

Alignment with Georgia’s Professional Standards and Guidance

Georgia has several sets of standards that can (a) set expectations for becoming a good mentor; (b) help set a framework for a mentoring program; and (c) provide guidelines for how teachers can get “endorsements” that allow them to get paid extra for their mentoring.

The tables below outline how these modules fulfill some of the standard requirements for Georgia’s Teacher Support Specialist (T.S.S.) Endorsement, Coaching Endorsement, Induction Guidance, and Assessment of Performance Standards. Learn more about these state rules here:

T.S.S. Endorsement:

<http://www.gapsc.com/Rules/Current/Certification/505-2-.251.pdf>

Coaching Endorsement:

http://www.gapsc.com/MessageCenter/msgc_coachingendorsementprogram.asp

Georgia Teacher and Principal Induction Guidance:

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

Georgia Assessment of Performance Standards:

<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx>

Alignment with Georgia’s T.S.S. Endorsement Standards

| Mentor Modules Lessons | TSS Standard 1 | TSS Standard 2 | TSS Standard 3 | TSS Standard 4 | TSS Standard 5 | TSS Standard 6 |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Building Trust | | | | | | |
| Trust and Relationship Building | | X | | X | X | X |
| Teacher Identity | X | X | | X | X | X |
| Coaching Language and Techniques | | X | | X | X | X |
| Responding to Diverse Learners | | | | | | |
| Culture and Language | X | | | X | | |
| Differentiated Instruction | X | | X | X | | |
| Family and Community Engagement | | X | | | | |
| Enhancing Mentor Knowledge | | | | | | |
| Knowledge of Standards | X | X | X | X | | |

| | | | | | | |
|-----------------------|---|---|---|---|---|---|
| Knowledge of Students | X | X | X | X | | |
| Knowledge of Teachers | | X | | | X | X |

T.S.S. Standards (50T.S.S. Standard 1: The program shall prepare candidates to demonstrate knowledge, skills, and dispositions to support a teacher in the construction of an induction portfolio which demonstrates professional growth in standards-based practices.

T.S.S. Standard 2: The program shall prepare candidates to demonstrate knowledge, skills, and dispositions to create a supportive and reflective environment for addressing issues facing beginning/pre-service teachers.

T.S.S. Standard 3: The program shall prepare candidates to demonstrate knowledge, skills, and dispositions to use student work to evaluate and inform practice.

T.S.S. Standard 4: The program shall prepare candidates to demonstrate knowledge, skills, and dispositions of effective instructional coaching to assist teachers in planning, implementing, and assessing classroom instruction engaging all student in active learning.

T.S.S. Standard 5: The program shall prepare candidates to demonstrate knowledge, skills and dispositions to collaborate with the teacher in the development and implementation of an Individual Induction Plan that supports the professional growth of the teacher.

T.S.S. Standard 6: The program shall prepare candidates to demonstrate knowledge, skills, and dispositions to understand the roles and responsibilities of support providers in induction programs.

Alignment with Georgia’s Coaching Endorsement Standards

| MentorModules Lessons | Coaching Standard 1 | Coaching Standard 2 | Coaching Standard 3 | Coaching Standard 4 | Coaching Standard 5 | Coaching Standard 6 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Building Trust | | | | | | |
| Trust and Relationship Building | | | X | X | X | X |
| Teacher Identity | | | X | X | X | X |
| Coaching Language and Techniques | X | X | X | X | X | X |
| Responding to Diverse Learners | | | | | | |
| Culture and Language | | | | | | |
| Differentiated Instruction | | | | | | |
| Family and Community | | | | | | |

| | | | | | | |
|----------------------------|---|---|---|---|---|---|
| Engagement | | | | | | |
| Enhancing Mentor Knowledge | | | | | | |
| Knowledge of Standards | X | X | | | | |
| Knowledge of Students | X | X | | | | |
| Knowledge of Teachers | X | X | X | X | X | X |

Coaching Standards (GA PSC Endorsement 505-3-.86)

1. The program shall prepare the coach to have the knowledge, skills, and dispositions to identify performance criteria;
2. The program shall prepare the coach to have the knowledge, skills, and dispositions to demonstrate knowledge and understanding of performance assessments and analysis of results;
3. The program shall prepare the coach to have the knowledge, skills, and dispositions to develop, maintain, and implement an effective coaching plan;
4. The program shall prepare the coach to have the knowledge, skills, and dispositions to provide feedback to an individual or group of individuals in an effort to build capacity and improve performance;
5. The program shall prepare the coach to have the knowledge, skills, and dispositions to communicate effectively with the coachee;
6. The program shall prepare the coach to have the knowledge, skills, and dispositions to effectively establish the relationship of trust with all stakeholders in the coaching process;

Alignment with Georgia’s Teacher and Principal Induction Guidance

Drafted in 2011, Georgia’s Department of Education developed documents for Teacher and Principal Induction Guidance as part of an effort to increase the effectiveness of all teachers. The induction years are considered to be the years between when someone makes the decision to become a teacher, emphasizing the first two years of a teacher’s professional career.

The **MentorModules.com site is an excellent example of a research-based mentor training program**—as advocated by the induction guidance document. The modules can be used by teachers and other school leaders to ensure that new teachers get the support they need during their induction years. As emphasized in the Induction Guidance document, a mentoring program can enhance new teachers’ experiences and create long-lasting benefits for teachers and students alike.

