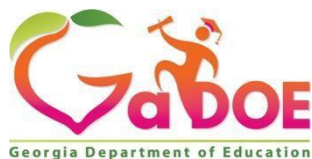# Georgia Department of Education
Leader Induction Guidance

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Leader Induction Guidance

Introduction

The Georgia Department of Education Leader Induction Guidance provides a comprehensive, coherent, sustainable induction model for Georgia districts that requires an investment from all stakeholders to ensure leader effectiveness. Collectively, the domains of the Leader Induction Guidance provide multiple layers and types of support. Additionally, it is essential for institutions of higher education and school districts to work together to provide high-quality and well-planned induction programs to support induction phased teachers, mentors, and leaders. The Wallace Foundation reports new research and understanding have helped the field recognize that leadership training should not end when leaders are hired. It should continue with high-quality mentoring for new leaders and with professional development for all leaders to promote career-long growth in line with the evolving needs of schools and districts.

Rationale

Sustained improvement in student learning rarely occurs without a great leader. Leadership is second only to teaching among school-based factors that influence student learning.[i] Leaders create cultures of high expectations not only for student learning, but for adult learning.[ii] Successfully building an enduring school culture that yields high performance from students and teachers is complex work, rooted in relationship building and effective organizational practices.[iii] Leaders who do not do this well are more likely to preside over high rates of teacher turnover [iv] which is correlated with lower student achievement. [v]

Learning to be a great leader not only takes time during the early years of a leader's career, but can be discouraging and overwhelming. In Georgia, the average tenure of leaders in their current schools is only 3.5 years. [vi] At the same time that Georgia's students need great leaders most, Georgia's leaders are leaving the job more rapidly than elsewhere in the nation. This guidance provides districts with a roadmap for arresting leader turnover by providing continuous high-quality induction support to early career leaders (ranging from one to three years, depending on individual needs).

Structure of Guidance

This guidance, clarified by components, addresses **six domains of high-quality Leader Induction**:
1) Roles and Responsibilities
2) Leadership and Organizational Structures
3) Mentoring
4) Orientation
5) Ongoing Performance Assessment; and
6) Program Evaluation.

Guidance Development

This Leader Induction Guidance was developed as a component of Georgia's Race to the Top initiative. A cross-disciplinary team – including teachers, instructional coaches, early career and experienced school-level leaders, district leaders, university faculty, education organization staff and state agency leaders – was convened multiple times over a period of several months. The team worked collaboratively to distill research on effective

Leader Induction and Leader Mentoring into guidance that is meant to be flexible and accommodating of the wide range of districts and district needs in Georgia. At the same time, this guidance paints an inspirational vision of the type of support new leaders must receive.

High quality Leader Induction can stop the exodus from the leader's office, maintain continuity in improvement efforts for **teachers** thus encouraging teachers to stay and strive to get better, ultimately leading to sustained improvements in instruction and student learning, over time and at scale.

Definition of Terms

Induction Phase Leader
The Induction Phase Leader is defined as a leader who has been hired or appointed into a new permanent position in any Georgia school. Leaders are considered to be in the "induction phase" until they successfully complete the District Leader Induction Program. The District Leader Induction Program will be tiered to provide differentiated support based on the individual's needs.

Leader Induction Support Team
The Leader Induction Support Team is comprised of the immediate supervisor or designee, a mentor, and when possible, an external support agency representative (i.e., higher education, regional educational service agency, or district specialist).

Leader Induction Plan
The Leader Induction Plan is developed collaboratively with the Induction Phase Leader and the Leader Induction Support Team to drive the professional learning of the Induction Phase Leader. The plan will be based on the district's and/or school's teaching and learning goals, identified developmental needs, prior preparation and experiences, and assessment results.

Leader Mentor
A Leader Mentor is highly committed to supporting the personal growth of the Induction Phase Leader. The mentor provides guidance, shares knowledge and experiences, and supports the Induction Phase Leader in making a positive impact on student growth and achievement.

Domains for High Quality Leader Induction Support

Roles and Responsibilities	Leadership and Organizational Structures	Mentoring
Orientation	Ongoing Performance Assessment	Program Evaluation

Domain 1
Roles and Responsibilities

The induction guidance and domains collectively provide for an effective 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, higher education, RESA's, district level personnel, mentors, and the Induction Phase Leaders.

