



Georgia Statewide Induction Model (SWIM):
Professional Learning Resources to Support Georgia Educators: Pre-service to In-service

In early 2015, a diverse group of Georgia educators led by Dr. Cindi Chance, Augusta University, convened to begin work on a pre-service to in-service induction continuum and the identification of professional learning resources [SWIM Document Chart](#) that were currently available in Georgia. This group reconvened at Summer GAEL (Georgia Association of Educational Leaders) 2015 to identify next steps. The overarching goal of this work is *to provide quality professional learning that support pre-service candidate, induction phase teacher and principal learning, retention, and student growth and achievement*. Additionally, this work complements the [Georgia Department of Education Teacher Induction Guidance](#).

During the fall of 2015, identified resources were submitted to Augusta University College of Education by college and universities, P-12 and the GADOE. AU was the recipient of an AACTE grant that funded the work of compiling and securing permission for online posting of the resources. The Georgia Network for Transforming Educator Preparation (GaNTEP) provided funding (Winter 2015 and Spring 2016) for Tenzca Designs to assist in the planning and facilitation of a task force. The purpose of this team was to vet the resources to ensure they were quality, accessible, user friendly and significant to the overall development of a teacher. Resources that met the criteria will be accessible to all educators at no-cost on the [GaDOE Induction webpage](#) . Additionally, the review of the [GADOE Teacher Induction Guidance](#) was included in the task force work. On March 4, 2016, the task force participated in a GoToMeeting to discuss rubrics and pre-work assignments in preparation for the March 18, 2016, work session at Middle GA State University, Macon, Georgia. Cathy Tenzca of Tenzca Designs and Dr. Karen Wyler, GaDOE Induction and IHEs Evaluation System Specialist facilitated this work.



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Special thanks to, and recognition for support and 2014-2015 preparation work:

1. Learning outcomes based on review of:

Source of Outcomes	Committee Chair/Member
edTPA Pilot Sites	Sallie Miller, Columbus State University Tom Koballa, Georgia Southern University
Teacher Keys Effectiveness System	Karen Wyler, GA Department of Education Wayne Lord, Georgia Regents University Norma Harper, Shorter University
GaDOE Teacher Induction Guidance	Gordon Eisenman, Georgia Regents University Niki Christodoulou, Georgia Regents University Tasha Perkins, Shorter University
Intern KEYS	Tracy Elder, University of Georgia Beth Pendergraft, Georgia Regents University Leigh Funk, Kennesaw University
Teacher Assessment on Performance Standards (TAPS)	Arlinda Eaton, Kennesaw State University Deirdre Greer, Columbus State University Tom Koballa, Georgia Southern University

2. **The New Teacher Center, Santa Cruz, CA** for support and consultation. The New Teacher Center's *Continuum of Teaching Practice Core Capabilities* served as a guiding model for the development of this continuum.



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3. Contributions

Topic	Institution
Resilience	Middle Georgia State University Fort Valley State University Georgia State University Georgia Regents University Reinhardt University
<u>Instructional Planning</u>	Shorter University Berry College Georgia Gwinnett College Georgia Department of Education
<u>Instructional Strategies;</u> <u>Differentiation</u>	Armstrong Atlantic State University Kennesaw State University Georgia Department of Education
<u>Assessment Strategies;</u> <u>Assessment Uses</u>	Gordon State College University of Georgia Young Harris College Georgia Department of Education
<u>Positive Learning Environment;</u> <u>Academically Challenging</u> <u>Environment</u>	Columbus State University Georgia College and State University Georgia Department of Education
<u>Professionalism and</u> <u>Communication</u>	Georgia Department of Education

*Instructional Planning, Instructional Strategies, Differentiation, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism and Communication are hyperlinked to provide a quick guide to each of these Teacher Assessment on Performance Standards (TAPS).



