LEADER INDUCTION PROGRAM ASSESSMENT (PRE-ASSESSMENT <u>AND</u> POST-ASSESSMENT)
Pre-Assessment Date: _____
Post-Assessment Date: _____

OVERVIEW DOMAIN 1: ROLES AND RESPONSIBILITIES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
Overview: The Leader Induction Guidance and domains collectively provide for an effective Leader Induction Program and require an investment from all stakeholders to ensure leader effectiveness. The development of Induction Phase Leaders must be strengthened by the roles and responsibilities of the Georgia Department of Education (GADOE), higher education (IHE), district level personnel, regional educational personnel (RESA), mentors, and the Induction Phase	**Georgia Department of Education Components** 1. Work closely with districts and RESA's to provide differentiated technical assistance that supports the development, implementation and evaluation of effective Leader Induction Programs. 2. Provide support for Georgia colleges and universities to create and maintain seamless Leader Induction support from pre-service to post-service. 3. Provide guidance for the recruitment and selection of Leader Mentors.		

OVERVIEW DOMAIN 1: ROLES AND RESPONSIBILITIES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
Leaders. **Leader Induction work is usually led by a designated district leader assigned by the Superintendent.**	4.Identify and disseminate best district practices for Leader Induction. **Higher Education Components** Collaborate with school districts to design, support, and enhance the Leader Induction Process. **RESA Components** Collaborate with schools and districts to provide differentiated technical assistance to support the development, implementation and evaluation of effective Leader Induction Programs. **District Level Components** **A District Level Leader is usually appointed by the Superintendent to lead the Leader Induction Process.** 1. Ensure the school environment is conducive for the Induction Phase Leader's professional growth and		

OVERVIEW DOMAIN 1: ROLES AND RESPONSIBILITIES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	development. 2. Establish, implement, and support a quality Leader Induction Program. 3. Communicate clear goals and expectations of a quality Leader Induction Program. 4. Articulate roles and responsibilities of all stakeholders in the induction process. 5. Serve on the Leader Induction Support Team. 6. Design and implement an initial Leader Mentor training program to meet the needs of the district. 7. Outline the components and processes to evaluate the effectiveness of the Leader Induction Program.		

OVERVIEW DOMAIN 1: ROLES AND RESPONSIBILITIES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	8. Provide the resources needed to implement and sustain a quality Leader Induction Program. 9. Coordinate Leader Mentor selection. 10. Identify current and/or retired leaders as potential Leader Mentors. 11. Establish a transparent mentor/mentee matching process. 12. Create opportunities for a supportive relationship between the Leader Mentor and the Induction Phase Leader (e.g. time, location, etc.). 13. Provide and support on-going professional learning aligned to the needs of the Induction Phase Leader, as well as the Leader Mentor, in order to meet the desired outcomes of the Leader Induction Plan.		

OVERVIEW DOMAIN 1: ROLES AND RESPONSIBILITIES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	14. Develop and honor a culture of collegiality among new and veteran leaders and mentors. 15. Actively support and communicate with the leader on a regular and consistent basis. 16. Evaluate the effectiveness of the Leader Induction Program based on data collected. 17. Create an intervention process when the mentor/mentee relationship is ineffective.		

OVERVIEW DOMAIN 1: ROLES AND RESPONSIBILITIES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	Mentor Components 1.Commit to the mission, vision, and goals of the Leader Induction Program. 2. Provide professional, individual support to the leader through collaboration and effective communication. 3. Coordinate/facilitate interventions and professional learning experiences to guide growth and development of the Induction Phase Leader. 4.Serve on the Leader Induction Support Team. 5.Successfully complete the initial and on-going Leader Mentor Training Program.		

OVERVIEW DOMAIN 1: ROLES AND RESPONSIBILITIES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	Induction Phase Leader Components 1. Understand that an effective Leader Induction Program relies on the willingness of the Induction Phase Leader to be open and candid concerning his/her needs for positive growth and development. 2. Participate in all facets of the Leader Induction Program to ensure leader effectiveness that will have a positive impact on student achievement. 3. Serve on the Leader Induction Support Team.		

