Teacher and Leader Effectiveness Implementation and Evaluation Resource Guide
Georgia *Principal Induction* Guidance

The Georgia Department of Education's Implementation and Evaluation Resource Guides are companion guides for the GaDOE Teacher and Principal Induction Guidance (http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines-.aspx). Georgia's Teacher and Principal Induction Guidance provide districts with an effective induction program that focuses on recruiting, retaining and supporting induction phase teachers and principals. Georgia's Implementation and Evaluation Resource Guides provide additional support in the development, implementation and evaluation of effective district induction programs and are also aligned to the New Teacher Center Induction Program Standards.

The New Teacher Center (NTC) has worked with state agencies, districts and a range of educational institutions to define the characteristics and fundamental elements of high quality induction programs that accelerate the development of new teacher and new principal effectiveness, improve retention, and increase student learning. NTC's Induction Program Standards build upon and are informed by those many years of study, consultation, collaboration, and program implementation across many contexts throughout the United States and abroad. These standards are designed to provide district induction leaders a guiding framework.

NTC has granted permission for the GaDOE to *adapt* the NTC Induction Program Standards to:

- support alignment to GaDOE Teacher and Principal Induction Guidance documents and to provide a common language and understanding,
- reflect upon induction practices within Georgia districts,
- guide the collection and analysis of program data in Georgia districts, and
- evaluate the program implementation in Georgia districts.

NTC has reviewed and approved the Georgia Department of Education's revisions and edits to NTC's Induction Program Standards. Additionally, NTC has granted permission for the distribution to Georgia districts.

> *The New Teacher Center (NTC) is a national, non-profit organization, dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, surveys, and research. Since 1998, the NTC has served more than 49,000 teachers and 5,000 mentors, touching millions of students across America. Find out more about NTC at www.newteachercenter.org.*
>
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If you have any questions, please contact the New Teacher Center by email at: info@newteachercenter.org or by phone 831-600-2200. GaDOE: Avis King, Deputy Superintendent, aking@doe.k12.ga.us or Cynthia Saxon, csaxon@doe.k12.ga.us

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GaDOE Domain/Guideline	New Teacher Center Induction Program Standard	Key Elements	Reflective Questions	Notes and Examples of Artifacts/Evidences
Roles and Responsibility **District** **Component 1** **Ensure the school environment is conducive for the induction phase principal's professional growth and development.**	**Principal Engagement**	District leaders implement policies, provide resources, and create conditions that promote induction phase principal success. District leaders support mentors and induction phase principals to coordinate induction activities with other school-based initiatives and evaluation procedures.	What school policies and practices are supports for or barriers to collaboration among induction phased and experienced principals? How can we support or overcome them? In what ways do working conditions support or hinder induction phase principal success? How do we help district leaders and mentors create positive environments for induction phase principals? How do we work with all district and school leaders to build support for the principal induction program? How do mentors work with induction phase principals to ensure that they have access to appropriate professional development and support?	

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Roles and Responsibility **District (cont.)** **Component 1**	**Principal Engagement (cont.)**		How do we align principal induction to other district-based initiatives? What is the intersection between formative assessment and principal evaluation? How does one support the other within our program context?	
	Program Vision, Goals, and Institutional Commitment	District leaders work to improve conditions that affect induction phase principal success and their teachers' and students' learning.	How do we assess the context for induction phase principals in terms of hiring policies, school assignments, district practices, resources? How are induction phase principal assignments determined? What considerations are made for novices? What collaboration structures exist for induction phase principals in the district? In what ways do principals use collaboration time? What additional resources and support are provided to induction phase principals in challenging situations?	

