Introduction

Effective Teacher Induction programs have an impact on teacher effectiveness, teacher retention and teacher leadership, all of which will have an impact on student learning and growth. The New Teacher Center shares, once a district has implemented a high-quality induction program, the system propels induction phase teachers to get better faster with the aid of mentors and building and district leaders (New Teacher Center, 2014). The Georgia Department of Education Teacher Induction Guidance provides a comprehensive, coherent, sustainable induction model for Georgia districts. Collectively, the domains of the Teacher Induction Guidance provide multiple layers and types of support. Additionally, it is essential for institutions of higher education and school districts to work together to provide high-quality and well-planned induction programs to support induction phased teachers, mentors, and leaders. This support mirrors the Alliance for Excellent Education (2014) recommendation for a comprehensive induction program comprised of multiple types of support, including high-quality mentoring, common planning times, and ongoing support from all stakeholders.

Rationale

Teachers are the most important school-related factor in determining student success. Research suggests that one effective teacher can accelerate student learning over more than one grade level, while an ineffective teacher can cause students to fall irreparably behind (Rand Corporation). Strong induction processes should ensure effective teachers stay in the classroom and that ineffective teachers are supported to either become effective teachers or to be counseled out of the classroom. The New Teacher Center, 2014 states when educators engage in meaningful induction programs, their practice becomes more thoughtful, strategic, and effective. Additionally, the faster a teacher is brought up to speed in the classroom, the better the student results. The American Association of State Colleges and Universities (2006) concurs and states quality teacher induction programs can help teachers realize their full potential, keep them in the profession, and promote greater student learning and save money.

The National Commission on Teaching and America's Future acknowledges our failure to recruit, retain, and support our newest teachers, in its 2007 report The High Cost of Teacher Turnover (p. 1).

> Until we recognize that we have a retention problem we will continue to engage in a costly annual recruitment and hiring cycle, pouring more and more teachers into our nation's classrooms only to lose them at a faster and faster rate. This will continue to drain our public tax dollars, it will undermine teaching quality, and it will most certainly hinder our ability to close student achievement gaps.

Over the past five years, Georgia's newly hired teachers left the workforce after their first year of teaching at an average rate of 13%. After five years of teaching, 44% of teachers newly hired in 2010 were no long teaching in 2015 (Georgia Professional Standards Commission (GaPSC) 2015). The GaPSC reports as of 2016, 70.3% of Georgia teachers have been in their current schools for fewer than nine years, compared to 68.6% nationally. Presumably, effective teacher induction support should address those conditions that cause teachers to leave—those things range from poor leadership, lack of collegial support, feelings of isolation, dissatisfaction with growth potential, and school safety. Most beginning teachers receive insufficient on-the-job support during their initial years in the profession.

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.

When districts and schools 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 (Moir, p. 91, 2009).

Structure of Guidance

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.

Guidance Development

The teacher induction guidance was developed as a component of Georgia's Race to the Top initiative in 2011–12. A cross-disciplinary team—including teachers, instructional coaches, early career and experienced leaders, university faculty, education organization staff, and state agency leaders—was convened multiple times over a period of several months. The team worked collaboratively to review research on effective teacher induction programs and information gathered from new teachers in Georgia, and then, incorporated this research into draft guidance that was intended to be flexible and accommodating for the wide range of districts and district needs in Georgia. 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.

Definition of Terms

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).

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).

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Roles and Responsibilities

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 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.

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.

Leadership and Organizational Structures

Overview
The success of the induction phase teacher requires a culture of support and organizational structures that promote growth. The district and building level administrator's responsibilities for establishing a supportive environment are identified in the following guidance.

Guideline 1
District will provide a culture and climate that support induction phase teachers.

> **Component**
> 1. Create a vision, mission, and goals for the district's induction program that support administrators, mentors, and induction phase teachers.

Guideline 2
District will provide the induction phase teachers with appropriate materials and resources.

> **Component**
> 1. Provide sufficient and regular time for mentoring interactions to occur.

