



Note-taking guide for panel discussion

Panelist: Jonathan Dunn

Your current work and how it relates to new teachers, and a quick anecdote about the importance of induction from your own past.

Anecdote: power of a colleague supporting another colleague. I started my career in DC. Worked 6am to 6pm, and my first observation by my principal was “You’re in the ball park.” I had to seek out opportunities for feedback. I want that to become a habit; I would like to be a beginning teacher now in an induction program

Theory is a framework pushing towards change. It’s important to help all stakeholders see their work is important—beginning teachers, program leaders, curriculum directors—everyone. Develop communities of practice where teachers are both strengthened and supported. Learning organizational system.

From your perspective, what is the most important support element that’s essential to beginning teacher success?

The mentor—someone who’s mediational. Not just a friendly face.

As you consider your current role, are there missing resources, personnel or structures necessary to a successful induction program that you would consider especially useful? If so, what are those?

Clarity of what induction means. Deep understanding of program.

What effective communication structures have you seen that connect members of an induction system? (pre-service instructors, mentors, beginning teachers, principals, program leaders, other supports like instructional coaches, other stakeholders like district leadership, school board members, professional organizations)

Differentiating communication according to needs: parent, beginning teacher. Layers of communication. Mentor may communicate to beginning teacher.

Are you aware of a highly successful induction program? If so, what attributes does it possess that make you think of it as successful?

How to become a norm? It’s okay to be curious, reflective about each other’s practice. The poverty of time; how to create it. See a continuum—good ones are responsive to needs, have longevity. Post Act 10 teachers are shifting district to district. You should be asking questions.

Other thoughts (panelist)?

It’s commendable to take time for projects to continue to develop program leaders—we don’t give it enough time. Ask “how am I supporting their practice? What happens when that person changes?”

Parking lot for related questions