

Teacher Induction and Mentoring **GUIDEBOOK**



Wisconsin Department of Public Instruction

Teacher Induction and Mentoring Guidebook

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Introduction

How confident are you in supporting today's newest teachers?

Beginning teachers are aware of the complexity of today's classrooms. They want to do well and are asking informed questions about the induction supports districts have in place to help them succeed. With the advent of PI 34 in 2002, Wisconsin school districts moved to implement induction requirements and improve upon their local mentoring and induction programs in order to support their newest educators. In discussions (WCER 2019) with several Wisconsin districts, many shared that teacher candidates are asking well-informed questions related to induction and mentoring, and that they believe their induction programs help to attract quality candidates to their districts. Each of these districts have components of high quality programs and practices (NTC 2017, 1-2) in place, while continuing to develop additional research informed practices.

Appendix A is a summary of the challenges and rewards associated with the implementation of comprehensive induction and mentoring programs shared by these districts.

It is also clear from discussions with these districts, as well as from statewide data featured in a report from the UW-Milwaukee, Office of Socially Responsible Evaluation in Education (SREed 2019) that effective mentoring and induction programs are critical for ensuring novice teachers develop positive perceptions of their school and job. Ellen Moir, founder of New Teacher Center (Moir 2009, 16-18) shares lessons learned from over twenty years of feedback and evaluation data and concludes that new teacher induction programs require a system wide commitment. Additionally, Moir adds that induction support can benefit teachers, students, and the districts they serve by building teacher leader pathways, and creating a culture of learning. WI data (SREed 2019) echoes Moir's lessons, suggesting that when support systems are in place, perceptions of school culture improve, and teacher turnover minimizes.

The Wisconsin Department of Public Instruction (DPI) *Induction and Mentoring Guidebook* provides information for district program leaders and practicing mentors to help them make informed induction and mentoring program decisions. The guide also provides an overview of requirements

under [WI Administrative Code PI 34](#) approved August, 2018. Additionally, this guide includes considerations (which go beyond minimal requirements) to assist districts in building successful programs that are informed by induction and mentoring research. A summary of WI Administrative Code PI 34.040 (5) requirements, areas of district flexibility, and district reporting requirements are included in Appendix B.

Key Understandings

1

New WI Administrative Code PI 34 Language

[Wis. Administrative Code sec. PI 34](#) revisions include the following new district requirements:

- Ongoing orientation and support that developed collaboratively by teachers, administrators, and other school district stakeholders.
- A licensed mentor.
- Successful mentor completion of a state-approved training.

Applies to:

PI 34. 040 (5)(a-b) Tier II, license holders

PI 34. 030 (2)(c) Tier I, guest license holders

PI 34.039 (2) Tier I, special education license holders

Terminology

The following definitions of terminology provide a framework for this document:

Induction programs are systems of coordinated and aligned supports designed to provide new teachers with a pathway into the profession (GTL 2018). Induction programs are distinct from pre-service and in-service professional development programs and can include, but are not limited to, ongoing orientation mentoring, professional development, program evaluation, and accountability within the district.

Orientation references both an onboarding event which provides the teacher with district and building context, and, far more important to beginning teacher growth, ongoing professional learning opportunities over the course of their full induction period—preferably two to three years— that support a beginning educator in their development of effective practices as described in the professional standards.

Mentoring is a formal process within induction programs in which the new teacher is assigned a mentor (usually an experienced teacher or retiree) who together with the beginning teacher engage in planned program activities over the first 2-3 years.

A **mentor** is a licensed educator who has successfully completed state-approved mentor training who demonstrates exemplary classroom practice and the effective collaborative qualities necessary to work with beginning educators. They have input into the formative and confidential (between mentor/beginning teacher) formative assessment of the educator, but are not considered a part of the formal evaluation process.

Tier I, Guest License Teacher is a teacher that holds the equivalent of a U.S. bachelor's degree, as verified by an international credential evaluation agency and has completed a teacher preparation program in another country as verified by an international credential evaluation agency.

Why are Induction Programs Important?