WHO	BEST PRACTICES
Georgia Department of Education	• Partner with Districts, RESAs, and Higher Education to provide differentiated, inclusive technical assistance that supports the development, implementation, and evaluation of effective leader induction programs. • Provide resources/support with coaching models that include videos/modules of best practices via GaDOE induction webpage. • Provide support for Districts, RESAs and Higher Education to create and maintain seamless induction support from pre-service to in-service. • Identify and disseminate best district practices for Leader Induction via the GaDOE induction webpage. • Provide guidance for the recruitment and selection of mentors.

WHO	BEST PRACTICES
Higher Education	- Partner with districts to design, support, and enhance the induction process. Possible ways to partner include: - Regularly scheduled times for P-20 partners to discuss their induction work (ie. plans, induction support team, equity checks and program evaluation data). - Collaborate with districts to identify and provide professional learning opportunities to support the induction phase teachers and mentors. - Provide feedback on leader mentor identification, selection, development of a mentor pool, induction support team and professional development (ie. Include co-constructing induction practices as noted in Leadership Tier II).

WHO	BEST PRACTICES
RESA	• Partner with districts to provide differentiated, inclusive technical assistance to support the development, implementation and evaluation of effective leader induction programs. Requests for differentiated, inclusive technical assistance could be discussed in RESA Board of Control Meetings. • Work closely with school districts and Higher Education to have scheduled times for P-20 partners to discuss their leader induction work (e.g., plans, induction support team, equity checks and program evaluation data). • Collaborate with school districts to identify and provide professional learning opportunities to support the induction phase leaders and mentors. • Collaborate with school districts to provide feedback on mentor leader identification, selection, development of a leader mentor pool and professional development.
District Level	• Establish an inclusive culture that creates and supports an effective leader induction program. • Create a vision, mission, and goals for the district's induction program. • Develop a comprehensive leader induction program that outlines the components and processes to ensure equitable opportunities for leader effectiveness. • Coordinate mentor recruitment, selection, and assignment based on district criteria. • Clearly communicate goals and expectations of an effective leader induction program to all stakeholders. • Models and demonstrates an understanding of cultural responsiveness, social in-justice, and equity as a part of effective leadership. • Provide criteria for the recruitment and selection of mentors. • Provide and support ongoing professional learning that is aligned with the needs of induction phase leaders and mentors to ensure student success. • Evaluate the program effectiveness based on data collected. • Provide the resources needed to sustain an effective leader induction program.

WHO	BEST PRACTICES
Leader Mentor	• Commit to the mission, vision, and goals of the Leader Induction Program. • Provide research-based tools as well as professional and personal support to the induction phase leader. • Models and demonstrates an understanding of cultural responsiveness and equity as a part of effective leadership. • Utilize effective communication and collaboration skills to support induction-phase leaders. • Coordinate/facilitate interventions and professional learning experiences to guide growth and development of the Induction Phase Leader. • Serve on the Leader Induction Support Team that is developed and led by the District Induction Lead. • Participate in on-going professional growth learning opportunities.
Induction Phase Leader	• Understands that an effective 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. • Commit to being a reflective practitioner. • Participates in all facets of the induction program to ensure leader effectiveness that will have a positive impact on student learning and growth. • Demonstrates an understanding of cultural responsiveness and equity as a part of effective leadership. • Builds for capacity in the school environment and implements balanced, inclusive leadership. • Serves on the Leader Induction Support Team that is developed and led by the District Induction Lead.

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.

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 District leaders foster a culture of collaborative learning to support the Induction Phase Leader.	• Ensure an appropriately matched mentor who provides support for professional learning. The heart of this match should be to cultivate and build productive relationships. • Articulate high expectations pertaining to ethical behavior and conduct in accordance with the Georgia Code of Ethics for Educators. • Develop, oversee, and manage a communication plan to encourage regular, productive, ongoing interaction among induction phase leaders, other leaders, and district administration. • Promote best practices in mentoring and coaching as a critical strategy for implementing school improvement initiatives that focus upon student learning. • Encourage the Induction Phase Leader to be innovative for the purpose of increasing student achievement. • Provide opportunities and encouragement for Induction Phase Leaders to contribute to and be involved in system-level decisions. • Periodically measure the effectiveness of efforts to foster a culture of collaborative learning.
#2 District leaders ensure Induction Leaders and their mentors are provided appropriate resources.	• Provide professional learning for the Induction Phase Leader and mentor, including modeling, observation, and accessing free GADOE resources. • Allot time for collaboration between the Induction Phase Leader and mentor. The time should be based on individual needs and sufficient to achieve goals and expectations.