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4. **SWIM Task Force (2016):** Carly Ambler-GaDOE, Michelle Ruble-Douglas, Sallie Barrett-GaPSC, Heather Bilton- Savannah Chatham, Mack Bullard- Griffin Spalding, Glenda Copeland- American Institutes for Research, Melissa Driver-Kennesaw University, Dawn Hudson-Cobb, Don Livingston-LaGrange College, Vicki Luther-Middle Georgia State University, Felicia Mayfield-Clark Atlanta University, Barbara McKinney-Georgia Gwinnett College, Whit Meyers-First District RESA, Nancy Marsh-Reinhardt University, Laveda Pullens-University System of Georgia, Diane Ray-Professional Association of Georgia Educators, Lynn Seay-Forsyth County, Cathy Tenzca-Tenza Designs, Pam Williams-Appling, Judi Wilson-Augusta University, and Karen Wyler, GaDOE.

Resilience Resources	Target Audience	Link	Annotation
Mentor Modules: Culture and Language	Pre-service In-service 1-3	http://mentormodules.com/lesson/culture-and-language/	Mentor Module: Culture and Language is a free online multimedia workshop providing guidance and resources that will challenge teachers to examine their own cultural beliefs and understand how culture impact teaching and learning.
Build Your PLN	Pre-service In-service 1-3	http://teacherchallenge.edublogs.org/creating-a-pln/	The Teacher Challenges website offers step-by-step instruction to assist teachers in the use technology to build a personal learning network of online learning collaboration. The go-at-your-own pace model provides an overview of several digital tools. Having a PLN is about making connections and building personal relationships with teachers, school administrators, university professors, and experts around the world.



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Professional Learning Resources for Teacher and Leader Effectiveness	Pre-service In-service 1-3	http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Learning-Resources-for-Teacher-and-Leader-Effectiveness.aspx	The Teacher and Leader Effectiveness (TLE) Division aims to provide professional learning to support teachers and leaders in the successful implementation of the Teacher Keys and Leader Keys Effectiveness Systems (TKES and LKES). The professional development provided is aligned with the components of TKES and LKES, and fosters continuous learning in teaching and student learning. A variety of the professional learning resources have been developed to guide understanding of critical information that assists in mastering the implementation of TKES. These resources are available for teachers and evaluators and can be found by clicking the links below.
Teacher Keys Effectiveness System	Pre-service In-service 1-3	http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx	The Teacher Keys Effectiveness System webpage houses information and resources that support the teacher evaluation tool. The new Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.



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Instructional Planning; Assessment Uses and Assessment Strategies Resources	Target Audience	Link	Annotation
Differentiating instructional methods and assessments	Induction 1-3	http://iris.peabody.vanderbilt.edu/module/di/	<p><i>This module discusses the importance of differentiating three aspects of Induction, Content, Process (instructional methods) and product (assessments). It explores the student traits-readiness level interest and learning profile-that influences learning.</i></p> <p><i>This highly engaging module includes videos, self-assessment and reflective practice.</i></p>
Progress monitoring	Induction 1-3	http://iris.peabody.vanderbilt.edu/module/gpm/	<p>This module discusses how progress monitoring can affect the academic outcomes of students. It also demonstrates how to implement curriculum – based measurement within a classroom of students.</p> <p>This highly engaging module includes videos which identifies best practices and a hands-on practice of data review.</p>



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Creating Authentic Assessments	In-service 2 and 3	http://jfmuller.faculty.noctrl.edu/toolbox/examples/authentictaskexamples.htm	This resource link takes you to examples of authentic tasks and rubrics specific to your grade level and content. Additionally, the website provides help to create rubrics for assessing authentic tasks and portfolio assessments.
Behavior and Classroom Management Modules	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	http://iris.peabody.vanderbilt.edu/iris-resource-locator/	The IRIS Center is a comprehensive resource. Users should note the various topics and filters to take them directly to the behavior and classroom management modules which best fit their needs.