2

Addressing Gaps

Student achievement gaps present a vexing challenge and are top priorities in Wisconsin and across the nation (NAEP 2017; GTL, n.d.). Despite efforts to address the achievement gaps, they still exist. Gaps also persist in relation to student access to effective teaching both in and across schools with students who have the most needs being taught by the least prepared educators (Haynes 2014). These two challenges intertwine, and require that we address achievement gaps by enhancing access to quality instruction.

Unfortunately, access to quality induction programming and mentor support is also inequitable. An Education Alliance report, *On the Path to Equity: Improving the Effectiveness of Beginning Teachers*, notes that “teachers in schools with the highest concentrations of poor and minority students report significantly lower participation rates in induction and mentoring” (Haynes 2014, 6). School improvement efforts aimed at addressing achievement gaps must address support structures and environments for beginning teachers. Providing beginning teachers with comprehensive induction programs that include quality mentoring support represents a viable strategy for districts to address these challenges.



Teacher Retention

Retaining effective teachers is equally as important as developing them. Teacher retention presents additional challenges for districts, particularly in high-poverty schools. These schools experience a turnover rate 50% higher than more affluent schools (Haynes 2014, 3). Research demonstrates that well- designed induction programs improve a beginning teacher’s sense of efficacy and serve as a major factor influencing teacher’s decision to enter, stay in, or (when lacking) leave the teaching profession (Podolsky et al. 2016, 34; Sutcher et al. 2016). Wisconsin statewide data (SREed 2019) indicates that novice teachers participating in induction programs (of which feedback opportunities are a part) report they are more likely to stay in public education.

Improved Program Outcomes

The required WI Administrative Code PI 34 induction program components— ongoing orientation coupled with the support of a qualified mentor— have potential to improve program outcomes, but not in isolation. Additional considerations are important to building quality programs, and should be a part of the local district induction program planning (table 1.). Decisions related to the type and frequency of orientation activities, mentor selection and training, time for classroom observation and collaboration, and the length of, type, and frequency of mentoring support are examples of programmatic decisions that can make a difference in accelerating teacher effectiveness and improving student academic outcomes.

Table 1: PI 34 Required Induction Components and Related Areas for Consideration

 <p>PI 34 Requirement: Ongoing Orientation</p>	 <p>PI 34 Requirement: Mentoring</p>
<p>Areas for Consideration:</p> <ul style="list-style-type: none"> Procedures Facilities Socialization Professional Expectations Professional Development Expectations Educator Effectiveness System Professional Standards Framework Content Standards Educator Handbook/Contract Website/Technology Required Paperwork Community Demographics and Culture District Mission, Vision and History 	<p>Areas for Consideration:</p> <ul style="list-style-type: none"> Roles and Responsibilities (Mentor, Beginning Teacher, Administrator) Expected Mentor Practices Professional Standards Sanctioned Time Mentor Selection, Qualifications and Training Mentor/Beginning Teacher ratio Established and ongoing communities of practice for mentors and beginning teachers

In addition to the considerations included above, it is important to remember that effective induction programs require districts and schools to plan for and provide supports such as time, appropriate funding to support program goals and expectations, and the selection and training of highly qualified mentors.

Induction Programs

3

Induction programs are comprehensive systems of support that help bridge the preservice to service development of beginning teachers. Induction programs address both practical needs of beginning teachers (who, what, when and why) and nurture teacher professional development (the how). Districts are encouraged to implement induction programs that create optimal learning environments for both beginning teachers and students, and align to national program standards such as those outlined by New Teacher Center:

[Teacher Induction Program Standards](#). Three overarching programmatic aspects incorporate ten program standards that comprehensively articulate the characteristics of a robust induction program. Especially useful are numerous guiding questions to aid program development in each of the ten standards.

Best Practice Considerations from Successful Induction Programs

Induction program leaders who are seeking to strengthen their programs often ask about the aspects of an induction program that can return the best results. Research, most notably from the New Teacher Center (NTC 2017), suggests that regardless of the induction program model, several key features will likely produce beginning teacher acceleration of practice, student achievement, and a greater likelihood of new teachers' retention.

