



Georgia Department of Education Teacher Induction Draft Guidelines

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"Making Education Work for All Georgians"

Roles and Responsibilities

Overview

An effective induction program for an induction phase teacher **requires** an investment from all stakeholders to ensure teacher and student success. The development of teachers must be strengthened by the roles and responsibilities of Georgia Department of Education, higher education, district level personnel, administrators, and mentors.

Georgia Department of Education

1. Work closely with Race to the Top (RT3) districts to ensure that induction guidelines are being met.
2. Provide support for the RT3 districts.
3. Provide criteria for recruitment and selection of mentors.

Higher Education

1. Partner, collaborate, and engage, serving as a resource, with school districts to design, support, and enhance the induction process.

District Level

1. Establish a culture that creates and supports an effective teacher induction program.
2. Create a vision, a mission, and goals for the district's induction program.
3. Develop a comprehensive teacher induction program that outlines the components and processes to ensure teacher effectiveness.
4. Clearly communicate goals and expectations of an effective induction program.
5. Provide and support on-going professional learning that is aligned with the needs of induction phase teachers to ensure student success.
6. Evaluate the program effectiveness based on data collected.
7. Provide the resources needed to sustain an effective induction program.
8. Provide guidance for the recruitment and selection of mentors.

Building Administrators

1. Establish a school culture built on collegiality that supports professional collaboration among induction phase teachers and veteran teachers, and that is inclusive of all staff.
2. Commit to the vision, mission and goals of the district's induction program.
3. Ensure implementation of district induction program.
4. Ensure working conditions that allow time/support for the induction phase teacher's growth and development (such as limited preparations, extracurricular, etc.)
5. Create conditions that support the relationship between the mentor and the induction phase teacher (i.e. time, location, common planning).
6. Coordinate the mentor recruitment, selection, and assignment.
7. Communicate on a consistent basis with the induction phase teacher to promote success.

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8. Provide support for the induction phase teacher's professional growth and development.
9. Create and lead the Induction Phase Teacher Support Team.

Mentors

1. Provide instructional, professional, and personal support to induction phase teachers.
2. Utilize effective communication and collaboration skills to support induction phase teachers.
3. Coordinate/facilitate interventions and professional learning experiences to guide growth and development of induction phase teachers.
4. Serve on the Induction Phase Teacher Support Team.

Induction Phase Teacher

1. Accept the responsibility to be open and candid concerning needs for positive growth and development.
2. Participate in all facets of the induction program to ensure teacher effectiveness and positively impact student growth and achievement.
3. Serve on the Induction Phase Teacher Support Team.

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Leadership and Organizational Structures

Overview

The success of the induction phase teacher requires a culture of support and organizational structures that cultivate growth. The following guidelines identify the district and building administrator responsibilities for establishing a supportive environment.

Guideline 1

District will provide a culture and climate that support induction phase teachers.

Required Components

1. The district creates a vision, a mission, and goals for the district's induction program that support administrators, mentors, and induction phase teachers.

Guideline 2

District will provide the induction phase teachers with equitable materials and resources.

Guideline 3

Building administrators will provide a culture and climate that support induction phase teachers.

Required Components

2. Consider the social and emotional needs of the induction phase teacher.
3. Provide a learning environment with high expectations regarding ethical behavior and conduct as stated in the Georgia Code of Ethics for Educators.
4. Develop a plan for regular interaction and communication among induction phase teachers and school administration.

Suggested Components

1. Provide an expectation of shared responsibility for student learning and behavior.
2. Encourage responsible risk-taking and recognize contributions of induction phase teachers.
3. Provide opportunities and encouragement for induction phase teachers to contribute and be involved in school-level decisions.

Guideline 4

Building administrators will make instructional assignments in a manner that considers the needs of induction phase teachers and every learner.

Required Components

1. Assign students with specific learning needs in a fair and equitable manner to induction phase teachers.
2. Make specific teaching assignments that are most closely aligned with the strengths and prior experiences of induction phase teachers.

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3. Consider the number of instructional preparations required for induction phase teachers.
4. Schedule planning time that is aligned with and enhances collaboration with other teachers.

Suggested Components

1. Provide induction phase teachers opportunities for planning, interaction, and networking with like-colleagues in other schools and districts.
2. Provide the structure and expectations for opportunities to ensure effective collaboration for induction phase teachers.
3. Provide additional planning time for induction phase teachers.

Guideline 5

Building administrators will assign additional duties and responsibilities in a manner that considers the induction phase teachers.

Required Components

1. Limit the number of committees and extra duties to which induction phase teachers are assigned.

Guideline 6

Building administrators will provide the induction phase teachers with equitable materials and resources.

Required Components

1. Ensure induction phase teachers have equitable instructional supplies and resources.
2. Ensure that induction phase teachers are provided appropriate training on instructional supplies and resources.

Suggested Components

1. Make room assignments in a manner that prevents induction phase teacher isolation.
2. Provide induction phase teachers with a job-alike mentor.

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Mentoring

Overview

An effective induction program recognizes the importance of creating a systematic process for the recruitment, selection, training, and support of qualified mentors who provide school-based support for induction phase teachers.