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<p>Instructional Planning; Assessment Uses and Assessment Strategies modules</p>	<p>Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3</p>	<p>These three modules are currently located in the TLE Electronic Platform. The GaDOE has granted permission for this work to be included in the SWIM resources.</p>	<p>Each module is designed to provide teachers with a deeper understanding of the performance Standard (Instructional Planning; Assessment Uses; Assessment Strategies.) Teachers will be able to identify elements that contribute to professional and ethical behaviors in today’s world. The course takes approximately 1 hour to complete and was designed for teachers. However, administrators and other educators will find the module beneficial in understanding the various components of this standard. The course can be utilized by an individual as a self-paced professional learning opportunity or by a group in a Professional Learning Community (PLC) environment. Along with the on-line module, the course also includes a PowerPoint and participant’s guide to support the learning process.</p>
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Instructional Strategies and Differentiation Resources	Target Audience	Link	Annotation
Instructional Strategies	Pre-service and up	http://iris.peabody.vanderbilt.edu/modules/srs/ https://docs.google.com/document/d/1PUoXLo1TRoCVz29vXl26xKVRDExSnhBpHpq31h7f6wk/mobilebasic?pli=1	<p>This resource uses a module format suitable for self-paced instruction. Engaging for the learner, comprehensive, appealing, self-directed format with excellent graphic models.</p> <p>This flexible grouping matrix link provides the learner with best practices when sharing classroom responsibilities.</p>
Differentiation	Pre-service and up	http://iris.peabody.vanderbilt.edu/modules/di/ http://iris.peabody.vanderbilt.edu/modules/acc/	<p>In this instance this resource will assist for the exceptional education course work. It also uses a module format suitable for self-paced instruction. Engaging, comprehensive, with graphic models.</p>



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<p>Instructional Strategies and Differentiation modules</p>	<p>Pre-service and up</p>	<p>These two modules are currently located in the TLE Electronic Platform. The GaDOE has granted permission for this work to be included in the SWIM resources.</p>	<p>Each module is designed to provide teachers with a deeper understanding of the performance Standard (Instructional Strategies; Differentiation.) Teachers will be able to identify elements that contribute to professional and ethical behaviors in today’s world. The course takes approximately 1 hour to complete and was designed for teachers. However, administrators and other educators will find the module beneficial in understanding the various components of this standard. The course can be utilized by an individual as a self-paced professional learning opportunity or by a group in a Professional Learning Community (PLC) environment. Along with the on-line module, the course also includes a PowerPoint and participant’s guide to support the learning process.</p>
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Positive Learning Environment; Academically Challenging Environment Resources	Target Audience	Link	Annotation
Characteristics of a Rigorous Classroom	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	<u>The Characteristics of a Rigorous Classroom, Blackburn & Williamson</u>	This is a colorful poster used to engage learners in the critical thinking process.
Characteristics of a Rigorous Classroom	In-service 3	<u>http://static.pdesas.org/content/documents/M4-Slide 11 Characteristics of a Rigorous Classroom.pdf</u>	This resource is helpful for school administrators and/or mentors to use with in-service 3 teachers when developing a shared understanding among all stakeholders. <i>*Note: Mac users should open resource using Chrome browser.</i>



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So You Want to Be a Critical Thinker?	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	<u>So You Want to Be a Critical Thinker</u>	This is a colorful poster that provides a visual representation of developing 21 st Century Learners.
Classroom Strategies for Maximizing Your Teaching	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	<u>https://vimeo.com/tcrwp</u>	These free videos provide amazing examples of research-based strategies for increasing the rigor of effective reading and writing instruction.



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<p>Positive Learning Environment and Academically Challenging Environment modules</p>	<p>Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3</p>	<p>These two modules are currently located in the TLE Electronic Platform. The GaDOE has granted permission for this work to be included in the SWIM resources.</p>	<p>Each module is designed to provide teachers with a deeper understanding of the performance Standard (Positive Learning Environment; Academically Challenging). Teachers will be able to identify elements that contribute to professional and ethical behaviors in today’s world. The course takes approximately 1 hour to complete and was designed for teachers. However, administrators and other educators will find the module beneficial in understanding the various components of this standard. The course can be utilized by an individual as a self-paced professional learning opportunity or by a group in a Professional Learning Community (PLC) environment. Along with the on-line module, the course also includes a PowerPoint and participant’s guide to support the learning process.</p>
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Floor Planner	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	<u>Floor Planner</u>	This KAPLAN site provides a terrific opportunity to create a virtual floor plan of a classroom before physically putting into place. The site does require creation of a free account, but it is a simple process.
"About" Positive Discipline	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	<u>"About" Positive Discipline</u>	This site promotes the theory of Positive Discipline. While some products do have fees/cost, there are many free resources to support classroom management at all levels.