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Roles and Responsibility **District (cont.)** **Component 1**	**Program Administration and Communication**	District leaders coordinate efforts with other site and district P-12 initiatives.	What school and/or district initiatives need to be aligned to our induction efforts? How do we envision the mentor's role in our site and/or district initiatives? How can the induction program enhance other important educational reform initiatives?	
Roles and Responsibility **District** **Component 2** **Establish, implement, and support a quality principal induction program.**	**Program Vision, Goals and Institutional Commitment**	District leaders create a program vision and mission focused on principal and teacher effectiveness and student learning that is part of a coherent development system for all educators.	How do we align and provide continuity from leader preparation to recruitment and initial hire, the first years of administration and on through advance levels of practice? What goals and outcomes ensure a positive impact on retention, principal effectiveness, teacher effectiveness and student achievement?	
	Program Vision, Goals and Institutional Commitment	District leaders design and implement an induction program in response to the assessed needs of induction phase principals, teachers, students and school communities.	In what ways do we assess induction phase principals'' developmental, cognitive, and situational needs? How do we taken into account the context and demographics of the school and community?	

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Roles and Responsibility District **Component 2 (cont.)**	**Program Vision, Goals and Institutional Commitment (cont.)**		How is our program contextualized to meet student, teacher, school, and district needs?	
Roles and Responsibility District **Components 3 and 4** **3) Communicate clear goals and expectations of a quality principal induction program.** **4) Articulate roles and responsibilities of all stakeholders in the induction process.**	**Program Vision, Goals and Institutional Commitment**	District leaders develop specific goals, accompanied by clearly articulated rationales and informed by research, policy, and practice, to guide the work of district leaders, mentors, induction phase principals, and other educational partners.	How do we establish program goals? Who is involved? What are our program's overall goals? What is the rationale for our program's design? In what ways is our rationale informed by research, policy, and practice? What specific outcomes do we have for induction phase principals, mentors, and district leaders?	
Roles and Responsibility	**Program Administration and Communication** **Program Administration and Communication**	District leaders with adequate status, authority, support, time and resources guide program implementation and accountability.	In what ways have we clarified roles with regard to decision-making, supervision, and evaluation? How do our organizational structures fully empower district leaders?	

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District (cont.) **Components 3 and 4**			In what ways do communication structures maintain high levels of clarity regarding the leadership of this program? What adjustments are needed?	
Roles and Responsibility **District** **Component 5** **Serve on the Principal Induction Support Team (designated district level administrator).**	**Assessing Beginning Teacher Practice**	Districts ensure that the formative assessment system supports induction phase principals in meeting standards and requirements for certification and/or local evaluation.	How do we ensure alignment of induction phase principal formative assessment practices to applicable state requirements for certification? In what ways do we align the induction phase principal formative assessment system with local policies and practices for induction phase principal performance evaluation?	
Roles and Responsibility **District** **Component 6** **Design and implement an initial mentor training program to meet the needs of the district.** **Roles and Responsibility**	**Mentor Professional Development and Learning Communities** **Program Assessment, Evaluation, and**	District leaders design and implement a mentor learning community for professional learning, problem-solving, and collaborative inquiry.	What are the goal and outcomes for mentor professional learning? When, how, and how often are mentors brought together for collaboration with mentor colleagues to meet their immediate needs and refine their mentoring practice? How do we foster shared mentor leadership within their professional learning community?	

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District **Component 7** **Outline the components and processes to evaluate the effectiveness of the principal induction program.**	**Accountability**	District leaders guide the development and implementation of a comprehensive system of program evaluation and continuous improvement aligned to GaDOE's Principal Induction Guidance.	What is our comprehensive design for program evaluation? What qualitative and quantitative evidence can be used to evaluate and document the quality and effectiveness of the program? How can our system of ongoing program evaluation demonstrate desired results? Who should be involved in evaluating and documenting the mentoring program?	
Roles and Responsibility **District** **Component 8** **Provide the resources needed to implement and sustain a quality principal induction program.**	**Program Vision, Goals, and Institutional Commitment**	District leaders allocate time and resources needed to accomplish program goals and support continuous program improvement.	How are resources distributed and what adjustments might be necessary to ensure that the resource needs of the program are fully met? Who is involved in resource allocation? Who else might need to be included? How can we assemble the funding to support and grow the program? What is the plan for program sustainability?	
Roles and Responsibility	**Principal Engagement**	District leaders design and implement a principal induction	How do principals make mentoring possible?	

