



# State Policy Review: New Educator Induction Wyoming

New Teacher Center's **2016 Review of State Policies on New Educator Induction** provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

## 1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

The state does not require new educators to receive induction support.

## 2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State policy does not address mentor selection, training, assignment or caseload.

## 3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy does not address time for mentoring new educators.

## 4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State policy does not address these elements of induction program quality.

## 5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state has not adopted formal induction program standards.

## 6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not provide dedicated funding for local induction programs.

## 7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state does not require new educators to participate in an induction program in order to advance to a professional teaching license.

## 8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The state does not assess or monitor induction program quality.

## 9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address elements of teaching and learning conditions.

## Links

Wyoming Department of Education: <http://edu.wyoming.gov>

*The Wyoming Department of Education reviewed an earlier version of this state summary.*

*This information is accurate as of January 2016.*

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