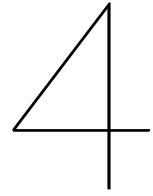
As you explore the WI district examples (Appendix A), look for the ways that programs have implemented the following effective induction program practices. Research corroborates the first three in the list below as most strongly affecting significant gains in student achievement (Schmidt et al. 2017).

- **Mentor Training.** Learning to mentor is like learning to teach, it is career-long and developmental. Mentor training should continue beyond initial training to reinforce and strengthen practice. Selecting, training and supporting high quality mentors remains the core of strong programs.
- **Consistent and intensive work conversations.** Instructionally focused conversations between mentors and beginning teachers that dive deeply into aspect of effective teaching and equitable learning. Research done across several New Teacher Center models demonstrates that a *minimum* of 180 minutes per month of mentor-

beginning teacher contact is necessary to achieve significant student achievement gains in English Language Arts and Math. And the findings suggest that the frequency of these meetings is more important than simply meeting the three-hour contact time; beginning teachers enjoy greater success when they work consistently with mentors weekly for forty-five minutes to an hour, rather than in a block of three hours per month, as often happens on professional development release days.

- **Instructionally focused support from the mentor.** During those minimum 180 minutes per month, mentors and beginning teachers must engage in work that explores equitable student learning and classroom practice to meet student needs. Programs that meet with success employ mentoring tools that involve the analysis of student learning, a complete observation cycle (pre-conference, observation and post-conference), and building responsive, standards-based lessons. This purposeful talk, driven by the use of mentor tools, is essential to developing beginning teacher expertise.
- **Communities of Practice.** Developing communities of practice within the induction program for beginning teachers, mentors, principals and program leaders so they might work in structured ways with others who share their developmental and contextual needs.
- **Programmatic Data Collection.** Creating program data collection tools for mentors, beginning teachers and principals for program assessment to inform improvement and promote program and individual accountability.

Understanding PI 34 District Requirements



District Requirement: ONGOING ORIENTATION

Orientation includes both an onboarding event which provides the teacher with district and building context, and continued professional learning opportunities which support a beginning teacher in their development of effective practices as described in induction program standards.

WI Administrative code PI 34.040(5)(a) requires districts:

Provide the identified license holder groups with ongoing orientation and support that is collaboratively developed by teachers, administrators, and other school district stakeholders.

Districts are required to keep records locally demonstrating that their teacher orientation program is ongoing (professional development beyond an initial orientation event).

Other Important Considerations

Providing ongoing orientation in isolation of other program components will not serve the beginning teacher or district in efforts to improve practice and student achievement. Districts are encouraged to supplement orientation with professional development aligned with district goals, and address areas of need as identified in student data within ongoing orientation programs.

Professional development should be sustained through mentoring discussions, and other elements of effective teacher professional development (Darling-Hammond, Hyler, and Gardner 2017, 4-15) that includes:

- Content focus: focused on the content that teachers teach
- Active learning: addresses how teachers learn
- Collaboration: learning within professional communities
- Modeling: observation of other teachers and effective practice
- Coaching: practice-related feedback
- Reflection: opportunities to think about and make changes to practice

DPI Resources to Support Orientation Requirements

To support districts with orientation, the Wisconsin Department of Public Instruction (DPI) offers Orientation resources (to be published June 2019) specific to the Educator Effectiveness System, which can be used at the local level as part of the larger orientation program.

Beginning Teacher Seminars

A series of beginning teacher support seminars was developed and reviewed by WI education stakeholders (including practicing mentors) and is available for district use to provide instructionally focused professional development to beginning teachers. The DPI Beginning Teacher Support Series curriculum (to be published June 2019) provides districts with standards-based beginning teacher professional development content.