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District **Component 8 (cont).**		program in response to the assessed needs of induction phase principals, teachers, students, and school communities.	What school policies and practices are supports for or barriers to collaboration among induction phased and experienced principals? How can we support or overcome them? In what ways do working conditions support or hinder induction phase teacher success?	
Roles and Responsibility: **District Components 9and 10** **9) Coordinate mentor selection.** **10) Identify current and/or retired principals as potential mentors.**	**Mentoring Roles and Responsibilities, Selection, Assignment, and Assessment**	District leaders design a formal rigorous process for mentor recruitment and selection that is based on criteria consistent with the roles and responsibilities and involves multiple stakeholders.	Who is involved in designing the selection criteria? How do we share selection criteria with candidates, program stakeholders, and those involved in mentor selection? How do we recruit the best candidates to become mentors? How do we ensure a fair and equitable process for selection? How do we prepare our selection team?	
Roles and Responsibility:	**Mentoring Roles and Responsibilities,**	District leaders manage the assignment of mentors to induction phase principals	For whom is the mentoring provided? What are appropriate criteria for matching mentors with induction phase	

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District Components 11 and 12 **11) Establish a transparent mentor/mentee matching process.** **12) Create opportunities for a supportive relationship between the mentor and the induction phase principal (e.g. time, location, etc.)**	**Selection, Assignment, and Assessment** **Principal Engagement**	according to relevant factors and in a timely manner. District leaders implement policies, provide resources, and create conditions that promote induction phase principal success.	principals? How do mentor caseloads maximize time for mentor-induction phase principal interactions? What steps will be followed if a "mismatch" has occurred? How do district leaders make mentoring possible? What school policies and practices are supports for or barriers to collaboration among induction phased and experienced principals? How can we support or overcome them? In what ways do working conditions support or hinder induction phase principal success? How do we help other administrators and mentors create positive environments for induction phase principals?	
Roles and Responsibility District	**Beginning Teacher Professional Development and**	District leaders provide professional development that offers choice and flexibility and is guided by research, standards, local priorities,	What local research do we have or need to do on our induction phase principals' needs, what does it tell us, and how do those data inform our planning? How do we provide professional	

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Component 13 **Provide and support ongoing professional learning aligned to the needs of the induction phase principal in order to meet the desired outcomes of the principal induction plan.**	**Learning Communities**	and the development needs of the induction phase principal.	development to induction phase principals to deepen their content knowledge of curriculum, instruction and assessment? How do we integrate and coordinate local priorities for professional development and align with Leader Assessment of Performance Standards (LAPS) or expectations? How do we ensure that there will be time in professional development devoted to meeting needs expressed by induction phase principals? To what extent do we differentiate professional development opportunities for induction phase principals?	
Roles and Responsibility **District**	**Beginning Teacher Professional Development and Learning Communities (cont.)** **Beginning Teacher Professional Development and**	District leaders design and implement induction phase principals, veteran principals and mentors learning communities for professional learning, problem solving, and	When do veteran principals and mentors collaborate with induction phase principal colleagues to address issues of unique importance for induction phase principals? What ongoing support activities and	

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Components 14 and 15 **14) Develop and honor a culture of collegiality among new and veteran principals and mentors.** **15) Actively support and communicate with the principal on a regular and consistent basis.**	**Learning Communities**	collaborative inquiry. District leaders collaborate with supervisors, mentors and induction phase	groups address induction phase principals' needs? How are these learning communities designed and facilitated? To what extent do they support induction phase principals? When and how often do induction phase principals and their supervisors communicate and/or collaborate? What criteria and evidence do we need to evaluate and document the effectiveness of the participants?	
Roles and Responsibility **District** **Component 16** **Evaluate the effectiveness of the principal induction program based on data**	**Program Assessment, Evaluation, and Accountability** **Program Assessment,**	principals to collect data from multiple sources to demonstrate implementation and impact. .	What data collection systems do we need to tap into or put in place to efficiently and accurately collect relevant data? Who is involved in evaluation/assessment and documentation of the effectiveness of participants and leaders? What elements of the program benefit from ongoing adjustment and therefore require formative assessments of some kind?	