OVERVIEW DOMAIN 2: LEADERSHIP & ORGANIZATIONAL STRUCTURES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
Overview: A collaborative culture of support and organizational structures that promote success are established for the Induction Phase Leader. The following guidance identifies the district's responsibilities for establishing a supportive environment. **Leader Induction work is usually led by a designated district leader assigned by the Superintendent.**	**Guideline 1** **District leaders foster a culture of collaborative learning to support the Induction Phase Leader.** **Components** 1. Ensure an appropriately matched mentor who provides support for professional growth and learning. 2. Articulate high expectations pertaining to ethical behavior and conduct in accordance with the Georgia Code of Ethics for Educators. 3. Develop, implement, and evaluate a formal plan for regular interaction and communication among leaders and district administration. 4. Envision and promote mentoring and coaching as a critical strategy for		

OVERVIEW DOMAIN 2: LEADERSHIP & ORGANIZATIONAL STRUCTURES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	implementing school improvement initiatives that focus upon student learning. 5. Encourage the Induction Phase Leader to be innovative for the purpose of increasing student achievement. 6. Provide opportunities and encouragement for Induction Phase Leaders to contribute to and be involved in system-level decisions. **Guideline 2** **District leaders ensure Induction Phase Leaders and their Leader Mentors are provided appropriate resources and professional development.** **Components** 1. Provide high-quality professional learning that includes on-going support that builds, sustains, and refines educator effectiveness and positively impacts student growth and		

OVERVIEW DOMAIN 2: LEADERSHIP & ORGANIZATIONAL STRUCTURES	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	achievement. 2. Professional learning will be guided by the standards of the **Leader Assessment on Performance Standards (LAPS)** including school leadership, organizational leadership, human resources leadership, and professionalism and communication. 3. Provide professional learning for the Induction Phase Leader and Leader Mentor. 4. Allot time for collaboration between the Induction Phase Leader and Leader Mentor.		

OVERVIEW DOMAIN 3: LEADER MENTORING	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
Overview: An effective induction program recognizes the importance of creating a systematic process for the recruitment, selection, training of qualified Leader Mentors who provide support for Induction Phase Leaders. **Leader Induction work is usually led by a designated district leader assigned by the Superintendent.**	**Guideline 1** **Leader Mentors will be recruited and selected based on established Leader Mentor guidance.** **Components** 1. The Georgia Department of Education (GaDOE) provides guidance for the recruitment and selection of mentors. 2. The district will establish mentor recruitment and selection criteria. **Guideline 2** **Training programs required of all Leader Mentors are differentiated, flexible, and research based.** **Components** 1. All stakeholders in the Leader Induction Program will be apprised of their respective roles and responsibilities. 2. The Leader Mentor Training Program designs are differentiated based on the Leader Mentor's needs and skill level.		

OVERVIEW DOMAIN 3: LEADER MENTORING	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	3. Topics for learning are based on a needs assessment and/or collected data. 4. The modality of delivery and scheduling of the Leader Mentor training will be flexible to meet the diverse needs of Leader Mentor. **Guideline 3** **The district shall provide clearly-defined expectations for Leader Mentors.** **Components** 1. Leader Mentors serve a non-evaluative function that fosters open and safe communication. 2. Leader Mentors collaborate in the development of the Induction Phase Leader's Induction Plan. 3. Leader Mentors provide timely, constructive feedback at regular intervals.		

OVERVIEW DOMAIN 3: LEADER MENTORING	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	4. Leader Mentors participate in on-going professional learning. 5. Leader Mentors provide sustained support throughout the induction process. Support should be provided for no less than a full year. 6. Leader Mentors provide support aligned to the Induction Phase Leader's Induction Plan. 7. Leader Mentors serve as an advocate for Induction Phase Leaders. 8. Leader Mentors gather and share resources with the Induction Phase Leader. **Guideline 4** **Leader Mentor accountability is addressed through multiple measures to include: self-assessments, student achievement, Induction Phase Leader feedback, and/or**		

OVERVIEW DOMAIN 3: LEADER MENTORING	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	district level data. **Components** 1. Districts collect and analyze Leader Mentor self-reflection data to determine effectiveness of the Leader Mentor. 2. Districts collect and analyze Induction Phase Leader data including leader feedback to help determine the effectiveness of the Leader Mentor.		