District Requirement: TEACHER MENTORS

Mentoring is a specific, supportive practice included in a larger induction program. Mentoring typically describes a supportive relationship between a novice and an experienced teacher. A mentor is a licensed educator who has successfully completed state-approved mentor training who demonstrates exemplary classroom practice and the effective collaborative qualities necessary to work with beginning educators. They have input into the formative and confidential (between mentor/beginning teacher) formative assessment of the educator, but are not considered a part of the formal evaluation process.

WI Administrative code PI 34.040(5)b) requires districts:

Provide the identified license holder groups with a licensed mentor.

Districts are required to keep records locally demonstrating mentor support is provided for teachers with less than three years of full-time experience.



District Requirement: STATE-APPROVED MENTOR TRAINING

WI Administrative code PI 34.040(5)(b) requires:

Mentors must successfully complete state-approved mentor training. This applies to mentors for all license holders included in the previous section.

There is no formal application for approval or reporting process for this requirement. Districts are expected to provide access to mentor training and keep records locally of successful training completion.

State approved training must meet state approved criteria; meaning, the district's training of choice must provide mentors with the knowledge, skills and dispositions required for them to be successful in their role.

Additionally, training must demonstrate alignment to [DPI Mentoring Essentials](#) training outcomes:

- Understanding the role of a mentor, and the elements of a successful mentoring relationship.
- Understanding why quality mentoring and induction supports beginning teacher support teacher development and retention.
- Identify, plan for and practice skills needed to assess beginning teacher needs, provide feedback, and plan for timely support.
- Identify key mentor supports related to the Educator Effectiveness System.

To assist districts in this training requirement, the WI Department of Public Instruction (DPI) offers a mentor training resource which provides the minimum required training:

[Introduction to Mentoring Essentials*](#). A one-day facilitated, introductory mentor training for use in districts or Cooperating Education Service Agency (CESA) locations.

**It is recommend the training is supplemented with ongoing mentor training.*

Mentor Training Flexibility

Districts have flexibility in determining the training curriculum for mentors. In addition to introductory training, it is recommended that mentor training be both comprehensive and ongoing. Selecting, training and supporting high quality mentors remains the core of strong programs. Learning to mentor is like learning to teach, it is career-long and developmental.

Additional training and opportunities for mentors to collaborate within professional communities will help to further develop skills needed to support beginning teachers with practical and instructional needs. Each of the WI districts featured in Appendix A provide continued professional development for mentors where they learn about and practice with mentoring tools, coaching conversations, and deepen their understanding of the frameworks used to define effective professional practice (Framework for Teaching, Effectiveness Project Standards, etc.).

Mentor Programs

5

Districts have flexibility with the type and frequency of mentor support provided to teachers across the three year, Tier II licensure period. Districts are encouraged to implement mentoring programs which create optimal learning environments for both beginning teachers and students, align to national practice standards, maintain an instructional focus, and consist of program components reflective of comprehensive programs such as those outlined by New Teacher Center:

[Mentor Practice Standards](#). These six standards recognize that learning to mentor is like learning to teach, and that mentoring growth is developmental and require both personal reflection and external support. Divided into foundational, structural, and instructional practices, through guiding questions, the standards provide mentors both the language and understanding needed to advance their practice. Understanding that equitable learning opportunities for all students come through the acceleration of teaching practice, the standards focus both on strengthening new teacher development of classroom practices and leadership development of new teachers and mentors.

Instructionally-focused mentor practices include, but are not limited to, an observation cycle including a pre-observation conversation; classroom observation, followed by collaborative post-observation feedback that may lead to planning lessons; analyzing student work; and the development and analysis of assessments. This can be accomplished through a differentiated approach over the course of the three-year requirement, such as the following example:

Year 1

Each beginning educator is paired with a mentor. Mentors meet weekly with beginning teachers to help with procedural and social-emotional needs, as well instructional practice. Instructionally focused interactions include observations of practice (frequency determined by district) and follow-up professional conversations to co-create more equitable teaching practices and lessons to meet the diversity of student needs. Examples of timely, first year mentor supports can be found in the [Introduction to Mentoring Essentials Month-to-Month Success Strategies](#).

