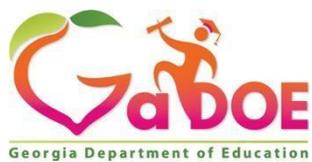


# **Georgia Department of Education Teacher Induction Guidance**



**July 1, 2021**

# Georgia Department of Education (GaDOE)

## Teacher Induction Guidance

### Introduction

Effective Teacher Induction programs have an impact on teacher effectiveness, teacher retention and teacher leadership, all of which will have an impact on student learning and growth. Once a district has implemented a high-quality induction program, the system propels Induction Phase Teachers to get better faster with the aid of mentors and building and district leaders ([New Teacher Center](#), 2014). The Georgia Department of Education [Teacher Induction Guidance](#) provides a comprehensive, coherent, sustainable induction model for Georgia districts. Collectively, the domains of the Teacher Induction Guidance provide multiple layers and types of support. Additionally, it is essential for institutions of higher education and school districts to work together to provide high-quality and well-planned induction programs to support induction phased teachers, mentors, and leaders. This support mirrors the [Alliance for Excellent Education](#) (2014) recommendation for a comprehensive induction program comprised of multiple types of support, including high-quality mentoring, common planning times, and ongoing support from all stakeholders.

### Rationale

Research suggests that one effective teacher can accelerate student learning by more than one grade level, while an ineffective teacher can cause students to fall behind ([Rand Corporation](#), 2012). Strong induction processes should ensure that effective teachers stay in the classroom and ineffective teachers are supported to become effective or counseled out of the classroom. When educators engage in meaningful induction programs, their practice becomes more thoughtful, strategic, and effective. Additionally, the faster a teacher is brought up to speed in the classroom, the better students learn ([New Teacher Center](#), 2014). The American Association of State Colleges and Universities concurs, quality teacher induction programs can help teachers realize their full potential, keep them in the profession, and promote greater student learning and save money ([American Association of State Colleges and Universities](#), 2006).

The National Commission on Teaching and America's Future acknowledges our failure to recruit, retain, and support our newest teachers in its 2007 report [The High Cost of Teacher Turnover \(p. 1\)](#).

*Until we recognize that we have a retention problem we will continue to engage in a costly annual recruitment and hiring cycle, pouring more and more teachers into our nation's classrooms only to lose them at a faster and faster rate. This will continue to drain our public tax dollars, it will undermine teaching quality, and it will most certainly hinder our ability to close student achievement gaps.*

Georgia's newly hired teachers left the workforce after their first year of teaching at an average rate of 14%. After five years of teaching, 30% of teachers newly hired in 2014 were no longer teaching or in administration in 2019 (Georgia Professional Standards Commission). The GaPSC reports as of 2020, 73% of Georgia teachers have been in their current schools for fewer than nine years, compared to 69% nationally. Presumably, effective teacher induction support should address those conditions that cause teachers to leave—ranging from poor leadership to lack of collegial support, feelings of isolation, dissatisfaction with growth potential, and concerns about school safety. Most beginning teachers receive insufficient on-the-job support during their initial years in the profession.

When districts and schools 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 (Moir, p. 91, 2009).

### Structure of Guidance

Georgia's Teacher Induction Guidance address seven domains for high-quality teacher induction support: (1) Roles and Responsibilities; (2) Leadership and Organizational Structures; (3) Orientation; (4) Mentoring; (5) Ongoing Performance Assessment; (6) Professional Learning; and (7) Program Evaluation. Each domain includes an overview and suggested components that allow for district flexibility.

### Guidance Development

This work was co-facilitated by the Georgia Professional Standards Commission and the Georgia Department of Education. In 2016, a P-20 task force convened to review and provide feedback for revisions and alignment to current initiatives. A cross-disciplinary team—including teachers, instructional coaches, early career and experienced leaders, university faculty, education organization staff, and state agency leaders—convened multiple times over a period of several months. The team worked collaboratively to review research on effective teacher induction programs and information gathered from new teachers in Georgia, then incorporated this research into draft guidance that was intended to be flexible and accommodating for the wide range of districts and district needs in Georgia.

During the Spring of 2021, Catherine Tencza of Tencza Designs co-facilitated a P-20 Task Force of Georgia Educators with the GaDOE/TLSD Induction Team. The purpose of the task force was to review and provide feedback and recommendations on the 2016 Teacher Induction Guidance. The Task Force convened multiple times and their work ensured alignment to the current Georgia educational landscape and initiatives.

