

What is the Role of the Leader in Teacher Induction?

Support From the Start Induction Webinar Series

Dr. Kathy Reese, TLSD
Dr. Karen Wyler, TLSD



Webinar Norms

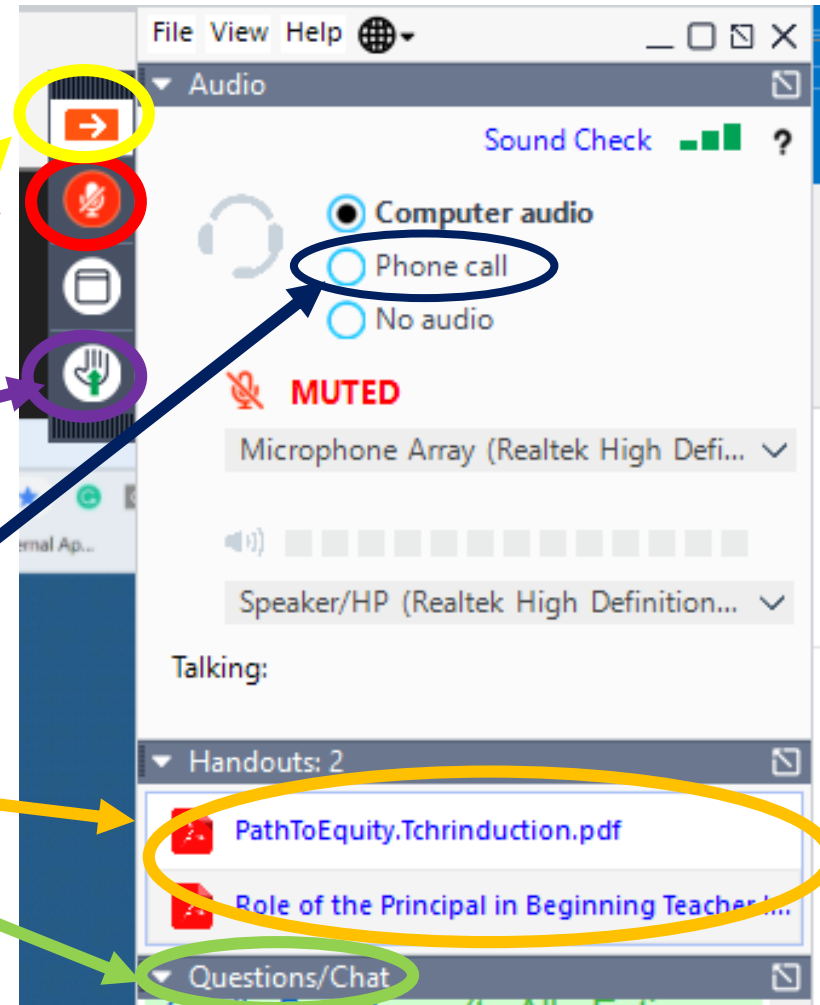


- Your line is muted to improve audio quality during the presentation.
- Please use the **chat box** to ask questions anytime.
- We will pause periodically throughout the presentation to respond to questions from the chat box.

In Preparation for today's Learning

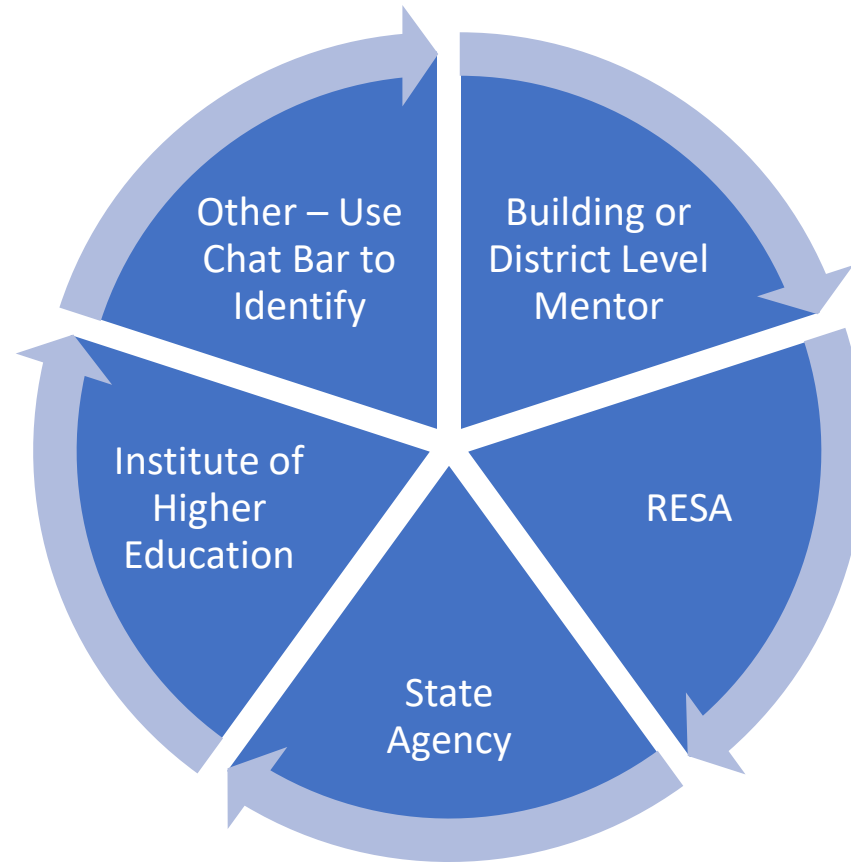
Where do I find?????

