**Principal Roles & Responsibilities**

**Overview:** The induction guidance and domains collectively provide for an effective induction program and require 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.

**Components**

1. Work closely with districts and RESAs to provide differentiated technical assistance that supports the development, implementation and evaluation of effective induction programs.
2. Provide support for Georgia colleges and universities to create and maintain seamless induction support from pre-service to in-service.
3. Provide guidance for the recruitment and selection of mentors.
4. Identify and disseminate best district practices for induction.

**Higher Education**

Collaborate with school districts to design, support, and enhance the induction process.

<table>
<thead>
<tr>
<th>Principal Roles &amp; Responsibilities</th>
<th>Proficient Level of Development</th>
<th>Data Collection</th>
<th>Notes and Examples of Evidences</th>
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<tbody>
<tr>
<td>Georgia Department of Education</td>
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**Higher Education**

Collaborate with school districts to design, support, and enhance the induction process.
Collaborate with schools and districts to provide differentiated technical assistance to support the development, implementation and evaluation of effective induction programs.

**RESA**

**District Level 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.
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 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 Components

1. Understands 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. Participates in all facets of the induction program to ensure principal effectiveness that will have a positive impact on student achievement.
3. Serves on the Principal Induction Support Team.
### Principal Leadership & Organizational Structures

<table>
<thead>
<tr>
<th>Overview: A collaborative culture of support and organizational structures that promote success are established for the induction phase principal. The following guidance identify the district’s responsibilities for establishing a supportive environment.</th>
<th>Proficient Level of Development</th>
<th>Data Collection</th>
<th>Notes and Examples of Evidences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guideline 1</strong> District leaders foster a culture of collaborative learning to support the induction phase principal.</td>
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<tr>
<td><strong>Components</strong></td>
<td></td>
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<tr>
<td>1. Ensure an appropriately matched mentor who provides support for professional growth and learning.</td>
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<tr>
<td>2. Articulate high expectations pertaining to ethical behavior and conduct in accordance with the Georgia Code of Ethics for Educators.</td>
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<tr>
<td>3. Develop, implement, and evaluate a formal plan for regular interaction and communication among principals and district administration.</td>
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<td>4. Envision and promote mentoring and coaching as a critical strategy for implementing school improvement initiatives that focus upon student learning.</td>
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<tr>
<td>Guideline 2</td>
<td>District leaders ensure induction principals and their mentors are provided appropriate resources.</td>
<td>Components</td>
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Teacher and Leader Effectiveness  
Assessing the Effectiveness of a Principal Induction Program

<table>
<thead>
<tr>
<th>Principal Mentoring</th>
<th>Proficient Level of Development</th>
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</tr>
</thead>
</table>
| Overview: An effective induction program recognizes the importance of creating a systematic process for the recruitment, selection, training of qualified mentors who provide support for induction phase principals. | Guideline 1  
The mentors will be recruited and selected based on established mentor guidance. |                       |                               |
| 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. | Guideline 2  
Training programs required of all mentors are differentiated, flexible, and research based. |                       |                               |
| 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. | | | |
### Guideline 3
The district shall provide clearly defined expectations for mentors.

#### Components

1. Mentors serve a non-evaluative function that fosters open and safe communication.
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. Provide or support the provision of appropriate coaching.
<table>
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<tr>
<td>Guideline 4</td>
<td>Mentor accountability is addressed through multiple measures to include: self-assessments, student achievement, induction phase principal feedback, and/or district level data.</td>
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</table>

**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.
## Principal 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. All induction phase principals will be provided a clear explanation and expectations of the Georgia Principal Induction Program.

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<table>
<thead>
<tr>
<th>Guideline 1</th>
<th>Orientation needs to begin as soon as possible after the induction phase principal is hired, and must be provided to all induction phase principals.</th>
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</thead>
<tbody>
<tr>
<td>Guideline 2</td>
<td>Orientation includes state, district, school level, and community expectations.</td>
</tr>
</tbody>
</table>

**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. Clear identification of available ongoing supports and resources (i.e., curriculum/program staff).
5. Schedule induction and professional learning activities.
6. Clear explanation of the purpose and structure of the Georgia Principal Induction Program and the Georgia Teacher Induction Program.
7. In-depth explanation of the purpose and structure of the teacher and principal evaluation process.

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<tbody>
<tr>
<td>8.</td>
<td>Information regarding school law and the Georgia Professional Educators Code of Ethics.</td>
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<tr>
<td>9.</td>
<td>Information on internal processes (as appropriate to the district) such as budgetary processes, facility, safety, staffing, etc.</td>
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<tr>
<td>10.</td>
<td>Guidelines for federal programs, federal grants, and Title programs.</td>
</tr>
<tr>
<td>11.</td>
<td>Description of state, district, and school organizational charts.</td>
</tr>
<tr>
<td>12.</td>
<td>School staffing policies and procedures.</td>
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Teacher and Leader Effectiveness  
Assessing the Effectiveness of a Principal Induction Program

<table>
<thead>
<tr>
<th>Principal On-going Performance Assessment</th>
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</thead>
</table>
| Overview: The on-going performance assessment is a two-year cycle. 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 provided. 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. | 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).  
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. | | |

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Guideline 2
Diagnostic assessment(s) will be administered to determine the specific professional learning support needs of the induction phase principal. This process is designed to include the competencies or indicators identified in the Leader Assessment of Performance Standards (LAPS).

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.
**Guideline 3:** An induction plan will be developed collaboratively by the Principal Induction Support Team for each induction phase principal.

**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, and 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.

**Guideline 4**
Assessments will follow the process outlined in the LKES (Leader Keys Effectiveness System) handbook.

**Components**
1. The induction phase principal’s progress is regularly assessed by observations, reflective conversations, interactive journals, and analysis of student data, all of which is documented.
Guideline 5
The induction phase principal uses assessment data results to inform and adjust professional growth plan.

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

#### Guideline 1
Evaluation should be designed to address elements incorporated within the district induction program.

**Components**
1. The principal induction plan dictates 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.

**Components**
1. Program evaluation defines cycles of data collection, analysis and action, as it continually occurs throughout the life of the induction program, in the context of a clearly defined continuous improvement framework.
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 Evaluation System.
4. Evaluation of the district induction program documents on-going evidence including: participant reactions, participant growth, changes in practices and dispositions, and the impact of documented 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 (no components).