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"Making Education Work for All Georgians"

GEORGIA INDUCTION of SPECIAL EDUCATION TEACHERS PILOT Program Standards

Program Design

A high quality induction program, developed collaboratively by representatives from P-16 organizations and designed purposefully to extend the preparation of beginning special education teachers to include the transition to the first three years of teaching, provides the framework for the development of highly effective special education teachers.

Standard 1: The program design incorporates a purposeful, sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and that results in the retention of high quality teachers and in increased student achievement.

- a. The program provides a clearly stated vision, mission, and set of purposes and goals.
- b. The program focuses on retaining quality teachers by providing training and support to beginning special education teachers and their induction coaches and administrative counterparts.
- c. The program includes an induction coach selection and assignment process that uses explicit criteria consistent with assigned beginning-teacher-induction program responsibilities.
- d. The program provides material resources to each sponsoring organization, teacher, and administrator in proportion to their level of effort and degree of responsibility.
- e. The program provides a multiyear professional development plan that addresses the unique needs and learning styles of beginning special education teachers, their induction coaches, and their administrators.
- f. The program design explicitly links improving instruction, based on Georgia's professional teaching standards, to increasing student achievement, as reflected in the Georgia Performance Standards for students.
- g. The program design provides the criteria for program evaluation and includes an examination of beginning teacher performance aligned to Class Keys, or a similar instrument, and student achievement data.

Standard 2: The teacher induction and coaching program is comprised of and functions through a well-informed community of learners who have clearly defined roles, responsibilities, and expectations that support beginning special education teachers and that ensure induction practices are integrated into existing professional development initiatives and instructional frameworks.

- a. The induction program coordinator organizes and implements an administrative structure for the effective management and delivery of support and formative assessment services to site administrators, induction coaches, and beginning special education teachers.

- b. Site administrators organize and provide the building structures and supports to assist induction coaches and beginning special education teachers within the school and to orient beginning special education teachers to the culture, processes, and procedures of the school.
- c. Induction coaches provide continual support to extend and enhance the professional growth and development of the beginning teacher through a variety of coaching and mentoring processes and learning experiences.
- d. Beginning special education teachers participate in an organized and structured induction program to support their professional growth and development, and they collect evidence of professional growth in relation to their professional growth plan and of student achievement in relation to student learning goals and strategies for attaining these goals.
- e. Partnerships with local agencies (i.e., universities, RESAs, GLRSs, ETCs, and other professional organizations) are established to support induction support participants (i.e., program coordinators, site administrators, induction coaches, and beginning special education teachers).

Standard 3: The induction program secures and allocates resources to ensure the development of beginning special education teachers and the achievement of program goals.

- a. The induction program secures and allocates funding from SPDG, IDEA, and other available sources to support the development of beginning special education teachers and the achievement of program goals.
- b. The induction program allocates sufficient time for the training and professional development of beginning special education teachers and the achievement of program goals, while scheduling training and induction activities to minimize travel, maximize the development of professional learning communities, and provide beginning special education teachers and induction coaches with the scheduling flexibility to meet their individual needs.
- c. The induction program promotes the use of technology resources (e.g., list serves, blogs, websites, podcasts, databases, i-tunes downloads, and e-mentoring) to enhance and support the induction of beginning special education teachers by providing continuous access to their induction coaches and other teachers and support personnel across Georgia and by providing them with immediate access to content and pedagogical information to help them meet the needs of their students more effectively.

Professional Development

All participating personnel receive initial training and ongoing professional development consistent with their assigned responsibilities to ensure that they are knowledgeable about the program and skilled in their roles.

Standard 1: The induction program provides orientation training to all participants in the induction program (site administrators, induction coaches, beginning special education teachers).

- a. The induction program orientation introduces all participants to the components of the induction program, including the induction coach program structure and policies.
- b. The induction program provides participating site administrators with orientation training to define and outline their roles and responsibilities for supporting their induction coaches and beginning special education teachers.
- c. The induction program provides induction coaches with orientation training to define and outline their roles and responsibilities for coaching and mentoring beginning special education teachers.
- d. The induction program provides beginning special education teachers with orientation training to define and outline their roles and responsibilities in the induction program.

- e. The induction program orientation provides site administrators and induction coaches with guidelines for ensuring that, prior to the start of school, beginning special education teachers receive critical information about the specific culture and processes of the community, the school district, and the specific school to which s/he is assigned, including:
 - i. district and school building procedures, policies, and norms;
 - ii. district and school curriculum and assessment standards;
 - iii. district and school resources and supplies and procurement procedures;
 - iv. district and school improvement goals and curriculum alignment; and
 - v. community characteristics and expectations.

Standard 2: The induction program supports the professional growth of site administrators by providing them with access to training and tools to support induction coaches and beginning special education teachers in their buildings.

- a. The induction program provides site administrators with professional development opportunities focused on sound leadership strategies to support induction coaches and beginning special education teachers in their buildings.
- b. The induction program provides site administrators with professional development opportunities focused on fostering a school climate of high expectations for learning.

Standard 3: The induction program supports the professional development of induction coaches by providing them with training and tools to ensure that they have the necessary knowledge and skills to support beginning special education teachers throughout the induction process.

- a. The induction program provides induction coaches with continuous professional development opportunities that support their coaching and mentoring of beginning special education teachers.
- b. The induction program provides induction coaches with professional development opportunities and resources related to best practices in content, instruction, legal/professional/ethical issues, elements of effective teaching and learning, and adult learning theory, in order to assist them in their support of beginning special education teachers.
- c. The induction program provides induction coaches with time to collaborate with other induction coaches to develop and refine coaching and mentoring skills and to problem-solve, assess, and reflect on teaching and coaching.

