



# Digging into the Standards: Standards for Beginning Teacher Induction

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Mentor/Coach Symposium  
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# Hiring: Scenario

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- Guttled classroom
- Multiple courses to teach (secondary) or split classes (elementary)
- Many struggling students
- No contact from district or school except form letter prior to orientation



# Thinking about *Hiring*

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- For the reflective questions on p. 11 in the *Induction Standards*, circle the answer that best describes your view of your school or district's development.
- What are your concerns?
- What are your areas of control?
- How might you increase your influence?
- Who else might be able to help increase support for beginning teachers in this area?



# Orientation: Scenario

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- Presentation on blood-borne pathogens
- Presentation on completing insurance forms
- One classroom management training for all grade levels, subjects, teacher skill levels
- Little curriculum training
- No time with mentor



# Thinking about *Orientation*

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- For the reflective questions on p. 13 of the *Induction Standards*, circle the answer that best describes your view of your school or district's development.
- What are your concerns?
- What are your areas of control?
- How might you increase your influence?
- Who else might be able to help increase support for beginning teachers in this area?



# Pack 'n Stack

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Stretch, move to a new table, and  
find a new set of colleagues  
with whom to learn.



# Professional Development: Scenario

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- Beginning teacher arrives in third year of district's literacy initiative. Introductory trainings are not being repeated.
- Beginning teacher asked to attend curriculum training, new staff orientation, grade level planning meeting, student-led-conference training, and parent involvement planning session.

# Thinking about

## *Professional Development*

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- For the reflective questions on p. 25 of the *Induction Standards*, circle the answer that best describes your view of your school or district's development.
- What are your concerns?
- What are your areas of control?
- How might you increase your influence?
- Who else might be able to help increase support for beginning teachers in this area?



# Assessment for Learning: Scenario

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- Staff examines spring WASL scores during August training. Teachers are asked to submit several steps they'll take to intervene with struggling students.
- Beginning teacher is told that the principal will be conducting initial observations in October. Some colleagues say not to worry about it. Others say that the observation is really important.



# Thinking about *Assessment for Learning*

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- For the reflective questions on p. 27 of the *Induction Standards*, circle the answer that best describes your view of your school or district's development.
- What are your concerns?
- What are your areas of control?
- How might you increase your influence?
- Who else might be able to help increase support for beginning teachers in this area?



“Teaching is not one-size-fits-all;  
it’s one-size-fits-one.” (Eric Liu)

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Powerful induction is  
carefully tailored  
to the unique needs of the  
teacher  
and the needs of that teacher’s  
students .