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## Definition of Terms

### High-Quality Teacher Induction Program

The Georgia Department of Education [Teacher Induction Guidance](#) provides a comprehensive, coherent, sustainable induction model for Georgia districts. Collectively, the domains of the Teacher Induction Guidance provide multiple layers and types of effective support.

### Induction Phase Teacher

The Induction Phase Teacher is defined as any teacher who has been hired into a new permanent position in any Georgia school. Teachers are considered to be “induction phase” until they successfully complete the district induction program. The district induction program will be tiered to provide differentiated support based on the individual’s needs. *\*Georgia Professional Standards Commission induction tier is for teachers with fewer than three years of experience within the last five years for certification only.*

### Teacher Induction Support Team

The Teacher Induction Support Team is comprised of the immediate supervisor or designee, a mentor, and when possible, an external support agency representative (i.e., higher education, regional educational service agency, or district specialist).

### Teacher Induction Plan

The Teacher Induction Plan is developed collaboratively with the Induction Phase Teacher and the Teacher Induction Support Team to drive the professional learning of the Induction Phase Teacher. The plan will be based on the district’s and/or school’s teaching and learning goals, identified developmental needs, prior preparation and experiences, and assessment results.

### Mentor

A Mentor is highly committed to supporting the personal growth of the Induction Phase Teacher. The mentor provides guidance, shares knowledge and experiences, and supports the Induction Phase Teacher in making a positive impact on student growth and achievement.

### Coach

A Coach supports the performance of the Induction Phase Teacher in reaching a specific goal(s).

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## Seven Domains for High Quality Teacher Induction Support



## Domain 1

### Roles and Responsibilities



The induction guidance domains collectively provide for an effective induction program and require an investment from all stakeholders to ensure teacher effectiveness and student success. The development of the Induction Phase Teacher is strengthened by the roles and responsibilities of the Georgia Department of Education, RESAs, higher education, district-level personnel, administrators, mentors, and the induction phase teacher.

Who	BEST PRACTICES
Georgia Department of Education	<ul style="list-style-type: none"> <li>Partner with districts, RESAs and Higher Education to provide differentiated, inclusive technical assistance that supports the development, implementation and evaluation of effective induction programs.</li> <li>Provide support for districts, RESAs, and Higher Education to create and maintain seamless induction support from pre-service to in-service.</li> <li>Identify and disseminate best district practices for teacher induction via <a href="#">GaDOE induction webpage</a>.</li> <li>Provide guidance for the recruitment and selection of mentors.</li> </ul>
Higher Education	<p>Partner with districts to design, support, and enhance the induction process. Possible ways to partner include:</p> <ul style="list-style-type: none"> <li>Regularly scheduled times for P-20 partners to discuss their induction work (ie. plans, induction support team, equity checks and program evaluation data).</li> <li>Collaborate with districts to identify and provide professional learning opportunities to support the induction phase teachers and mentors.</li> <li>Provide feedback on mentor teacher identification, selection, development of a mentor pool, induction support team and professional development.</li> </ul>
RESA	<ul style="list-style-type: none"> <li>Partner with schools and districts to provide differentiated, inclusive technical assistance to support the development, implementation and evaluation of effective teacher induction programs.</li> <li>Work closely with districts and Higher Education to have scheduled times for P-20 partners to discuss their induction work (ie. plans, induction support team, equity checks and program evaluation data).</li> <li>Collaborate with districts to identify and provide professional learning opportunities to support the induction phase teachers and mentors.</li> <li>Collaborate with districts to provide feedback on mentor teacher identification, selection, development of a mentor pool and professional development.</li> </ul>