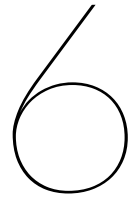
Years 2 and 3

Teachers in years 2 and 3 receive differentiated mentoring support with a formative emphasis. New teachers may connect with instructional coaches, content specialists, other experienced teachers, and/or grade level leaders. Among other possibilities, differentiated supports may include:

- Second-and third-year mentees sharing a mentor among a group or pair of mentees.
- Less frequent meetings that focus more deeply on student learning and differentiated instruction.
- Activities focusing on subject/grade level, and supplemental support provided by instructional coaches.
- Activities focusing on particular professional standards (such as the Framework for Teaching or Effectiveness Project Standards) as determined in the educator’s Educator Effectiveness Plan.
- Mentoring support based on individualized needs or self-selected areas.

Regardless of the chosen mentor program model, the mentor’s role and responsibilities throughout the mentoring cycle should be clear, understood by all parties, and communicated at the start of each year of the mentoring cycle. Above all, the mentor’s primary work is the acceleration of beginning teacher practice to support student growth and an equitable learning environment.

Funding Sources for Induction and Mentoring Programs



Finding and/or allocating financial resources to support comprehensive induction program and practice components is challenging, but worth the time and effort. Villar and Strong (2007) estimates the average cost for hiring a teacher's replacement at around 50% of a leaver's salary. Further, the study places conservative estimates reflecting a \$1.50 return on investment for every dollar spent in this effort. Implementing comprehensive induction programs can benefit a district financially as retention and effectiveness improve. Funding sources to support local efforts are included below.

DPI Peer Review Mentor Grant

DPI offers competitively funded Peer Review and Mentoring Grants of up to \$25,000 for consortia of districts and Cooperative Educational Service Agencies (CESAs) to implement and enhance quality mentoring and induction programs. [Wisconsin Statute 115.405(1)]

Grant awards prioritize the merits of comprehensive mentoring and induction programs, which are standards-aligned, sustainable, and cost-effective. For more information, see [DPI Peer Review and Mentoring Grant](#).

USED Title II Funds

Flexibility with Every Student Succeeds Act (ESSA) section 2103 (b) (3) (B) (IV) provides the opportunity for districts to plan differently for funding both school improvement and professional development.

Title II, Part A funds may be used, as part of an overall strategy to improve teacher quality. Funds may be used to pay for teacher and school-based administrator mentoring and induction activities when it is supplemental to the State mentoring requirements and any mentoring requirements included in local board policy. Districts must be able to ensure that the use of Title II, Part A funds supplements, and does not supplant, the use of local and State funds that would otherwise be used.

For more information, see [ESSA Title II, Part A](#).

Appendix A:

WI Induction and Mentor Program Examples

The district examples below illustrate local implementation of induction program components identified as most strongly influencing student learning gains (Schmidt et al. 2017, 1-6): mentor training, consistent/intensive work conversations, and instructionally focused support. All featured districts continue to grow and develop their induction and mentoring programs in response to research and local data, and are included here to illustrate potential approaches to induction and mentor programs.

Dane County New Teacher Project (DCNTP) Consortium Models

Formed in 2002, DCNTP is a shared-services consortium currently composed of 17 school districts that work together to support the development of high-quality induction systems. DCNTP enjoys a well-developed and long-time sustaining membership with New Teacher Center with each member district developing its own program in keeping with local context, but always with an eye toward best induction practices. (Note: Other consortia have existed or currently operate across the state, including CESA 2, which has just concluded its first year and is in the beginning stages of development.)

The following three districts are members of the DCNTP consortium. As members, many of the training and professional development practices featured within comprehensive induction programs are supported through the consortium membership, including mentor training, mentor professional development, ongoing beginning teacher orientation, and principal breakfasts. However, each of these districts has distinct mentor program features tailored to their local context. Note: at the time of publication, districts were beginning to explore options for mentoring in the third year (in response to revisions to PI 34.040(5)), and those program components may not be reflected here.

