

## Implementation and Evaluation Resource Guide Georgia Teacher Induction Guidance

The Georgia Department of Education's Implementation and Evaluation Resource Guides are companion guides for the GaDOE Teacher and Leader Induction Guidance (<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Leader-Induction-Guidelines-.aspx>). Georgia's Teacher and Leader Induction Guidance provide districts with an effective induction program that focuses on recruiting, retaining and supporting induction phase teachers and leaders. Georgia's Implementation and Evaluation Resource Guides provide additional support in the development, implementation and evaluation of effective district induction programs and are also aligned to the New Teacher Center Induction Program Standards.

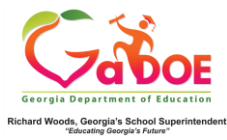
The New Teacher Center (NTC) has worked with state agencies, districts and a range of educational institutions to define the characteristics and fundamental elements of high quality induction programs that accelerate the development of new teacher and new leader effectiveness, improve retention, and increase student learning. NTC's Induction Program Standards build upon and are informed by those many years of study, consultation, collaboration, and program implementation across many contexts throughout the United States and abroad. These standards are designed to provide district induction leaders a guiding framework.

NTC has granted permission for the GaDOE to *adapt* the NTC Induction Program Standards to:

- support alignment to GaDOE Teacher and Leader Induction Guidance documents and to provide a common language and understanding,
- reflect upon induction practices within Georgia districts,
- guide the collection and analysis of program data in Georgia districts, and
- evaluate the program implementation in Georgia districts.

NTC has reviewed and approved the Georgia Department of Education's revisions and edits to NTC's Induction Program Standards. Additionally, NTC has granted permission for the distribution to Georgia districts.

*The New Teacher Center (NTC) is a national, non-profit organization, dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, surveys, and research. Since 1998, the NTC has served more than 49,000 teachers and 5,000 mentors, touching millions of students across America. Find out more about NTC at [www.newteachercenter.org](http://www.newteachercenter.org).*



## Implementation and Evaluation Resource Guide Georgia Teacher Induction Guidance

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If you have any questions, please contact the New Teacher Center by email at: [info@newteachercenter.org](mailto:info@newteachercenter.org) or by phone 831-600-2200. GaDOE: Karen Wyler, [kwyl@doe.k12.ga.us](mailto:kwyl@doe.k12.ga.us) or Cynthia Saxon, [csaxon@doe.k12.ga.us](mailto:csaxon@doe.k12.ga.us)

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<b>Roles and Responsibility: District</b>  <b>Component 1</b>  <b>Establish a culture that creates and supports an effective teacher induction program.</b>	<b>Principal Engagement</b>	District leaders support principals to implement policies, provide resources, and create conditions that promote induction phase teacher success.	<p>How do leaders make mentoring possible?</p> <p>What school policies and practices are supports for or barriers to collaboration among induction phased and experienced teachers? How can we support or overcome them?</p> <p>In what ways do working conditions support or hinder induction phase teacher success?</p> <p>How do we help leaders and site leaders create positive environments for induction phase teachers?</p>	
	<b>Principal Engagement</b>	District leaders support mentors and principals to coordinate induction activities with other school-based initiatives and evaluation procedures	<p>How do we work with all school site leaders to build support for the teacher induction program?</p> <p>How do mentors work with leaders to ensure that induction phase teachers have access to appropriate professional development and support?</p>	

### Implementation and Evaluation Resource Guide

#### Georgia *Teacher Induction* Guidance

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<p><b>Roles and Responsibility: District (cont.)</b></p> <p><b>Component 1</b></p>	<p><b>Principal Engagement (cont.)</b></p>           <p><b>Program Vision, Goals, and Institutional Commitment</b></p>	<p>District leaders work to improve conditions that affect induction phase teacher success and their students' learning.</p>	<p>How do mentors work with leaders to ensure that induction phase teachers have access to appropriate professional development and support?</p> <p>How do we align teacher induction to other site-based initiatives?</p> <p>What is the intersection between formative assessment and teacher evaluation? How does one support the other within our program context?</p> <p>How do we assess the context for induction phase teachers in terms of hiring policies, teaching assignments, site practices, and resources?</p> <p>How are induction phase teacher assignments determined? What considerations are made for novices?</p> <p>What collaboration structures exist for induction phase teachers at the school site? In what ways do teachers use collaboration time?</p> <p>What additional resources and support are provided to induction phase teachers in challenging situations?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<b>Roles and Responsibility: District (cont.)</b>  <b>Component 1</b>	<b>Program Administration and Communication</b>	District leaders coordinate efforts with other site and district P-12 initiatives.	What school and/or district initiatives need to be aligned to our induction efforts?  How do we envision the mentor's role in our site and/or district initiatives?  How can the induction program enhance other important educational reform initiatives?	
<b>Roles and Responsibility: District</b> <b>Component 2</b>  <b>Create a vision, mission, and goals for the district's induction program.</b>	<b>Program Vision, Goals and Institutional Commitment</b>	District and school leaders create a program vision and mission focused on teacher effectiveness and student learning that is part of a coherent development system for all educators.	How do we align and provide continuity from teacher preparation to recruitment and initial hire, the first years of teaching, and on through advanced levels of practice?	
<b>Roles and Responsibility: District</b> <b>Component 3</b>	<b>Principal Engagement</b>	District leaders support principals to implement policies, provide resources, and create conditions that promote induction phase teacher success.	What goals and outcomes ensure a positive impact on retention, teacher effectiveness, and student achievement? How do leaders make mentoring possible?	

## Implementation and Evaluation Resource Guide *Georgia Teacher Induction Guidance*

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<b>Roles and Responsibility: District (cont.)</b>  <b>Component 3</b>  <b>Develop a comprehensive teacher induction program that outlines the components and processes to ensure teacher effectiveness.</b>	<b>Principal Engagement (cont.)</b>        <b>Program Vision, Goals, and Institutional Commitment</b>	District and school leaders design and implement a teacher induction program in response to the assessed needs of induction phase teachers, students, and school communities.	<p>What school policies and practices are supports for or barriers to collaboration among induction phased and experienced teachers? How can we support or overcome them?</p> <p>In what ways do working conditions support or hinder induction phase teacher success?</p> <p>How do we help leaders and other administrators create positive environments for induction phase teachers?</p> <p>In what ways do we assess induction phase teachers' developmental, cognitive, and situational needs?</p> <p>How do we assess students' linguistic, cultural, and academic needs?</p> <p>How do we take into account the context and demographics of the school and community?</p> <p>How is our program contextualized to meet student, teacher, school, and district needs?</p>	







## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Roles and Responsibility: District Component 5</b></p> <p><b>Provide and support on-going professional learning that is aligned with the needs of induction phase teachers to ensure student success.</b></p>	<p><b>Principal Engagement</b></p>	<p>District leaders provide principals with professional learning that builds their capacity to advance induction phase teacher development and mentor effectiveness.</p>	<p>What essential information do leaders need to support program success?</p> <p>How do we communicate with leaders to deepen their knowledge and support of our program?</p> <p>How do we involve leaders in dialogue and professional learning regarding our program?</p> <p>In what ways do we support leaders in learning how to create positive environments for induction phase teachers?</p>	
<p><b>Roles and Responsibility: District Component 6</b></p> <p><b>Evaluate the program effectiveness based on data collected.</b></p>	<p><b>Program Assessment, Evaluation, and Accountability</b></p>	<p>District leaders guide the development and implementation of a comprehensive system of program evaluation and continuous improvement based on the GaDOE induction guidance document.</p>	<p>What is our comprehensive design for program evaluation?</p> <p>What qualitative and quantitative evidence can be used to evaluate and document the quality and effectiveness of the program?</p> <p>How can our system of ongoing program evaluation demonstrate desired results?</p> <p>Who should be involved in evaluating and documenting the mentoring program?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Roles and Responsibility: District Component 7</b></p> <p><b>Provide the resources needed to sustain an effective induction program.</b></p>	<p><b>Program Vision, Goals, and Institutional Commitment</b></p>	<p>District and school leaders allocate time and resources needed to accomplish program goals and support continuous program improvement.</p>	<p>How are resources distributed and what adjustments might be necessary to ensure that the resource needs of the program are fully met?</p> <p>Who is involved in resource allocation? Who else might need to be included?</p> <p>How can we assemble the funding to support and grow the program?</p> <p>What is the plan for program sustainability?</p>	
<p><b>Roles and Responsibility: District Component 8</b></p> <p><b>Provide criteria for the recruitment and selection of mentors.</b></p>	<p><b>Mentor Roles and Responsibilities, Selection Assignment, and Assessment</b></p>	<p>District leaders design a formal, rigorous process for mentor recruitment and selection that is based on criteria consistent with the roles and responsibilities and involves multiple stakeholders.</p>	<p>Who is involved in designing the selection criteria?</p> <p>How do we share selection criteria with candidates, program stakeholders, and those involved in mentor selection?</p> <p>How do we recruit the best candidates to become mentors?</p> <p>How do we ensure a fair and equitable process for selection?</p> <p>How do we prepare our selection team?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Leadership and Organizational Structures:</b></p> <p><b>Guideline 1</b></p> <p>District will provide a culture and climate that support induction phase teachers.</p>	<p><b>Program Vision, Goals, and Institutional Commitment</b></p>	<p>District leaders create a program vision and mission focused on teacher effectiveness and student learning that is part of a coherent development system for all educators.</p>	<p>How do we align and provide continuity from teacher preparation to recruitment and initial hire, the first years of teaching, and on through advanced levels of practice?</p> <p>What goals and outcomes ensure a positive impact on retention, teacher effectiveness, and student achievement?</p>	
<p><b>Leadership and Organizational Structures:</b></p> <p><b>Guidelines 2-5</b></p> <p>2) District will provide the induction phase teachers with appropriate materials and resources.</p>	<p><b>Principal Engagement</b></p>	<p>District leaders support principals to implement policies, provide resources, and create conditions that promote induction phase teacher success.</p>	<p>In what ways can leaders proactively encourage and foster high quality mentor/induction phase teacher interactions?</p> <p>What school policies and practices are supports for or barriers to collaboration among induction phase and experienced teachers? How can we support or overcome them?</p> <p>In what ways do working conditions support or hinder induction phase teacher success?</p> <p>How do we help leaders and other site leaders create positive environments for induction phase teachers?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Leadership and Organizational Structures: (cont.)</b></p> <p><b>Guidelines 3-5</b></p> <p><b>3) Building administrators will provide a culture and climate that support induction phase teachers.</b></p> <p><b>4) Building administrators will make instructional assignments in a manner that consider the needs of induction phase teachers and every learner.</b></p> <p><b>5) Building administrators will assign additional duties and responsibilities in a manner that considers the induction phase teachers.</b></p>	<p><b>Principal Engagement (cont.)</b></p>	<p>District leaders support principals to implement policies, provide resources, and create conditions that promote induction phase teacher success.</p>	<p>How do leaders make mentoring possible?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Leadership and Organizational Structures:</b></p> <p><b>Guideline 6</b></p> <p><b>Building administrators will provide the induction phase teachers with appropriate materials and resources.</b></p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>District and/or school leaders manage the assignment of mentors to induction phase teachers according to relevant factors and in a timely manner.</p>	<p>For whom is the mentoring provided?</p> <p>What are appropriate criteria for matching mentors with induction phase teachers?</p> <p>To what extent do our mentor-induction phase teacher assignments allow for grade-level or subject area matching when possible? Geography?</p> <p>How do mentor caseloads maximize time for weekly mentor-induction phase Teacher interactions?</p> <p>What steps will be followed if a “mismatch” has occurred?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Mentoring: Guideline 1</b></p> <p>The mentors will be recruited and selected based on established mentor guidance.</p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>District leaders design a formal, rigorous process for mentor recruitment and selection that is based on criteria consistent with the roles and responsibilities and involves multiple stakeholders.</p>	<p>Who is involved in designing the selection criteria?</p> <p>How do we share selection criteria with candidates, program stakeholders, and those involved in mentor selection?</p> <p>How do we recruit the best candidates to become mentors?</p> <p>How do we ensure a fair and equitable process for selection?</p> <p>How do we prepare our selection team?</p>	
<p><b>Mentoring: Guideline 2</b></p> <p>An on-going mentor training program will be developed which is differentiated, flexible, and research based.</p>	<p><b>Mentor Professional Development and Learning Communities</b></p>	<p>District and school leaders design and implement a mentor learning community for professional learning, problem-solving, and collaborative inquiry.</p>	<p>What are the goal and outcomes for mentor professional learning?</p> <p>When, how, and how often are mentors brought together for collaboration with mentor colleagues to meet their immediate needs and refine their mentoring practice?</p> <p>How do we foster shared mentor leadership within their professional learning community?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Mentoring: Guideline 2 (cont.)</b></p>	<p><b>Focus on Equity and Universal Access</b></p>	<p>District and school leaders guide mentors to assist induction phase teachers in using culturally responsive pedagogical practices to provide all learners with equitable access to the curriculum.</p>	<p>If equitable access to the curriculum is not seen in a classroom, school or district context, how will our program address the issue?</p> <p>In what ways do mentors work with induction phase teachers to encourage culturally responsive pedagogy?</p> <p>How do we help mentors tap into local resources that can help induction phase teachers more effectively serve students with special needs?</p> <p>How do we support mentors in developing their own repertoire of skills related to culturally responsive pedagogical practices?</p>	
<p><b>Mentoring: Guideline 3</b></p> <p><b>Mentor expectations are provided that delineate the roles and responsibilities of mentors for a successful induction phase teacher.</b></p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>District and school leaders develop and widely communicate clearly defined mentor roles and responsibilities that focus on the advancement of induction phase teacher practice and teacher leadership.</p>	<p>Who is involved in clarifying the roles and responsibilities, and period of service for mentors?</p> <p>To what extent is the mentor's role explicitly focused on instruction and student learning?</p> <p>How do program participants learn about the roles and responsibilities of mentors?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Mentoring: Guideline 4</b></p> <p><b>A quality mentoring program addresses planning, scheduling, roles and responsibilities, training, and accountability in a district plan that is routinely reviewed and updated.</b></p>	<p><b>Mentor Professional Development and Learning Communities</b></p>	<p>District and school leaders engage mentors in goal-setting and reflection, implementing inquiry action plans, analyzing data of induction phase teacher development, field observations, and peer coaching.</p> <p>District and school leaders ensure that mentor professional development is provided by well-qualified presenters and facilitators.</p>	<p>How do we clearly define and communicate to all stakeholders the confidential and non-evaluative nature of the mentor-induction phase teacher relationship?</p> <p>What is the relationship between initial and ongoing professional development and follow-up assessment and support?</p> <p>What structures and assistance help mentors be accountable for application of new learning into their mentoring practice?</p> <p>How does our program structure and support peer coaching among mentors?</p> <p>How do we systematically engage and support mentors in the collection and analysis of their own data of practice?</p> <p>What criteria do we use for selecting presenters of mentor professional development?</p> <p>How do we support district and school leaders and mentors to be effective in presenting and facilitating learning for adults?</p>	



## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Mentoring: Guideline 5</b></p> <p>Mentor accountability is addressed through multiple measures that will include self-assessments, student achievement, induction phase teacher feedback, that will include self-assessments, student achievement, induction phase teacher feedback, And/or district level data.</p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>District and school leaders engage mentors in as system of ongoing assessment for growth and accountability.</p>	<p>How does our assessment system promote mentor growth and effectiveness?</p> <p>How do we hold mentors accountable for effectiveness and results?</p> <p>Who is responsible for the assessment of mentors?</p> <p>How do we make assessment processes transparent to mentors?</p> <p>How do we utilize the trends represented in mentor assessment to guide mentor professional development and inform program improvement?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Orientation:</b> <b>Guideline 1 &amp; 2</b></p> <p><b>1) Orientation must be conducted in an appropriate time frame and must be provided to all induction phase teachers.</b></p> <p><b>2) Information concerning district initiatives, curriculum, and administrative policies will be provided at the district level for all induction phase teachers.</b></p>	<p><b>Beginning Teacher Professional Development and Learning Communities</b></p>	<p>District leaders provide orientation/professional development that offers choice and flexibility and is guided by research, standards, local priorities, and the development needs of induction phase principals.</p>	<p>What local information do we have or do we need on our induction phase teachers' needs, what does it tell us, and how do those data inform our planning for orientation?</p> <p>How do we provide an orientation for induction phase teachers to deepen their pedagogical content knowledge?</p> <p>How do we integrate and coordinate local priorities for orientation and align with Teacher Assessment of Performance Standards (TAPS)?</p> <p>How do we ensure that there will be time in the orientation devoted to meeting needs expressed by induction phase teachers?</p> <p>To what extent do we differentiate orientation opportunities for induction phase teachers to ensure their success? (teacher with previous experience, teacher changes grade levels, content area and/or school types).</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>On-going Performance Assessment</b></p> <p><b>Guideline 1</b></p> <p><b>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.)</b></p>	<p><b>Assessing Beginning Teacher Practice</b></p>	<p>District and/or school leaders ensure that the formative assessment system supports induction phase teachers in meeting standards and requirements for certification and/or local evaluation.</p>	<p>How do we ensure alignment of induction phase teacher formative assessment practices to applicable state requirements for certification?</p> <p>In what ways do we align the induction phase teacher formative assessment system with local policies and practices for induction phase teacher performance evaluation?</p>	
<p><b>On-going Performance Assessment</b></p> <p><b>Guideline 2</b></p> <p><b>Diagnostic assessments will be administered to determine the specific professional learning needs of the induction phase teacher.</b></p>	<p><b>Assessing Beginning Teacher Practice</b></p>	<p>District and/or school leaders ensure that mentors and induction phase teachers use multiple sources of evidence to assess teaching strengths and areas for growth, and to guide one-on-one interactions and other professional learning activities.</p>	<p>How do we help mentors understand how to contextualize their mentoring support and the selection of formative assessment tools?</p> <p>In what ways do we support mentors in analyzing the results of individual and multiple formative assessments to inform strategic mentoring discussions?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>On-going Performance Assessment: Guideline 2 (cont.)</b></p>	<p><b>Assessing Beginning Teacher Practice (cont.)</b></p>		<p>How do we utilize the trends represented in teacher formative assessment to guide induction phase teacher and mentor professional development and inform program improvement?</p>	
<p><b>On-going Performance Assessment: Guideline 3</b></p> <p><b>An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.</b></p>	<p><b>Assessing Beginning Teacher Practice</b></p>	<p>District and/or school leaders guide mentors to collaboratively develop an Individual Induction Plan based on each induction phase teacher's context and developmental needs.</p>	<p>How do induction phase teachers use evidence of teaching practice to determine professional goals?</p> <p>How are induction phase teachers' contexts taken into account during the development of goals and plans?</p> <p>How do mentors utilize induction phase teachers' goals and plans to inform their mentoring?</p>	
<p><b>On-going Performance Assessment: Guideline 4</b></p> <p><b>Assessments will follow the process outlined in the Teacher Keys Effectiveness System</b></p>	<p><b>Assessing Beginning Teacher Practice</b></p>	<p>District and/or school leaders ensure that mentors use formative assessment process to accelerate induction phase teacher effectiveness as defined by Teacher Keys</p>	<p>How do we support mentors to understand a continuum of new teacher development and appropriate expectations for new teacher growth throughout a year?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>On-going Performance Assessment: Guideline 4 (cont.)</b></p>	<p><b>Assessing Beginning Teacher Practice (cont.)</b></p>	<p>Effectiveness System (TKES).</p>	<p>How do we support mentors to analyze and reflect on formative assessments as defined by TKES?</p> <p>How do we ensure observations are calibrated and consistent among mentors?</p> <p>To what extent do our formative assessment protocols align with and integrate common core standards (CCGPS)?</p>	
<p><b>On-going Performance Assessment: Guideline 5</b></p> <p><b>The induction phase teacher, guided by the Induction Phase Teacher Support Team, will use assessment results to inform and adjust the professional growth plan.</b></p>	<p><b>Assessing Beginning Teacher Practice</b></p>	<p>District and/or school leaders ensure that mentors and induction phase teachers use multiple sources of evidence to assess teaching strengths and areas for growth, and to guide one-on-one interactions and other professional learning activities.</p>	<p>How do we help mentors understand how to contextualize their mentoring support and the selection of formative assessment tools?</p> <p>In what ways do we support mentors in analyzing the results of individual and multiple formative assessments to inform strategic mentoring discussions?</p> <p>How do we utilize the trends represented in teacher formative assessment to guide teacher and mentor professional development and inform program improvement?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Professional Learning: Guideline 1</b></p> <p>Professional learning will be guided by the standards of the Teacher Assessment on Performance Standards (TAPS).</p>	<p><b>Beginning Teacher Professional Development and Learning Communities</b></p>	<p>District and/or school leaders provide professional development that offers choice and flexibility and is guided by research, standards, local priorities, and the developmental needs of induction phase teachers.</p>	<p>What local research do we have or need to do on our induction phase teachers' needs, what does it tell us, and how do those data inform our planning?</p> <p>How do we provide professional development to induction phase teachers to deepen their pedagogical content knowledge?</p> <p>How do we integrate and coordinate local priorities for professional development and align with professional standards or expectations?</p> <p>How do we ensure that there will be time in professional development devoted to meeting needs expressed by induction phase teachers?</p> <p>To what extent do we differentiate professional learning opportunities for induction phase teachers?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Professional Learning: Guideline 1(cont.)</b></p>	<p><b>Focus on Instructional Practice (cont.)</b></p>	<p>District and school leaders accelerate the ability of induction phase teachers to assess and reflect upon their practice in relation to the Teacher Assessment of Performance Standards (TAPS).</p> <p>District and school leaders champion the ethical and equitable application of technology by mentors and induction phase teachers to support assessment, planning, instruction, and learning.</p>	<p>What systems do we have or can we create to help mentors and induction phase teacher use TAPS as they reflect upon and assess teaching practice and student learning?</p> <p>What do we do to align mentoring with TAPS?</p> <p>To what extent are we embedding the use of TAPS throughout the program and beyond?</p> <p>What is our definition of “ethical and equitable application of technology?”</p> <p>How do we ensure that mentors and induction phase teachers have access to and technical proficiency with technology?</p> <p>In what ways do mentors encourage induction phase teachers to use technology in their instruction to support student learning?</p>	

## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Professional Learning: Guideline 1 (cont.)</b></p>	<p><b>Focus on Instructional Practice (cont.)</b></p>	<p>District and school leaders emphasize the importance of teachers' knowledge and utilization of content standards as well as grade-level and subject specific pedagogical skills.</p>	<p>How do we facilitate mentor and induction phase teacher knowledge of legal issues regarding the use of technology?</p> <p>In what ways do we appropriately use technology to support mentor and induction phase teacher development and instructional practice?</p> <p>How do we help mentors and induction phase teachers acquire and understand content and grade-level expectations?</p> <p>What programmatic structures and supports help mentors and induction phase teachers plan instruction aligned to appropriate standards?</p> <p>How do we help mentors differentiate their support and help induction phase teachers develop their own instructional voice while maintaining fidelity to curriculum standards?</p>	



## Implementation and Evaluation Resource Guide

### Georgia Teacher Induction Guidance

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<p><b>Professional Learning: Guideline 1 (cont.)</b></p>	<p><b>Focus on Instructional Practice (cont.)</b></p>	<p>District and school leaders assist mentors to enhance the capacity of beginning teachers to analyze student work and interpret formative and summative data to plan and differentiate instruction that engages all learners.</p>	<p>What additional structures, resources, and activities do we offer to help beginning teachers develop content and grade-level knowledge?</p> <p>How does our program deepen mentors' ability to analyze and interpret formative and summative data?</p> <p>How do we protect time for mentors to collaborate with induction phase teachers to analyze student work and plan differentiated instruction?</p> <p>What are our program's expectations for analyzing student work and using that information to guide instructional practice?</p> <p>How do we structure alignments with other district or school procedures and processes for analyzing student work?</p>	

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GaDOE Domain/Guideline	New Teacher Center Induction Program Standard	Key Elements	Reflective Questions	Notes and Examples of Artifacts/Evidences
<p><b>Professional Learning: Guideline 1 (cont.)</b></p>	<p><b>Focus on Instructional Practice (cont.)</b></p>	<p>District and school leaders assist mentors to collaborate with induction phase teachers to ensure students' physical, cognitive, emotional, and social well-being.</p> <p>District and school leaders assist mentors to support induction phase teachers to collaborate with colleagues, families, and the broader educational community to ensure the success of all students.</p>	<p>How do we ensure that mentors have adequate knowledge of child psychology, positive-behavior support principles, and social service networks?</p> <p>What is our protocol if a mentor observes or senses a teaching environment that is emotionally or physically unsafe to student/students?</p> <p>How do we prepare mentors to help induction phase teachers establish an environment conducive to the learning of all students?</p> <p>In what ways do mentors help induction phase teachers develop resiliency in their students for academic achievement?</p> <p>How do mentors and other program stakeholders support induction phase teachers in becoming productive members of their school's professional learning community?</p>	

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<b>Professional Learning: Guideline 1 (cont.)</b>	<b>Focus on Instructional Practice (cont.)</b>		<p>How do mentors help induction phase teachers develop collaborative relationships with colleagues, resource personnel, families, and the broader educational community?</p> <p>In what ways do mentors help induction phase teachers develop and maintain two-way partnerships with parents and guardians?</p>	
<b>Professional Learning: Guideline 2</b>  <b>Effective professional learning, for the induction phase teachers, is job-embedded, differentiated and occurs within a learning community.</b>	<b>Beginning Teacher Professional Development and Learning Communities</b>	District and school leaders design and implement induction phase teacher learning communities for professional learning, problem-solving, and collaborative inquiry.	<p>When are induction phase teachers brought together for collaboration with their induction phase teacher colleagues and to address issues of unique importance for induction phase teachers?</p> <p>What ongoing support activities and groups help address induction phase teachers' needs?</p> <p>How are these learning communities designed and facilitated?</p> <p>To what extent do they support induction phase teacher leadership?</p>	

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<p><b>Professional Learning: Guideline 2 (cont.)</b></p>	<p><b>Beginning Teacher Professional Development and Learning Communities (cont.)</b></p>	<p>District and school leaders ensure that well-qualified presenters and facilitators conduct the professional development.</p>	<p>What are our qualifications for selecting presenters of professional development for induction phase teachers?</p> <p>How do we support mentors and others to become effective in presenting and facilitating learning for adults?</p> <p>In what ways do presenters and facilitators model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice?</p>	
<p><b>Professional Learning: Guideline 3</b></p> <p><b>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.</b></p>	<p><b>Beginning Teacher Professional Development and Learning Communities</b></p>	<p>District and school leaders guide mentors to assist induction phase teachers in applying new learning in order to have a positive impact on student achievement.</p>	<p>How do mentors link initial and ongoing professional development to one-on-one mentoring interactions?</p> <p>In what ways do we assist induction phase teachers in applying new learning to their classroom practice?</p> <p>How is professional learning refined and sustained to support the induction phase teacher's effectiveness in order to have a positive impact on student achievement?</p>	

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<p><b>Program Evaluation: Guideline 1</b></p> <p>Program evaluation should be designed to address elements incorporated within the district induction program.</p>	<p><b>Program Assessment, Evaluation, and Accountability</b></p>	<p>District leaders guide the development and implementation of a comprehensive system of program evaluation and continuous improvement aligned to GaDOE's Teacher Induction Guidance.</p> <p>District leaders participate in external reviews designed to examine program quality and effectiveness.</p>	<p>What is our comprehensive design for program evaluation?</p> <p>What qualitative and quantitative evidence can be used to evaluate and document the quality and effectiveness of the program?</p> <p>How can our system of ongoing program evaluation demonstrate desired results?</p> <p>Who should be involved in evaluating and documenting the mentoring program?</p> <p>How do we maintain regular communication with state leaders and with external review teams to ensure a smooth and effective process of external review will occur?</p> <p>How might we engage outside evaluators in our program review? What resources might be available?</p>	

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<p><b>Program Evaluation: Guideline 2</b></p> <p><b>Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.</b></p>	<p><b>Program Assessment, Evaluation, and Accountability</b></p>	<p>District leaders and school leaders collaborate with stakeholders to collect data from multiple sources to demonstrate implementation and impact of the overall program quality.</p>	<p>What criteria and evidence do we need to evaluate and document the effectiveness of the participants?</p> <p>What data collection systems do we need to tap into or put in place to efficiently and accurately collect relevant data?</p> <p>Who is involved in evaluation/assessment and documentation of the effectiveness of participants and leaders?</p> <p>What elements of the program benefit from ongoing adjustment and therefore require assessments of some kind?</p> <p>What is our approach to summative assessment of the program?</p>	

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<p><b>Program Evaluation: Guideline 3</b></p> <p>The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement.</p>	<p><b>Program Assessment, Evaluation, and Accountability</b></p>	<p>Districts leaders systematically share evaluation findings with stakeholders for the purposes of collaborative programmatic decision-making, improvement, and accountability.</p>	<p>How do we engage partners and participants systematically in the analysis and use of evaluation data for program improvement?</p> <p>How do we inform the broader educational community regarding program evaluation and plans for program improvement?</p> <p>How do we help decision makers understand the program's value and how the program contributes to other improvement efforts?</p>	