

Advancing School Leadership for Continuous Improvement

Support from the Start: What is the Leader's Role in Teacher Induction?

Winter Instructional Leadership Conference
February 25-26, 2020

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Session Norms

- **Place electronics on silence/vibrate.**
- **Remain engaged in learning.**
- **Respectfully share opinions.**
- **Ask questions for clarification to avoid making assumptions.**

Session Objectives

Participants will:

- **Review evidence and information on the role of the principal in a teacher induction program.**
- **Explore resources to help districts, schools and universities support effective principal leadership for teacher induction programs.**
- **Hear from two Georgia practitioners on their current work in supporting leaders in this role.**

Georgia's Educational Landscape

- 🍌 **Teacher Keys and Leader Keys Effectiveness System**
- 🍌 **Tiered Certification – Induction (non-renewable)**
- 🍌 **Professional Learning Rule**
- 🍌 **Regional P-20 Collaboratives**
- 🍌 **Program Provider Effectiveness Measures (PPEMs)**

*When districts, schools and [partners] organize to **accelerate new teacher development**, they break the cycle of inequity and provide children who are most in need of a quality education with teachers capable of helping them.*

Ellen Moir, New Teacher Center 2009



Georgia's Systems of Continuous Improvement Framework



What Is Your Induction Story?

With you elbow partner, share briefly your context. When you hear the term induction used.....

No Induction

It's time to advocate for continued or new investment in high-quality induction programs.

Because no induction is an induction unto itself.

High Quality Induction Programs

- **Comprehensive** - There is a *structure* to the program, consisting of *many components* that involves *many people*.
- **Coherent** - The various components, activities, and people are *logically connected* to each other.
- **Sustained** - The comprehensive and coherent program *continues for many years*.

The impact on *student learning* is predicated upon areas where the induction program can have direct impact:

- **Teacher effectiveness**
- **Teacher retention**
- **Teacher leadership**

When we focus on our teachers our students will succeed.

The Annual Cost (Estimates) of Teacher Attrition



Nationally

\$1,004,000 - \$2,186,000

Georgia

\$37,000 - \$81,000

Alliance for Excellence Education (2014). *On the Path to Equity: Improving the Effectiveness of Beginning Teachers*

Research on the Role of the Principal in Mentoring and Induction

➤ **Principal actions and effectiveness are a major factor:**

- **In school culture and working conditions**
- **In facilitating effective induction and mentoring support**

Great Teachers and Leaders Center

<https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit>

It's about having the right people at the table...

“The development of the induction phase teacher must be strengthened by the roles and responsibilities of the Georgia Department of Education, higher education, district level personnel, administrators, mentors, and the induction phase teacher.”

Georgia Teacher Induction Guidance

Who is at your table?

GaDOE Teacher Induction Guidance Roles and Responsibilities

An investment from all stakeholders to ensure teacher and leader effectiveness and student success:

- Georgia Department of Education
- RESAs
- Higher education (IHEs)
- District-level personnel
- *Building administrators*
- Mentors
- Induction phase teacher

https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/Induction%20Documents/FY19%20Induction%20Summit/GaDOE_Teacher_Induction_Guidance_2017.pdf

Domain 1: Roles & Responsibility

Building Administrator

- **Establish a school culture built on collegiality that supports professional collaboration among induction phase teachers and veteran teachers, which is inclusive of all staff.**
- **Commit to the vision, mission, and goals of the district's induction program.**
- **Ensure implementation of the district induction program.**
- **Ensure working conditions that allow time/support for the induction phase teacher's growth and development (e.g., limited preparations, extracurricular duties, etc.).**

Domain 1: Roles & Responsibility

Building Administrator

- **Create conditions that support the relationship between the mentor and the induction phase teacher (i.e., time, location, common planning).**
- **Coordinate mentor recruitment, selection, and assignment based on district criteria.**
- **Communicate on a consistent basis with the induction phase teacher to promote success.**
- **Provide support for the induction phase teacher's professional growth and development.**
- **Create and lead the Induction Phase Teacher Support Team.**

Georgia IHE Practitioner

IHE Ed Leadership: Dr. Mike Bochenko

Valdosta State University mjbochenko@valdosta.edu



As a result of changes to the GaPSC Rule 505-2-.153 regarding educational leadership and Rule 505-3-.77 governing educational leadership programs, VSU “reconstituted” the Educational Leadership Master’s Degree and non-degree programs of study.