Stoughton Area School District (SASD) - Full-Release Model Mentoring

The Stoughton Area School District (SASD) Induction Program has featured a full-release mentor model since its inception in 2002. Over the years, the program has expanded in response to increasing numbers of beginning educator hires to two full-release mentors who support beginning teachers in their first two years of service. Releasing the mentor teachers from their teaching contract for three years (with the guarantee of return to their teaching assignment), allows the mentors to engage in ongoing observation cycles (pre-conference, classroom observation and post-conference) that provides the necessary time for deep, instructionally-focused conversations. In addition to teacher seminars offered through the DCNTP, district mentors host seminars focused on the Framework for Teaching. The district continues to adapt components of their induction program in response to the growing body of research. An example

of this is the recent incorporation of triad conversations, which include the mentor (at the educator's request) within teacher-administrator conferences.

For more information on the Stoughton Area School District Induction and Mentoring program, contact: [Kate Ahlgren](#), PhD, Director of Curriculum & Instruction.

McFarland School District – 1:1 Model Mentoring

The McFarland District has utilized a (1) mentor per (1) beginning teacher model since its inception. As a result, the district has over 80-trained mentors. Practicing mentors receive a monetary stipend for their service with mentor practice expectations, including 1 hour per week contact; one observation cycle per semester; and the use of tools to support lesson planning, analysis of student work, and knowledge of students and families. These activities are completed during planning time, before and after school hours, and with substitute coverage as needed for classroom observations. McFarland Superintendent, Andrew Briddell, is actively involved in the induction program design and development and identifies the district's outcomes as "accelerated effective teacher practice, student learning outcomes consistent with experienced teacher peers, and continued teacher retention." McFarland continues to develop ongoing mentor and coach support programs so that those supporting beginning teachers use a community of practice to improve their own peer support skills.

For more information on the McFarland School District Induction and Mentoring program, contact: [Andrew Briddell](#), Superintendent, McFarland School District.

Middleton-Cross Plains Area School District- Mentor/Instructional Coaching Hybrid Model

Equity and culturally responsive practices are central to the Middleton-Cross Plains Area School District's teacher induction program as orientation and continued professional development reinforce practices reflected in NTC's [Optimal Learning Environment](#). Mentor selection includes "demonstrated success working with linguistically and ethnically diverse students and with special population students." Mentors self-apply for the role, and by applying, commit to a four-year term of service. Mentors are expected to have weekly contact with 1-2 assigned beginning teachers commit to at least four, two-day DCNTP mentor trainings over the course of two years, and are paid a stipend for their service.

The Middleton-Cross Plains Area School District's induction program is described as a "hybrid" model for its integration of instructional coaches into the teacher induction program. Instructional coaches are trained as mentors, and supplement the support that beginning teachers receive from their assigned mentors. For example, the instructional coaches provide expertise within the four required observation cycles. At the elementary level, one of the required observations is a 'learning lab' approach and rely on the expertise of the instructional coach. The district added a third year of beginning teacher support in response to recent changes in PI 34.040(5) language. Supports for third year teachers are differentiated, and reflect activities identified by teachers entering their third year.

For more information on the Middleton/Cross Plains School District Induction and Mentoring program, contact: [Sherri Cyra](#), Assistant Superintendent, Middleton-Cross Plains Area School District.

Non-Consortia Districts

Hartland Lakeside School District- 1:1 Mentor Model

The Hartland Lakeside School District offers several components reflected in comprehensive induction programs despite its small size, and independence from a consortium as described in earlier examples. The district typically hires an average of 10 new teachers, and all receive mentoring support for two years, regardless of the experience they have. Training as many teachers to be mentors is a priority, as trained mentors are identified by the district as the “the heart and soul of the program”. The district values the expertise of the New Teacher Center in training mentors and contracts with Dane County New Teacher Project to train their mentors. They locally address the remaining components of their program. Similar to the Middleton/Cross Plains School district, Hartland Lakeside couples mentoring with additional supports from instructional coaches and principals. Weekly, hour-long grade level and team planning time facilitated by instructional coaches and principals serve as opportunities for ongoing orientation. Mentors receive ongoing professional learning through quarterly district workshops where they practice with tools, which they use in quarterly classroom visits and instructionally focused conversations. As incentive for mentor service, mentors are paid a stipend and are given an additional personal day.

