

Supporting Induction Phase Teachers

Introduction

The school year is full of possibilities and excitement. Whether teaching online, face to face and/or blended, a time will come when the challenges new teachers face start to take a toll on their energy and enthusiasm. That's when the survival mode kicks in...it is difficult trying to manage all the assigned responsibilities with the time and resources available. When teachers begin to feel disillusioned about teaching, or question why they chose this profession, let them know their concerns are completely normal. How can leaders and mentors best support induction phase teachers to ensure they *thrive not just survive*?

[The GaDOE Teacher Induction Guidance](#) provides a comprehensive, coherent, sustainable teacher induction model for Georgia districts. The purpose of the Teacher Induction Guidance is to provide Georgia districts and schools guidance in the creation, implementation, and sustainability of a quality teacher and leader induction program. These programs support not only retention, but also the induction phase educator's growth, thereby increasing student learning and growth. Collectively, the domains of the Teacher Induction Guidance provide multiple layers and types of support for induction phase teachers and their mentors.

The Georgia Department of Education defines "*High-Quality Teacher Induction Programs*" as *comprehensive, coherent and sustainable*. Essential to this work, institutions of higher education and school districts can collaborate to provide high-quality and well-planned induction programs to support induction phase teachers, mentors, and their leaders. This partnership will ensure a strong learning continuum from pre-service to in-service and beyond.

[The New Teacher Center](#) states that when district and school leaders are creating and/or improving teacher induction programs with practices that support teacher retention, teacher development, and improved student learning the following key points should be reviewed and discussed:

- Clear roles and responsibilities for ALL
- Collaboration with all stakeholders
- Rigorous mentor selection based on qualities of an effective mentor
- Ongoing professional development and support for mentors
- Sanctioned time for mentor-teacher interactions
- Multi-year mentoring
- Intensive and specific guidance moving teaching practice forward
- Ongoing beginning teacher professional development
- Professional teaching standards and data-driven conversations

Teacher Induction Tentative Timeline

The following timeline is aligned to the GaDOE Teacher Induction Guidance.

Summer

- Teacher Induction Team convenes to set goal(s) for the school year
- Communicate the Roles and Responsibilities Domain to all Stakeholders
- Mentors assigned
- District Orientation for Induction Phase Teachers
- Show the GaDOE video Open Letter to Georgia's New Teachers
- Building-level orientation for Induction Phase Teachers
- Data collection from orientation
- Mentor and Induction Phase Teachers meet to develop induction Professional Learning Plan (PLP) and schedule weekly conversations

Fall

- Mentors meet with District Induction Contact or designee
- Professional learning identified for Mentors and Induction Phase Teachers
- Ongoing PL provided for Mentors and Induction Phase Teachers
- Data Collection from PL sessions
- Data Collection from Mentors and Induction Phase Teachers conversations
- Orientation for late hires

Winter

- Teacher Induction Team convenes to review goals and data collection from summer and fall (end of first semester)
- Teacher Induction Team sets goal(s) for second semester
- Mentors meet with District Induction Contact or designee
- Induction Phase Teachers meet with District Induction Contact or designee
- Induction Phase Teachers meet with building level leader or designee
- Ongoing PL provided for Mentors and Induction Phase Teachers
- Mentors meet with Induction Phase Teacher to review and adjust as needed the Induction PL Plan for second semester