Who	BEST PRACTICES
District Level	<ul style="list-style-type: none"> <li>• Provide professional learning opportunities, collaboration time, and tools/resources to support the induction program.</li> <li>• Establish an inclusive culture that creates and supports an effective teacher induction program.</li> <li>• Create a vision, mission, and goals for the district's induction program.</li> <li>• Develop a comprehensive teacher induction program that outlines the components and processes to ensure equitable opportunities for teacher effectiveness.</li> <li>• Clearly communicate goals and expectations of an effective teacher induction program to all stakeholders.</li> <li>• Provide criteria for the recruitment and selection of mentors.</li> <li>• Connect and collaborate with GaDOE, RESA, and Higher Education to provide and support ongoing professional learning that is aligned with the needs of induction phase teachers and mentors to ensure student success.</li> <li>• Evaluate the program effectiveness based on data collected.</li> <li>• Provide the resources needed to sustain an effective teacher induction program.</li> </ul>
Building Administrators	<ul style="list-style-type: none"> <li>• Establish a school culture built on collegiality that supports professional collaboration among Induction Phase Teachers and veteran teachers, which is inclusive of all staff.</li> <li>• Commit to the vision, mission, and goals of the district's induction program.</li> <li>• Ensure implementation of the district induction program.</li> <li>• Ensure working conditions that allow time/support for the Induction Phase Teacher's growth and development (e.g., limited preparations, extracurricular duties, etc.).</li> <li>• Create conditions that support the relationship between the Mentor and the Induction Phase Teacher (i.e., time, location, common planning).</li> <li>• Coordinate Mentor recruitment, selection, and assignment based on district criteria.</li> <li>• Communicate on a consistent basis with the Induction Phase Teacher to promote success.</li> <li>• Provide support for the Induction Phase Teacher's professional growth, emotional wellbeing (SEL) and development.</li> <li>• Create and lead the Induction Phase Teacher Support Team.</li> <li>• Establish an understanding of Inclusive Leadership with faculty and staff.</li> </ul>
Mentors	<ul style="list-style-type: none"> <li>• Provide instructional, professional, and personal support to Induction Phase Teachers.</li> <li>• Utilize effective, research-based communication and collaboration skills to support Induction Phase Teachers.</li> <li>• Assist with coordination/facilitation of interventions and professional learning experiences to guide growth and development of Induction Phase Teachers.</li> <li>• Models and demonstrates an understanding of culturally responsive pedagogy.</li> <li>• Serve on the Induction Phase Teacher Support Team.</li> <li>• Participates in ongoing professional learning.</li> </ul>
Induction Phase Teacher	<ul style="list-style-type: none"> <li>• Accept the responsibility to be open and candid concerning needs for positive growth and development.</li> <li>• Commit to being a reflective practitioner.</li> <li>• Participate in all facets of the induction program to ensure teacher effectiveness and to positively impact student learning and growth.</li> <li>• Serve on the Induction Phase Teacher Support Team.</li> </ul>

## Domain 2

### Leadership and Organizational Structures

*The success of the Induction Phase Teacher requires a culture of support and organizational structures that promote growth. District- and building-level administrators' responsibilities for establishing a supportive environment are identified in the following guidance.*



GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 District will provide a culture and climate that support Induction Phase Teachers.	Create a vision, mission, and goals for the district's induction program that support administrators, mentors, and Induction Phase Teachers.
#2 District will provide the Induction Phase Teachers with appropriate materials and resources.	Provide sufficient and regular time (as determined by the district or school) for mentoring interactions to occur.
#3 Building administrators will provide a culture and climate that support Induction Phase Teachers.	<ol style="list-style-type: none"><li>1. Consider the social and emotional needs of the Induction Phase Teacher.</li><li>2. Provide high expectations regarding ethical behavior and conduct as stated in the Georgia Code of Ethics for Educators.</li><li>3. Develop a plan for Induction Phase Teachers to regularly interact and communicate with school administration.</li><li>4. Provide an expectation of shared responsibility for student learning and behavior.</li><li>5. Encourage responsible risk-taking and recognize the contributions of Induction Phase Teachers.</li><li>6. Provide opportunities for Induction Phase Teachers to collaborate with one another and to work with and observe job-alike colleagues.</li><li>7. Provide opportunities for Induction Phase Teachers to contribute to school-level decision making.</li></ol>
#4 Building administrators will make instructional assignments in an equitable manner that considers the needs of Induction Phase Teachers and every learner.	<ol style="list-style-type: none"><li>1. Align teaching assignments and delivery models with the strengths and prior experiences of Induction Phase Teachers.</li><li>2. Consider the number of instructional preparations required for Induction Phase Teachers.</li><li>3. Schedule planning time that allows for collaboration with other teachers.</li><li>4. Provide Induction Phase Teachers opportunities for planning, interaction and networking with like-colleagues in other schools and districts.</li><li>5. Provide expectations and structures to ensure effective collaboration for Induction Phase Teachers.</li><li>6. Provide additional planning time for Induction Phase Teachers.</li></ol>

GUIDELINES	RESEARCH-BASED BEST PRACTICES
<p>#5 Building administrators will assign additional duties and responsibilities in a manner that considers the Induction Phase Teachers.</p>	<p>Limit the number of committees and extra duties to which Induction Phase Teachers are assigned.</p>
<p>Building administrators will provide the Induction Phase Teachers with appropriate materials and resources.</p>	<ol style="list-style-type: none"> <li>1. Ensure Induction Phase Teachers have appropriate instructional supplies and resources.</li> <li>2. Ensure that Induction Phase Teachers are provided appropriate training on instructional resources.</li> <li>3. Provide sufficient and regular time for mentoring interactions to occur.</li> <li>4. Make room assignments in a manner that prevents isolation for the Induction Phase Teacher.</li> <li>5. Provide each Induction Phase Teacher with a job-alike mentor when possible.</li> </ol>