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collected. **Roles and Responsibility** **District** **Component 16 (cont.)**	**Evaluation, and Accountability (cont.)**	District leaders manage the assignment of mentors to induction phase principals according to relevant factors and in a timely manner.	What is our approach to summative assessment of the program? For whom is the mentoring provided? What are appropriate criteria for matching mentors with induction phase principals?	
Roles and Responsibility **District** **Component 17** **Create an intervention process when the mentor/mentee relationship is ineffective.**	**~~Mentor Roles and~~ Responsibilities, Selection, Assignment, and Assessment**		How do mentor caseloads maximize time for mentor-induction phase principal interactions? What steps will be followed if a "mismatch" has occurred?	

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Leadership and Organizational Structures **Guideline 1** **District leaders foster a culture of collaborative learning to support the induction phase principal.**	**Program Vision, Goals, and Institutional Commitment**	District leaders create a program vision and mission focused on principal and teacher effectiveness and student learning that is part of a coherent development system for all educators.	How do we align and provide continuity from leader preparation to recruitment and initial hire, the first years of administration on through advanced levels of practice? What goals and outcomes ensure a positive impact on retention, principal/ teacher effectiveness, and student achievement?	
	Principal Engagement	District leaders implement policies, provide resources, and create conditions that promote induction phase principal success.	How do district leaders make mentoring possible? What district policies and practices are supports for or barriers to collaboration among induction phase and experienced principals? How can we support or overcome them? In what ways do working conditions support or hinder induction phase principal success?	

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Leadership and Organizational Structures **Guideline 2** **District leaders ensure induction phase principals with appropriate resources.**	**Mentor Roles and Responsibilities, Selection, Assignment, and Assessment**	District leaders manage the assignment of mentors to induction phase teachers according to relevant factors and in a timely manner.	For whom is the mentoring provided? What are appropriate criteria for matching mentors with induction phase principals? What professional learning is provided for the induction phase principal and mentor? How do mentor caseloads maximize time for mentor-induction phase principal interactions?	

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Mentoring Guideline 1 **The mentors will be recruited and selected based on established mentor guidance.**	**Mentor Roles and Responsibilities, Selection, Assignment, and Assessment**	District leaders design a formal, rigorous process for mentor recruitment and selection that is based on criteria consistent with the roles and responsibilities and involves multiple stakeholders.	Who is involved in designing the selection criteria? How do we share selection criteria with candidates, program stakeholders, and those involved in mentor selection? How do we recruit the best candidates to become mentors? How do we ensure a fair and equitable process for selection? How do we prepare our selection team?	
	Focus on Equity and Universal Access	District leaders help mentor support equitable and inclusive learning environments regardless of students' ethnicity, race, socio-economic, Cultural, academic, linguistic, or family background, gender, gender identity, sexual orientation, disability, or giftedness.	How does our mentor selection process assess a candidate's ability to create equitable and inclusive environments for all students?	

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Mentoring Guideline 2 **Training programs required of all mentors are differentiated, flexible, and research based.**	**Mentor Professional Development and Learning Communities**	District leaders design and implement a mentor learning community for professional learning, problem-solving, and collaborative inquiry.	What are the goals and outcomes for mentor professional learning? When, how, and how often are mentors brought together for collaboration with mentor colleagues to meet their immediate needs and refine their mentoring practice? How do we foster shared mentor leadership within their professional learning community?	
	Focus on Equity and Universal Access	District leaders guide mentors to assist induction phase principals in their knowledge of culturally responsive pedagogical practices to support students and teachers with equitable access to the curriculum.	If equitable access to the curriculum is not seen in a classroom, and/or school how will our program address the issue? In what ways do mentors work with induction phase principals to encourage culturally responsive pedagogy in their school? How do we help mentors tap into local resources that can help induction phase principals more effectively serve students with special needs in their school? How do we support mentors in developing their own repertoire of skills related to culturally responsive pedagogical practices?	

