Created during a Professional Learning and Networking session of funded program leaders in NW Illinois, these prompts could be used for whole group or small group discussion during an administrator training or academy with a focus on meeting the needs of new teachers.

After observing a new teacher, you have some concerns about his classroom management. How should you address this with the new teacher and the mentor?

You have delegated the responsibility for the induction and mentoring of new teachers to your assistant principal or dean. Neither the mentors nor the new teachers meet on a regular basis. How do you address this?

You meet a mentor passing in the hallway. You ask the mentor how their new teacher is doing. The mentor does not answer your question. How do you respond?

You have a new teacher who has both ELL and bilingual students. There is no mentor available who has qualifications or experiences with ELL and bilingual instruction. How do you address this?

One of the mentors in your building is frustrated because the new teacher will not meet with her. The mentor asks your help. How do you address this?

A new teacher and mentor ask for one hour of sub time each so they can observe one another’s classes. How do you respond?

You walk past the room of a new teacher and the class is very noisy. This is not typical in your building. How do you address this?

Your supervisor asks you how induction and mentoring is progressing in your building. How do you respond?

Another principal asks you to explain how confidentiality should work between new teachers and their mentors. How do you answer this?

The district administrator in charge of induction and mentoring informs you that he can no longer administer the entire program and is delegating to the building administration. What responsibilities will you now need to accept?

You have your institute day planned for your entire instructional staff. The mentors and new teachers in your building ask for one hour to meet for their own professional development. How do you respond?

Your new special education teacher has not followed up with appropriately with parents and teachers in terms of addressing a student’s needs. There is no special education mentor to assist with this. How do you respond to this situation?

The assistant principals and deans in the district have been given the responsibility for induction and mentoring. In your opinion, your assistant principal/dean does not have the experience, knowledge or expertise in this area to administer the program. How do you address this?

You witness one of the mentors in your building discussing their new teacher publically in the lunchroom. How do you address this?

You witness one of the mentors in your building criticizing the district induction and mentoring program. How do you respond?

Since you have no volunteers to become mentors, you become the mentor for your two new teachers. How will this work?

You typically assign the mentors to new teachers. You do not choose one of the mentors for this assignment this year. The mentor comes to you and confronts you regarding your choice. How do you respond?

You do not have any trained mentors in your building. How can you recruit teachers to be trained as mentors?

Your district assigns induction and mentoring of new teachers to the building administration, stating that this is important and fits with other district initiatives. How can induction and mentoring be integrated into the other building and initiatives you are dealing with?

How does induction and mentoring fit with you responsibilities as defined by ISLLC standards?

A parent of one of your students complains about the photos your new teacher has on Facebook. How do you address this?

Your new teacher has posted information on Facebook about social events he attended with students. Other teachers notify you about this. How do you respond?