The New Teacher Center’s 2011 Review of State Policies on Teacher Induction provides comprehensive summaries for all 50 states. For each state, the NTC reviews the presence or absence of policies related to 10 key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance on new teacher induction and mentoring.

1. Teachers Served:
State policy should require that all teachers receive induction support during their first two years in the profession.

State policy does not require new teachers to receive induction or mentoring support. State Education Rule 160-3-3.07 establishes a Mentor Teacher Program, but districts have the option of whether to participate.

2. Administrators Served:
State policy should require that all school administrators receive induction support during their first two years in the profession.

The state does not require new school administrators to receive induction or mentoring support.

3. Program Standards:
The state should have formal program standards that govern the design and operation of local teacher induction programs.

The state does not have formal induction program standards. However, State Education Rule 160-3-3.07 (3) provides some specific requirements for districts that choose to operate a Mentor Teacher Program. These include submission of an annual program application to the Georgia Department of Education that details the number of new teachers served, the number of mentor teachers utilized, additional mentor selection criteria, and summative evaluation results regarding program effectiveness.

4. Mentor Selection:
State policy should require a rigorous mentor selection process.

State policy articulates minimum criteria for mentor selection. It defines a mentor as “a peer” who holds a Teacher Support Specialist endorsement and who has been chosen by a school-based selection committee. State policy defines a school-based committee as one “whose majority is comprised of teachers.” [State Education Rule 160-3-3.07 and Georgia Professional Standards Commission Rule 505-2-.251]

5. Mentor Training:
State policy should require foundational training and ongoing professional development for mentors.

State policy does not address mentor training.

6. Mentor Assignment and Caseload:
State policy should address how mentors are assigned to beginning teachers, allow for manageable mentor caseloads, and encourage programs to provide release time for mentors.

State policy does not address mentor assignment and caseload apart from a requirement for local programs to prioritize the assignment of mentors to “first-year teachers” and “second- and third-year teachers” who “have needs,” are “at risk of leaving the profession,” who are “returning to the profession after extended absence,” or who are “from out-of-state.” In addition, the state defines “mentoring
unit” as a minimum of 15 hours of work completed by a mentor teacher with one or more protégé teachers. [State Education Rule 160-3-3.07]

7. Program Delivery:
State policy should identify key induction program elements, including a minimum amount of mentor-new teacher contact time, formative assessment of teaching practice, and classroom observation.
State policy does not address key induction program elements.

8. Funding:
The state should provide dedicated funding to support local educator induction programs.
The state does not provide dedicated funding for local teacher induction programs. State policy allows for the provision of stipends to mentors who provide up to three units of mentoring support (15 hours each) annually. However, there is no current state funding for such mentor stipends. [State Education Rule 160-3-3.07 (2)(e) and State Education Rule 160-3-3.07 (3)(b)]

9. Educator Accountability:
The state should require participation in and/or completion of an induction program to advance from an initial to a professional teaching license.
The state does not require new teachers to participate in an induction program in order to advance to a professional teaching license.

10. Program Accountability:
The state should assess or monitor program quality through accreditation, program evaluation, surveys, site visits, self-reports, and other relevant tools and strategies.
State policy requires local mentor teacher programs to submit an annual program application to the Georgia Department of Education and to have a plan on file locally. The application and plan must include “summative evaluation results regarding program effectiveness and any proposed program changes to increase program effectiveness in succeeding years.” [State Education Rule 160-3-3.07]

Links:

The Georgia Department of Education has reviewed this state summary.
This information is accurate as of April 2011.