| Teacher Roles & Responsibilities | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| **Overview:** 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 must be strengthened by the roles and responsibilities of the Georgia Department of Education, higher education, RESAs, district level personnel, administrators, mentors, and the induction phase teacher. | **Georgia Department of Education**<br><br>**Components**<br>1. Work closely with districts and RESAs to provide differentiated technical assistance that supports the development, implementation and evaluation of effective induction programs.<br>2. Provide support for Georgia colleges and universities to create and maintain seamless induction support from pre-service to in-service.<br>3. Provide guidance for the recruitment and selection of mentors.<br>4. Identify and disseminate best district practices for induction.<br><br>**Higher Education**<br><br>Collaborate with school districts to design, support, and enhance the induction process. | | |

| Teacher Roles & Responsibilities | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | **RESA**<br><br>Collaborate with schools and districts to provide differentiated technical assistance to support the development, implementation and evaluation of effective induction programs.<br><br>**District Level Components**<br>1. Establish a culture that creates and supports an effective teacher induction program.<br>2. Create a vision, mission, and goals for the district's induction program.<br>3. Develop a comprehensive teacher induction program that outlines the components and processes to ensure teacher effectiveness.<br>4. Clearly communicate goals and expectations of an effective induction program.<br>5. Provide and support on-going professional learning that is aligned with the needs of induction phase teachers to ensure student success.<br>6. Evaluate the program effectiveness based on data collected.<br>7. Provide the resources needed to sustain an effective induction program.<br>8. Provide criteria for the recruitment and selection of mentors. | | |

| Teacher Roles & Responsibilities | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | **Building Administrators Components** <br>1. Establish a school culture built on collegiality that supports professional collaboration among induction phase teachers and veteran teachers, and that is inclusive of all staff. <br>2. Commit to the vision, mission, and goals of the district's induction program. <br>3. Ensure implementation of the district induction program. <br>4. Ensure implementation of the district induction program. <br>5. Ensure working conditions that allow time/support for the induction phase teacher's growth and development (e.g., limited preparations, extracurricular, etc.). <br>6. Create conditions that support the relationship between the mentor and the induction phase teacher (i.e. time, location, common planning). <br>7. Coordinate mentor recruitment, selection, and assignment based on district criteria. <br>8. Provide support for the induction phase teacher's professional growth and development. <br>9. Create and lead the induction Phase Teacher Support Team. | | |

| Teacher Roles & Responsibilities | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | **Mentor Components**<br>1. Provide instructional, professional, and personal support to induction phase teachers.<br>2. Provide professional, individual support to the Utilize effective communication and collaboration skills to support induction phase teachers.<br>3. Assist with coordination/facilitation of interventions and professional learning experiences to guide growth and development of induction phase teachers..<br>4. Serve on the Induction Phase Teacher Support Team.<br>5. Successfully complete the initial and ongoing mentor training programs.<br><br>**Induction Phase Teacher Components**<br>1. Accept the responsibility to be open and candid concerning needs for positive growth and development.<br>2. Participate in all facets of the induction program to ensure teacher effectiveness and to positively impact student growth and achievement.<br>3. Serve on the Induction Phase Teacher Support Team. | | |

| Teacher Leadership & Organizational Structures | Proficient Level | | Notes and Examples of Evidences |
|---|---|---|---|
| **Overview:** The success of the induction phase teacher requires a culture of support and organizational structures that promote growth. The district's and building level administrator's responsibilities for establishing a supportive environment are identified in the following guidance | **Guideline 1**<br>**District will provide a culture and climate that support induction phase teachers.**<br><br>**Component**<br>1. Create a vision, mission, and goals for the district's induction program that support administrators, mentors, and induction phase teachers.<br><br>**Guideline 2**<br>**District will provide the induction phase teachers with appropriate materials and resources.**<br><br>**Component**<br>1. Provide sufficient and regular time for mentoring interactions to occur.<br><br>**Guideline 3**<br>**Building administrators will provide a culture and climate that support induction phase teachers.**<br><br>**Components**<br>1. Consider the social and emotional needs of the induction phase teacher. | | |

2. Provide high expectations regarding ethical behavior and conduct as stated in the Georgia Code of Ethics for Educators.
3. Develop a plan for regular interaction and communication among induction phase teachers and school administration.

**Guideline 4**
**Building administrators will make instructional assignments in a manner that consider the needs of induction phase teachers and every learner.**

**Components**
1. Assign students with specific learning needs to induction phase teachers in a fair and appropriate manner.
2. Align teaching assignments with the strengths and prior experiences of induction phase teachers.
3. Consider the number of instructional preparations required for induction phase teachers.
4. Schedule planning time that allows for collaboration with other teachers.