Standard 4: The induction program supports the professional growth of beginning special education teachers by providing release time for collaboration with induction coaches, for ongoing training and professional learning, for gathering resources, and for activities that address the developmental stages and specific needs of the beginning special education teacher.

- a. The induction program provides a method for assessing the individual needs of the beginning teacher and for identifying opportunities to address these needs through a variety of professional development offerings that strategically and effectively meet the continuous needs of the teacher at his/her stage in the learning cycle.
- b. The induction program provides assistance and support in establishing and maintaining a professional development plan for the beginning teacher.
- c. The induction program provides resources and training activities to help the beginning teacher understand and implement school improvement strategies.
- d. The induction program provides access to professional resource materials to assist in the beginning teacher's professional growth.

- e. The induction program provides beginning special education teachers with regular professional development opportunities to support their attainment of the knowledge and skills they need to enable their students to meet the Georgia Performance Standards.
- f. The induction program provides specific guidelines to ensure sufficient time is allocated for the beginning teacher to work with an induction coach, to observe peer teachers, and to attend all induction program professional development activities.

Coaching and Support

The induction program selects and supports qualified supervisory personnel, support personnel, and induction coaches from various professional education communities throughout the state to provide professional development and resources to enhance beginning special education teachers' development.

Standard 1: The induction program uses well-established criteria to select and assign the induction coaches who will support beginning special education teachers.

- a. Site administrators follow specified program criteria, guidelines, and processes for selecting induction coaches.
- b. The induction program provides site administrators with prepared materials (i.e., job description, suggested interview questions, and assessment rubrics), developed using well-established criteria, for use in the selection of induction coaches.
- c. Site administrators assign induction coaches to beginning special education teachers in a timely manner, taking content, experience, grade level, pedagogical needs, local context, and proximity into account in order to maximize the success of the beginning special education teachers.

Standard 2: The induction program develops and provides materials, resources, and professional development activities for the coaching and support of beginning special education teachers and for the ongoing assessment of the effectiveness of these materials, resources, and professional development activities in meeting the needs of the coaches and beginning special education teachers.

- a. The induction program provides induction coaches and other support personnel with program criteria, guidelines, and processes, along with clearly defined roles and responsibilities, in order to ensure the fidelity of the induction program.
- b. The induction program provides induction coaches with a handbook of procedures, resources, strategies, and research-based best practices and provides ongoing support for the induction coaches as they work with beginning special education teachers.
- c. The induction program provides induction coaches with guidelines and resources to help them assist beginning special education teachers in the preparation professional growth plans and induction portfolios.
- d. The induction program solicits feedback from induction coaches and support personnel using prepared materials (e.g., checklists, rubrics, opportunities for reflection, etc.), developed using well-established criteria, to assess and adjust the program continuously in order to meet the needs of the induction coaches and beginning special education teachers more effectively.

Standard 3: The induction program develops communication structures and promotes the use of technology resources to provide enhanced coaching and support opportunities for beginning special education teachers in order to facilitate and support the transition from teacher preparation to induction and the development of highly effective special education teachers.

- a. The induction program supports ongoing interaction between and among program participants (i.e., beginning special education teachers, induction coaches, school personnel, GaDOE

personnel, state and regional agencies, and university partners) through both formal and informal communication structures, including face-to-face contact and electronic communication (e.g., email, blogs, list-servs, message boards, Eluminates, and/or resource boards, etc.).

- b. The induction program promotes regular collaboration among program personnel (i.e., beginning special education teachers, induction coaches, school personnel, GaDOE personnel, state and regional agencies, and university partners) in order to provide enhanced support opportunities for beginning special education teachers and to prepare them to meet the needs of their students more effectively.

Program Evaluation

The goals and standards of the program establish the criteria for the evaluation of the induction program, while a comprehensive system of formative and summative assessments ensures ongoing feedback on and evaluation of the program standards and of the effectiveness of the program personnel, the professional development opportunities, and the overall program in meeting the stated goals.

Standard 1: The induction program specifies the collection and use of multiple forms of assessment information and data to improve teaching and to guide the professional development of beginning special education teachers and induction coaches.

- a. Induction coaches use CLASS Keys, or a similar instrument, to assess and provide feedback to (but not evaluate) beginning special education teachers in order to improve instruction and to identify the specific professional development needs of the beginning teacher.
- b. Induction coaches assist beginning special education teachers in the use of student achievement data to guide instruction and improve teaching and learning.
- c. The program coordinator and other support personnel collect informal and formal data (e.g., surveys, questionnaires, written feedback, reflections, perception data) from beginning special education teachers, induction coaches, and site administrators to guide and monitor the professional growth and development of beginning special education teachers and induction coaches (but not to evaluate or inform employment or credentialing decisions).

Standard 2: The induction program specifies the collection and use of multiple forms of assessment information and data to evaluate all components of the induction program design.

- a. The program coordinator and other support personnel regularly collect informal and formal data (e.g., surveys, questionnaires, written feedback, reflections, perception data) from beginning special education teachers, induction coaches, and site administrators in order to evaluate the ongoing effectiveness of all components of the induction program (i.e., resources, orientation, selection/assignment of beginning special education teachers and induction coaches, professional learning).
- b. The program coordinator regularly collects informal and formal data (e.g., surveys, questionnaires, written feedback, reflections, perception data) from state and regional agencies, university partners, the program development team, and other support personnel in order to evaluate the ongoing effectiveness of all components of the induction program (i.e., resources, orientation, selection/assignment of beginning special education teachers and induction coaches, professional learning).