



# Georgia Department of Education PRINCIPAL Induction Guidance Self-Assessment

## Roles & Responsibilities

### Overview

The induction guidance and domains collectively provides for an effective induction program and requires an investment from all stakeholders to ensure principal effectiveness. The development of induction phase principals must be strengthened by the roles and responsibilities of the Georgia Department of Education, higher education, district level personnel, mentors, and the induction phase principals.

### Strengths:

### Next Steps:

## Georgia Department of Education

### Required Components

1. Work closely with districts to support and monitor the implementation of induction guidance.
2. Provide guidance for the recruitment and selection of mentors.
3. Identify and disseminate best district practices in induction.
4. Coordinate regional informational sessions (support groups) for mentors and induction phase principals.
5. Coordinate data collection to support evaluation of induction programs.
6. Establish overarching competencies which identify success factors of induction phase principals demonstrating success in raising student growth and achievement which may include but are not limited to:
  - a. Understanding of school and classroom practices.
  - b. Ability to work with teachers to design improvement strategies.
  - c. Provide necessary support for staff to carry out improvement strategies.
7. Develop mentor training modules for use by districts.

## Higher Education

### Required Component

1. Partner, collaborate, and engage, serving as a resource, with school districts to design, support, and enhance the induction process.

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**District Level**

**Required Components**

1. Ensure the school environment is conducive for the induction phase principal's professional growth and development.
2. Establish, implement, and support a quality principal induction program.
3. Communicate clear goals and expectations of a quality principal induction program.
4. Articulate roles and responsibilities of all stakeholders in the induction process.
5. Serve on the Principal Induction Support Team (designated district level administrator).
6. Design and implement an initial mentor training program to meet the needs of the district.
7. Outline the components and processes to evaluate the effectiveness of the principal induction program.
8. Provide the resources needed to implement and sustain a quality principal induction program.
9. Coordinate mentor selection.
10. Identify current and/or retired principals as potential mentors.
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.).
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.
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.
16. Evaluate the effectiveness of the principal induction program based on data collected.
17. Create an intervention process when the mentor/mentee relationship is ineffective.

**Mentor**

**Required Components**

1. Commit to the mission, vision, and goals of the induction program.
2. Provide professional, individual support to the principal through collaboration and effective communication.
3. Coordinate/facilitate interventions and professional learning experiences to guide growth and development of the induction phase principal.
4. Serve on the Principal Induction Support Team.
5. Successfully complete the initial and ongoing mentor training programs.

**Induction Phase Principal**

**Required Components**

1. Understand an effective induction program relies on the willingness of the induction phase principal to be open and candid concerning his/her needs for positive growth and development.
2. Participate in all facets of the induction program to ensure principal effectiveness that will have a positive impact on student achievement.
3. Serve on the Principal Induction Support Team.

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**Leadership & Organizational Structures**

**Overview**

A collaborative culture of support and organizational structures that promote success are established for the induction phase principal. The following guidance identifies the district's responsibilities for establishing a supportive environment.

***Strengths:***

***Next Steps:***

**Guideline 1**

**District leaders foster a culture of collaborative learning to support the induction phase principal.**

**Required 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 principals and district administration.
4. Envision and promote mentoring and coaching as a critical strategy for implementing school improvement initiatives that focus upon student learning.

**Suggested Components**

1. Encourage the induction phase principal to be innovative for the purpose of increasing student achievement.
2. Provide opportunities and encouragement for induction phase principals to contribute to and be involved in system-level decisions.

**Guideline 2**

**District leaders ensure induction phase principals and their mentors are provided appropriate resources.**

**Required Components**

1. Provide professional learning for the induction phase principal and mentor.
2. Allot time for collaboration between the induction phase principal and mentor.

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**Mentoring**

**Overview**

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

***Strengths:***

***Next Steps:***

**Guideline 1**

**The mentors will be recruited and selected based on established mentor guidance.**

**Required 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.

**Suggested Components**

1. The district develops a pool of qualified mentors.
2. The district's recruitment and selection process includes: committee selection and an application process with references.
3. Mentors are paired with an induction phase principal based upon comparable administrative experience.
4. Mentors are located in proximity to the induction phase principal.

**Guideline 2**

**Training programs required of all mentors are differentiated, flexible, and research based.**

**Required Components**

1. All stakeholders in the Principal Induction Program will be apprised of their respective roles and responsibilities.
2. The principal mentor training program designs are differentiated based on the mentor's needs and skill level.
3. Topics for learning are based on a needs assessment and/or collected data.
4. The modality of delivery and scheduling of the mentor training will be flexible to meet the diverse needs of mentor.

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**Suggested Components**

1. Mentor professional learning may include the following components:
  - a) Induction program overview
  - b) Roles and responsibilities
  - c) Needs of new principals
  - d) District policy manual/procedures
  - e) Review of current federal policy
  - f) Time management
  - g) School-wide discipline
  - h) Teaching adult learning theory
  - i) Mentoring methods (i.e., peer observation, conferencing, modeling, observing, coaching etc.)