Both are comprehensive programs of study including course work and *related field experiences* leading to the Tier I Educational Leadership field.

Aside from the coursework, the primary goal of the field experience is to link the theoretical and philosophical frameworks of educational leadership to actual practice.



**Why include teacher
induction in the
field experience?**



The field experiences are designed to:

- 1. Provide an opportunity for practical involvement in school leadership;**
- 2. Allow for the linkage of theory and practice;**
- 3. Integrate problem resolution, decision-making, and other selected aspects of leadership;**
- 4. Experiment with new ideas, approaches, and strategies in a supportive environment; and,**
- 5. Aid in the assessment of one's professional strengths and the need for further development.**



- 1. The school leader should establish a climate & culture to support teachers new to the profession.**
- 2. The administrator has a major role is assigning instructional responsibilities which can either positively or negatively impact upon the new teacher's experience.**
- 3. Although the building leader may provide some guidance, this primary responsibility falls upon the selection of a competent faculty member to serve as mentor and who has successfully completed, or continues to undertake, a quality mentor training program.**



Review/evaluate the district induction plan

- 1. How well does the plan increase instructional capacity?**
- 2. How does it improve the new teacher's ability to teach?**
- 3. How does it improve the teacher's ability to work in a collaborative and productive manner with other teachers?**



Compare what exists in relation to the Induction Guidance provided by the GaDOE. Provide recommendations for assuring teachers new to the school are familiar with the Georgia Standards of Excellence, the system curriculum and instructional programs, instructional supervision program, and general school operating procedures.



In support of what they have done, the candidate must provide:

1. A written summary of your evaluation of the induction plan highlighting how it compares and/or contrasts with the Teacher Induction Guidance document provided by GaDOE;
2. Written recommendations for improving the induction process; and,
3. A learning reflection.

Georgia District Practitioner

District Teacher Induction:

Dr. La'Ronda Fleming

laronda.fleming@dcsirish.com

Dublin City Schools

Student Population: 2,282

66 Moore Street 2.9%

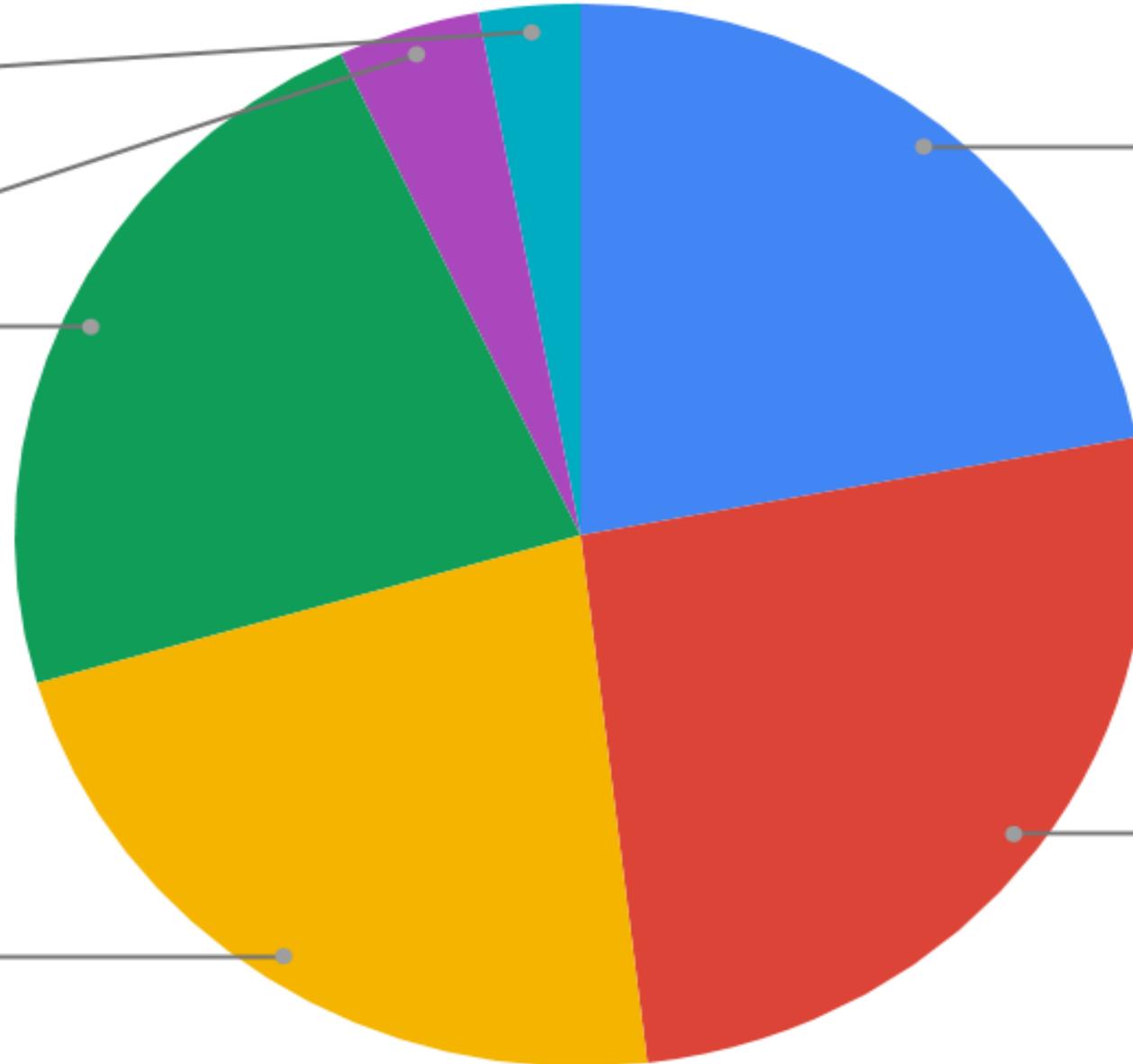
93 Irish Gifted 4.1%

514 Susie 22.5%

511 Hillcrest 22.4%

503 Dublin High 22%

503 Dublin High 22%



Student Demographics by Percentage

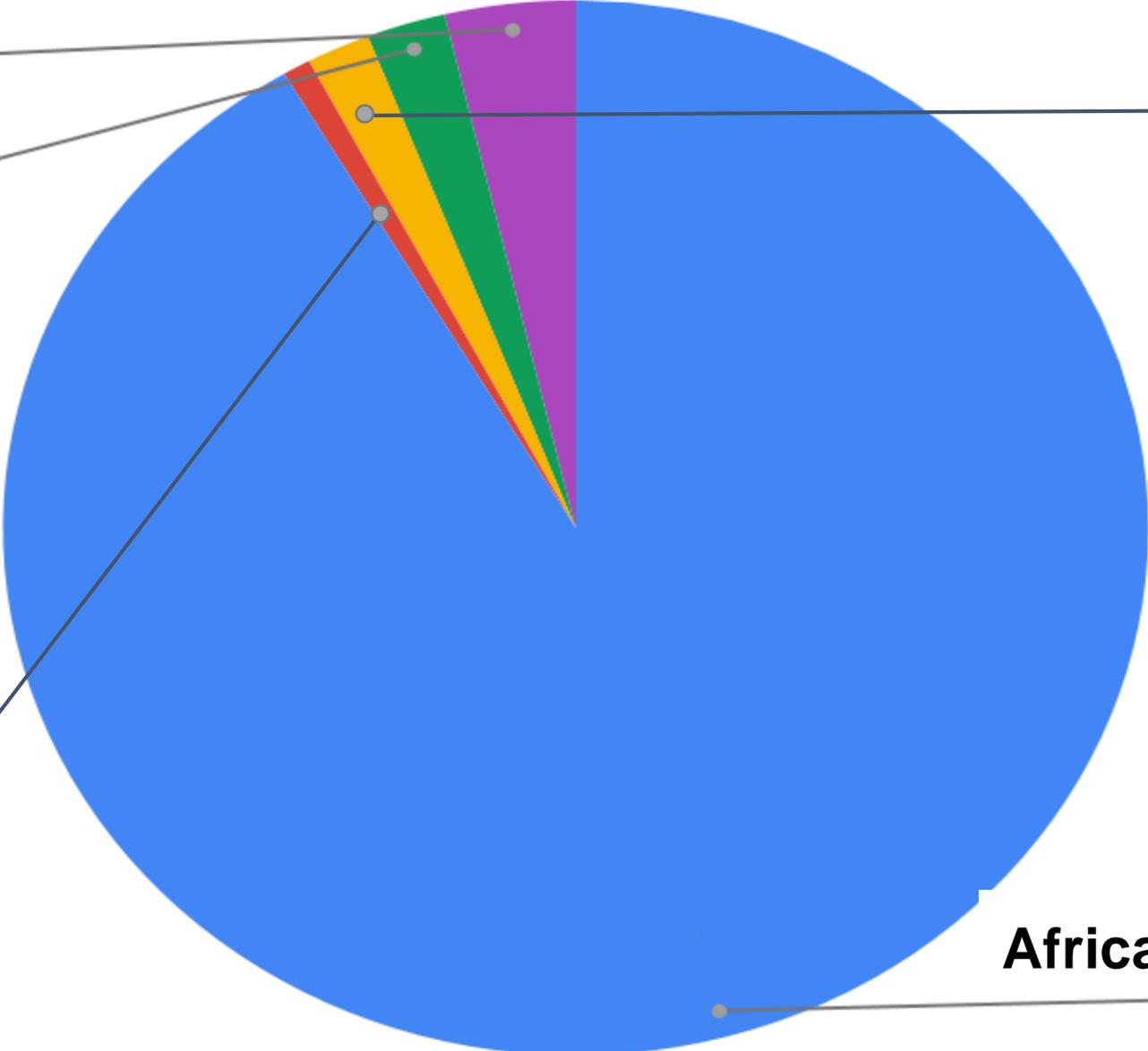
White 3.7%

Multiracial 2.2%

Asian 0.8%

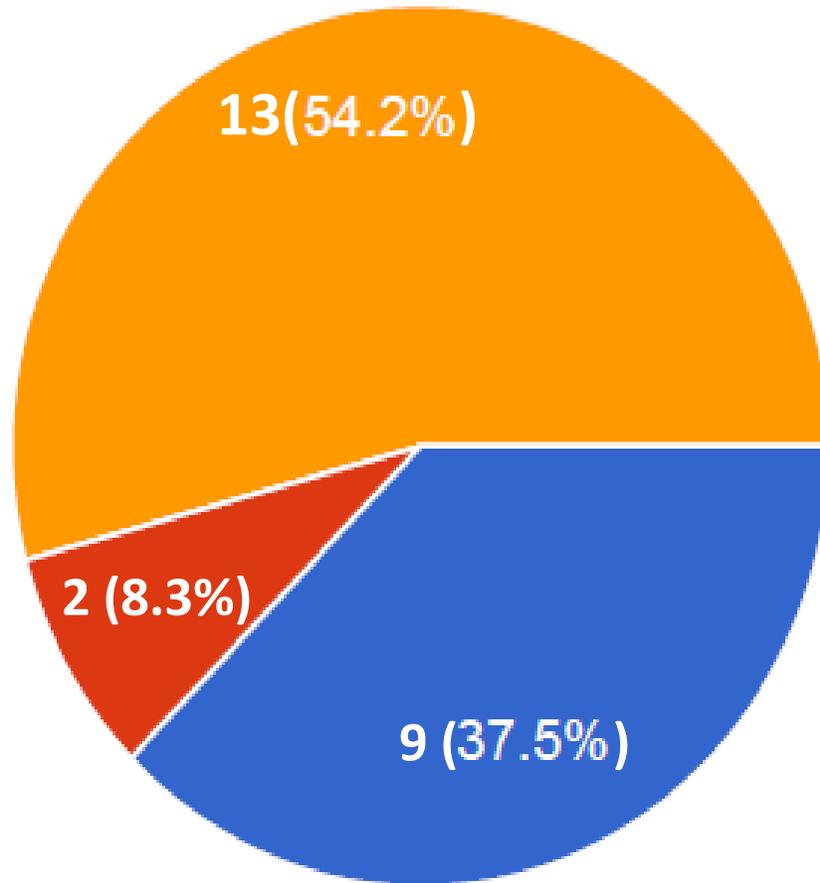
Hispanic 1.8%

African American 91.5%



Which best describes your 1st Year teaching status?

24 responses



- Education degree and completed Georgia approved teacher education program or alternative pathway program
- Minimum bachelor's degree and currently enrolled in Georgia approved teacher education program or alternative pathway program
- Minimum bachelor's degree, but currently not enrolled in a Georgia approved teacher education program or alternative pathway program

Partnerships for DCS Induction Journey

- **Heart of Georgia RESA**
- **GOSA (Governor's School Leadership Academy)**
- **GaDOE Induction Technical Assistance**
- **Professional Standards Commission**
- **Cross-Functional Cooperation within the district**
 - ✓ **DCSS Central Office**
 - ✓ **DCSS K-12 Administrators**

Building Level Leader Involvement