OVERVIEW DOMAIN 4: ORIENTATION FOR LEADER MENTOR AND INDUCTION PHASE LEADER	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
Overview: Quality orientation programs enable Leader Induction Mentors and Induction Phase Leaders to become familiar with the school, the school district, and Georgia's educational initiatives, and support their professional, social, and emotional needs. All Induction Phase Leaders and Leader Induction Mentors will be provided a clear explanation and expectations of the Georgia Leader Induction Program. **Note: The planning of the Orientation of the Induction Mentors and the Induction Phase Leaders is usually assigned to a district leader**	**Guideline 1** **Orientation needs to begin as soon as possible after the Induction Phase Mentor and the Induction Phase Leader are hired, and must be provided to all Leader Mentors and Induction Phase Leaders.** **Guideline 2** **Orientation includes state, district, school level, and community expectations.** **Components** 1. Provide a description of district mission, vision, values, and goals to both Leader Mentors and Induction Phase Leaders. 2. Provide an Introduction to the required curriculum to both Leader Mentors and Induction Phase Leaders. 3. Provide relevant district information		

OVERVIEW DOMAIN 4: ORIENTATION FOR LEADER MENTOR AND INDUCTION PHASE LEADER	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
by the Superintendent.	such as student population, school locations, organizational chart, safe school policies and procedures, and grading guidelines to both Leader Mentors and Induction Phase Leaders. 4. Provide clear identification of available on-going supports and resources (i.e., curriculum/program staff) for both Leader Mentors and Induction Phase Leaders. 5. Schedule Leader Mentor and Induction Phase Leader professional learning activities and disseminate the schedule(s) to all involved. 6. Provide a clear explanation of the purpose and structure of the Georgia Leader Mentor Program and the Georgia Leader Induction Program. 7. Provide an in-depth explanation of the		

OVERVIEW DOMAIN 4: ORIENTATION FOR LEADER MENTOR AND INDUCTION PHASE LEADER	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	purpose and structure of the Leader Mentor and the Induction Phase Leader evaluation process. 8. Provide information regarding school law and the Georgia Professional Educators Code of Ethics to both the Leader Mentor and the Induction Phase Leader. 9. Provide Information on internal processes (as appropriate to the district) such as budgetary processes, facility, safety, staffing, etc. to both the Leader Mentor and the Induction Phase Leader. 10. Provide guidelines for federal programs, federal grants, and Title programs to both the Leader Mentor and the Induction Phase Leader.		

OVERVIEW DOMAIN 4: ORIENTATION FOR LEADER MENTOR AND INDUCTION PHASE LEADER	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	11. Provide a description of state, district, and school organizational charts to both Leader Mentors and Induction Phase Leaders. 12. Provide Human Resources staffing policies and procedures to both Leader Mentors and Induction Phase Leaders.		

OVERVIEW DOMAIN 5: ON-GOING PERFORMANCE ASSESSMENT	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
Overview: On-going Leader Induction Performance Assessment is a two-year cycle. Upon hiring an Induction Phase Leader and Leader Mentor, the Leader Induction Support Team is created, a diagnostic assessment is conducted, a Leader Induction Plan (including Professional Learning) is developed, and evidence of growth toward mastery of the Leader Assessment of Performance Standards (LAPS) is provided. The Induction Phase Leader, along with the Leader Induction Support Team, reviews multiple sources of data to revise the Leader Induction Plan for the second	**Guideline 1** **Each Leader Induction Phase Leader is supported by a team to include at a minimum a Leader Mentor, immediate supervisor, and, when possible, an external support agency representative (i.e. higher education, regional educational service agency, district specialist).** **Components** The Leader Induction Support Team is formed at the direction of the immediate supervisor or designated district level administrator for all Induction Phase Leaders when hired and/or appointed. **Guideline 2** **Diagnostic assessment(s) will be administered to determine the specific**		