For more information on the Hartland Lakeside School District Mentoring and Induction program, contact [Nancy Nikolay](#), Assistant Superintendent of Curriculum and Instruction.

Kenosha Unified School District – 1:1 Mentor Model

The Kenosha Unified School District (KUSD) averages 75 beginning teacher hires annually. They are cognizant of local attrition data, and have recently used that data to inform program enhancements with a declared program goal of retaining 90% of first year teachers. The KUSD Teaching and Learning Department outlines the five-year, differentiated support structure for prospective candidates on [the district’s website](#), which identifies ongoing orientation, and mentoring components as, included in the program. The website presence of KUSD is atypical. Districts often provide this level of program description internally; but KUSD mentoring and induction program information is easily accessible to prospective candidates. Kenosha secured a 2018-19 Peer Review Mentoring Grant from the Department of Public Instruction to enhance mentor training. Mentors participate in a four-day training facilitated by the Danielson Group where they explore the Framework for Teaching (FFT) clusters, and use the language of the Framework to guide a half-day release “classroom visit” experience and continued, instructionally-focused mentor/beginning teacher conversations. The mentors are provided an hourly rate compensation for their service. Kenosha has a structured, ongoing orientation cohort structure that groups teachers of similar grade bands into learning communities led by district mentors with 2+ years of service and training in adult learning facilitation. The cohorts meet five times over the course of the year, and engage in deeper learning around the FFT, network with other new educators, and problem-solve around current challenges.

For more information on the Kenosha Unified School District Mentoring and Induction Program, contact [Jennifer Folkers](#), Coordinator of Professional Learning, Kenosha Unified School District.

Appendix B:

Summary of PI 34 District Requirements and Resources

WI Administrative Code PI 34	Applies to:
PI 34. 040 (5)(a-b)	Tier II, license holders with less than three years of experience
PI 34. 030 (2)(c)	Tier I, guest license holders
PI 34.039 (2)	Tier I, special education license holders.

Induction Program Component:	Minimal requirements	Flexibility	Reporting
Ongoing Orientation	Provide ongoing orientation and support that is collaboratively developed by teachers, administrators, and other school district stakeholders.	The content and frequency of ongoing orientation remains flexible for districts to determine.	There are no reporting requirements. Records are kept locally.

DPI Resources:

- EE System Orientation (to be published June 2019)
- Induction Essentials, Beginning Teacher Support Series (to be published June 2019)

Other Resources:

New Teacher Center. "High Quality Mentoring and Induction Practices" (2016).

https://newteachercenter.org/wp-content/uploads/BRF-HQM-US-1708-EN_final.pdf

Induction Program Component:	Minimal requirements	Flexibility	Reporting
Mentoring	Mentors must be provided to teachers with less than three years of full-time experience.	The mentor program model, required activities, and contact time remains flexible for districts to determine.	There are no reporting requirements. Records are kept locally.

Other Resources:

- Aguilar, E., *The Art of Coaching: Effective Strategies for School Transformation*. (San Francisco, CA: Jossey Bass, 2013).
- Danielson, C., *Talk about Teaching: Leading Professional Conversations*. (Thousand Oaks, CA: Corwin Press, 2016).
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https://tntp.org/assets/documents/TNTP_Opportunity-Myth_Executive-Summary_WEB.pdf

Induction Program Component:	Minimal requirements	Flexibility	Reporting
Mentor Training	Mentors must successfully complete state-approved training.	“State approved” is defined as aligned to state approved training criteria. This is flexible for districts to determine; provided it aligns to the outcomes of the DPI Introduction to Mentoring Essentials .	There is no approval application or reporting requirements. Records are kept locally.

DPI Resources:

- [Introduction to Mentoring Essentials](#) (satisfies minimum mentor training requirements)
- [Professional Conversations](#) - self- assessment of and practice with coaching competencies

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