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Mentoring **Guideline 3** **The district shall provide clearly defined expectations for mentors.**	**Mentor Roles and Responsibilities, Selection, Assignment, and Assessment**	District leaders develop and widely communicate clearly defined mentor roles and responsibilities that focus on the advancement of induction phase principal leadership.	Who is involved in clarifying the roles and responsibilities, and period of service for mentors? To what extent is the mentor's role explicitly focused on instruction and student learning? How do program participants learn about the roles and responsibilities of mentors? How do we clearly define and communicate to all stakeholders the confidential and non-evaluative nature of the mentor-induction phase principal relationship?	
	Focus on Equity and Universal Access	District leaders prepare mentors and induction phase principals to support teacher proficiency in teaching students with special needs and to uphold all laws related to special population students.	How do we ensure that mentors are knowledgeable about laws related to students with special populations? What resources, materials, and processes do mentors have to support induction phase principals support of teacher proficiency with special needs students? In what ways does our program uphold a view that all students can learn and that by building on each teacher's strengths, induction phase principals can endeavor to meet the needs of all learners?	

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Mentoring (cont.) **Guideline 3**	**Focus on Equity and Universal Access**		How does the mentor selection process utilize an understanding of strengths-based instructional design? In what ways do mentor learning communities enhance the mentors' application and teaching of strengths-based approaches?	
Mentoring **Guideline 4** **Mentor accountability is addressed through multiple measures to include: self-assessments, student achievement, induction phase principal feedback, and/or district level data.**	**Mentor Roles and Responsibilities, Selection, Assignment, and Assessment**	District leaders engage mentors in as system of ongoing assessment for growth and accountability.	How does our assessment system promote mentor growth and effectiveness? How do we hold mentors accountable for effectiveness and results? Who is responsible for the assessment of mentors? How do we make assessment processes transparent to mentors? How do we utilize the trends represented in mentor assessment to guide mentor professional development and inform program improvement?	

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Mentoring (cont.) **Guideline 4**	**Mentor Professional Development and Learning Communities** (cont.)	District leaders engage mentors in goal-setting and reflection, implementing inquiry action plans, analyzing data of beginning teacher development, field observations, and peer coaching.	What is the relationship between initial and ongoing professional development and follow-up assessment and support? What structures and assistance help mentors be accountable for application of new learning into their mentoring practice? How does our program structure and support peer coaching among mentors? How do we systematically engage and support mentors in the collection and analysis of their own data of practice?	
Orientation **Guideline 1 & 2** **1) Orientation needs to begin as soon as possible after the induction phase principal is hired, and must be provided to all induction phase principals.**	**Beginning Teacher Professional Development and Learning Communities**	District leaders provide orientation/professional development that offers choice and flexibility and is guided by research, standards, local priorities, and the development needs of induction phase principals.	What local information do we have or do we need on our induction phase principals' needs, what does it tell us, and how do those data inform our planning for orientation? How do we provide an orientation for induction phase principals to deepen their knowledge base of curriculum, instruction, assessment and professional learning?	

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2) Orientation includes state, district, school level, and community expectations. **Orientation** **Guideline 1 & 2 (cont.)**	**Beginning Teacher Professional Development and Learning Communities** (cont.)		How do we integrate and coordinate local priorities for orientation and align with Leader Assessment of Performance Standards (LAPS)? To what extent do we differentiate orientation opportunities for induction phase principals? What might new principals to our district, but with previous experience as a school leader, need to know to be successful? What might an experienced leader who is transferring school levels (from high school to elementary of from charter to turnaround) might need to know as s/he transitions to a new school?	

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On-going Performance Assessment **Guideline 1** **Each induction phase principal is supported by a team to include at a minimum: a mentor, immediate supervisor, and when possible, an external support agency representative (i.e., higher education, regional educational service agency, district specialist).**	**Assessing Beginning Teacher Practice**	District leaders ensure that the formative assessment system supports induction phase principals in meeting standards and requirements for certification and/or local evaluation.	How do we ensure alignment of induction phase principal formative assessment practices to applicable state requirements for certification? In what ways do we align the induction phase principal formative assessment system with local policies and practices for induction phase principal performance evaluation?	
On-going Performance Assessment **Guideline 2** **Diagnostic assessment (s) will be administered to determine the specific professional learning needs of the induction phase principal. This process is designed to include the standards identified in the Leader Assessment of**	**Assessing Beginning Teacher Practice**	District leaders ensure that mentors and induction phase principals use multiple sources of evidence to assess principal strengths and areas for growth, and to guide one-on-one interactions and other professional learning activities.	How do we help mentors understand how to contextualize their mentoring support and the selection of formative assessment tools? In what ways do we support mentors in analyzing the results of individual and multiple formative assessments to inform strategic mentoring discussions? How do we utilize the trends represented in principal formative assessment to guide induction phase principal and mentor professional development and inform program improvement?	

