



Support From the Start Teacher Induction

Program Evaluation

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Session Objectives

Participants will:

- **Unpack the Program Evaluation domain in the GaDOE Teacher Induction Guidance**
- **Explore resources to help districts, schools and IHEs support effective teacher induction programs**

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*.

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
- Induction phase teachers

Program evaluation should be designed to address elements incorporated within the district induction program.

Components

The district induction program informs the program evaluation design.

The program evaluation design is developed concurrently with the design of the district induction program.

The program evaluation assesses all aspects of the induction program and the impact on student learning and growth.

Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.

- **Components**

- 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.
- Program evaluation captures evidence of fidelity of implementation.
- Program evaluation captures evidence of expected impact of the induction program. Sources of evidence will include components of Teacher Keys Effectiveness System.
- Analysis of evidence should be included as part of the program evaluation. Evidence includes: participant reflections, participant growth, changes in practices and dispositions, and the impact of change as compared to the expected outcomes of the induction program.

How does your induction team share their evaluation findings?

- **The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision making, and continuous improvement.**

Research suggests that one effective teacher can accelerate students' learning more than one grade level, while an ineffective teacher can cause students to fall irreparably behind *(Rand Corporation)*. – *GaDOE Teacher Induction Guidance*

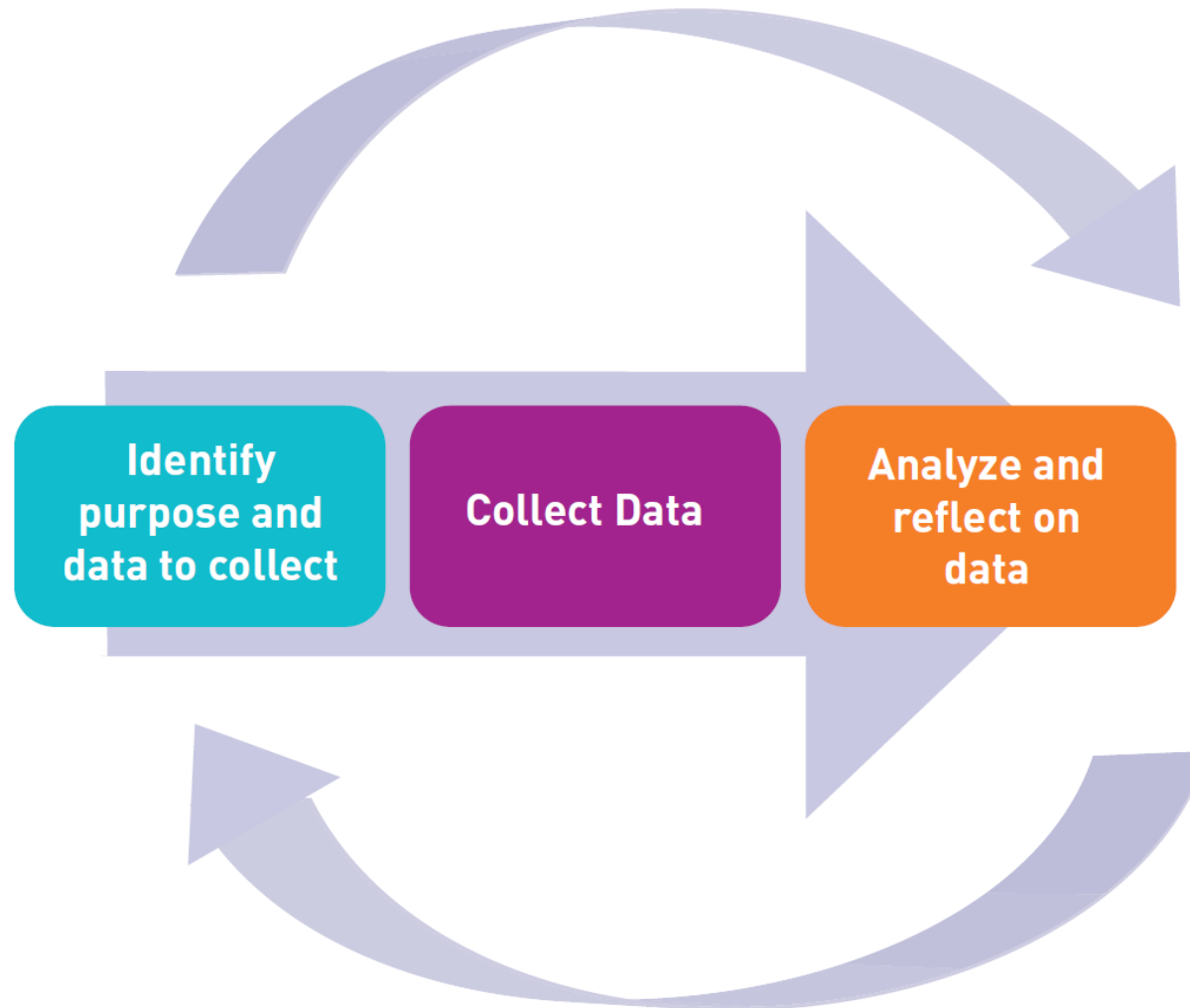


How do we define success and measure impact to continuously improve?

Measuring impact is essential to:

- Improve quality and effectiveness to ensure students have equitable access to effective teachers.
- Tell the story to illustrate the program's value to decision-makers.
- Make evidence-based decisions.

Components of an Impact Plan



*When districts, schools and their partners organize to **accelerate new teacher development**, they break the cycle of inequity and provide children who are most in need of a quality education with teachers capable of helping them.*

Ellen Moir, New Teacher Center 2009

Current Practices - What are we *already* doing?

- Diagnostic assessments will be administered to determine the specific professional learning needs of the induction phase teacher.
- An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.
- Assessments will follow the process outlined in the TKES Evaluator Handbook.

What we know...

Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about programs, particularly about their effectiveness and efficiency.

GEORGIA's P-20 Collaboratives

Vision: *Communities united to empower educators to maximize student success.*

Mission Statement: *Utilizing shared resources to provide ongoing and reciprocal learning opportunities for all stakeholders, guided by need.*

www.gapsc.com/P20.aspx



Induction Professional Learning Series

- 7 series professional learning highlighting Georgia's Tiered System of Supports and High-Leverage Practices (HLPs).
- This series will provide opportunities for induction phase teachers to learn and practice strategies for implementing HLPs within Georgia's Tiered System of Supports.
- Content is aligned with Georgia's Teacher Assessment on Performance Standards (TAPS).
- Materials are all free and can be personalized to meet district needs.
- <https://cedar.education.ufl.edu/georgia-hlp-pls/>



Just in Time Support Teacher Induction Webinar Series

- ***Program Evaluation*** April 15, 2020 – cancelled due to COVID-19 PPT and documents are posted with previous webinars.

Each webinar includes unpacking of the appropriate domain in the GaDOE Teacher Induction Guidance and Georgia practitioners sharing their induction practices.

****Webinar 1, 2 and 3 are archived at <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines-.aspx>***

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**NEW
WEBSITE!**



TEACH YOUR CHILDREN WELL

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



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

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?

You will find:

- Best Practice Research
- Activating Strategies
- Summarizing Strategies
- 53 Ways to Check for Understanding
- Videos



Participants' Next Steps for Consideration

- After review of the *program evaluation reflective questions*, select 3-5 that could jump start or continue a conversation in your educational setting in regards to today's topic. Connecting the dots to what you are already doing will enhance your current practice.

Who Do I Contact?



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