

Reflective Questions from New Teacher Center: On-going Performance Assessment

How do we ensure alignment of induction phase teacher formative assessment practices to applicable state requirements for certification?

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?

In what ways do we support mentors in analyzing the results of individual and multiple formative assessments to inform strategic mentoring discussions?

How do we utilize the trends represented in teacher formative assessment to guide induction phase teacher and mentor professional development and inform program improvement?

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 TKES?

How do we ensure observations are calibrated and consistent among mentors?

To what extent do our formative assessment protocols align with and integrate common core standards (CCGPS)?

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

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The Georgia Department of Education's Implementation and Evaluation Resource Guides are companion guides for the GaDOE Teacher and Leader Induction Guidance (<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Leader-Induction-Guidelines-.aspx>). Georgia's Teacher and Leader Induction Guidance provide districts with an effective induction program that focuses on recruiting, retaining and supporting induction phase teachers and leaders. Georgia's Implementation and Evaluation Resource Guides provide additional support in the development, implementation and evaluation of effective district induction programs and are also aligned to the New Teacher Center Induction Program Standards. The NTC has reviewed the GaDOE work and provided permission to post online.