**Guideline 5**
**Building administrators will assign additional duties and responsibilities in a manner that considers the induction phase teachers.**

**Component**
1. Limit the number of committees and extra duties to which induction phase teachers are assigned.

| | **Guideline 6**<br><br>**Building administrators will provide the induction phase teachers with appropriate materials and resources.**<br><br>**Components**<br>1. Ensure induction phase teachers have appropriate instructional supplies and resources.<br>2. Ensure that induction phase teachers are provided appropriate training on instructional resources.<br>3. Provide sufficient and regular time for mentoring interactions to occur. | | |
|---|---|---|---|

| Teacher Mentoring | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| **Overview:** 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. | **Guideline 1**<br>**The mentors will be recruited and selected based on established mentor guidance.**<br><br>**Components**<br>1. Georgia Department of Education (GaDOE) provides guidance for the recruitment and selection of mentors.<br>2. The district will establish mentor recruitment and selection criteria.<br>3. Mentors have the ability to provide support in a variety of areas such as discipline, management, instructional practices, content, self-reflection, and measuring student success.<br><br>**Guideline 2**<br>**An on-going mentor training program will be developed which is differentiated, flexible, and research based.**<br><br>**Components**<br>1. All stakeholders in the induction process will be informed of their roles and responsibilities.<br>2. The mentor training program design will be based on the understanding that needs and skills are developmental and differentiated for mentors.<br>3. The mentor's professional learning will be provided based on a needs assessment, collected data, or identified needed areas of growth.<br>4. The modality of delivery and scheduling of the mentor training will be flexible to meet the diverse needs of mentors. | | |

5. Mentors will complete the following professional learning as needed:
   i) Program overview and roles and responsibilities
   ii) Needs of beginning teachers
   iii) Teaching classroom management
   iv) Response to intervention (RTI) for staff
   v) Teaching adult learners
   vi) Teacher Assessment on Performance Standards (TAPS)
   vii) Methods of mentoring (peer observation, modeling, observing, co-teaching, conferencing, coaching)

**Guideline 3**
**Mentor expectations are provided that delineate the roles and responsibilities of mentors for a successful induction phase teacher.**

**Components**
1. Provide timely, constructive feedback at regular intervals.
2. Participate in ongoing professional learning.
3. Foster open and safe communication in a non evaluative role.
4. Provide sustained support – multiyear.
5. Provide or support the appropriate coaching.

**Guideline 4**
**A quality mentoring program addresses planning, scheduling, roles and responsibilities, training, and accountability in a district plan that is routinely reviewed and updated.**

**Components**
1. Provide a flexible calendar for training mentors.
2. Define roles and responsibilities of mentors and share with all stakeholders.
3. Implement and monitor a quality mentoring program.

**Guideline 5**
**Mentor accountability is addressed through multiple measures that will include self-assessments, student achievement, induction phase teacher feedback, and/or district level data.**

**Components**
1. Collect and analyze ongoing mentor self-reflection data to determine effectiveness of the mentor.
2. Collect and analyze induction phase teacher data including teacher feedback to help determine effectiveness of the mentor.

| Teacher Orientation | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| **Overview:** Orientation allows induction phase teachers to become familiar with local, district, and state initiatives and provides professional, social, and emotional support. | **Guideline 1**<br>**Orientation must be conducted in an appropriate time frame and must be provided to all induction phase teachers.**<br><br>**Components**<br>1. Conducted at the beginning of the school year or when the induction phase teacher is hired.<br><br>**Guideline 2**<br>**Information concerning district initiatives, curriculum, and administrative policies will be provided at the district level for all induction phase teachers.**<br><br>**Components**<br>1. Description of district mission, vision, values, and goals.<br>2. Introduction to the required curriculum.<br>3. Relevant district information such as student population, school locations, organizational chart, safe school policies, and procedures and grading guidance.<br>4. Identification of available ongoing supports and resources. (i.e., curriculum/program staff and resources)<br>5. Schedule of induction and professional learning activities. | | |

| Teacher Orientation | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | 6. Explanation of the purpose and structure of the Georgia Teacher Induction Program.<br>7. In-depth explanation of the purpose and structure of the teacher evaluation process.<br>8. Articulation of a plan to communicate consistently and directly with new teachers, including a plan to assess their needs on an ongoing basis.<br>9. Information regarding salary, benefits, pay days, sick days and other administrative policies, programs, and the Georgia Code of Ethics for Educators.<br>10. Description of district, and school organizational charts.<br><br>**Guideline 3**<br>**School level orientation will be provided for induction phase teachers.**<br><br>**Components**<br>1. Welcome by the administrative team and mentors.<br>2. School level expectations communicated.<br>3. Provide information on the school organizational chart.<br>4. Time provided for mentor/induction phase teacher collaboration.<br>5. Clear explanation of the purpose and structure of the Induction Phase Teacher Support Team.<br>6. Information about school initiatives and polices. | | |

