

The **GaDOE Teacher Induction Guidance** provides a comprehensive, coherent, sustainable teacher induction model for Georgia districts that requires an investment from all stakeholders to ensure leader effectiveness. Collectively, the domains of the Teacher Induction Guidance provide multiple layers and types of support.

The purpose of the GaDOE Teacher Induction Guidance is to provide Georgia districts and schools guidance in the creation, implementation, and sustainability of a quality induction program. A program that supports not only retention, but also the induction phase teacher's growth, thereby increasing student learning.

Guidance Development

The Teacher Induction Guidance document was developed as a component of Georgia's Race to the Top initiative in 2011–12 by a 50-member P-20 task force. 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. The document was refreshed in 2017 based on the task force's recommendations.

Structure of Guidance Documents

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.

Teacher Definition of Terms

Teacher Induction Program

The GaDOE defines a high-quality teacher induction program as a comprehensive, coherent, sustainable program that supports not only retention, but also the induction phase teacher's and their mentor's growth, thereby increasing student learning.

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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).

Georgia's *Teacher Induction Model for Districts* FACT SHEET

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).