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Performance Standards. **~~On~~-going Performance Assessment** **Guideline 3** **An Individual Induction Plan will be developed by the Principal Induction Support Team for each induction phase principal.**	**Assessing Beginning Teacher Practice**	District leaders guide mentors to collaboratively develop an Individual Induction Plan based on each induction phase principal developmental needs.	How do induction phase principals use evidence of practice to determine professional goals? How do mentors utilize induction phase principals' goals and plans to inform their mentoring?	
On-going Performance Assessment **Guideline 4** **Assessments will follow the process outlined in the Leader Keys Effectiveness System (LKES) Evaluator Handbook.**	**Assessing Beginning Teacher Practice**	District and/or school leaders ensure that mentors use formative assessment process to accelerate induction phase principal effectiveness as defined by Leader Keys Effectiveness System (LKES).	How do we support mentors to understand a continuum of new principal development and appropriate expectations for new principal growth throughout a year? How do we support mentors to analyze and reflect on formative assessments as defined by LKES? How do we ensure observations are calibrated and consistent among mentors?	

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On-going Performance Assessment **Guideline 5** **The induction phase principal will use assessment results to inform and adjust the professional growth plan.**	**Assessing Beginning Teacher Practice**	District and/or school leaders ensure that mentors and induction phase principals use multiple sources of evidence to assess principal strengths and areas for growth, and to guide one-on-one interactions and other professional learning activities.	How do we help the Principal Induction Support Team understand how to contextualize the mentoring support and the selection of formative assessment tools? In what ways do we support the Principal Induction Support Team in analyzing the results of individual and multiple formative assessments to inform strategic mentoring discussions? How do we utilize the trends represented in principal formative assessment to guide principal and mentor professional development and inform program improvement?	

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Program Evaluation Guideline 1 **Program evaluation should be designed to address elements incorporated within the district induction program.**	**Program Assessment, Evaluation, and Accountability**	District leaders guide the development and implementation of a comprehensive system of program evaluation and continuous improvement aligned to GaDOE's Teacher Induction Guidance. District leaders participate in external reviews designed to examine program quality and effectiveness.	What is our comprehensive design for program evaluation? What qualitative and quantitative evidence can be used to evaluate and document the quality and effectiveness of the program? How can our system of ongoing program evaluation demonstrate desired results? Who should be involved in evaluating and documenting the mentoring program? How do we maintain regular communication with state leaders to ensure a smooth and effective process of external review will occur?	
Program Evaluation Guideline 2 **Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.**	**Program Assessment, Evaluation, and Accountability**	District and school leaders collaborate with stakeholders to collect data from multiple sources to demonstrate implementation and impact of the overall quality.	What data collection systems do we need to tap into or put in place to efficiently and accurately collect relevant data? Who is involved in evaluation/assessment and documentation of the effectiveness of participants and leaders?	

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			What elements of the program benefit from ongoing adjustment and therefore require assessments of some kind? What is our approach to summative assessment of the program?	
Program Evaluation: Guideline 3 **The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement**.	**Program Assessment, Evaluation, and Accountability**	Districts leaders systematically share evaluation findings with stakeholders for the purposes of collaborative programmatic decision-making, improvement, and accountability.	How do we engage partners and participants systematically in the analysis and use of evaluation data for program improvement? How do we inform the broader educational community regarding program evaluation and plans for program improvement? How do we help decision makers understand the program's value and how the program contributes to other improvement efforts?	

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