



Georgia Department of Education Principal Induction Draft Guidelines

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"Making Education Work for All Georgians"

Roles & Responsibilities

Overview

An effective induction program for principals requires a commitment from all stakeholders to ensure student success. 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, and mentors.

Georgia Department of Education

1. Work closely with districts to support and monitor the implementation of induction guidelines.
2. Establish the minimum criteria for the recruitment and selection of mentors.
3. Identify and disseminate best district practices models for induction.
4. Coordinate regional informational sessions (support groups) for mentors and mentees.
5. Coordinate data collection to support evaluation of induction.
6. Establish over-arching competencies that identify success factors of induction phase principals who demonstrate success in raising student growth and achievement.
 - a. Suggested Components:
 - i. Understanding of school and classroom practices
 - ii. Ability to work with teachers to design improvement strategies
 - iii. Provide necessary support for staff to carry out improvement strategies
7. Develop mentor training modules for use by districts.

Higher Education

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

1. Ensure the school environment is conducive for the induction phase principals' 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. Clearly articulate roles and responsibilities of all stakeholders in the induction process.
5. The immediate supervisor or designated district level administrator serves on the Principal Induction Support Team.
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 principals in order to meet 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 collected data.
17. Create an intervention process when the mentor/mentee relationship is ineffective.

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Mentor

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

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 cultivate success are established for the induction phase principal. The following guidelines identify the district responsibilities for establishing a supportive environment.

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 and be involved in system-level decisions.

Guideline 2: District leaders ensure induction 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, training, and support of qualified mentors who provide support for induction phase principals.

Guideline 1: The mentors will be recruited and selected based on established mentor guidelines.

Required Components

1. The district adopts the Georgia Department of Education guidelines, as the minimum criteria, to establish a plan to recruit and select potential mentors.

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 in modality of delivery and scheduling, research based, and continuous.

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 needs and skill level.
3. Topics for learning are based on needs assessment and/or collected data.

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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 mentee'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 mentee's induction plan.
7. Provide or support the provision of appropriate coaching

Suggested Components

1. Mentors serve as an advocate for induction phase principals.

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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, mentee 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 mentee 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 to 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.

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. 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.
8. Information regarding school law and the Georgia Professional Educators Code of Ethics.
9. Information on budgetary processes.
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.

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Suggested Components

1. Orientation is differentiated based on the number of years of induction phase principal experience, internal and external to the district, including late hires.
2. Provide a reference guide of terminology and acronyms used in the district.
3. Collaborate with HR to ensure necessary policies and procedures have been communicated.

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On-going Performance Assessment

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 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.

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 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).

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.

Guideline 3: An induction plan will be developed collaboratively 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, 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.

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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 LAPS handbook.

Required Components

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

Guideline 5: The induction phase principal uses assessment data results to inform and adjust 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.

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

Required Components

1. The purpose of 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 learning.

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 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 Effectiveness Measure (LEM).
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.