The table below highlights lessons that are particularly aligned to each specific guideline.

| | | | | | | |
|--|------------|----------|------------|------------|-------------|---------|
| | Leadership | Mentorin | Orientatio | Performanc | Professiona | Program |
|--|------------|----------|------------|------------|-------------|---------|

| | and Organizational Structures | g | n | e Assessment | l Learning | Evaluation |
|---------------------------------------|-------------------------------|---------|------|--------------|------------|------------|
| Building Trust | | | | | | |
| Trust and Relationship Building | 1, 3, 5 | 3, 5 | 3 | 5 | 2 | |
| Teacher Identity | 1, 2, 3, 4, 5, 6 | 3, 4, 5 | 1, 3 | | 2 | |
| Coaching Language and Techniques | 2, 4, 6 | 4, 5 | | 3, 5 | 1, 2, 3 | 1 |
| Responding to Diverse Learners | | | | | | |
| Culture and Language | | | | | | |
| Differentiated Instruction | | 2, 5 | | | 2 | |
| Family and Community Engagement | | | | | | 3 |
| Enhancing Mentor Knowledge | | | | | | |
| Knowledge of Standards | 1, 2, 3, 4, 6 | 2, 5 | | 2, 3, 4, 5 | 1, 3 | 1, 2, 3 |
| Knowledge of Students | | 2, 5 | | 2, 3, 4, 5 | 1, 3 | 1, 2, 3 |
| Knowledge of Teachers | 1, 2, 3, 4, 5, 6 | 2, 4, 5 | | 2, 3, 4, 5 | 1, 3 | 1, 2, 3 |

Georgia Teacher Induction Standards

Guidelines for Leadership and Organizational Structures

1. District will provide a culture and climate that support induction phase teachers.
2. District will provide the induction phase teachers with equitable materials and resources.
3. Building administrators will provide a culture and climate that support induction phase teachers.
4. Building administrators will make instructional assignments in a manner that considers the needs of induction phase teachers and every learner.
5. Building administrators will assign additional duties and responsibilities in a manner that considers the induction phase teachers.
6. Building administrators will provide the induction phase teachers with equitable materials and resources.

Guidelines for Mentoring

1. The mentors will be recruited and selected based on established mentor guidelines.
2. An on-going mentor training program will be developed, which is differentiated, flexible in modality of delivery and scheduling, and research based.

3. Mentor expectations are provided that delineate the roles and responsibilities of mentors for a successful induction phase teacher.
4. A quality mentoring program addresses planning, scheduling, roles and responsibilities, training, and accountability in a district plan that is routinely reviewed and updated.
5. Mentor accountability is addressed through multiple measures that will include self-assessments, student achievement, mentee feedback, and/or district level data.

Guidelines for Orientation

1. Orientation must be conducted in an appropriate time frame and must be provided to all new teachers.
2. District level orientation will be provided for induction phase teachers.
3. School level orientation will be provided for induction phase teachers.

Guidelines for On-Going Performance Assessment

1. Induction Phase Teacher Support Team will be established and will include at a minimum: a mentor, the school principal or designee, and when possible, an external support agency representative (i.e., higher education, regional educational service agency, district level personnel).
2. Diagnostic assessment(s) will be administered to determine the specific professional learning support needs of the induction phase teacher aligned to TAPS.
3. An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.
4. Assessments will follow the process outlined in the TAPS handbook.
5. The induction phase teacher, guided by the Induction Phase Teacher Support Team, will use assessment results to inform and adjust professional growth plan.

Guidelines for Professional Learning

1. Professional Learning will be guided by the standards in the Teacher Assessment on Performance Standards.
2. Professional learning is job-embedded, differentiated, and occurs within a learning community in order to inform the induction phase teacher practices most effectively.
3. Professional learning will be used to refine and sustain induction phase teacher effectiveness in order to have a positive impact on student achievement.

Guidelines for Program Evaluation

1. Evaluation should be designed to address elements incorporated within the district induction program.
2. Data collected as part of the program evaluation supports continuous program revision, as well as assesses overall program quality.
3. The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement.

Georgia Assessment of Performance Standards

For a teacher to understand assessment uses to assess knowledge base and repertoire of their teaching strategies, mentoring can benefit and accelerate this work inside the classroom. With high quality mentoring, teachers can learn how to provide build relationships with colleagues, students, and families, deliver excellent instruction, provide timely and specific feedback to students, and teach students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Mentor Module One – Building Trusting Relationships

- Building Trust – Positive Learning Environment TAPS standard 7

Collectively, these three lessons help teachers to promote a climate of trust and teamwork within and beyond the classroom. Mentors can model what trust looks like and should sound like in a classroom setting.

Mentor Module Two Responding to Diverse Learners

- Culture and Language – Academically Challenging Environment TAPS standard 8
- Differentiated Instruction – Differentiation TAPS standard 4; Instructional Strategies TAPS standard 3
- Family and Community Engagement – Communication TAPS standard 10

Mentor Module Three Enhancing Mentor Knowledge

- Knowledge of Standards – Professional Knowledge TAPS standard 1
- Knowledge of Students – Assessment Strategies TAPS standard 5; Assessment Uses TAPS standard 6
- Knowledge of Teachers - Assessment Uses TAPS standard 6