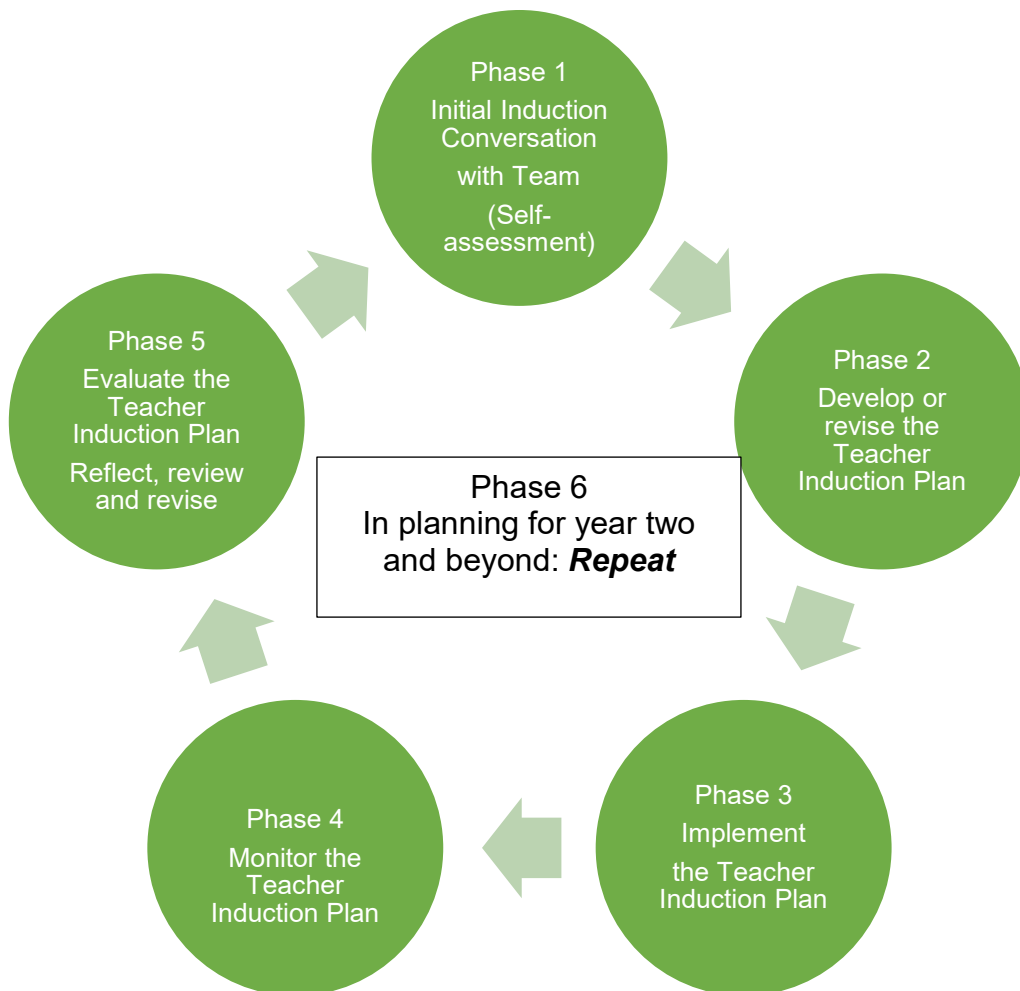
Spring

- Teacher Induction Team convenes to review goals and data collection from the school year, make adjustments to teacher induction program for the next school year and set goal(s).
- Teacher Induction Team plans for New Teacher Orientation for upcoming school year
- Mentor assignments
- Ongoing PL provided for Mentors and Induction Phase Teachers
- Mentors meet with Induction Phase Teacher(s) to review and adjust as needed the Induction PL Plan
- Mentors meet with District Induction Contact or designee
- Induction Phase Teachers meet with district induction contact or designee
- Induction Phase Teachers meet with building level leader or designee
- Celebrate the Journey

Process for Creating, Developing and Implementing an Effective Teacher Induction Program

GaDOE Overarching Goal for Georgia Districts and Schools: To provide guidance for a quality teacher induction program that supports the Induction Phase Teacher learning, retention, and student learning and growth.

Continuous Improvement Teacher Induction Program Process Cycle



Phase 1 - Initial Induction Conversation

- Step 1:** Review the Roles and Responsibility domain of the GaDOE Induction Guidance
Step 2: Discuss current induction practices, identifying strengths and next steps for each member of the Teacher Induction Team.

Phase 2 - Developing/Revising an Effective Teacher Induction Plan

Step 3: Develop and/or revise current plan to ensure an effective Teacher Induction Plan is created and aligned to the GaDOE Induction Guidance. How will your district respond to each of the domains and components in the GaDOE Teacher Induction Guidance? *Reflective questions for each domain are provided to assist with your conversations.

Step 4: Establish Smart Goals on Goal Setting Worksheet.
Where do we want to go? (1-2 goals are suggested)

- Specific and Strategic
- Measurable
- Attainable
- Results-based and Relevant
- Time-bound

Step 5: Identify actions and strategies for goals.

Step 6: Determine timeline and responsibilities.

Step 7: Determine artifacts and evidences for monitoring.

Phase 3 - Implementing the Plan – Teacher Implementation Resource Guide: GaDOE Teacher Guidance Crosswalk with New Teacher Center Induction Standards and Reflective Questions for all domains.

Phase 4 – Monitoring the Plan

Step 8: Implement and Monitor the Plan.

- How will we monitor implementation and impact?
- What data will we collect?
- What will we look for to determine quality?
- How will data be gathered?
- Who will gather the data?
- When will data be gathered?

Phase 5 – Evaluating the Induction Program

Step 9: Evaluate the effectiveness of induction program and develop goals for upcoming year.

Assessing the Teacher Induction Program

Step 10: Reflect, review and revise where needed.

Phase 6: In planning for year two and beyond: Repeat the continuous improvement cycle provided in this process.

GaDOE Overarching Teacher Induction Goal for Georgia Districts and Schools:

To provide guidance for a quality Teacher Induction Program that supports the Induction Phase Teacher learning, retention, and student learning and growth.

Goal Setting Worksheet

Overarching Goal: *To provide quality Induction Programs that support Induction Phase Teacher learning, retention, and student growth and learning.*

District:
School:

Date:
Date:

Contact:
Contact:

Induction Phase District Teacher Program	Induction Phase Building Teacher Program
1. Domain SMART Goal: Strategy:	1. Domain SMART Goal: Strategy:
Evidence: Checkpoints:	Evidence: Checkpoints:
Induction Phase District Teacher Program	Induction Phase Building Teacher Program
2. Domain SMART Goal: Strategy: Evidence: Checkpoints:	2. Domain SMART Goal: Strategy: Evidence: Checkpoints:

For questions and/or to request technical assistance please contact:

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