- Engaged in plan to establish environment to ensure induction teachers received quality PL and support
- Engaged in revising roles and responsibilities of mentors (expected implementation 2020-2021 school year)
- Job-embedded ½ day PL for Year 1 Induction Teachers
- Engaged in plan for mentors to observe mentees
- Informed of and support the initiative to provide monthly PL for mentors

LAPS Human Resource Management Expectations

- **Assign each mentee a mentor**
- **Provide subs for Year 1 induction teachers ½ day job-embedded PL**
- **Ensure Year 1 Induction teachers attend ½ day job-embedded PL**
- **Engaged in plan of action to schedule monthly PL for Year 2 teachers to meet with building instructional coaches**
- **Support mentors attending monthly professional learning sessions with District Academic Coach**

Suggested Reflective Questions

What are examples of how principals in your schools support new teachers?

What other strategies can you suggest and help to implement?

Accessing GaDOE Induction Tools and Resources

www.gadoe.org

- Offices and Divisions (top left corner)
- Click on Teacher and Leader Support and Development
- Click on Teacher/Leader Induction Guidance
- Select resource(s)

Teaching and Learning Curriculum & Instruction Georgia Virtual Learning Student Support Teams Teacher and Leader Support and Development	External Affairs & Policy AskDOE Charter Schools Communications Excellence Recognition Governmental Affairs Policy State Board of Education	Finance & Business Operations Accounting Services Budget Services Facilities Services Financial Review Human Resources Internal Support Pupil Transportation School Nutrition
Technology Services Data Collections Georgia's Statewide Longitudinal Data System Infrastructure	School Improvement School and District Effectiveness	Assessment & Accountability Accountability Assessment College and Career Ready Performance Index

Home → School Improvement → Teacher and Leader Effectiveness

- Office of Teaching and Learning
- Teacher and Leader Support and Development**
- Title II, Part A
- Georgia's Systems of Continuous Improvement
- Teacher Keys Effectiveness System
- Leader Keys Effectiveness System
- Teacher/ Leader Induction Guidance**
- Professional Learning/ Resources
- GaDOE Electronic Platform

Teacher and Leader Support and Development

The Division of Teacher and Leader Support and Development impacts student achievement by providing programs and resources to enhance teacher and leader effectiveness that include the following: Title II, Part A grant awards; teacher and leader effectiveness systems; and professional learning.