**Guideline 3**

**The district shall provide clearly defined expectations for mentors.**

**Required Components**

1. Mentors serve a non-evaluative function that fosters open and safe communication.
2. Mentors collaborate in the development of the Induction Phase Principal's Induction Plan.
3. Mentors provide timely, constructive feedback at regular intervals.
4. Mentors participate in ongoing professional learning.
5. Mentors provide sustained support throughout the induction process. Support should be provided for no less than a full year.
6. Mentors provide support aligned to the Induction Phase Principal's Induction Plan.
7. Mentors provide or support the provision of appropriate coaching.

**Suggested Components**

1. Mentors serve as an advocate for induction phase principals.
2. Mentors gather and share resources with the induction phase principal.

**Guideline 4**

**Mentor accountability is addressed through multiple measures to include: self-assessments, student achievement, induction phase principal feedback, and/or district level data.**

**Required Components**

1. Districts collect and analyze mentor self-reflection data to determine effectiveness of the mentor.
2. Districts collect and analyze induction phase principal data including principal feedback to help determine the effectiveness of the mentor.

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**Orientation**

**Overview**

Quality orientation programs enable induction phase principals to become familiar with the school, the school district, and Georgia's educational initiatives, and support their professional, social, and emotional needs.

***Strengths:***

***Next Steps:***

**Guideline 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.**

**Guideline 2**

**Orientation includes state, district, school level, and community expectations.**

**Required Components**

1. Description of district mission, vision, values, and goals.
2. Introduction to the required curriculum.
3. Relevant district information such as student population, school locations, organizational chart, safe school policies and procedures, and grading guidelines.
4. Identification of available ongoing supports and resources (i.e., curriculum/program staff).
5. Schedule of induction and professional learning activities.
6. Explanation of the purpose and structure of the Georgia Teacher Induction and Principal Induction Guidance.
7. In-depth explanation of the purpose and structure of the Teacher Keys (TKES) and Leader Keys (LKES) Effectiveness Systems.
8. Information regarding school law and the Georgia Professional Educators Code of Ethics.
9. Information on internal processes (as appropriate to the district) such as budgetary processes, facility, safety, staffing, etc.
10. Guidelines for federal programs, federal grants, and Title programs.
11. Description of state, district, and school organizational charts.
12. School staffing policies and procedures.

**Suggested Components**

1. Orientation may be differentiated based on:
  - a. Years of experience of the induction phase principal.
  - b. Whether the induction phase principal comes from within the district or outside the district.
  - c. When the induction phase principal was hired.
2. Provide a reference guide of terminology and acronyms used in the district.
3. Collaborate with human resources to ensure necessary policies and procedures have been communicated.

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**On-going Performance Assessment**

**Overview**

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

***Strengths:***

***Next Steps:***

**Guideline 1**

**Each induction support 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).**

**Required Components**

1. The Principal Induction Support Team is formed at the direction of the immediate supervisor or designated district level administrator for all induction phase principals when hired and/or appointed.

**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 Performance Standards (LAPS).**

**Required Components**

1. Diagnostic tools/processes include, but are not limited to, a self-assessment, an interview, and/or other sources previously determined by the Principal Induction Support Team.
2. The data from the diagnostic assessment(s) will be used to guide the individual induction plan.

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**Guideline 3**

**An induction plan will be developed by the Principal Induction Support Team for each induction phase principal.**

**Required Components**

1. Professional development goals will be based on the induction phase principal's assignment, district and/or school teaching and learning goals, identified developmental needs, prior preparation and experiences, or assessment results.
2. The school data will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the induction phase principal's performance.
3. The plan will drive the professional learning of the induction phase principal.

**Suggested Component**

1. The plan could include work with the mentor, observations of other principals, professional learning opportunities and readings.

**Guideline 4**

**Assessments will follow the process outlined in the Leader Keys Effectiveness System (LKES) Handbook.**

**Required Components**

1. The induction phase principal's progress is regularly assessed by observations, reflective conversations, and analysis of student data, all of which is documented.

**Guideline 5**

**The induction phase principal uses assessment data results to inform and adjust the professional growth plan.**

**Required Components**

1. The induction phase principal, guided by the Induction Phase Principal Support Team, will use the diagnostic assessment results, the induction plan, evidence to support each component of the induction plan, and an overall reflection summary to guide professional learning.
2. The induction phase principal, guided by the Induction Phase Principal Support Team, will use the reflection to guide professional learning and next steps for year two in the process.

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**Program Evaluation**

**Overview**

Districts establish a systematic approach to evaluate the effectiveness of all aspects of principal induction programs.

***Strengths:***

***Next Steps:***

**Guideline 1**

**Program evaluation should be designed to address elements incorporated within the district induction program.**

**Required Components**

1. The principal induction plan informs the program evaluation design.
2. The program evaluation design is developed concurrently with the design of the district 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 evaluation supports continuous program revision as well as assesses overall program quality.**

**Required Components**

1. 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.
2. Program evaluation captures evidence of fidelity of implementation.
3. Program evaluation captures evidence of expected impact of the induction program. Sources of evidence will include components of the Leader Keys Effectiveness System.
4. 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.

**Guideline 3**

**The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement.**

*The contents of this document were developed under a grant from the U. S. Department of Education. However, these contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.*