## Domain 3

### Mentoring

*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. The New Teacher Center states, “The recruitment and selection of mentors is arguably the single most important task facing the teacher induction program’s leadership. Highly trained and supportive mentors can accelerate the development of high-achieving classroom teachers and improve student achievement.”*



GUIDELINES	RESEARCH-BASED BEST PRACTICES
<p>#1 The Mentors will be recruited and selected based on established mentor guidance.</p>	<ol style="list-style-type: none"> <li>1. Upon request, the Georgia Department of Education (GaDOE) provides guidance for the recruitment and selection of Mentors.</li> <li>2. The district establishes Mentor recruitment and selection criteria.</li> <li>3. Mentors have the ability to provide support in a variety of areas such as discipline, management, instructional practices, content, self-reflection, culturally-responsive pedagogy, and measuring student success.</li> <li>4. School develops a pool of qualified Mentors.</li> <li>5. Process may include committee selection and an application process with references.</li> <li>6. Districts consider a variety of mentoring structures including but not limited to individual support, team support, and e-mentoring support through higher education partnerships.</li> </ol>
<p>#2 An ongoing Mentor Training Program will be developed which is differentiated, flexible, and research-based.</p>	<ol style="list-style-type: none"> <li>1. All stakeholders in the induction process are informed of their roles and responsibilities.</li> <li>2. The Mentor Training Program design is based on the understanding that needs and skills are developmental and differentiated for mentors.</li> <li>3. The Mentors’ professional learning is provided based on a needs assessment, collected data, or identified needed areas of growth.</li> <li>4. The modality of delivery and scheduling of the Mentor Training is flexible to meet the diverse needs of Mentors.</li> <li>5. Mentors complete the following suggested professional learning, as needed:               <ul style="list-style-type: none"> <li>○ Program overview and roles and responsibilities</li> <li>○ Needs of beginning teachers</li> <li>○ Teaching classroom management</li> <li>○ Georgia Multi-tiered System of Supports (MTSS)</li> <li>○ Adult learning theory</li> <li>○ PBIS</li> <li>○ Adult Social Emotional Learning (SEL)/staff wellness</li> <li>○ Culturally-responsive pedagogy</li> <li>○ Mentoring for equity</li> <li>○ Teacher Assessment on Performance Standards (TAPS)</li> <li>○ Methods of mentoring (peer observation, modeling, observing, co-teaching, conferencing, coaching)</li> </ul> </li> </ol>

GUIDELINES	RESEARCH-BASED BEST PRACTICES
<p>#3 Mentor expectations are provided that delineate the roles and responsibilities of Mentors for successful Induction Phase Teachers.</p>	<ol style="list-style-type: none"> <li>1. Provide timely, constructive feedback at regular intervals.</li> <li>2. Participate in ongoing professional learning.</li> <li>3. Foster open and safe communication in a non-evaluative role.</li> <li>4. Provide sustained multiyear support.</li> <li>5. Provide or support the appropriate coaching.</li> <li>6. Serve as an advocate for Induction Phase Teachers.</li> <li>7. Gather and share resources (human resources, instructional resources, etc).</li> </ol>
<p>#4 A quality mentoring program addresses planning, scheduling, roles and responsibilities, training, and accountability in a district plan that is routinely reviewed and updated.</p>	<ol style="list-style-type: none"> <li>1. Provide a flexible calendar for training Mentors.</li> <li>2. Define roles and responsibilities of Mentors and share with all stakeholders.</li> <li>3. Implement and monitor a quality mentoring program.</li> <li>4. Provide Mentors with appropriate release time to attend training.</li> <li>5. Give Mentors schedules that allow for the attendance of training and support for Induction Phase Teachers.</li> </ol>
<p>#5 Mentor accountability is addressed through multiple measures that will include self-assessments, student achievement, Induction Phase Teacher feedback, and/or district level data.</p>	<ol style="list-style-type: none"> <li>1. Collect and analyze ongoing Mentor self-reflection data to determine effectiveness of the Mentor.</li> <li>2. Collect and analyze Induction Phase Teacher data including teacher feedback to help determine effectiveness of the Mentor. Examples of data points include surveys of teachers to see whether/how mentoring influenced their decision to stay, surveys of principals to measure satisfaction with the mentoring program, surveys of mentors and Induction Phase Teachers about the support that they have received from the district, tracking mentoring hours, and tracking use of mentoring resources.</li> </ol>

