

## Partnerships and Collaboration Support Induction and IHEs Together Roundtable VII/GADA

**Roundtable Ground Rules:** One person speaks at a time; no sidebar discussions; avoid evaluation or judgment of others; be specific to topic; keep discussion focused and disagree openly and appropriately with colleagues.

**Overarching goal** is creating shared responsibility for teacher development among IHEs, states, and school districts.

- ❖ What are potential actions that IHEs can take to create and implement a vision of an aligned teacher development system? What are some suggested actions that can move alignment and partnership forward?

**The Current State of Teacher Development:** The developmental pathway (pre-service; new teacher induction and career-long professional development into teaching and through the teaching career is characterized by a *largely fragmented and incoherent system of training and support*.

The New Teacher Center has identified the following as key elements of high-quality induction:

1. A multi-year program;
2. Rigorous mentor selection;
3. On-going professional development and support for mentors;
4. Sanctioned time for mentor-new teacher interaction;
5. On-going beginning teacher professional development;
6. Participation in a network of beginning teachers;
7. Intensive and specific guidance moving teaching practice forward;
8. Professional teaching standards and data-driven conversations;
9. Clear roles and responsibilities for all stakeholders;
10. Collaboration with all stakeholders.

The purpose of the **GaDOE Teacher Induction Guidance** is to provide Georgia districts and schools guidance for 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. High-quality induction programs are comprehensive – many people in many different roles are involved; coherent - there are logical connections with the various components; and sustained – it grows over time.

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. Each domain includes an overview and suggested components that allow for district flexibility. Collectively, the GaDOE Induction Guidance domains provide a model for Georgia districts.

[https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/GaDOE\\_Teacher%20Induction%20Guidance%20031813.pdf](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/GaDOE_Teacher%20Induction%20Guidance%20031813.pdf)

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## **Roles and Responsibilities Overview**

The induction guidance domains collectively provide for an effective induction program (comprehensive, coherent and sustained) and require an investment from all stakeholders to ensure teacher effectiveness and student success. The development of the induction phase teacher is strengthened by the roles and responsibilities of the Georgia Department of Education, RESAs, higher education, district-level personnel, administrators, mentors, and the induction phase teacher.

### **Georgia Department of Education**

#### **Components**

1. Work closely with districts and RESAs to provide differentiated technical assistance that supports the development, implementation and evaluation of effective induction programs.
2. Provide support for Georgia colleges and universities to create and maintain seamless induction support from pre-service to in-service.
3. Provide guidance for the recruitment and selection of mentors.
4. Identify and disseminate best district practices for induction.

### **Higher Education**

Collaborate with school districts to design, support, and enhance the induction process.

### **RESA**

Collaborate with schools and districts to provide differentiated technical assistance to support the development, implementation and evaluation of effective induction programs.

### **District Level**

#### **Components**

1. Establish a culture that creates and supports an effective teacher induction program.
2. Create a vision, mission, and goals for the district's induction program.
3. Develop a comprehensive teacher induction program that outlines the components and processes to ensure teacher effectiveness.
4. Clearly communicate goals and expectations of an effective induction program.
5. Provide and support ongoing professional learning that is aligned with the needs of induction phase teachers to ensure student success.
6. Evaluate the program effectiveness based on data collected.
7. Provide the resources needed to sustain an effective induction program.
8. Provide criteria for the recruitment and selection of mentors.

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## **Building Administrators**

### **Components**

1. Establish a school culture built on collegiality that supports professional collaboration among induction phase teachers and veteran teachers, which is inclusive of all staff.
2. Commit to the vision, mission, and goals of the district's induction program.
3. Ensure implementation of the district induction program.
4. Ensure working conditions that allow time/support for the induction phase teacher's growth and development (e.g., limited preparations, extracurricular duties, etc.).
5. Create conditions that support the relationship between the mentor and the induction phase teacher (i.e., time, location, common planning).
6. Coordinate mentor recruitment, selection, and assignment based on district criteria.
7. Communicate on a consistent basis with the induction phase teacher to promote success.
8. Provide support for the induction phase teacher's professional growth and development.
9. Create and lead the Induction Phase Teacher Support Team.

## **Mentors**

### **Components**

1. Provide instructional, professional, and personal support to induction phase teachers.
2. Utilize effective communication and collaboration skills to support induction phase teachers.
3. Assist with coordination/facilitation of interventions and professional learning experiences to guide growth and development of induction phase teachers.
4. Serve on the Induction Phase Teacher Support Team.

## **Induction Phase Teacher**

### **Components**

1. Accept the responsibility to be open and candid concerning needs for positive growth and development.
2. Participate in all facets of the induction program to ensure teacher effectiveness and to positively impact student growth and achievement.
3. Serve on the Induction Phase Teacher Support Team.

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