Process for Creating, Developing and Implementing an Effective Leader Induction Program

There are 5 Steps to the Leader Induction Process Cycle:

1. An initial Leader Induction Conversation with the Superintendent and District Level Coordinator designated to head the District Leader Induction Process will be held. The initial conversation should include a big-picture look at the Leader Induction Program Pre- and Post-Assessment.

2. Careful review of the Leader Induction Program Pre- and Post-Assessment by the designated District-Level Leader Induction Coordinator will be completed prior to the next step. Based on careful review of this document, the designated District-Level Leader Induction Coordinator will coordinate and develop a meeting agenda for the Leader Induction Support Team.
   a. (The “Roles and Responsibilities” addressed in the Leader Induction Program Pre-and Post-Assessment will assist in determining the most effective partners to invite to the Leader Induction Support Team for your district.)

3. The Leader Induction Support Team will develop the District Leader Induction Plan following the Leader Induction Program Pre- and Post-Assessment.
   a. At the first Leader Induction Support Team meeting, members should be assigned to Leader Induction Domains based on experiences and contributions that the team member can make in developing a District Leader Induction Plan comprised of:
      i. Leadership and Organizational Structures Planning
      ii. Leader Mentor Planning; and
      iii. Planning for District Orientation of Leader Mentors and Induction Phase Leaders.
      (Guidance for each of these areas is included in the Leader Induction Program Pre- and Post-Assessment.)
   b. Guidelines for Leader Mentors will be established.
   c. Guidelines for Induction Phase Leaders will be established.
   d. SMART goals for the Induction Phase Leader and the Leader Mentor will be developed using Leader and Mentor Goal-Setting Worksheet.

4. The District-Level Leader Induction Coordinator will lead the implementation and monitoring the of the District Leader Induction Plan through the Leader Induction On-going Performance Assessment guidelines provided in the Leader Induction Program Pre- and Post-Assessment.

5. It is suggested that the Leader Induction Support Team plan to meet Mid-Year and again at the End of the Year to conduct the Leader Induction Program Evaluation based on progress of the District Leader Induction Plan. The agenda for the both the Mid-Year and End-of-the-Year Leader Induction Support Team Meetings will be developed by the District-Level Leader Induction Coordinator based on data gathered from the Leader Induction On-going Performance Assessment (guidelines for this on-going performance assessment are found in the Leader Induction Program Pre- and Post-Assessment.)

Year Two and Beyond: Repeat the continuous improvement cycle (Steps 1-5 above)

GaDOE Overarching Goal for Georgia Districts and Schools: To provide guidance for a quality leader induction program that supports the Induction Phase Teacher learning, retention, and student learning
Continuous Improvement Leader Induction Program Process Cycle

Step 1
Initial Induction Conversation with District Leader(s)

Step 2
Develop or revise the Leader Induction Plan

Step 3
Implement and Monitor the Leader Induction Plan

Step 4
Mid-year Induction Plan
Reflect, Review and Revise if needed

Step 5
Evaluate the Leader Induction Plan
Reflect, review and revise

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