

Quarterly Beginning Teacher/Mentor/Administrator Conversations

These triangular conversations will....

For Beginning Teacher	For Mentors	For Administrators	For Induction Program
<ul style="list-style-type: none"> • Build a relationship with administrator • Give opportunities to highlight successes in new teacher practice • Allow beginning teacher to show oneself as a reflective practitioner using data in setting next steps for growth • Allow for <u>formative</u> discussions with administration • Provide an option to lead a conversation with administration • Increase exposure to district initiatives and how they relate to one's work 	<ul style="list-style-type: none"> • Allow facilitation of a <u>formative</u> relationship between all 3 parties • Give focus and purpose to mentor/mentee discussions • Promote the usefulness of mentor tool training to gather data • Allow the sharing of mentor practice with administration in a non-evaluative setting • Provide opportunities to discuss district initiatives as they relate to new teacher work 	<ul style="list-style-type: none"> • Build a relationship with new teacher • Allow opportunities for <u>formative</u> discussions with new teacher • Give an indication of new teacher's reflective skills and growth • Supply data to support observed growth • Provide insight into mentor/mentee work • Create opportunities to discuss district initiatives as they relate to new teacher work 	<ul style="list-style-type: none"> • Provide a built-in check and balance system for mentor practice • Promote growth using Wisconsin Teacher Standards • Encourage use of data in collaborative/formative decision making • Supply a common language to discuss new teacher growth • Allow for continual alignment between induction program and other district initiatives • Stritch's protocol as to how the stakeholders are all addressed