Guideline 1

The mentors will be recruited and selected based on established mentor guidelines.

Required Components

1. Georgia Department of Education (GaDOE) establishes criteria for recruitment and selection of mentors within the induction guidelines.
2. Based on the GaDOE's criteria for recruitment and selection of mentors, the district will provide a plan for mentor recruitment and selection.
3. Mentors have the ability to provide support in a variety of areas such as discipline, management, instructional practices, content, self-reflection, and measuring student success.
4. Criteria for mentors include: having completed the induction phase, having had a positive impact on student achievement, and having met district expectations for disposition.

Suggested Components

1. School develops a pool of qualified mentors.
2. Process may include committee selection or submission of application.

Guideline 2

An on-going mentor training program will be developed, which is differentiated, flexible in modality of delivery and scheduling, and research based.

Required Components

1. All stakeholders in the induction process will be informed of the roles and responsibilities.
2. The mentor training program design will be based on the understanding that needs and skills are developmental and differentiated for mentors.
3. The mentor professional learning will be provided based on needs assessment, collected data, or identified needed areas of growth.
4. Mentors will complete the following professional learning as needed:
 - i) Program overview and roles and responsibilities
 - ii) Needs of beginning teachers
 - iii) Teaching classroom management
 - iv) Response to intervention for staff
 - v) Teaching adult learners
 - vi) Teacher Assessment on Performance Standards (TAPS)
 - vii) Methods of mentoring (peer observation, modeling, observing, co-teaching, conferencing, coaching, etc.)

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Guideline 3

Mentor expectations are provided that delineate the roles and responsibilities of mentors for a successful induction phase teacher.

Required Components

1. Provides timely, constructive feedback at regular intervals.
2. Participates in ongoing professional learning.
3. Serves in a non-evaluative role for mentors that fosters open and safe communication.
4. Provides sustained support – multiyear.
5. Provides or supports the provision of appropriate coaching

Suggested Components

1. Serves as an advocate for induction phase teachers.
2. Gathers and shares human/print resources.
3. Is paired with an induction phase teacher with comparable teaching experiences (grade level, content, scheduling, student groups).
4. Is located in close proximity to induction phase teacher.

Guideline 4

A quality mentoring program addresses planning, scheduling, roles and responsibilities, training, and accountability in a district plan that is routinely reviewed and updated.

Required Components

1. The district will provide a flexible calendar for training mentors.
2. The district will define roles and responsibilities of mentors and share with all stakeholders.
3. The district will implement and monitor a quality mentoring program.

Suggested Components

1. Arrangements are made to give mentors appropriate release time to attend training and support induction phase teachers.
2. Arrangements are made to give mentors schedules that support the attendance of training and support of induction phase teachers.

Guideline 5

Mentor accountability is addressed through multiple measures that will include self-assessments, student achievement, mentee feedback, and/or district level data.

Required Components

1. Districts/schools will collect and analyze ongoing mentor self-reflection data to determine effectiveness of the mentor.

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2. District/schools will collect and analyze induction phase teacher data including mentee feedback to help determine effectiveness of the mentor.

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Orientation

Overview

Orientation programs allow induction phase teachers to become familiar with local, district, and state initiatives and provide professional, social, and emotional support.

Guideline 1

Orientation must be conducted in an appropriate time frame and must be provided to all new teachers.

Required Components

1. Orientation will be conducted at the beginning of the school year or when the induction phase teacher is hired.

Guideline 2

District level orientation will be provided for induction phase teachers:

Required Components

1. District mission, vision, values, and goals.
2. Introduction to the required curriculum.
3. Relevant district information such as student population, school locations, organizational chart, safe school policies, and procedures and grading guidelines.
4. Clear identification of available ongoing supports and resources (i.e. curriculum/program staff and resources).
5. Schedules of induction and professional learning activities.
6. Clear explanation of the purpose and structure of the Georgia Teacher Induction Program.
7. Clear explanation of the purpose and structure of the teacher evaluation process.
8. Articulation of a clear plan to communicate consistently and directly with new teachers, including a plan to assess their needs on an ongoing basis.
9. Clear information regarding salary, benefits, pay days, sick days and other administrative policies, programs, and the Georgia Code of Ethics for Educators.

Suggested Components

1. Checklist for induction phase teachers and administrators to be used for school orientation.
2. Differentiated orientation based on the number of years of teaching experience, internal and external to the district, including late hires.
3. Access to first day, first week, and first-month strategies to help get new teachers started.
4. Reference guide of terminology and acronyms used in the district.

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Guideline 3

School level orientation will be provided for induction phase teachers.

Required Components

1. Welcome by the administrative team and mentors.
2. School level expectations communicated.
3. Provide information on the school organizational chart.
4. Time provided for mentor/induction phase teacher collaboration.
5. Clear explanation of the purpose and structure of the Induction Phase Teacher Support Team.