Domain 3
Mentoring

An effective induction program recognizes the importance of creating a systematic process for the recruitment, selection, and training of qualified leader mentors who provide support for Induction Phase Leaders.

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 Leader mentors will be recruited and selected based on established mentor guidance.	• Upon request, the Georgia Department of Education (GaDOE) provides guidance and support to school districts for the recruitment and a selection of mentors. • The district will establish mentor recruitment and selection criteria. • The district's recruitment and selection process includes committee selection and an application process with references. • The district continually refreshes and adds to the list of qualified mentors. • Mentors are paired with an Induction Phase Leader based upon comparable administrative experience. • Mentors are located in proximity to the Induction Phase Leader.

#2 Training programs required of all leader mentors are differentiated, flexible, and research based.	• All stakeholders in the Leader Induction Program will be apprised of their respective roles and responsibilities.
	• The Leader Mentor Training Program designs are differentiated based on the mentor's needs and skill level.
	• Topics for learning are based on a needs assessment and/or collected data.
	• The modality of delivery and scheduling of the mentor training will be flexible to meet the diverse needs of the mentor.
	• Mentor professional learning may include the following components:
	   o Leader Induction Program overview
	   o Roles and responsibilities
	   o Needs of new leaders
	   o District policy manual/procedures
	   o Review of current federal policy
	   o Time management
	   o School-wide discipline
	   o Teaching adult learning theory
	   o Mentoring methods (i.e., peer observation, conferencing, modeling, observing, coaching etc.)
	   o Cultural awareness, cultural responsiveness
	   o Equity
	   o Social justice

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#3 The district shall provide clearly defined expectations for Leader Mentors.	• Mentors serve a non-evaluative function that fosters open and safe communication. • Mentors collaborate in the development of the Induction Phase Leader's Induction Plan. • Mentors provide timely, constructive feedback at regular intervals. • Mentors participate in on-going professional learning. • Mentors provide sustained support throughout the Leader Induction Process. Support should be provided for no less than a full year. • Mentors provide support aligned to the Induction Phase Leader's Induction Plan. • Provide or support the provision of appropriate coaching. • Mentors serve as an advocate for Induction Phase Leaders. • Mentors gather and share resources with the Induction Phase Leader.
#4 Leader mentor accountability is addressed through multiple measures to include: self-assessments, student achievement, Induction Phase Leader feedback, and/or district level data.	• Districts collect and analyze mentor self-reflection data and collaborative review data to determine effectiveness of the mentor. • Districts collect and analyze Induction Phase Leader data including leader feedback to provide ongoing professional learning opportunities to address areas of growth.

Quality orientation programs enable Induction Phase Leaders to become familiar with the school, the schooldistrict, and Georgia's educational initiatives, and support their professional, social, and emotional needs.

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 Orientation needs to begin as soon as possible after the Induction Phase Leader is hired and must be providedto all Induction Phase Leaders.	Orientation of Induction Phase leaders will begin with a comprehensive onboarding checklist and clearly defined development process from the date of hire and inclusive of progress checkpoints through the induction years.
#2 Orientation includes state, district, school level, and community expectations.	• Provide an orientation program as quickly as possible from the leader's start date. • Cover all items in appendix. • Use a mentor or coach to provide timely support after the formal orientation period (e.g., information on testing prior to the testing period). Additional practices: • Each new leader will have a professional learning plan differentiated by leaders' experience in the role, school, and district. • Collaborate with human resources to ensure necessary policies and procedures have been communicated.

Domain 5
On-going Performance Assessment

On-going performance assessment is a cycle that may continue for up to two years. Upon hiring an Induction Phase Leader, the Leader Induction Support Team is created, a diagnostic assessment is conducted, an Induction Plan is developed, and evidence of growth toward mastery of the Leader Assessment of Performance Standards (LAPS) is collected. The Induction Phase Leader, along with the Leader Induction Support Team, reviews multiple sources of data to revise the induction plan for the second year.

