan explains how you plan and continuously revise beginning teacher professional learning activities to meet the support needs identified. The action plan should include what type of professional learning activity will be done, who is doing it, and what are the key next steps for the plan.

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| Identified indicators for support | Elements covered by I&M program | Coverage | Element(s) needing additional coverage | Action plan (include professional learning activity, key staff, and steps for implementation) |
| --- | --- | --- | --- | --- |
| *Example: IV-A Shared Responsibility, Collaboration, & Decision-Making* | *Shared Responsibility*  Professional Collaboration  *Decision-Making* | *Sufficient*  *Needs additional coverage*  *Not covered* | *Professional Collaboration: Collaborates and communicates with colleagues including special education, paraeducators, EL education, etc., on tasks in support of shared goals for student learning* | *Biweekly professional learning community cohorts (novices, mentor, special educator) will meet for 1 hour on Thursday afternoon; Teacher Johnson will facilitate conversations; teachers will examine student work and use their findings to adapt instruction and support.* |
| I-A: Curriculum & Planning | Subject Matter Knowledge  Knowledge of Student  Curriculum Literacy | Sufficient  Needs additional coverage  Not covered |  |  |
| I-B: Assessment | Purposeful Assessment  Accessible Assessment | Sufficient  Needs additional coverage  Not covered |  |  |
| I-C: Analysis | Analysis and Conclusions  Adjustments to Practice  Sharing Progress with Students & Families  Sharing Progress with Colleagues | Sufficient  Needs additional coverage  Not covered |  |  |
| II-A: Instruction | High Expectations &Support  Engaging Instruction  Inclusive Instruction | Sufficient  Needs additional coverage  Not covered |  |  |
| II-B: Learning Environment | Positive Relationships  Safe Learning Environment  Collaborative Learning Environment  Student Ownership of Learning  Critical Thinking | Sufficient  Needs additional coverage  Not covered |  |  |
| II-C: Student Learning | Academic Student Outcomes  Non-Academic Student Outcomes | Sufficient  Needs additional coverage  Not covered |  |  |
| III-A: Communication | Communication with Families | Sufficient  Needs additional coverage  Not covered |  |  |
| III-B: Engagement | Family Engagement | Sufficient  Needs additional coverage  Not covered |  |  |
| III-C: Collaboration | Collaboration on Student Learning & Well-Being | Sufficient  Needs additional coverage  Not covered |  |  |
| IV-A: Reflection & Professional Growth | Reflective Practice  Goal Setting  Professional Learning & Growth | Sufficient  Needs additional coverage  Not covered |  |  |
| IV-B: Shared Responsibility, Collaboration, & Decision-Making | Shared Responsibility  Professional Collaboration  Decision-Making | Sufficient  Needs additional coverage  Not covered |  |  |
| IV-C: Professional Responsibilities | Judgment  Professional Responsibilities | Sufficient  Needs additional coverage  Not covered |  |  |
| Other topics/areas of need |  |  |  |  |