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<p>Routines and Procedures</p>	<p>Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3</p>	<p><u>Routines and Procedures (Scholastic)</u></p>	<p>This article provides an introductory overview of the critical need for routines and procedures within the classroom environment. A brief section is provided on action steps.</p>
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PBIS	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	www.pbis.org	Positive Behavior Interventions and Support, PBIS, promotes a positive school climate and achievement for all.
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Professionalism Resources	Target Audience	Link	Annotation
Professionalism module	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	This module is currently located in the TLE Electronic Platform. The GaDOE has granted permission for this work to be included in the SWIM resources.	This module is designed to provide teachers with a deeper understanding of Performance Standard 9: Professionalism. Teachers will be able to identify elements that contribute to professional and ethical behaviors in today’s world. The course takes approximately 1 hour to complete and was designed for teachers. However, administrators and other educators will find the module beneficial in understanding the various components of this standard. The course can be utilized by an individual as a self-paced professional learning opportunity or by a group in a Professional Learning Community (PLC) environment. Along with the on-line module, the course also includes a PowerPoint and participant’s guide to support the learning process.



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Communication Resource	Target Audience	Link	Annotation
Communication module	Early Field Experience, Student Teaching, In-service 1, In-service 2, In-service 3	This module is currently located in the TLE Electronic Platform. The GaDOE has granted permission for this work to be included in the SWIM resources.	This module is designed to provide teachers with a deeper understanding of Performance Standard 10: Communication. Teachers will be able to identify elements that contribute to professional and ethical behaviors in today’s world. The course takes approximately 1 hour to complete and was designed for teachers. However, administrators and other educators will find the module beneficial in understanding the various components of this standard. The course can be utilized by an individual as a self-paced professional learning opportunity or by a group in a Professional Learning Community (PLC) environment. Along with the on-line module, the course also includes a PowerPoint and participant’s guide to support the learning process.



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Additional Resources

Building Level Administrators

Learn the basics of leading a school. This workshop includes four focal topics: **Instructional Leadership, Human Resources, School Leadership and Improvement** and **School Operations**. This MentorModules workshop will take approximately 10 hours to complete, additionally there are articles to support the four topics.

Leader Mentors

Everyone needs a mentor when they're beginning a challenging and complex job—school leaders are no different. These lessons were developed by the Georgia Department of Education to prepare mentors for new school leaders. They have been adapted for the MentorModules website. This MentorModules workshop will take approximately 3-5 hours to complete, additionally there are articles to support the five lessons: **Establishing Mentor Relationships, Introducing the GROWS Model, Coaching and Active Listening, GROWS – Goals, Reality, Options, and GROWS – Way Forward, Summary.**

Teacher Mentors

This **MentorModules** workshop will take approximately 10-15 hours to complete, additionally there are articles to support the three modules: **Building Trust, Responding to Diverse Learners, and Enhancing Mentor Knowledge**. The modules were designed to emphasize the importance of learning among ALL students. Therefore, in addition to demonstrating how to build the mentor relationship, the modules cover topics such as how to help new teachers engage English Learners and create lessons that are culturally responsive. The case studies show how mentors can help teachers get beyond stereotypes and surface-level observations and really look closely at children's learning in data-driven ways.



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Coaching Training Videos is a nine (9) part series presented by Georgia DOE Professional Learning Specialist. All nine parts together take less than two hours. It is advantageous to use Parts 1-3 together, Parts 4-5 together, Parts 6-7 together and Parts 8-9 together. Several parts have handouts that can be downloaded to use as you view the training. Each part in the Coaching training succinctly covers the topic for immediate and practical use in your daily challenges in the school or classroom settings, meetings, and even your life.