

FOREWORD - What We Do for New Teachers

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A new middle-school teacher was assigned to teach 7th-grade science classes as well as sections of 7th-grade and 8th-grade math. She was given a former art room as a classroom. Even for a highly skilled teacher, that placement is a challenge. As with all teachers, the novice was expected to be able to place the day's learning in the bigger context of the unit, connect the learning to students' prior knowledge, and make learning relevant to her students—whom she was just getting to know. She had three content team meetings to attend, two sets of department communications to follow, and no colleagues in her building. This teacher with the most to learn had the least time in which to learn it. And, she was given a much more challenging load than her more experienced colleagues.

Compare this to her colleague, a more experienced teacher with a more sophisticated set of skills to help students learn. The established teacher had only two classes to prepare for daily, not three as the novice teacher did. Knowing what was coming next in the unit, the established teacher carefully laid the groundwork for her students' learning. She captured their attention and engaged their curiosity. What price did that novice teacher's students have to pay in their learning for the added challenges laid on their novice teacher? What we do to new teachers, we do to their students.

It takes a collective sense of responsibility by everyone in a school—not a building of individuals—to provide powerful learning for all students. Similarly, it takes a sense of collective responsibility by a district to ensure new teachers' students have equitable opportunities for learning while their teacher is learning.

Teams of teachers and administrators can and do take action to make decisions that create supportive environments for novice teachers and the students in their classrooms. In one building, a principal recognized that she had three brand new kindergarten teachers joining the team as they expanded to all-day kindergarten. An easy solution in the short term might have been to put them in the portables brought in for the expansion—fewer disruptions in the building, fewer moves for everyone, established teachers could stay in their own classrooms. However, new teachers in portables far from the office and their colleagues face added challenges. The principal chose to move more experienced teachers into the portables to create a centralized pod of kindergarten teachers in the building, to increase support for the new teachers and thus for their students. What that principal did for the new teachers, she did for their students.

A group of high school teachers who were working on the next year's schedule realized that some teachers would have to be rovers, sharing classrooms as there weren't enough for all to have their own. These established teachers decided they didn't want novice

teachers to have the extra challenge of changing classrooms in addition to learning the craft of teaching. These teachers opted to share classrooms in order to give the novice teachers their own classrooms. They gave up their “status” for better learning conditions for all. What they did for their new teachers, they did for their students.

In another building, high school math teachers realized that the schedules designated for a few newly hired teachers included preparations for multiple courses including remedial math classes. Wanting to support their colleagues and to provide the best instruction possible for students who were struggling, these experienced teachers—who had perhaps "earned" the "right" to teach higher level classes—offered to teach the remedial classes. This resulted in a manageable start for the new teachers. What they did for their new teachers, they did for their students.

When multiple stakeholders from various roles design systems of support and conditions for new educators, they have a collective sense of responsibility for the learning of new educators *and their students*. What we do for teachers, we do for their students. This document describes standards to guide stakeholders as they create and refine a system of comprehensive induction that brings new educators into their districts, schools, and communities in ways that support them to grow into the skillful educators our children deserve.