## Domain 4

### Orientation

*Orientation allows Induction Phase Teachers to become familiar with local, district, and state initiatives and provides professional, social, and emotional support.*



GUIDELINES	RESEARCH-BASED BEST PRACTICES
<p>#1 Orientation should be conducted in an appropriate time frame and should be provided to all Induction Phase Teachers.</p>	<ol style="list-style-type: none"> <li>1. Leaders will connect with Induction Phase teachers prior to the start of the school year with an introduction and welcome.</li> <li>2. Include information such as new educator orientation dates, summer professional learning, etc.</li> </ol>
<p>#2 Information concerning district initiatives, curriculum, and administrative policies will be provided at the district level for all Induction Phase Teachers.</p>	<ol style="list-style-type: none"> <li>1. Description of district mission, vision, values, and goals.</li> <li>2. Introduction to the required curriculum.</li> <li>3. Relevant district information such as student population, school locations, organizational chart, safe school policies, and procedures and grading guidelines.</li> <li>4. Identification of available ongoing supports and resources. (i.e., curriculum/program staff and resources)</li> <li>5. Schedule of induction and professional learning activities.</li> <li>6. Overview of district initiatives and related training</li> <li>7. Explanation of the purpose and structure of the district induction process.</li> <li>8. In-depth explanation of the purpose and structure of the Teacher Keys Effectiveness System (TKES).</li> <li>9. Articulation of a plan to communicate consistently and directly with new teachers, including a plan to assess their needs on an ongoing basis.</li> <li>10. HR information, including benefits, pay days, sick days and other administrative policies, programs, and the Georgia Code of Ethics for Educators.</li> <li>11. Description of district, and school organizational charts.</li> <li>12. General expectations for alternative delivery methods, as applicable.</li> </ol>

GUIDELINES	RESEARCH-BASED BEST PRACTICES
<p>#3 School level orientation will be provided for Induction Phase Teachers.</p>	<ol style="list-style-type: none"> <li>1. Consensus among administrators to ensure district-wide consistency for school orientations.</li> <li>2. Differentiated orientation based on the number of years of teaching experience, internal and external to the district, including late hires.</li> <li>3. Access to first-day, first-week, and first-month strategies to assist Induction Phase Teachers.</li> <li>4. Access to classroom technology and technology support.</li> <li>5. Reference guide of terminology and acronyms used in the district.</li> <li>6. Welcome by the administrative team and Mentors.</li> <li>7. School level expectations communicated.</li> <li>8. Provide information on the school organizational chart.</li> <li>9. Time provided for Mentor/Induction Phase Teacher collaboration.</li> <li>10. Clear explanation of the purpose and structure of the Induction Phase Teacher Support Team.</li> <li>11. Information about school initiatives and policies.</li> </ol>

## Domain 5

### Ongoing Performance Evaluation

*Ongoing performance assessment is a cycle that may continue for up to two years. 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). The Induction Phase Teacher, along with the Teacher Induction Support Team, reviews multiple sources of data to revise the induction plan for the second year.*



GUIDELINES	RESEARCH-BASED BEST PRACTICES
<p>#1 Induction Phase Teacher Support Team will include at a minimum: a mentor, the school leader or designee, and when possible, an external support agency representative (i.e., higher education, regional educational service agency, district level personnel).</p>	<ol style="list-style-type: none"> <li>1. The Induction Phase Teacher Support Team will be created at the direction of a school level administrator to ensure prompt and effective support.</li> <li>2. The Induction Phase Teacher Support Team will be formed as quickly as practical following the hiring date.</li> </ol>
<p>#2 Diagnostic assessments will be administered to determine the specific professional learning needs of the Induction Phase Teacher.</p>	<ol style="list-style-type: none"> <li>1. Diagnostic tools/processes could include, but are not limited to, a self-assessment, a review of an electronic portfolio, conferencing, and an initial classroom observation of classroom practices.</li> <li>2. The data from the diagnostic assessment(s) will be used to guide the individual induction plan.</li> <li>3. Professional learning should be aligned to the Teachers Assessment on Performance Standards (TAPS).</li> <li>4. When available, consider and incorporate data gathered during the Induction Phase Teacher's preparation program.</li> </ol>
<p>#3 An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.</p>	<ol style="list-style-type: none"> <li>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, TKES (including consideration of culturally-responsive pedagogy), and any available assessment results.</li> <li>2. The data and goals will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the Induction Phase Teacher.</li> <li>3. The plan will drive the professional learning of the new teacher.</li> </ol>

