

## 21<sup>st</sup> Century Induction Model/Learning Community

Is your district in a position to move beyond the Wisconsin Induction Guidelines in terms of induction support for Initial Educators? If so, you may be interested in the information provided below articulating a framework for induction in a 21<sup>st</sup> Century Induction Model/Learning Community.

<b>21<sup>st</sup> Century Induction Model/Learning Community</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Creation of a professional learning community with shared expertise involving entire staff.</li> <li>• Initial Educators learning collaboratively from experienced teachers in a community of learners that is continually evolving.</li> </ul>
<b>Components</b>	<ul style="list-style-type: none"> <li>• Orientation programs and support seminars continue to be provided.</li> <li>• Focus is on developing teacher skills/expertise for both new teachers and veteran teachers.</li> <li>• Mentors and novices work in collegial teams.</li> <li>• Extensive and continuous training is provided for mentors.</li> <li>• Mentors are selected for skill in content, pedagogy, and ability to coach and work with other teachers.</li> <li>• Built-in time and multiple opportunities for new teachers to observe and be observed by others.</li> <li>• Clear expectations and accountability of mentors and new teachers.</li> <li>• Opportunities for guided reflection and self-assessment of practice.</li> <li>• Peer coaching/critical friends groups exist in the community.</li> <li>• Formative and ongoing assessments are evident in community.</li> <li>• Support for Initial Educators continues throughout probationary period and during initial phase of multi-tiered licensing system.</li> <li>• Emotional supports are provided by entire learning community for new teachers.</li> <li>• Reduced workload for new teachers to allow time for observations, planning, learning, and reflection. Also, new teachers placed in less challenging teaching assignments or in team teaching assignments.</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Partnerships between unions, school districts, professional organizations, CESA's, Wisconsin DPI and teacher preparation programs.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Professional guided networks as well as informal social networks.</li> <li>• Involvement of teacher preparation institutions.</li> <li>• Online networks for internal and external communities to provide resources, learning and support.</li> <li>• Financial support in the form of state and federal grants. <a href="http://dpi.wi.gov/tepd/grantpm.html">http://dpi.wi.gov/tepd/grantpm.html</a></li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Improved teacher retention contributes to continuous teacher growth and improved teacher quality.</li> <li>• Teachers learning at all levels in a 21<sup>st</sup> century learning community</li> <li>• Each community/network of expertise grows in strength and quality</li> </ul>