Guideline 3
Building administrators will provide a culture and climate that support induction phase teachers.

> **Components**
> 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.
> 4. Provide an expectation of shared responsibility for student learning and behavior.
> 5. Encourage responsible risk-taking and recognize the contributions of induction phase teachers.
> 6. Provide opportunities for induction phase teachers to contribute in school-level decision making.

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.
5. Provide induction phase teachers opportunities for planning, interaction and networking with like-colleagues in other schools and districts.
6. Provide expectations and structures to ensure effective collaboration for induction phase teachers.
7. Provide additional planning time for induction phase 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
Building administrators will provide the induction phase teachers with appropriate materials and resources.

Components
1. Ensure induction phase teachers have appropriate instructional supplies and resources.
2. Ensure that induction phase teachers are provided appropriate training on instructional resources.
3. Provide sufficient and regular time for mentoring interactions to occur.
4. Make room assignments in a manner that prevents isolation for the induction phase teacher.
5. Provide induction phase teachers with a job-alike mentor.

Mentoring

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
The mentors will be recruited and selected based on established mentor guidance.

Components
1. Georgia Department of Education (GaDOE) provides guidance for the recruitment and selection of mentors.
2. The district will establish mentor recruitment and selection criteria.
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.
4. School develops a pool of qualified mentors.
5. Process may include committee selection and an application process with references.
6. Districts need to consider a variety of mentoring structures including but not limited to individual support, team support, and e-mentoring support through higher education partnerships.

Guideline 2
An ongoing mentor training program will be developed which is differentiated, flexible, and research based.

Components
1. All stakeholders in the induction process will be informed of their roles and responsibilities.
2. The mentor training program design will be based on the understanding that needs and skills are developmental and differentiated for mentors.
3. The mentor's professional learning will be provided based on a needs assessment, collected data, or identified needed areas of growth.
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.
6. Serve as an advocate for induction phase teachers.
7. Gather and share human/print resources.

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.
4. Provide mentors with appropriate release time to attend training.
5. Give mentors' schedules that allow for the attendance of training and support for induction phase teachers.

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.

Orientation

Overview
Orientation allows induction phase teachers to become familiar with local, district, and state initiatives and provides professional, social, and emotional support.

Guideline 1
Orientation should be conducted in an appropriate time frame and should be provided to all induction phase teachers.

> **Components**
> 1. Conducted at the beginning of the school year or when the induction phase teacher is hired.

Guideline 2
Information concerning district initiatives, curriculum, and administrative policies will be provided at the district level for all induction phase teachers.

> **Components**
> 1. Description of district mission, vision, values, and goals.
> 2. Introduction to the required curriculum.
> 3. Relevant district information such as student population, school locations, organizational chart, safe school policies, and procedures and grading guidelines.
> 4. Identification of available ongoing supports and resources. (i.e., curriculum/program staff and resources)
> 5. Schedule of induction and professional learning activities.
> 6. Explanation of the purpose and structure of the district induction process.
> 7. In-depth explanation of the purpose and structure of the Teacher Keys Effectiveness System (TKES).
> 8. Articulation of a plan to communicate consistently and directly with new teachers, including a plan to assess their needs on an ongoing basis.
> 9. Information regarding salary, benefits, pay days, sick days and other administrative policies, programs, and the Georgia Code of Ethics for Educators.
> 10. Description of district, and school organizational charts.

> **Components**
> 1. Consensus among administrators to ensure district-wide consistency for school orientations.
> 2. Differentiated orientation based on the number of years of teaching experience, internal and external to the district, including late hires.
> 3. Access to first day, first week, and first-month strategies to assist induction phase teachers.
> 4. Reference guide of terminology and acronyms used in the district.

Guideline 3
School level orientation will be provided for induction phase teachers.

Components
1. Welcome by the administrative team and mentors.
2. School level expectations communicated.
3. Provide information on the school organizational chart.
4. Time provided for mentor/induction phase teacher collaboration.
5. Clear explanation of the purpose and structure of the Induction Phase Teacher Support Team.
6. Information about school initiatives and polices.