| Teacher On-going Performance Assessment | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| **Overview:** On-going 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. | **Guideline 1**<br>**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).**<br><br>**Components**<br>1. The Induction Phase Teacher Support Team will be created at the direction of a school level administrator.<br>2. The Induction Phase Teacher Support Team will be formed at the beginning of the school year and as needed when new teachers are hired throughout the remainder of the school year.<br><br><br>**Guideline 2**<br>**Diagnostic assessments will be administered to determine the specific professional learning needs of the induction phase teacher.**<br><br>**Components**<br>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.<br>2. The data from the diagnostic assessment(s) will be used to guide the individual induction plan. | | |

| Teacher On-going Performance Assessment | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | 3.     Professional learning should be aligned to the Teachers Assessment on Performance Standards (TAPS). <br><br> **Guideline 3** <br> **An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.** <br><br> **Components** <br> 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, and any available assessment results. <br> 2.   The data and goals will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the induction phase teacher. <br> 3.   The plan will drive the professional learning of the new teacher. <br><br><br> **Guideline 4** <br> **Assessments will follow the process outlined in the TAPS handbook.** <br><br> **Components** <br> 1.   The induction phase teacher's progress is regularly assessed using multiple sources of data such as self assessment, observations, and documentation. | | |

| Teacher On-going Performance Assessment | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | **Guideline 5**<br>**The induction phase teacher, guided by the Induction Phase Teacher Support Team, will use assessment results to inform and adjust the professional growth plan.**<br><br>**Components**<br>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.<br>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. | | |

| Teacher Professional Learning | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| **Overview:** High-quality professional learning includes on-going support that builds, sustains, and refines educator effectiveness and positively impacts student growth and achievement and is based on the Teacher Assessment on Performance Standards. | **Guideline 1**<br>**Professional Learning will be guided by the standards of the Teacher Assessment on Performance Standards.**<br><br>**TAPS Domains and Performance Standards**<br>A. PLANNING<br>  1. The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.<br>  2. The teacher utilizes the state's and local school district's curricula, effective strategies, resources, and data to address the differentiated needs of all students.<br><br>B. INSTRUCTIONAL DELIVERY<br>  1. 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.<br>  2. The teacher challenges students by providing appropriate content and developing skills which address individual learning differences. | | |

| Teacher Professional Learning | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | C. ASSESSMENT OF AND FOR LEARNING<br>1. 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.<br>2. 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.<br><br>D. LEARNING ENVIRONMENT<br>1. The teacher provides a well-managed, safe, and orderly environment that is conducive to learning.<br>2. The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.<br><br>E. PROFESSIONALISM AND COMMUNICATION<br>1. The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.<br>2. The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | | |

| Teacher Professional Learning | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | **Guideline 2**<br>**Effective professional learning, for the induction phase teacher, is job-embedded, differentiated and occurs within a learning community.**<br><br>**Components**<br>1. Professional learning is differentiated based on the induction phase teacher's needs and experiences as identified by the Induction Phase Teacher Support Team.<br>2. Job-embedded professional learning will afford multiple opportunities for teachers to increase effectiveness in a range of contexts.<br>3. The induction phase teacher reflects and shares amongst stakeholders (i.e., leaders and mentors) contributing to a culture of collaboration.<br><br>**Guideline 3**<br>**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.**<br><br>**Components**<br>1. Student learning data will be collected and analyzed, and the results will be used to inform professional learning.<br>2. The induction phase teacher will use diagnostic results from the individual induction plan to guide professional learning. | | |

| Teacher Program Evaluation | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| **Overview:** Districts establish a systematic approach to evaluate the effectiveness of all aspects of teacher induction programs. | ***Please mark each number of the component that is included in district induction plan.***<br><br>**Guideline 1**<br>**Program evaluation should be designed to address elements incorporated within the district induction program.**<br><br>**Components**<br>1. The district induction program informs the program evaluation design.<br>2. The program evaluation design is developed concurrently with the design of the district induction program.<br>3. The program evaluation assesses all aspects of the induction program and the impact on student growth and achievement. | | |

| Teacher Program Evaluation | Proficient Level | Data Collection | Notes and Examples of Evidences |
|---|---|---|---|
| | **Guideline 2**<br>**Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.**<br><br>**Components**<br>1. Program evaluation includes the cycle of: data collection, analysis of the data, and action based on the analysis, and it occurs within a framework of continuous improvement.<br>2. Program evaluation captures evidence of fidelity of implementation.<br>3. Program evaluation captures evidence of expected impact of the induction program. Sources of evidence will include components of Teacher Keys Evaluation System.<br>4. Analysis of evidence should be included as part of the program evaluation. Evidence includes: participant reactions, participant growth, changes in practices and dispositions, and the impact of change as compared to the expected outcomes of the induction program.<br><br><br>**Guideline 3**<br>**The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement.** | | |