

GSLA Teacher Academy: Induction Support Leader Program

This overview includes the on-demand virtual modules and synchronous virtual presentation resources developed for GSLA Induction Support Leader Program participants. All participants, regardless of cohort model (i.e., statewide, RESA-level, district-level) will have access to the program components.

Program Purpose

The purpose of the GSLA Induction Support Leader Program is to offer authentic learning experiences to those who support induction teacher programs; deepen participants' understanding of essential and effective components within induction programs; and provide opportunities where participants are empowered to plan, implement, reflect on, and evaluate significant actions to positively impact their induction teacher community members and strengthen the teacher workforce.

Mission Statement

Our mission is to improve teacher development and retention in Georgia by engaging with those who develop and sustain supports for induction-level teachers so they, in turn, are more effectively equipped and empowered to provide high-quality instruction to their students.

Overarching Program Goal

By the end of the year-long cohort experience, participants will refine and utilize essential competencies and skills related to effective support and resource development appropriate to meet the needs of induction-level teachers at the school or district-level.

Program Objectives

In order to accomplish this goal, participants will need to:

- Understand the professional standards and expectations associated with induction teacher support:
 - Understand, identify, and apply concepts of coaching to support professional growth in induction-level teachers.
 - Develop and refine systems and structures of appropriate induction supports at the school or district-level.
 - Apply qualitative and quantitative data to:
 - Identify specific targets of support for induction teachers.
 - Examine trends across schools to identify systemic areas of need.
 - Examine correlations between data and resource development needs.
 - Reflect on the effectiveness of available supports for induction teachers.
- Understand the professional standards and expectations associated with supporting induction-level teachers for the following:
 - Understand, identify, and apply the concepts of core instructional practices related to:
 - Creating a Positive Learning Environment
 - Instructional Frameworks
 - Formative Assessment
 - Feedback
 - Data-Informed Instruction
 - Goal Setting
 - Identify and explore strategies, processes, and procedures to:

- Promote equity,
 - Build relationships, and
 - Cultivate a positive classroom culture/learning environment to promote high levels of student engagement.
- Plan instructional strategies and learning experiences that are appropriate for:
 - The standard(s),
 - Learning target(s), and
 - The students.
- Apply qualitative and quantitative data to:
 - Adjust and plan appropriate lessons and learning experiences,
 - Analyze student work to determine student learning,
 - Reflect on the effectiveness of the instruction,
 - Determine a strategy or intervention to address issues,
 - Provide effective feedback for the learner to act upon, and
 - Increase student outcomes.
- Participation will include multiple options, depending on need, access, and school/district plans:
 - Synchronous virtual learning sessions,
 - Asynchronous, on demand virtual learning sessions,
 - Engaging in personal reflection and goal-setting activities for continued professional learning,
 - Coaching activities, and
 - Completing and sharing job-embedded implementation tasks.

Program Schedule

All synchronous program sessions will be presented virtually, and participants will be able to register for any of the sessions listed below. To provide participants with the maximum benefit, attendance at all sessions is strongly encouraged. However, we recognize that there may be conflicts. All sessions will be recorded and available to participants. All sessions will be scheduled from 4:00 – 5:30.

April 18 – May 20	Application Window
June 16	Welcome, Program Orientation, Preparing for Next Year (Face-to-face option at Heart of Georgia RESA, Dublin)
June 20	Welcome, Program Orientation, Preparing for Next Year (virtual option)
July 11	Mentor Supports
August 10	Supporting a Positive Learning Environment
September 7	Supporting Teachers with Instructional Planning
October 5	Supporting Teachers with Instructional Strategies
November 2	Supporting Teachers with Instructional Resources
November 30	Supporting Teachers with Formative Assessment
December	<i>No sessions, options for team consultancies</i>

January 4	Supporting Teachers with Feedback
February 1	Planning for Next Year
March 1	Supporting Teachers with Closing out the Year Strong
April	<i>No sessions, options for team consultancies</i>
May 3	Capstone and Celebrations

Cohort Participant Criteria

To be eligible for the 2022 – 2023 cohort, candidates:

- Must complete and submit an [application](#) to the program.
- Must be working full-time in a Georgia K-12 public school or district, OR work at a RESA (GaTAPP Coordinator, Professional Learning Coordinator, or similar capacity), OR work in Higher Education supporting pre-service teachers.
- Must be interested in or responsible for working with induction-level teachers either at the school- or district-level, or RESA, or Higher Education.

All cohort participants must complete an [application](#). This application will be used to give access to the virtual platform which houses the virtual on-demand modules and asynchronous content.

Cohort participants may apply directly or be referred to the program by their school, district, or other program provider.

Program Content Overview

The GSLA Induction Support Leader Program is not an induction program but is a support program for those who support induction-level teachers. The intention of the GSLA Induction Leader Support Program is to provide professional learning workshop experiences, coaching, and peer engagement opportunities for those who support induction-level teachers. Research-based resources have been designed to address areas of need around specific topics and common challenges for new teachers using guidance from GaDOE and the New Teacher Center.

Participants in the GSLA Induction Support Leader Program may request access to the GSLA Induction Teacher on-demand modules for the teachers they support but is not intended to be used to evaluate a teacher's effectiveness in the classroom. The on-demand content has been cross-referenced with the Georgia TAPS Standards to assist teachers with aligning their professional goals to the GSLA program content.

Synchronous Sessions	Asynchronous Modules and Lessons	Coaching Support
<ul style="list-style-type: none">• 1 per month• Virtual, live, facilitated by GSLA team member• Aligns with GaDOE Induction Guidance and New Teacher Center research• Aligns with asynchronous modules and lessons• Includes suggested implementation tasks	<ul style="list-style-type: none">• Access to a total of 25 lessons organized into 8 modules for Induction Support Leaders• Access to a total of 25 lessons organized into 6 modules for Induction-level teachers• On-demand, individual access• Aligns with Georgia TAPS Standards• Includes strategies and resources for K-12• Includes suggested implementation tasks with self-evaluation tools• Non-evaluative feedback	<ul style="list-style-type: none">• Monthly opportunities• Non-evaluative• Peer and individual coaching opportunities to discuss implementation tasks and problems of practice

Governor's School Leadership Academy Induction Support Leader Program

MAIN GOAL: By the end of the year-long cohort experience, participants will refine and utilize essential competencies and skills related to effective support and resource development appropriate to meet the needs of induction-level teachers at the school or district-level.

In order to accomplish this goal, participants will need to:

- Understand the professional standards and expectations associated with induction teacher support:
 - Understand, identify, and apply concepts of coaching to support professional growth in induction-level teachers.
 - Develop and refine systems and structures of appropriate induction supports at the school or district-level.
 - Apply qualitative and quantitative data to:
 - Identify specific targets of support for induction teachers.
 - Examine trends across schools to identify systemic areas of need.
 - Examine correlations between data and resource development needs.
 - Reflect on the effectiveness of available supports for induction teachers.
- Understand the professional standards and expectations associated with supporting induction-level teachers for the following:
 - Understand, identify, and apply the concepts of core instructional practices related to:
 - Creating a Positive Learning Environment
 - Instructional Frameworks
 - Formative Assessment
 - Feedback
 - Data-Informed Instruction
 - Goal Setting
 - Identify and explore strategies, processes, and procedures to:
 - Promote equity,
 - Build relationships, and
 - Cultivate a positive classroom culture/learning environment to promote high levels of student engagement.
 - Plan instructional strategies and learning experiences that are appropriate for:
 - The standard(s),
 - Learning target(s), and
 - The students.
 - Apply qualitative and quantitative data to:
 - Adjust and plan appropriate lessons and learning experiences,

<ul style="list-style-type: none"> ■ Analyze student work to determine student learning, ■ Reflect on the effectiveness of the instruction, ■ Determine a strategy or intervention to address issues, ■ Provide effective feedback for the learner to act upon, and ■ Increase student outcomes. <ul style="list-style-type: none"> ● Participation includes multiple options, depending on need, access, and school/district plans: <ul style="list-style-type: none"> ○ Synchronous virtual learning sessions, ○ Asynchronous, on demand virtual learning sessions, ○ Engaging in personal reflection and goal-setting activities for continued professional learning, ○ Coaching activities, and ○ Completing and sharing job-embedded implementation tasks. 					
Session	Learning Outcomes	Session Activities and Resources	Job-Embedded Implementation Tasks	Induction Support Leader Asynchronous Module Lessons	Teacher Asynchronous Module Lessons
Welcome, Program Orientation, Preparing for Next Year June 16 (F2F) or June 20 (virtual)	Establish and expand professional network of support within the GSLA Teacher Academy Community. Deepen understanding of the program components, resources, and expectations. Collaborate with cohort peers to explore areas of focus for beginning of the school year responsibilities.	Meet the GSLA Teacher Academy team Four Corners – meet your cohort Program Overview – expectations, schedule, engagement opportunities Walk-through navigation of Canvas course options GaDOE Induction Support Guidance: Roles and Responsibilities, Leadership and Organizational Structures, Program Evaluation “Finding Your Marigold” article	Access Canvas platform Complete program orientation module (prerequisite module) Review existing and available supports and resources for beginning of the year topics for induction-level teachers. Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: growth mindset, equity, high leverage practices, or beginning of the year processes and procedures.	<ul style="list-style-type: none"> ■ <i>Program Overview</i> 	<i>Participants may submit teachers' names for access to Canvas platform</i>

Mentor Support July 11	<p>Explore the role, responsibilities, and impact of induction-teacher support leaders (e.g., mentors, coaches, specialists, etc.).</p> <p>Examine available research-based supports for induction-teacher support leaders to identify highly effective practices.</p> <p>Collaborate with cohort peers to plan specific action steps to support mentors for area of identified need (based on individual context).</p>	<p>Coaching Framework “Mentoring and Coaching: Journey of a First Year Teacher” - video</p> <p>GaDOE Induction Support Guidance: Mentoring Scenarios</p>	<p>Review existing and available supports and resources for coaches or mentors.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: coach or mentor resources, communication plan, ongoing professional learning.</p>	<ul style="list-style-type: none"> ▪ <i>Mentoring</i> ▪ <i>Building Rapport and Establishing Trust</i> ▪ <i>The Coaching Stance</i> ▪ <i>Invitational Coaching Conversations</i> 	<p><i>Participants may submit teachers’ names for access to Canvas platform or may want to assign teachers to start with the first module lessons</i></p>
Supporting Teachers with Positive Learning Environment August 10	<p>Explore resources and supports specific to creating a positive learning environment.</p> <p>Analyze school and district-level data to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p> <p>Collaborate with cohort peers to plan specific action steps to support induction-level teachers for an area of identified need (based on individual context).</p>	<p>Review available data sources for school/district:</p> <ul style="list-style-type: none"> ▪ Discipline Dashboard ▪ Schools Like Mine ▪ Georgia Student Health Survey <p>“Power of Relationships in Schools” Rita Pierson video</p> <p>“Creating a Positive Learning Environment” - video</p> <p>GaDOE Induction Support Guidance: Professional Learning</p>	<p>Review existing and available supports and resources related to positive learning environment.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: positive learning environment, processes and procedures, climate and culture.</p>	<ul style="list-style-type: none"> ▪ <i>Positive Learning Environment</i> ▪ <i>States of Mind</i> ▪ <i>Pause, Pose, Paraphrase</i> 	<ul style="list-style-type: none"> ▪ <i>Processes & Procedures</i> ▪ <i>Climate & Culture</i> ▪ <i>Building Relationships</i> ▪ <i>Knowing Your Learners</i> ▪ <i>Student Engagement</i> ▪ <i>Trauma-Sensitive Practices</i> ▪ <i>Growth Mindset</i> ▪ <i>Equity is not Equality</i> ▪ <i>High-Leverage Practices</i>

<p>Supporting Teachers with Instructional Planning</p> <p>September 7</p>	<p>Explore resources and supports specific to instructional planning.</p> <p>Explore resources and data sources to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p> <p>Collaborate with cohort peers to plan specific action steps to support induction-level teachers for an area of identified need (based on individual context).</p>	<p>GSLA Teacher Academy Instructional Framework</p> <p>“Assignments that Measure Up” and Five Ingredient Planning – article</p> <p>GaDOE Induction Support Guidance: Ongoing Performance Assessment, Professional Learning</p>	<p>Review existing and available supports and resources related to the school/district instructional framework expectations.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: instructional framework, PLC, lesson planning.</p> <p>Georgia Standards of Excellence</p> <p>“A Framework for Lesson Planning”</p>	<ul style="list-style-type: none"> ▪ <i>Instructional Planning</i> ▪ <i>Planning conversations</i> 	<ul style="list-style-type: none"> ▪ <i>Instructional Frameworks</i> ▪ <i>Standards, Learning Targets & Success Criteria</i>
<p>Supporting Teachers with Instructional Strategies</p> <p>October 5</p>	<p>Explore resources and supports specific to instructional strategies.</p> <p>Explore resources and data sources to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p> <p>Collaborate with cohort peers to plan specific action steps to support induction-level teachers for an area of identified need (based on individual context).</p>	<p>GSLA Teacher Academy Instructional Framework</p> <p>The Teacher Toolkit</p> <p>Scenarios</p> <p>Science of Thinking and Learning, “Elaboration” video</p> <p>GaDOE Induction Support Guidance: Ongoing Performance Assessment, Professional Learning</p>	<p>Review existing and available supports and resources related to the school/district instructional strategy expectations.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: instructional strategies, monitoring impact on learners, reflecting and adjusting instructional practices.</p> <p>The Teacher Toolkit</p> <p>Brain Based Instructional Strategies</p>	<ul style="list-style-type: none"> ▪ <i>Instructional Strategies</i> ▪ <i>Reflection conversations</i> 	<ul style="list-style-type: none"> ▪ <i>Warm-Up/Bell Ringer</i> ▪ <i>Opening/Mini-Lesson</i> ▪ <i>Work Session</i> ▪ <i>Closing</i>

<p>Supporting Teachers with Instructional Resources</p> <p>November 2</p>	<p>Explore resources and supports specific to instructional resources.</p> <p>Explore resources and data sources to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p> <p>Collaborate with cohort peers to plan specific action steps to support induction-level teachers for an area of identified need (based on individual context).</p>	<p>Workshop in small groups to explore and complete learning tasks for these (self-selected):</p> <p>CEEDAR Center</p> <p>Cox Campus</p> <p>The Teacher Toolkit</p> <p>The Iris Center</p> <p>Georgia Public Broadcasting Education</p> <p>Georgia Power: emPowering Education</p> <p>Federal Reserve Bank of Atlanta: Education</p> <p>Georgia Aquarium</p> <p>Georgia Agricultural Education</p> <p>Georgia Department of Natural Resources: Education</p> <p>GaDOE Induction Support Guidance: Ongoing Performance Assessment, Professional Learning</p>	<p>Review existing and available supports and resources related to the school/district instructional resource use expectations.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: instructional resources, monitoring impact on learners, reflecting and adjusting instructional planning.</p>	<ul style="list-style-type: none"> ▪ <i>Instructional Resources</i> ▪ <i>High-Leverage Practices</i> ▪ <i>Coaching cycle</i> 	<ul style="list-style-type: none"> ▪ <i>Instructional Resources</i> ▪ <i>Instructional Resources</i>
<p>Supporting Teachers with Formative Assessment</p> <p>November 30</p>	<p>Explore resources and supports specific to formative assessment.</p> <p>Explore resources and data sources to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p> <p>Collaborate with cohort peers to plan specific action steps to support induction-level teachers for an area of identified need (based on individual context).</p>	<p>“My Favorite No” - video</p> <p>Formative Assessment model</p> <p>Grade band/cluster small group learning task with formative assessment example data</p> <p>GaDOE Induction Support Guidance: Ongoing Performance Assessment, Professional Learning</p>	<p>Review existing and available supports and resources related to the school/district formative assessment expectations.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: formative assessment, monitoring, reflecting and</p>	<ul style="list-style-type: none"> ▪ <i>Formative Assessment</i> ▪ <i>Data-centered conversations</i> 	<ul style="list-style-type: none"> ▪ <i>Formative Assessment</i> ▪ <i>Checking for Understanding</i> ▪ <i>Collective Evidence of Learning</i> ▪ <i>Data Analysis, Reflection/ Planning</i>

			adjusting instructional planning. The Teacher Toolkit		
December	No scheduled sessions. Time for team consultancies around problems of practice.				
Supporting Teachers with Feedback Jan. 4	<p>Explore resources and supports specific to feedback.</p> <p>Explore resources and data sources to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p> <p>Collaborate with cohort peers to plan specific action steps to support induction-level teachers for an area of identified need (based on individual context).</p>	<p>Feedback scenarios:</p> <ul style="list-style-type: none"> Teacher to student Coach/mentor to teacher <p>GaDOE Induction Support Guidance: Ongoing Performance Assessment, Professional Learning</p>	<p>Review existing and available supports and resources related to feedback.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: feedback to students, mentor/coach feedback to teachers, using feedback to support professional growth.</p> <p>“Empower Students through Individual Conferences” Student Conferences – Teacher Toolkit</p>	<ul style="list-style-type: none"> Feedback Non-evaluative Feedback to Support Professional Growth 	<ul style="list-style-type: none"> Analyzing Student Data Feedback
Planning for Next Year Feb. 1	<p>Explore resources and supports specific to strategic planning, reflection, and goal setting.</p> <p>Explore resources and data sources to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p> <p>Collaborate with cohort peers to plan specific action steps to support induction-level teachers for an area of identified need (based on individual context).</p>	<p>Consider feedback data needed from: Induction Teachers, Coach/Mentor, School level, district level stakeholders</p> <p>GaDOE Induction Support Guidance: Roles and Responsibilities, Leadership and Organizational Structures, Program Evaluation</p>	<p>Review existing and available supports and resources related to planning for next year (program level).</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: gathering feedback/data, reviewing/auditing existing resources, alignment of resources to identified needs.</p>	<ul style="list-style-type: none"> Planning for Next Year Reflect to Plan 	<ul style="list-style-type: none"> Student Conferencing Goal Setting

Supporting Teachers with Closing the Year Strong March 1	<p>Explore resources and supports specific to processes and procedures for closing the school year.</p> <p>Explore resources and data sources to identify potential targets or areas of focus for resource development and supports for induction-level teachers.</p>	<p>End-of-the-year checklist examples</p> <p>Graffiti Wall</p> <p>Hexagonal Thinking</p> <p>GaDOE Induction Support Guidance: Ongoing Performance Assessment, Professional Learning</p>	<p>Review existing and available supports and resources related to end of year procedures.</p> <p>Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: end of year procedures, maintaining classroom climate, planning for celebrations of teachers' success.</p>	<p>▪ <i>Closing the Year</i></p>	<p>▪ <i>Processes & Procedures to Close the Year</i></p>
April	No scheduled sessions. Time for team consultancies around problems of practice.				
Reflection and Goal Setting, Celebration May 10	<p>Reflect and identify professional strengths and areas for refinement.</p> <p>Develop and articulate specific goals for growth around professional practice.</p> <p>Identify and share areas for celebration with professional network of support within the GSLA Teacher Academy Community.</p>	<p>Participants will reflect on their learning throughout the Governor's School Leadership Academy and reflect on their intentional next steps to continue their professional development.</p>	<p>Revisit their goal statement from the beginning of the year – reflect and set new goals.</p>	<p><i>Participants will continue to have access to the asynchronous lessons and resources</i></p>	<p><i>Participants will continue to have access to the asynchronous lessons and resources</i></p>

Virtual Modules for Induction Teacher Support

Participating teachers will have access to asynchronous on-demand modules

Module Lesson Name	Learning Outcomes
Growth Mindset	Understand the impact of growth and fixed mindsets on student learning.
Equity is not Equality	Examine the impact of equity on the learning community.
High-Leverage Practices	Understand high leverage practices that impact instruction and student learning.
Processes & Procedures	Identify and plan for appropriate processes and/or procedures that promote a well-managed environment conducive to learning.
Climate & Culture	Explain the relationship between the elements of climate and culture and the impact on the learning environment.
Building Positive Relationships	Identify and utilize strategies, processes, and procedures for building positive relationships and a positive classroom culture/learning environment to promote student engagement.
Knowing Your Learners	Identify a variety of appropriate strategies, processes, and procedures to learn about students' cultural, religious, family, intellectual, and personal experiences.
Student Engagement	Identify and describe characteristics of appropriate student engagement.
Trauma-Sensitive Practices	Identify and apply strategies and practices to support trauma-sensitive classrooms.
Instructional Frameworks	Explore the components and impact of an instructional framework.
Standards, Learning Targets & Success Criteria	Expand and deepen understanding of standards, learning targets, and success criteria.
Warm-Up/Bell Ringer	Analyze the instructional framework to reflect on the process for planning effective instruction (<i>what the teacher is doing</i>) and meaningful learning experiences (<i>what the student is doing</i>).
Opening/Mini-Lesson	Analyze the instructional framework to reflect on the process for planning effective instruction (<i>what the teacher is doing</i>) and meaningful learning experiences (<i>what the student is doing</i>).
Work Session	Analyze the instructional framework to reflect on the process for planning effective instruction (<i>what the teacher is doing</i>) and meaningful learning experiences (<i>what the student is doing</i>).
Closing	Analyze the instructional framework to reflect on the process for planning effective instruction (<i>what the teacher is doing</i>) and meaningful learning experiences (<i>what the student is doing</i>).
Formative Assessment	Identify the role of the formative assessment process in the instructional framework.

Collecting Evidence of Learning	Examine a formative assessment process to determine student learning.
Feedback	Identify and apply criteria for effective feedback based on learning targets/success criteria.
Data-Informed Decisions	Identify and deepen understanding of contextual factors that may impact student achievement outcomes. Apply knowledge of contextual factors to identify appropriate next steps to adjust instruction and support.
Student Conferencing	Understand, identify, and apply the concepts of core instructional practices related to student conferencing.
Goal Setting	Understand, identify, and apply the concepts of core instructional practices related to goal setting. Explore relationship of growth mindset on goal setting and learning outcomes.
Processes and Procedures for Closing the Year	Identify and plan for appropriate processes and/or procedures that promote a well-managed environment conducive to learning.