



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

GEORGIA INDUCTION of SPECIAL EDUCATION TEACHERS PILOT, 2011-2012

General Roles and Responsibilities

Site Administrators

- Site administrators follow specified program criteria, guidelines, and processes for selecting induction coaches.
- Site administrators create a positive climate of ongoing communication, guidance, and building support for beginning teachers to reinforce the induction program's intensive support and formative assessment activities.
- Site administrators evaluate the beginning teacher and provide ongoing feedback regarding the effectiveness of the induction program.

Induction Coaches

- Induction coaches attend all scheduled program induction coach training, including training in effective coaching and mentoring skills known to help beginning teachers succeed in a standards-based classroom; all district/school orientation; and all monthly meetings and regional training sessions.
- Induction coaches follow all specified program criteria, guidelines, and processes to ensure the fulfillment of their clearly defined roles and responsibilities.
- Induction coaches assist beginning teachers in the planning and implementing action research.
- Induction coaches allocate a minimum of 3 hours every week of the program to support each beginning teacher (e.g., time for collaborating, coaching, observing, providing feedback, conferencing, and consulting, and to address the specific needs of the beginning teacher).
- Induction coaches facilitate profession development for beginning teachers.
- Induction coaches work with site administrators to create a positive climate of ongoing communication, guidance, and building support for beginning teachers.
- Induction coaches provide ongoing feedback regarding the effectiveness of the induction program.

Induction Program Coordinator (DOE)

- The induction program coordinator communicates with site administrators about the design, implementation, ongoing assessment, and evaluation of the program.
- The induction program coordinator works with site administrators to ensure that induction processes are occurring and that induction coaches and beginning teachers are given adequate time to plan, observe peers, reflect, collaborate, and communicate with one another about research-based best teaching practices and student achievement.
- The induction coordinator plans and organizes the training and professional development of the induction coaches, provides guidelines and processes for monitoring the progress of the beginning teachers, and provides ongoing support for induction coaches as they work with beginning teachers.
- The induction coordinator plans and organizes the training and professional development of the beginning teachers and provides guidelines and processes for the beginning teachers' action research.
- The induction coordinator oversees the ongoing assessment and evaluation of the induction program standards and of the effectiveness of the overall program in meeting its stated goals.