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#4 Assessments will follow the process outlined in the TKES Evaluator Handbook.	<ol style="list-style-type: none"> <li>1. The Induction Phase Teacher’s progress is regularly assessed using multiple sources of data such as self-assessment, observations, and documentation.</li> <li>2. The Induction Phase Teacher regularly receives feedback and engages in reflective conversations with the evaluating administrator.</li> </ol>
#5 The Induction Phase Teacher, guided by the Induction Phase Teacher Support Team, will use assessment results to inform and adjust the professional growth plan.	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>

## Domain 6

### Professional Learning

*High-quality professional learning includes ongoing support that builds, sustains, and refines educator effectiveness and positively impacts student growth and achievement. Professional learning will be guided by the standards (TAPS) in the Teacher Keys Effectiveness System.*



GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 Professional Learning will be guided by the standards of the Teacher Assessment on Performance Standards (TAPS).	See TAPS on following page.
#2 Effective professional learning for the Induction Phase Teacher is job- embedded, differentiated and occurs within a learning community.	<ol style="list-style-type: none"> <li>1. Professional learning is differentiated based on the Induction Phase Teacher’s needs and experiences as identified by the Induction Phase Teacher Support Team.</li> <li>2. Job-embedded professional learning will afford multiple opportunities for teachers to increase effectiveness in a range of contexts. Embedded learning may address the following topics, based on individual needs:               <ul style="list-style-type: none"> <li>• Social Emotional Learning (SEL) and trauma-informed practices</li> <li>• Alternate instructional models.</li> <li>• Equity</li> <li>• Culturally responsive pedagogy</li> </ul> </li> <li>3. The Induction Phase Teacher reflects and shares amongst stakeholders (i.e., leaders and mentors) contributing to a culture of collaboration.</li> </ol>
#3 Professional learning will be used to refine and sustain the Induction Phase Teacher’s effectiveness in order to have a positive impact on student achievement.	<ol style="list-style-type: none"> <li>1. Student learning data will be collected and analyzed, and the results will be used to inform professional learning.</li> <li>2. The Induction Phase Teacher will use diagnostic results from the individual induction plan to guide professional learning.</li> </ol>

## TAPS DOMAINS AND PERFORMANCE STANDARDS

### PLANNING

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

The teacher utilizes the local school district's curricula, effective strategies, resources, and data to address the differentiated needs of all students.

### INSTRUCTIONAL DELIVERY

The 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.

The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.

### ASSESSMENT OF AND FOR LEARNING

The 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.

The 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.

### LEARNING ENVIRONMENT

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning.

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

### PROFESSIONALISM AND COMMUNICATION

The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

## Domain 7

### Program Evaluation

*Districts establish a systematic approach to evaluate the effectiveness of all aspects of Teacher Induction Programs.*



GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 Program evaluation should be designed to address elements incorporated within the District Induction Program.	<ol style="list-style-type: none"> <li>1. The District Induction Program includes a framework for continuous improvement, including program evaluation plans.</li> <li>2. The program evaluation assesses all aspects of the Induction Program and the impact on student growth and achievement.</li> </ol>
#2 Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.	<ol style="list-style-type: none"> <li>1. Program evaluation includes the continuous cycle of: data collection, analysis of the data, and action based on the analysis, and it occurs within a framework of continuous improvement.</li> <li>2. Program evaluation captures evidence of fidelity of implementation.</li> <li>3. Program evaluation captures evidence of expected impact of the induction program. Sources of evidence will include components of TKES.</li> <li>4. Analysis of evidence should be included as part of the program evaluation. Evidence includes: participant reflections, participant growth, changes in practices and dispositions, and the impact of change as compared to the expected outcomes of the induction program.</li> </ol>
#3 The district systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement.	<ol style="list-style-type: none"> <li>1. The stakeholders should be defined.</li> <li>2. There should be a plan for regularly sharing the district’s “induction story,” including evidence, with stakeholders.</li> </ol>

## Reflective Questions for each Teacher Guidance Domain to Assist with Teacher Induction Team Planning

The Georgia Department of Education’s Teacher Implementation Resource Guide is a companion document to the GaDOE Teacher Induction Guidance. Georgia’s Implementation and Evaluation Resource Guide provides additional support in the development, implementation and evaluation of an effective district teacher induction program and is also aligned to the New Teacher Center Induction Program Standards. Reflective questions are provided for each domain to assist the district induction planning. The NTC has reviewed the GaDOE work and provided permission to post online.



