



Newark Teacher Induction Program
Guide to Triad Meetings

Triad Meeting #1: Candidate, mentor, and site administrator or evaluator (by October 31)

Schedule this after the Candidate has completed the CSTP Initial Self-assessment and mentor's initial observation.

Purpose:

Provide the Candidate with support through the development and progress of her/his Individual Learning Plan (ILP). It is also intended to strengthen the relationship and communication between the candidate, mentor and site administrator. All communication regarding Induction activities must involve all three individuals. The candidate must always be involved in any discussion about her/his Induction activities or progress.

Recommended time: 30 minutes or less

Mentor: Explain the purpose and goals of the Triad Meeting. Define this meeting as a venue for support. Information discussed here may not be considered for evaluation purposes.

Candidate:

- Share the notes from the Induction Intake, your initial self-assessment on the CSTP and your Individual Development Plan (IDP)
- Describe the skills and strengths you bring to the school.
- Describe your goals and share how you might be able to achieve your goals.

Site Administrator:

- What are the priorities for the school this year?
- What are the goals for the school?
- Indicate other site goals the candidate may focus on

Discuss: How might the Triad work collaboratively to support the professional growth goals of the candidate?

Candidate: Record your reflections, and insights from this meeting on your ILP.



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Triad Meeting #2: Candidate, mentor, and site administrator or evaluator (By January 15)

Schedule in December or early January after the candidate has revisited the CSTP Self-assessment.

Purpose:

Provide the Candidate with support through the development and progress of her/his Individual Learning Plan (ILP). It is also intended to strengthen the relationship and communication between the Candidate, mentor and site administrator. All communication regarding Induction activities must involve all three individuals. The Candidate must always be involved in any discussion about her/his Induction activities or progress.

Recommended time: 30 minutes or less

Activity:

Review the *Phases of First Year Teaching* by reading the scenarios for each phase. Candidate, mentor, and site administrator each identify which phase they are experiencing currently. Share their experiences and best practices.

<p style="text-align: center;">The Phases of Teaching Scenarios</p> <p style="text-align: center;">“Mentoring Matters” L. Lipton & B Wellman</p>	<p style="text-align: center;"><u>ANTICIPATION</u></p> <p><i>“It is August and Janice is excited and anxious about the beginning of her first school year. She is confident of her knowledge and has a passion for making a difference in students’ lives. She can’t wait to set up her own room and organize materials. It will definitely be different to have a classroom of her own.”</i></p>	<p style="text-align: center;"><u>SURVIVAL</u></p> <p><i>“It is Saturday night, September 30, and the realities of being a teacher are beginning to sink in. Janice is spending at least half of each weekend and most weeknight trying to keep up. She struggles with managing lesson plans, record keeping, parent meetings, and progress reports. She wonders if she really can do it.”</i></p>
<p style="text-align: center;"><u>DISILLUSIONMENT</u></p> <p><i>“Everything seems to be going wrong. Janice’s evaluation observations did not go as she had planned. The experiments did not work, the students did not participate and lost the supplemental handout for the integrating activity. Maybe she</i></p>	<p style="text-align: center;"><u>REJUVENATION</u></p> <p><i>“Wow! The job seems much more doable after two weeks away. Time away has allowed Janice to reconnect with friends, family and herself. As she reflected on the first half of her year, she was amazed at how much she had</i></p>	<p style="text-align: center;"><u>REFLECTION</u></p> <p><i>“Three weeks and counting! Janice recognizes the tremendous amount of growth she’s experienced this year and feels pride in her accomplishments. As she thinks back, there are things she would never try again or</i></p>

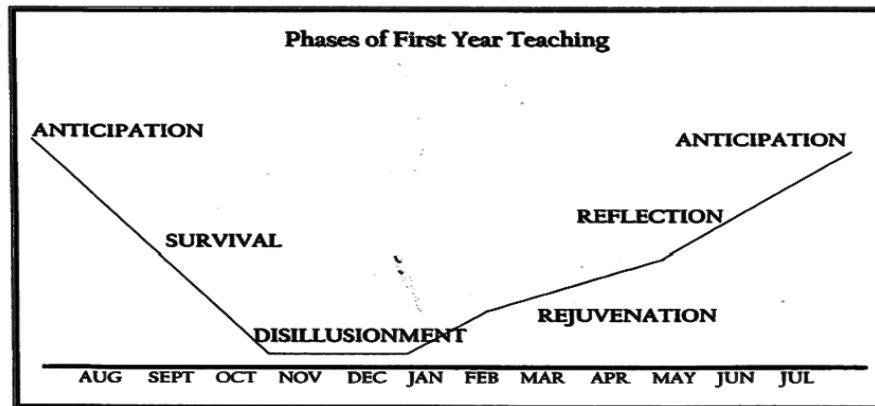


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should never have taken this job, or even become a teacher. Maybe it is not too late to find another career!"

accomplished and learned. Beginning the second semester, routines are in place and her expectations much more realistic. Counting down to the end clearly shows she's made it through the first half, with summer vacation coming into view.

would choose to do differently. Next will be exciting. She will not be the newest kid on the block and she has a workable plan for managing time and tasks. Janice also has greater comfort with content knowledge and setting expectations for students."



Adapted from Moir, E. (1999). *Mentoring Matters*, p. 5

Conversation Prompts: (Recording of notes is optional.)

1. How is it going for you now? (All three respond based on their own experiences.)

2. *To the Candidate:* What additional support might you need now to meet your ILP goals/priorities?

Candidate: Describe what was shared in the Triad Meeting. Record your insights and reflections on you ILP. Highlight additional support, ideas, recommendations, revisions and or new agreements/decisions.



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Triad Meeting # 3 - At the Colloquium (May)

Candidates reflect holistically on the year that passed. Based on the conversation with their mentor, they will create a “project”. They will choose a symbol to illustrate your growth as a teacher. At the Colloquium in May, each Candidate will share their reflection and project with tablemates during the Colloquium.