On-going Performance Assessment

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

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).

    Components
1. The Induction Phase Teacher Support Team will be created at the direction of a school level administrator.
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.

Guideline 2

Diagnostic assessments will be administered to determine the specific professional learning needs of the induction phase teacher.

    Components
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.
2. The data from the diagnostic assessment(s) will be used to guide the individual induction plan.
3. Professional learning should be aligned to the Teachers Assessment on Performance Standards (TAPS).

Guideline 3

An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.

    Components
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.
2. The data and goals will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the induction phase teacher.
3. The plan will drive the professional learning of the new teacher.

Guideline 4
Assessments will follow the process outlined in the TKES Evaluator Handbook.

Components
1. The induction phase teacher's progress is regularly assessed using multiple sources of data such as self-assessment, observations, and documentation.

Guideline 5
The induction phase teacher, guided by the Induction Phase Teacher Support Team, will use assessment results to inform and adjust the professional growth plan.

Components
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.
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.

Professional Learning

Overview

High-quality professional learning includes on-going support that builds, sustains, and refines educator effectiveness and positively impacts student growth and achievement. Professional learning will be guided by the standards (TAPS) in the Teacher Keys Effectiveness System.

Guideline 1
Professional Learning will be guided by the standards of the Teacher Assessment on Performance Standards (TAPS).

TAPS Domains and Performance Standards

A. PLANNING
1. The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
2. The teacher utilizes the local school district's curricula, effective strategies, resources, and data to address the differentiated needs of all students.

B. INSTRUCTIONAL DELIVERY
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.
2. The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.

C. ASSESSMENT OF AND FOR LEARNING
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.
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.

D. LEARNING ENVIRONMENT
1. The teacher provides a well-managed, safe, and orderly environment that is conducive to learning.
2. The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

E. PROFESSIONALISM AND COMMUNICATION
1. The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.
2. The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Guideline 2
Effective professional learning, for the induction phase teacher is job-embedded, differentiated and occurs within a learning community.

Components
1. Professional learning is differentiated based on the induction phase teacher's needs and experiences as identified by the Induction Phase Teacher Support Team.
2. Job-embedded professional learning will afford multiple opportunities for teachers to increase effectiveness in a range of contexts.
3. The induction phase teacher reflects and shares amongst stakeholders (i.e., leaders and mentors) contributing to a culture of collaboration.

Guideline 3
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.

Components
1. Student learning data will be collected and analyzed, and the results will be used to inform professional learning.
2. The induction phase teacher will use diagnostic results from the individual induction plan to guide professional learning.

Program Evaluation

Overview
Districts establish a systematic approach to evaluate the effectiveness of all aspects of teacher induction programs.

Guideline 1
Program evaluation should be designed to address elements incorporated within the district induction program.

    Components
1. The district induction program informs the program evaluation design.
2. The program evaluation design is developed concurrently with the design of the district induction program.
3. The program evaluation assesses all aspects of the induction program and the impact on student growth and achievement.

Guideline 2
Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.

    Components
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.
2. Program evaluation captures evidence of fidelity of implementation.
3. Program evaluation captures evidence of expected impact of the induction program. Sources of evidence will include components of Teacher Keys Effectiveness System.
4. 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.

Guideline 3
The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision making, and continuous improvement.

GaDOE Teacher and Leader Induction Tools and Resources

Teacher Induction Guidance (revised 2016)

Leader Induction Guidance

Induction Process: Steps to support the development and implementation of district induction programs

Teacher and Leader Induction Guidance Self-Assessment

District Induction Goal Setting Worksheet

Reviewing the Effectiveness of a District Induction Program

Implementation and Evaluation Resource Guide

http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Leader-Induction-Guidelines-.aspx

Induction Professional Learning Resources

Mentor Modules (Teacher and Leader)

Leader Mentor Module Training PowerPoint

Leader Mentor Modules Trainer Prep Guide

Leader Mentor Modules Participant's Guide

http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Leader-Induction-Guidelines-.aspx

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