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 Each Induction Phase Leader 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).	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.
#2 Diagnostic assessment(s) will be administered to determine the specific professional learning needs of the Induction Phase Leader. This process is designed to include the standards identified in the Leader Assessment of Performance Standards (LAPS).	• 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. • The data from the diagnostic assessment(s) will be used to guide the individual induction plan. • Diagnostic assessment will not be used as a "one-time" fits-all tool but will be appropriately developed as a measure to identify the strengths of schools and their leaders so that school improvement plans and principal individual induction plans, and professional development goals will be better informed.

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#3 An induction plan will be developed by the Leader Induction Support Team for each Induction Phase Leader.	• Professional learning goals will be based on the Induction Phase Leader's assignment, district and/or school learning goals, identified developmental needs, prior preparation and experiences, or assessment results. • School data will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the Induction Phase Leader's performance. • The plan will drive the professional learning of the Induction Phase Leader. • The plan could include work with the mentor, observations of other leaders, professional learning opportunities and readings. Learning activities should be meaningful and relevant to the leader.
#4 Assessments will follow the process outlined in the Leader Keys Effectiveness System (LKES) Evaluator Handbook.	• The Induction Phase Leader's progress is regularly assessed by observations, evidence, reflective conversations, and analysis of student data. • Leaders will be given regular feedback during discussions that are documented as part of in the evaluation process. • The totality of evidence and the consistency of practice will be used to inform the summative assessment.
#5 The Induction Phase Leader uses assessment data results to inform and adjust the professional learning plan.	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.

Districts establish a systematic approach to evaluate the effectiveness of all aspects of Leader Induction Programs.

GUIDELINES	RESEARCH-BASED BEST PRACTICES
#1 Program evaluation should be designed to address elements incorporated within the District Leader Induction Program.	• The Leader Induction Plan informs the program evaluation design. • The program evaluation design is developed concurrently with the design of the District Leader Induction Program. • The program evaluation design evaluates intended goals and the impact on student growth and achievement. • The program evaluation process for the Leader Induction Plan and Program will include triangulated data and information. It is formulated with the express purpose to evaluate and inform program design, goal development, effective leadership, teaching and learning, student growth and achievement.
#2 Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.	• Program evaluation includes a cycle of: data collection, analysis of the data, and action based on the analysis, and it occurs within the framework of continuous improvement. • Program evaluation captures evidence of fidelity of implementation. • Program evaluation captures evidence of expected impact of the Leader Induction Program. Sources of evidence will include components of the Leader Keys Effectiveness System. • Analysis of evidence should be included as a part of the program evaluation. Evidence includes participant reactions, participant growth, changes in practices and dispositions, and the impact of change as compared to the expected outcomes of the induction program.
#3 The district systematically shares induction program evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement.	Foundational aspects to consider: • Understanding the implications of the outcomes and how they will impact the induction program process. • Ensuring there is a plan to communicate the outcomes to the responsible stakeholders. • Taking action on "lessons learned" as a part of leadership development. • Making a sustainability plan for the program model with continuous improvement in mind.

ENDNOTES

[i] Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning.* University of Minnesota: Center for Applied Research and Educational Improvement; Hallinger, P., & Heck, R. (1996). Reassessing the Leader's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

[ii] Knapp, M., Copland, M., Ford, B., Markholt, A., McLaughlin, M., Milliken, M., & Talbert, J. (2003). *Leading for learning sourcebook: Concepts and examples.* Seattle, WA: Center for the Study of Teaching and Policy.; Deal, T. & Peterson, K. (1999). *Shaping School Culture: The Heart of Leadership.* Jossey-Bass.; Fullan, M. (2001). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.; DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Educational Service.

[iii] Wahlstrom, K., Louis, K., Leithwood, K., and Anderson, S. (2010) *Learning from Leadership Project: Investigating the Links to Improved Student Learning.* Produced by the University of Minnesota and University of Toronto and commissioned by The Wallace Foundation.

[iv] Boyd, W., Grossman, P., Ing, M., Lankford, H., Loeb, S. & Wycoff, J. (2010). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*. Published online before print on September 14, 2010.

[v] Boyd, W., Lankford, H., Loeb, S., & Wycoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *The American Economic Review, 95*(2), 166-171.

[vi] U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey (SASS)*, "Public School Leader Data File," 2007-2008.