- **Unmute yourself**
- **Can't see the features box?**
- **Questions?**
 - **Raise your hand**
 - **Chat**
- **Handouts**
- **Problems with Audio?**



Who is joining us today?

- Let's do a Poll!



Georgia's Systems of Continuous Improvement Framework



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***.

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 IHEs support effective principal leadership for teacher induction programs.
- Hear from two Georgia practitioners on their current work in supporting leaders in this role.

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>

Research on the Role of the Principal in Mentoring and Induction

- Principal actions and effectiveness are a major factor in teacher retention and student achievement (Louis, Leithwood, Wahlstrom, & Anderson, 2010; Burkhauser, Gates, Hamilton, & Ikemoto, 2012).
- Principals play a major role in school culture and working conditions (Angelle, 2006; Johnson, 2006).
- Principals can take specific actions to ensure that the school culture and working conditions support and facilitate effective induction and mentoring systems (Brock & Grady, 2001; Carver, 2000; Darling-Hammond, Berry, & Fidler, 1999).

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)

Offices & Divisions

Programs & Initiatives

Data & Reporting

Learning & Curriculum

State Board & Policy

Finance & Operations

Contact

Calendar

Teaching and Learning

Curriculum & Instruction
Georgia Virtual Learning
Student Support Teams

Teacher and Leader Support and Development

Technology Services

Data Collections
Georgia's Statewide Longitudinal Data System
Infrastructure

External Affairs & Policy

AskDOE
Charter Schools
Communications
Excellence Recognition
Governmental Affairs
Policy
State Board of Education

School Improvement

School and District Effectiveness

Finance & Business Operations

Accounting Services
Budget Services
Facilities Services
Financial Review
Human Resources
Internal Support
Pupil Transportation
School Nutrition

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

Cynthia Saxon
Associate Superintendent
Phone: 404-803-3419
Email: csaxon@doe.k12.ga.us

Carly Covic Ambler
Federal Programs Senior Manager
Phone: 404-623-9599
Email: cambler@doe.k12.ga.us

Melinda Moe
Program Manager: Leader Support
Phone: 770-608-7069
Email: mmoe@doe.k12.ga.us

Keisla Tisdell
Program Manager: TLSD Data
Phone: 404-651-6076

GaDOE Teacher Induction Guidance

Roles and Responsibilities

High-quality induction support requires an investment from all stakeholders to ensure teacher and leader effectiveness and student success:

- Georgia Department of Education
- RESAs
- Higher education,
- District-level personnel
- ***Building administrators***
- Mentors
- and the induction phase teacher.

GaDOE Teacher Induction Guidance: R & R 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.).

GaDOE Teacher Induction Guidance: R & R 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.



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.



Why include teacher induction in the field experience?



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 your system's new teacher induction program. Evaluate the induction plan answering the questions:

1. How well does the plan increase instructional capacity;
2. How does it improve the new teacher's ability to teach; and,
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: La'Ronda Fleming

Dublin City Schools laronda.fleming@dcsirish.com

Handout

➤ 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](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines.aspx)



Just in Time Support Teacher Induction Webinar Series

- ***On-going Performance Assessment*** January 8, 2020
- ***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.

****Webinar 1 and 2 are archived at*** <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines-.aspx>

Contact information

Dr. Kathy Reese kreese@doe.k12.ga.us

Dr. Karen Wyler kwylar@doe.k12.ga.us

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

http://www.ciclt.net/sn/resa/recl_application_bs.aspx?CL_ID=105450&ClientCode=mgresa

\$50 Registration fee payable to MIDDLE GEORGIA RESA



**ATLANTA
PUBLIC
SCHOOLS**



**NEW
WEBSITE!**



TEACH YOUR CHILDREN WELL

<http://www.bit.ly/GaTAPPEssentials>



The Essentials of Effective Teaching

Designed to help new teachers know and understand:

1. What is standards-based education?
2. How do skillful teachers use a variety of evidence-based strategies to meet the demands of all learners?
3. How do teacher commentary and feedback enhance student learning?
4. What is the difference between managing a classroom and disciplining a classroom?
5. How can teachers encourage students to think deeply?
6. How can students and teachers use technology to develop knowledge and skills?
7. What is Academic Language?

Visit our site designed for **Induction** phase teachers

You will find:

- Best Practice Research
- Activating Strategies
- Summarizing Strategies
- 53 Ways to Check for Understanding
- Videos to Promote Curiosity
- Technology Tips and Sites
- Graphic Organizers
- Question Prompts
- Instructional Videos

Who Do I Contact?



Dr. Kathy Reese, GaDOE

Leader Induction

Teacher and Leader Support and Development

kreese@doe.k12.ga.us

Dr. Karen Wyler, GaDOE

Teacher Induction

Teacher and Leader Support and Development

kwyler@doe.k12.ga.us

YOU CALL, WE HAUL



MANY THANKS!

Survey

How helpful was today's webinar? Very....Somewhat....not at all

What are your next steps?

What do you need from the GaDOE to assist with your next steps?

Do you have topics to suggest for the leader induction webinar series (Fall 2020)?



www.gadoe.org

   @georgiadeptofed

 youtube.com/c/GeorgiaDepartmentofEducation



**EDUCATING
GEORGIA'S FUTURE**

