

Leader Induction Fact Sheet

[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. Leaders who do not do this well are more likely to preside over high rates of teacher turnover which is correlated with lower student achievement.

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. 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

The Leader Induction Guidance document addresses six domains of high-quality Leader Induction:

- 1) Roles and Responsibilities;
- 2) Leadership and Organizational Structures;
- 3) Orientation;
- 4) Mentoring;
- 5) Ongoing Performance Assessment; and
- 6) Program Evaluation.

Guidance is clarified by components.

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 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 induction program. The district 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.

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

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.