### Reflective Questions for Teacher Induction Team: Roles and Responsibilities

*The induction guidance domains collectively provide for an effective Induction Program (comprehensive, coherent and sustained) and require an investment from all stakeholders to ensure teacher effectiveness and student success. The development of the Induction Phase Teacher is strengthened by the roles and responsibilities of the Georgia Department of Education, RESAs, higher education, district-level personnel, administrators, Mentors, and the Induction Phase Teacher.*

What school policies and practices are supports for, or barriers to, collaboration among induction phased and experienced teachers? How can we support or overcome those barriers?

How do we help leaders and site leaders create positive environments for Induction Phase Teachers?

How do we work with all school site leaders to build support for the Teacher Induction Program?

How do Mentors work with leaders to ensure that Induction Phase Teachers have access to appropriate professional development and support? How do leaders make mentoring possible? How do we envision the Mentor’s role in our site and/or district initiatives?

How do we align and provide continuity from teacher preparation to recruitment and initial hire, the first years of teaching, and on through advanced levels of practice?

How do we establish program goals? Who is involved? What are our program’s overall goals?

How do we communicate with leaders to deepen their knowledge and support of our program? How do we involve leaders in dialogue and professional learning regarding our program?

What qualitative and quantitative evidence can be used to evaluate and document the quality and effectiveness of the program?

Who should be involved in evaluating and documenting the Mentoring Program?

What is the plan for program sustainability?



## Reflective Questions for Teacher Induction Team: Leadership and Organizational Structures

*The success of the Induction Phase Teacher requires a culture of support and organizational structures that promote growth. The district- and building-level administrator's responsibilities for establishing a supportive environment are identified in the [GaDOE Teacher Induction Guidance](#).*

What goals and outcomes ensure a positive impact on retention, teacher effectiveness, and student achievement?

In what ways can leaders proactively encourage and foster high-quality Mentor/Induction Phase Teacher interactions?

In what ways do working conditions support or hinder Induction Phase Teacher success?

How do leaders make mentoring possible? For whom is the mentoring provided?

What are appropriate criteria for matching Mentors with Induction Phase Teachers?

To what extent do our Mentor-Induction Phase Teacher assignments allow for grade-level or subject area matching when possible? Geography?

How do Mentor caseloads maximize time for weekly Mentor-Induction Phase Teacher interactions?

What steps will be followed if a "mismatch" has occurred?



## Reflective Questions for Teacher Induction Team: Mentoring

*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. The New Teacher Center states, "The recruitment and selection of mentors is arguably the single most important task facing the teacher induction program's leadership. Highly trained and supportive mentors can accelerate the development of high-achieving classroom teachers and improve student achievement."*

Who is involved in designing the selection criteria?

How do we recruit the best candidates to become Mentors?

How do we ensure a fair and equitable process for selection?

What are the goals and outcomes for Mentor Professional Learning?

When, how, and how often are Mentors brought together for collaboration with Mentor Colleagues to meet their immediate needs and refine their mentoring practice?

In what ways do Mentors work with Induction Phase Teachers to encourage culturally responsive pedagogy?

How do we help Mentors tap into local resources that can help Induction Phase Teachers more effectively serve students with special needs?

How do we support Mentors in developing their own repertoire of skills related to culturally responsive pedagogical practices?



### Reflective Questions for Teacher Induction Team: Orientation

*Orientation allows Induction Phase Teachers to become familiar with local, district, and state initiatives and provides professional, social, and emotional support.*

What local information do we have or need on our Induction Phase Teachers' needs, what does it tell us, and how do those data inform our planning for orientation?

How do we provide an orientation for Induction Phase Teachers to deepen their pedagogical content knowledge?

How do we integrate and coordinate local priorities for orientation and align with Teacher Assessment of Performance Standards (TAPS)?

How do we ensure there will be time in the orientation devoted to meeting needs expressed by Induction Phase Teachers?

To what extent do we differentiate orientation opportunities for Induction Phase Teachers to ensure their success? (teacher with previous experience, teacher changes grade levels, content area and/or school types).

How do we provide professional development to Induction Phase Teachers to deepen their pedagogical content knowledge?

How do we integrate and coordinate local priorities for professional development and align with professional standards or expectations?



## Reflective Questions for Teacher Induction Team: Ongoing Performance Assessment

*Ongoing performance assessment is a cycle that may continue for up to two years. 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). The Induction Phase Teacher, along with the Teacher Induction Support Team, reviews multiple sources of data to revise the induction plan for the second year.*

In what ways do we align the Induction Phase Teacher formative assessment system with local policies and practices for Induction Phase Teacher performance evaluation?