The goal of the division is to promote and support teacher and leader effectiveness to improve student learning in every classroom in the state.

- Manages effective use of Title II, Part A funds at the state and local level.
- Promotes effective use of professional development funds and activities to support school improvement.
- Maintains current data to Ensure Equitable Access to Effective Educators.
- Supports the Teacher Keys Effectiveness System and Leader Keys Effectiveness System – Georgia's teacher and leader evaluation and professional development processes.

TLSD Updates

Contact Information

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Levels of GaDOE Support

- **Virtual planning**
- **District/University – initial induction conversation**
- **RESA level – districts/IHEs**
- **P-20 induction collaboratives**
- **Induction Webinar Series**
- **Georgia Induction Summit**

Suggested Next Steps

- Develop a common understanding of an effective induction program in your district.
- Self-assess on the roles and responsibilities of the building level leader.
- Schedule a conversation with your IHE partners to discuss roles and responsibilities.
- Review your district induction plans to ensure effective support is provided.
- Register and participate in GaDOE Webinar Series *Support from the Start: Program Evaluation* April 15th webinar.
- Register and participate in Georgia's Induction Summit 2020 (May 1, 2020).



GEORGIA'S P-20 Collaboratives

Vision: *Communities united to empower educators to maximize student success.*

Mission Statement: *Utilizing shared resources to provide ongoing and reciprocal learning opportunities for all stakeholders, guided by need.*

www.gapsc.com/P20.aspx





Just in Time Support Teacher Induction Webinar Series

➤ ***Program Evaluation April 15, 2020***

Each webinar includes unpacking of the appropriate domain in the GaDOE Teacher Induction Guidance and Georgia practitioners sharing their induction practices.

****Webinars 1 – 3 are archived at <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines-.aspx>***

Contact information

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GEORGIA INDUCTION SUMMIT 2020

ATTAINING NEW HEIGHTS:

attracting, preparing, recruiting, and retaining

FRIDAY, MAY 1, 2020 | 7:45 a.m.–3:30 p.m.

Middle Georgia State University Robert F. Hatcher, Sr. Conference Center
100 University Parkway, Macon, GA 31206-5145

REGISTER ONLINE

[GEORGIA INDUCTION SUMMIT 2020](#)

\$50 Registration fee payable to MIDDLE GEORGIA RESA

Effectiveness of Beginning Teachers

ON THE PATH TO EQUITY: IMPROVING THE EFFECTIVENESS OF
BEGINNING TEACHERS

<https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines-.aspx>

A New Vision for School Leaders

- [“Role of the Principal in Beginning Teacher Induction”](#) (New Teacher Center, 2016).
- How do the practices summarized in this brief reflect the common actions of principals in your district? How are principals prepared or supported in this work?

<https://newteachercenter.org/wp-content/uploads/Role-of-Principal-in-Teacher-Induction.pdf>

What questions do you have?



Who Do I Contact?



Dr. Kathy Reese, GaDOE

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Session Feedback

Thank you for attending our session.
Please take a moment to provide your
feedback.

<https://tinyurl.com/2020ILC>



Share your conference highlights now!



[@GaDOESDE](https://twitter.com/GaDOESDE)

www.gadoe.org



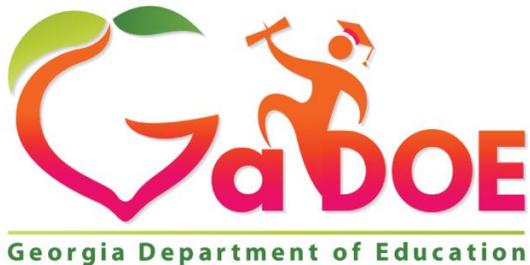
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**EDUCATING
GEORGIA'S FUTURE**

