

Wisconsin Induction Guidelines

What does a school district in Wisconsin need to provide in terms of induction support for Initial Educators in their district? The Wisconsin Induction Guidelines shown below provide a framework for induction programs and induction support for school districts in Wisconsin.

Wisconsin Induction Guidelines	
Rationale	<ul style="list-style-type: none"> • Initial Educators and their students benefit from a wide level of support. • Promoting collaboration and shared expertise builds instructional continuity and increases professional expertise.
Components	<ul style="list-style-type: none"> • Ongoing orientation related to school/district policies, contract information, and other relevant information. • Support seminars provided by either the school district or in collaboration with other professional organizations which are professional growth opportunities reflecting the educator standards. • Qualified and trained mentor* for the Initial Educator providing support on a variety of levels (1-2 years recommended). District support to provide release time is a priority. (* holds a license and trained to provide input into the confidential formative assessment of the initial educator). • Professional Development Plan support provided by administration and other district staff members (years 2-5).
Partners	<ul style="list-style-type: none"> • Local school districts, Wisconsin Department of Public Instruction, WEAC, WFT, CESA's, local teacher unions, professional organizations and educator preparation programs.
Resources	<ul style="list-style-type: none"> • Funding assistance through the state including the Peer Review and Mentoring Grant and Mentoring Grant for Initial Educators. http://dpi.wi.gov/tepd/grantpm.html • DPI induction and professional development resources. http://dpi.wi.gov/tepd/wimprograms.html • CESA's, professional organizations, educator preparation programs and Licensing Renewal Support Centers (LRSC's)
Outcomes	<ul style="list-style-type: none"> • Increased student learning (Research shows beginning teachers who receive high quality mentoring achieved student performance gains equivalent to those of fourth-year teachers who did not have access to comprehensive induction). • Decreased expenses related to staff turnover. (Research shows that for every \$1.00 spent on high quality induction, almost \$2.00 is returned to the school district as a result of reduced turnover costs and increased teacher effectiveness over a period of five years). • Strengthened commitment to profession for Initial Educators and mentors resulting from collegial relationships and professional growth. • Improved building continuity related to teacher learning and retention.