OVERVIEW DOMAIN 5: ON-GOING PERFORMANCE ASSESSMENT	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
year. **Leader Induction work is usually led by a designated district leader assigned by the Superintendent.**	**professional learning needs of the Induction Phase Leader and the Leader Mentor. This process is designed to include the standards identified in the Leader Assessment of Performance Standards (LAPS).** **Components** 1. Diagnostic tools/processes include, but are not limited to, a self-assessment, an interview, and/or other sources previously determined by the Leader Induction Support Team. 2. The data from the diagnostic assessment(s) will be used to guide the individual Leader Induction Plan. **Guideline 3** **A Leader Induction Plan will be developed by the Leader Induction Support Team for each Induction Phase Leader.** **Components** 1. Professional development goals will be		

OVERVIEW DOMAIN 5: ON-GOING PERFORMANCE ASSESSMENT	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	based on the Induction Phase Leader's assignment, district and/or school learning goals, identified developmental needs, prior preparation and experiences, or assessment results. 2.School data will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the Induction Phase Leader's performance. 3.The plan will drive the professional learning of both the Leader Mentor and the Induction Phase Leader. 4. The plan could include work with the mentor, observations of other leaders, professional learning opportunities and readings.		

OVERVIEW DOMAIN 5: ON-GOING PERFORMANCE ASSESSMENT	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	Guideline 4 **Assessments will follow the process outlined in the Leader Keys Effectiveness System (LKES) Evaluator Handbook.** **Components** 1.The Induction Phase Leader's progress is regularly assessed by observations, evidence, reflective conversations, and analysis of student data, all of which is documented. **Guideline 5** **The Induction Phase Leader and Leader Mentor use assessment data results to inform and adjust the professional growth plan.** **Components** 1.The Induction Phase Leader, guided by the Induction Phase Leader Support		

OVERVIEW DOMAIN 5: ON-GOING PERFORMANCE ASSESSMENT	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	Team, will use the diagnostic assessment results, the Leader Induction Plan, evidence to support each component of the Leader Induction Plan, and an overall reflection summary to guide professional learning. 2.The Induction Phase Leader, guided by the Induction Phase Leader Support Team, will use the reflection to guide professional learning and next steps for year two in the process.		

OVERVIEW DOMAIN 6: LEADER INDUCTION PROGRAM EVALUATION	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
Overview: Districts establish a systematic approach to evaluate the effectiveness of all aspects of Induction Phase Leader programs.	**Guideline 1** **Evaluation should be designed to address elements incorporated within the District Leader Induction Program.** **Components** 1. The Leader Induction Plan dictates the program evaluation design. 2. The program evaluation design is developed concurrently with the design of the District Leader Induction Program. 3. The program evaluation design evaluates intended goals and the impact on student growth and achievement. **Guideline 2** **Data collected as part of the program**		

OVERVIEW DOMAIN 6: LEADER INDUCTION PROGRAM EVALUATION	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	evaluation supports continuous program revision as well as assesses overall program quality. **Components** 1. Program evaluation defines cycles of data collection, analysis and action, as it continually occurs throughout the life of the Leader Induction Program, in the context of a clearly defined continuous improvement framework. 2. Program evaluation captures evidence of fidelity of implementation. 3. Program evaluation captures evidence of expected impact of the Leader Induction Program. Sources of evidence will include components of the Leader Keys Evaluation System. 4. Evaluation of the District Leader Induction Program documents on-going evidence including: participant reactions, participant growth, changes		

OVERVIEW DOMAIN 6: LEADER INDUCTION PROGRAM EVALUATION	PROFICIENT LEVEL OF DEVELOPMENT	DATA COLLECTION AND/OR EXAMPLES OF EVIDENCE	SUPPORT NEEDED & NEXT STEPS
	in practices and dispositions, and the impact of documented change as compared to the expected outcomes of the Leader Induction Program. **Guideline 3** **The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement (no components).**		

For further information regarding Georgia's Leader Induction Program, contact Dr. Kathy Reese, kreese@doe.k12.ga.us