

Improving Induction

1. Create an induction team. Who are the people making decisions that affect new teachers? Who are the stakeholders who can help coordinate support and remove barriers? Consider representatives from Human Resources, Teaching and Learning departments, a principal, a mentor, and the teachers' association.
2. Begin to articulate the need. Pay particular attention to areas of high need - either high-need students who are frequently served by novice teachers or areas that are difficult to staff. What data show the district's need for changes in induction practices? Where are the student learning gaps and how do those compare with where new teachers are often placed?
 - A. Examine impact of novice teacher placement by using the [New Teacher Placement-Equity for Students](#) worksheet.
 - B. Consider your district's initiatives and the learning needs and challenges of your students. What patterns related to novice teachers do you see?
3. Become familiar with [OSPI's Standards for Beginning Educator Induction](#). What is already in place? What gaps are you seeing? What might your next steps be?
4. Begin to think about placement of novice teachers. How are novice teachers placed and what kinds of increased support do they receive when they are assigned to students with high needs and schools with high needs? What steps can be taken to mitigate the impact on students when their novice teachers are placed in more-than-typically challenging contexts?