How do we help Mentors understand how to contextualize their mentoring support and the selection of formative assessment tools?

How do Induction Phase Teachers use evidence of teaching practice to determine professional goals?

How are Induction Phase Teachers' contexts taken into account during the development of goals and plans?

How do Mentors utilize Induction Phase Teachers' goals and plans to inform their mentoring?

How do we support Mentors to understand a continuum of new teacher development and appropriate expectations for new teacher growth throughout a year?

How do we support Mentors to analyze and reflect on formative assessments as defined by Teacher Keys Effectiveness System (TKES)?



## Reflective Questions for Teacher Induction Team: Professional Learning

*High-quality professional learning includes ongoing support that builds, sustains, and refines educator effectiveness and positively impacts student growth and achievement. Professional learning will be guided by the Teacher Assessment on Performance Standards (TAPS) in the Teacher Keys Effectiveness System (TKES).*

How do we provide professional development to Induction Phase Teachers to deepen their pedagogical content knowledge?

How do we ensure there will be time in professional development devoted to meeting needs expressed by Induction Phase Teachers?

To what extent do we differentiate professional learning opportunities for Induction Phase Teachers?

What systems do we have, or can we create, to help Mentors and Induction Phase Teachers use TAPS as they reflect upon and assess teaching practice and student learning? What do we do to align mentoring with TAPS?

How do we ensure that Mentors and Induction Phase Teachers have access to and technical proficiency with technology?

In what ways do Mentors encourage Induction Phase Teachers to use technology in their instruction to support student learning?

How do we help Mentors differentiate their support and help Induction Phase Teachers develop their own instructional voice while maintaining fidelity to curriculum standards?

What additional structures, resources, and activities do we offer to help beginning teachers develop content and grade-level knowledge?

How do we protect time for Mentors to collaborate with Induction Phase Teachers to analyze student work and plan differentiated instruction?

What are our program's expectations for analyzing student work and using that information to guide instructional practice?

How do we prepare Mentors to help Induction Phase Teachers establish an environment conducive to the learning of all students?

How do Mentors help Induction Phase Teachers develop collaborative relationships with colleagues, resource personnel, families, and the broader educational community?

In what ways do Mentors help Induction Phase Teachers develop and maintain two-way partnerships with parents and guardians?

When are Induction Phase Teachers brought together for collaboration with their Induction Phase Teacher colleagues and to address issues of unique importance for Induction Phase Teachers?

How are these learning communities designed and facilitated?

To what extent do they support Induction Phase Teacher leadership?

How do Mentors link initial and ongoing professional development to one-on-one mentoring interactions?

In what ways do we assist Induction Phase Teachers in applying new learning to their classroom practice?

How is professional learning refined and sustained to support the Induction Phase Teacher's effectiveness in order to have a positive impact on student achievement?



## Reflective Questions for Teacher Induction Team: Program Evaluation

*Districts establish a systematic approach to evaluate the effectiveness of all aspects of Teacher Induction Programs.*

What is our comprehensive design for program evaluation?

What qualitative and quantitative evidence can be used to evaluate and document the quality and effectiveness of the program?

How can our system of ongoing program evaluation demonstrate desired results?

Who should be involved in evaluating and documenting the Mentoring Program?

What criteria and evidence do we need to evaluate and document the effectiveness of the participants?

What data collection systems do we need to tap into or put in place to efficiently and accurately collect relevant data?

Who is involved in evaluation/assessment and documentation of the effectiveness of participants and leaders?

What elements of the program benefit from ongoing adjustment and therefore require assessments of some kind?

What is our approach to summative assessment of the program?

How do we engage partners and participants systematically in the analysis and use of evaluation data for program improvement?

How do we inform the broader educational community regarding program evaluation and plans for program improvement?

How do we help decision makers understand the program's value and how the program contributes to other improvement efforts?

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***For questions or to request technical assistance please contact:***

Karen J. Wyler, Ph.D.  
Teacher Induction and IHE Evaluation System Specialist  
Division of Teacher and Leader Support and Development  
Office of Teaching and Learning  
Georgia Department of Education  
1770 Twin Towers East  
205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334  
Cell Phone: 678-458-3763  
Email: [kwyler@doe.k12.ga.us](mailto:kwyler@doe.k12.ga.us)  
GaDOE Website: <http://www.gadoe.org>

“Educating Georgia’s Future”



205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334  
[www.gadoe.org](http://www.gadoe.org)



@georgiadeptofed

Richard Woods, State School Superintendent  
*Educating Georgia’s Future*