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On-going Performance Assessment

Overview

The on-going performance assessment will be a two year cycle. The cycle includes: identifying an Induction Phase Teacher Support Team, conducting a diagnostic assessment, developing an induction plan, and providing evidence of growth on the Teacher Assessment on Performance Standards (TAPS).

Guideline 1

Induction Phase Teacher Support Team will be established and will include at a minimum: a mentor, the school principal or designee, and when possible, an external support agency representative, i.e. higher education, regional educational service agency, district level personnel.

Required Components

1. The Induction Phase Teacher Support Team will be created at the direction of a school level administrator.
2. The Induction Phase Teacher Support Team will be formed at the beginning of the school year and as needed when new teachers are hired throughout the remainder of the school year.

Guideline 2

Diagnostic assessment(s) will be administered to determine the specific professional learning support needs of the induction phase teacher aligned to TAPS.

Required Component

1. Diagnostic tools/processes could include, but are not limited to, a self-assessment, a review of an electronic portfolio, conferencing, and initial classroom observation of classroom practices.
2. The data from the diagnostic assessment (s) will be used to guide the individual induction plan.

Guideline 3

An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.

Required Components

1. The plan will include professional development goals based on the induction phase teacher's assignment, district and/or school goals, identified developmental needs, prior preparation and experiences, and any available assessment results.
2. The data and goals will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the induction phase teacher.
3. The plan will drive the professional learning of the new teacher.

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Suggested Component

1. The plan could include work with the mentor, observations of and by other teachers, professional learning opportunities, and readings.

Guideline 4

Assessments will follow the process outlined in the TAPS handbook.

Required Components

1. The induction phase teacher's progress is regularly assessed using multiple sources of data such as observations, reflective conversations, interactive journals, videotape review and analysis, and analysis of student work.

Guideline 5

The induction phase teacher, guided by the Induction Phase Teacher Support Team, will use assessment results to inform and adjust professional growth plan.

Required Components

1. The induction phase teacher guided by the Induction Phase Teacher Support Team will use the diagnostic assessment results, the induction plan, evidence to support each component of the induction plan, and an overall reflection summary to guide professional learning.
2. The induction phase teacher guided by the Induction Phase Teacher Support Team will use the overall reflection summary to guide professional learning and next steps for year two in the process.

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Professional Learning

Overview

High-quality professional learning includes on-going support that builds, sustains, and refines educator effectiveness and positively impacts student results based on Teacher Keys Evaluation System.

Guideline 1

Professional Learning will be guided by the standards in the Teacher Assessment on Performance Standards.

Required Components

A. PLANNING

1. The induction phase teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
2. The induction phase teacher utilizes the state's and local school district's curricula, effective strategies, resources, and data to address the differentiated needs of all students.

B. INSTRUCTIONAL DELIVERY

1. The induction phase teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.
2. The induction phase teacher challenges students by providing appropriate content and developing skills which address individual learning differences.

C. ASSESSMENT OF AND FOR LEARNING

1. The induction phase teacher systematically uses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
2. The induction phase teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

D. LEARNING ENVIRONMENT

1. The induction phase teacher provides a well-managed, safe, and orderly environment that is conducive to learning.
2. The induction phase teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

E. PROFESSIONALISM AND COMMUNICATION

1. The induction phase teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.
2. The induction phase teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

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Guideline 2

Professional learning is job-embedded, differentiated, and occurs within a learning community in order to inform the induction phase teacher practices most effectively.

Required Components

1. Professional learning is differentiated based on induction phase teacher's needs and experiences as identified by the Induction Phase Teacher Support Team.
2. Job-embedded professional learning will afford multiple opportunities for teachers to increase effectiveness in range of contexts.
3. The induction-phase teacher reflects and shares amongst stakeholders (i.e., leaders and mentors) to contribute to a culture of collaboration.

Guideline 3

Professional learning will be used to refine and sustain induction phase teacher effectiveness in order to have a positive impact on student achievement.

Required Components

1. Student learning data will be collected and analyzed, and the results will be used to inform professional learning.
2. Induction phase teacher will use diagnostic results from the individual induction plan to guide professional learning.

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Program Evaluation

Overview

Districts establish a systematic approach to evaluate the effectiveness of all aspects of teacher induction programs.

Guideline 1: Evaluation should be designed to address elements incorporated within the district induction program.

Required Components

1. The purpose of the local induction program dictates the program evaluation design.
2. The program evaluation design is developed concurrently with the design of the district induction program.
3. The program evaluation design evaluates intended goals and the impact on student learning.

Guideline 2: Data collected as part of the program evaluation supports continuous program revision, as well as assesses overall program quality.

Required Components

1. Program evaluation defines cycles of data collection, analysis, and action, as it continually occurs throughout the life of the induction program, in the context of a clearly defined continuous improvement framework.
2. Program evaluation captures evidence of fidelity of implementation.
3. Program evaluation captures evidence of expected impact of the induction program. Sources of evidence will include components of the Teacher Effectiveness Measure (TEM).
4. Evaluation of the district induction program documents on-going evidence including: participant reactions, participant growth, changes in practices and dispositions, and the impact of documented change as compared to the expected outcomes of the induction program.

Guideline 3: The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement.