GSLA Teacher Academy: Induction Teacher Support Program

This overview includes the on-demand virtual modules and synchronous virtual presentation resources developed for GSLA Induction Teacher Support 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 Teacher Support Program is to offer targeted and authentic learning experiences to induction-level teachers; provide support for specific skills to increase participants' knowledge and implementation of highly effective instructional practices to support their learners; and to strengthen the teacher workforce.

Mission Statement

Our mission is to improve teacher development and retention in Georgia by engaging, supporting, encouraging, and challenging induction-level teachers to provide effective and high-quality instruction to their students.

Overarching Program Goal

By the end of the year-long cohort experience, participating induction-level teachers will develop and refine essential competencies and skills related to highly effective instructional practices and apply those in their classrooms.

Program Objectives

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

- Understand the professional standards and expectations associated with teaching:
    - 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
        - Student Conferencing
    - Identify and explore strategies, processes, and procedures to:
        - Promote equitable practices,
        - 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),
        - Success criteria, 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 specific learning issues,
    - Provide effective feedback for the learner to act upon, and
    - Improve student outcomes.
- Participation includes multiple options, depending on need, access, and district/RESA cohort models:
    - Synchronous virtual learning sessions,
    - Asynchronous, on-demand virtual learning sessions,
    - Engaging in personal reflection and goal-setting activities for continued professional learning,
    - Non-evaluative coaching activities, and
    - Job-embedded implementation tasks.

Program Schedule

All program sessions will be presented virtually, and participants will be able to register for any of the sessions listed below. To provide teachers 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 to minimize disruption to the instructional day.

April 18 – September 1	Application Window
July 25	Welcome and Program Orientation
August 17	Creating a Positive Learning Environment
September 14	Instructional Planning & Frameworks
October 12	Effective Instructional Strategies
November 9	Appropriate Instructional Resources
December 7	Effective Formative Assessment
January 11	Feedback & Data-Informed Decisions
February 8	Goal Setting and Student Conferencing
March 8	Closing out the Year Strong
April	*No Sessions in April*
May 10	Reflection & Goal Setting, Celebration

Cohort Participant Criteria

To be eligible for the 2022 – 2023 cohort, candidates will be teaching full-time in a (K-12), Georgia public education school, AND have one of the following:

- Valid, PSC-issued, Georgia Induction Level certificate OR
- Valid, PSC-issued, Georgia Waiver certificate (W-T) OR
- Valid, PSC-issued, Georgia permit (service years 1-3)

All cohort participants <u>must</u> 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 Teacher Support Program is <u>not</u> an induction program but <u>is</u> a support program for induction-level teachers. The intention of the GSLA Induction Teacher Support Program is to provide professional learning experiences, non-evaluative coaching, and peer engagement opportunities for those in the first 3 years of service in a K-12 classroom. Research-based resources have been designed to address areas of need around specific topics and common challenges for new teachers.

While the GSLA Induction Teacher Support Program is not intended to evaluate a teacher's effectiveness in the classroom, the content has been cross-referenced with the Georgia TAPS Standards to assist teachers with aligning their professional goals to the GSLA program content.

Participants will have multiple options to engage with the content and have flexibility in accessing and completing the exercises and implementation tasks.

Participants are expected to attend and actively participate in the synchronous sessions, access and utilize the information provided in the asynchronous options, support their cohort colleagues, and plan and implement the strategies and job-embedded tasks appropriate to their context.

Synchronous Sessions	Asynchronous Modules and Lessons	Coaching Support
• 1 per month • Virtual, live, facilitated by GSLA team member • Aligns with Georgia TAPS Standards • Aligns with asynchronous modules and lessons • Statewide cohort participation	• Access to a total of 25 lessons organized into 6 modules • On-demand, individual access at any time • Aligns with Georgia TAPS Standards • Includes strategies and resources for K-12 • Includes suggested implementation tasks with self-evalutation tools • Non-evaluative	• Monthly opportunities • Non-evaluative • Peer and individual coaching opporutnties to discuss implementation tasks and problems of practice • Optional Virtual Reality Simulation Lab sessions

Governor's School Leadership Academy Induction Teacher Support Program

MAIN GOAL: By the end of the year-long cohort experience, participating induction-level teachers will develop and refine essential competencies and skills related to highly effective instructional practices and apply those in their classrooms.

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

- Understand the professional standards and expectations associated with teaching:
    o 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
        ▪ Student Conferencing
    o Identify and explore strategies, processes, and procedures to:
        ▪ Promote equitable practices,
        ▪ Build relationships, and
        ▪ Cultivate a positive classroom culture/learning environment to promote high levels of student engagement.
    o Plan instructional strategies and learning experiences that are appropriate for:
        ▪ The standard(s),
        ▪ Learning target(s), and
        ▪ The students.
    o 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
        ▪ Improve student outcomes.
- Participation includes multiple options, depending on need, access, and school/district plans:
    o Synchronous virtual learning sessions,

o Asynchronous, on demand virtual learning sessions, o Engaging in personal reflection and goal-setting activities for continued professional learning, o Coaching activities, and o Completing and sharing job-embedded implementation tasks.					
Session	**Learning Outcomes**	**Session Activities & Resources**	**Job-Embedded Implementation Tasks**	**Asynchronous Module Lessons**	**TAPS Standards**
Welcome and Program Orientation **July 25**	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.	"Finding Your Marigold" article Meet the GSLA Teacher Academy team Four Corners – meet your cohort Program Overview – expectations, schedule, engagement opportunities Walk-through navigation of Canvas course	Access Canvas platform. Complete program orientation modules (prerequisite modules). Complete self-inventory and goal setting survey (identify targeted areas for growth and refinement).	▪ *Program Overview*	**Standard 9** Professionalism **Standard 10** Communication
Creating a Positive Learning Environment **August 17**	Explore the relationship between the elements of climate and culture and the impact on the learning environment. Examine available tools to determine areas of need and areas of positive impact on the learning environment. Identify and plan for appropriate processes and/or procedures that promote a well-managed environment conducive to learning.	"Power of Relationships in Schools" Rita Pierson video Scenarios – identify strategies used and discuss how to adapt "Creating a Positive Learning Environment" - video Give One, Get Three – share strategies for creating positive learning environment	Identify, plan for, and implement one or more strategies shared to support a positive learning environment. Expand your knowledge: "Making Sure Each Child is Known" Student Engagement Observation Checklist Understanding Trauma-Informed Education The Collaborative for Academic, Social, and Emotional Learning Classroom Climate Survey	▪ *Processes & Procedures* ▪ *Climate & Culture* ▪ *Building Relationships* ▪ *Knowing Your Learners* ▪ *Student Engagement* ▪ *Trauma-Sensitive Practices* ▪ *Growth Mindset* ▪ *Equity is not Equality* ▪ *High-Leverage Practices*	**Standard 7** Positive Learning Environment **Standard 8** Academically Challenging Environment **Standard 9** Professionalism

Instructional Planning & Frameworks **September 14**	Examine essential concepts related to core instructional practices as part of effective instructional planning. Explore the components and impact of instructional frameworks. Engage with peers to discuss a self-selected component of the Instructional Framework to identify specific steps to refine or enhance their practice and meet their students' needs.	GSLA Teacher Academy Instructional Framework "Learning Targets and Success Criteria" video "Assignments that Measure Up" and Five Ingredient Planning - article	Review and clarify your understanding of the expected instructional framework. Expand your knowledge: "Back to School, Know Your Why" Georgia Standards of Excellence "A Framework for Lesson Planning"	▪ *Instructional Frameworks* ▪ *Standards, Learning Targets & Success Criteria*	**Standard 1** Professional Knowledge **Standard 2** Instructional Planning **Standard 9** Professionalism
Effective Instructional Strategies **October 12**	Examine appropriate instructional strategies that promote impactful interaction with content and engage learners. Explore learning experiences that are appropriate for the standard(s)/learning target(s) and the students.	GSLA Teacher Academy Instructional Framework Introduce: The Teacher Toolkit Scenarios Science of Thinking and Learning, "Elaboration" video	Explore and plan to use one or more of the instructional strategies shared to support a lesson. The Teacher Toolkit Brain Based Instructional Strategies	▪ *Warm-Up/Bell Ringer* ▪ *Opening/Mini-Lesson* ▪ *Work Session* ▪ *Closing*	**Standard 3** Instructional Strategies **Standard 9** Professionalism

Appropriate Instructional Resources
 	
November 9
	Examine research-based instructional resources to determine effectiveness and alignment to instructional goals.
	
	Explore appropriate and highly effective resources appropriate for specific standards and learning targets.
		Workshop in small groups to explore and complete learning tasks for these (self-selected):
		  CEEDAR Center
		  Cox Campus
		  UDL
		  The Teacher Toolkit
		  The Iris Center
		  GPB
			Explore and plan to use one or more of the instructional resources shared to support a lesson.
			
			Expand your knowledge:
			
			Georgia Public Broadcasting Education
			
			Georgia Power: emPowering Education
			
			Federal Reserve Bank of Atlanta: Education
			
			Georgia Aquarium
				▪ *Instructional Resources*
				▪ *Instructional Resources*
					Standard 2 Instructional Planning
					
					Standard 9 Professionalism

			Georgia Agricultural Education Georgia Department of Natural Resources: Education		
Effective Formative Assessment December 7	Examine essential concepts related to formative assessment practices. Explore the role of the formative assessment process in the instructional framework. Apply a formative assessment process to determine student learning.	"My Favorite No" - video Formative Assessment model Grade band/cluster small group learning task with formative assessment example data	Plan and implement a formative assessment appropriate for a specific standard, learning target or outcome, and using success criteria. The Teacher Toolkit	▪ *Formative Assessment* ▪ *Checking for Understanding* ▪ *Collective Evidence of Learning* ▪ *Data Analysis, Reflection/ Planning*	**Standard 5** Assessment Strategies **Standard 6** Assessment Uses **Standard 9** Professionalism
Feedback and Data-Informed Decisions Jan. 11	Examine essential concepts related to providing effective feedback. Identify and apply criteria for effective feedback based on learning targets/success criteria. Explore the connection between formative assessment and planning for differentiated instruction.	Formative Assessment model Grade band/cluster small group learning task with formative assessment example data Crafting Feedback Scenarios	Apply feedback model to craft feedback on a selected assignment or formative assessment. Apply a data analysis process to determine student learning, evaluate the effectiveness of instruction, and to plan for future instruction. The Teacher Toolkit	▪ *Analyzing Student Data* ▪ *Feedback*	**Standard 4** Differentiated Instruction **Standard 6** Assessment Uses **Standard 9** Professionalism
Student Goal Setting and Conferencing Feb. 8	Examine essential concepts of core instructional practices related to goal setting and student conferencing. Examine available resources and tools to plan for appropriate processes and/or	"Goal Setting Practices that Support a Learning Culture" – article HLP11 – Goal Setting - video	Plan and implement student goal setting and/or conferences.	▪ *Student Conferencing* ▪ *Goal Setting*	**Standard 8** Academically Challenging Environment

	procedures that support student goal setting and conferencing.		"Empower Students through Individual Conferences" Student Conferences – Teacher Toolkit		**Standard 9** Professionalism
Closing the Year Strong **March 8**	Identify and plan for appropriate processes and/or procedures that promote a well-managed environment conducive to learning to close out the school year.	End-of-the-year checklist examples Graffiti Wall Hexagonal Thinking	Identify, plan for, and implement one or more strategies shared to support closing the school year. Review and clarify the expectations regarding closing out the school year responsibilities.	▪ *Processes & Procedures to Close the Year*	**Standard 8** Academically Challenging Environment **Standard 9** Professionalism
Reflection and Goal Setting, Celebration **May 10**	Reflect and identify professional strengths and areas for refinement. Develop and articulate specific goals for growth around professional practice. Identify and share areas for celebration with professional network of support within the GSLA Teacher Academy Community.	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.	Revisit their goal statement from the beginning of the year – reflect and set new goals.	*Participants will continue to have access to the asynchronous lessons and resources*	**Standard 8** Academically Challenging Environment **Standard 9** Professionalism

Virtual Modules for Induction Teacher Support

Participating teachers will have access to asynchronous on-demand modules in the GSLA Canvas course.

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 *(what the teacher is doing)* and meaningful learning experiences *(what the student is doing)*.
Opening/Mini-Lesson	Analyze the instructional framework to reflect on the process for planning effective instruction *(what the teacher is doing)* and meaningful learning experiences *(what the student is doing)*.
Work Session	Analyze the instructional framework to reflect on the process for planning effective instruction *(what the teacher is doing)* and meaningful learning experiences *(what the student is doing)*.
Closing	Analyze the instructional framework to reflect on the process for planning effective instruction *(what the teacher is doing)* and meaningful learning experiences *(what the student is doing)*.
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.