

## Crosswalk

### New Teacher Center (NTC) Implementation Evaluation and Georgia Leader Induction

[Georgia's Leader Induction Guidance](#) provides support in the development, implementation and evaluation of effective District Leader Induction Programs and is also aligned to the New Teacher Center Induction Program Standards. The New Teacher Center (NTC) has worked with state agencies, districts and a range of educational institutions to define the characteristics and fundamental elements of high quality induction programs that accelerate the development of new teacher and new leader effectiveness, improve retention, and increase student learning. The New Teacher Center's Induction Program Standards build upon and are informed by those many years of study, consultation, collaboration, and program implementation across many contexts throughout the United States and abroad. These standards are designed to provide District Induction Leaders a guiding framework.

NTC has granted permission for the GaDOE to *adapt* the NTC Induction Program Standards to:

- support alignment to GaDOE Teacher and Leader Induction Guidance documents and to provide a common language and understanding,
- reflect upon Leader Induction practices within Georgia districts,
- guide the collection and analysis of program data in Georgia districts, and
- evaluate the Leader Induction Program implementation in Georgia districts.

NTC has reviewed and approved the Georgia Department of Education's revisions and edits to NTC's Induction Program Standards. Additionally, NTC has granted permission for the distribution to Georgia districts.

*The New Teacher Center (NTC) is a national, non-profit organization, dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, surveys, and research. Since 1998, the NTC has served more than 49,000 teachers and 5,000 mentors, touching millions of students across America. Find out more about NTC at [www.newteachercenter.org](http://www.newteachercenter.org).*

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GaDOE Domain/Guideline	New Teacher Center Induction Program Standard	Key Elements	Reflective Questions	Notes and Examples of Artifacts/Evidences
<p><b>Roles and Responsibility District Component 1</b></p> <p><b>Ensure the school environment is conducive for the Induction Phase Leader's professional growth and development.</b></p>	<p><b>Principal Engagement</b></p>	<p>District leaders implement policies, provide resources, and create conditions that promote induction phase principal success.</p> <p>District leaders support mentors and induction phase principals to coordinate induction activities with other school-based initiatives and evaluation procedures.</p>	<p>What school policies and practices are supports for or barriers to collaboration among induction phased and experienced leaders? How can we support or overcome them?</p> <p>In what ways do working conditions support or hinder Induction Phase Leader success?</p> <p>How do we help district leaders and mentors create positive environments for Induction Phase Principals?</p> <p>How do we work with all district and school leaders to build support for the Leader Induction Program?</p> <p>How do mentors work with Induction Phase Leaders to ensure that they have access to appropriate professional development and support?</p>	

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	<p><b>Program Vision, Goals, and Institutional Commitment</b></p>          <p><b>Program Administration and Communication</b></p>	<p>District leaders work to improve conditions that affect induction phase principal success and their teachers' and students' learning.</p>          <p>District leaders coordinate efforts with other site and district P-12 initiatives.</p>	<p>How do we align leader induction to other district-based initiatives?</p> <p>What is the intersection between formative assessment and leader evaluation? How does one support the other within our program context?</p> <p>How do we assess the context for Induction Phase Leaders in terms of hiring policies, school assignments, district practices, resources?</p> <p>How are Induction Phase Leaders' assignments determined? What considerations are made for novices?</p> <p>What collaboration structures exist for Induction Phase Leaders in the district? In what ways do leaders use collaboration time?</p> <p>What additional resources and support are provided to Induction Phase Leaders in challenging situations?</p> <p>What school and/or district initiatives need to be aligned to our induction</p>	

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<p><b>Establish, implement, and support a quality Leader Induction Program.</b></p>	<p><b>Program Vision, Goals and Institutional Commitment</b></p>	<p>District leaders create a program vision and mission focused on principal and teacher effectiveness and student learning that is part of a coherent development system for all educators.</p> <p>District leaders design and implement an induction program in response to the assessed needs of induction phase principals, teachers, students and school communities.</p>	<p>efforts?</p> <p>How do we envision the mentor's role in our site and/or district initiatives?</p> <p>How can the Induction Program enhance other important educational reform initiatives?</p> <p>How do we align and provide continuity from leader preparation to recruitment and initial hire, the first years of administration and on through advance levels of practice?</p> <p>What goals and outcomes ensure a positive impact on retention, leader effectiveness, teacher effectiveness and student achievement?</p> <p>In what ways do we assess Induction Phase Leaders' developmental, cognitive, and situational needs?</p> <p>How do we take into account the context and demographics of the school and community?</p>	



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<p><b>Roles and Responsibility District (cont.) Components 3 and 4</b></p> <p><b>Roles and Responsibility District Component 5</b></p> <p><b>Serve on the Leader Induction Support Team (designated district level administrator).</b></p>	<p><b>Program Assessment, Evaluation, and Accountability</b></p> <p><b>Program Vision, Goals, and Institutional Commitment</b></p>	<p>Districts ensure that the formative assessment system supports induction phase principals in meeting standards and requirements for certification and/or local evaluation.</p> <p>District leaders design and implement a mentor learning community for professional learning, problem-solving, and collaborative inquiry.</p> <p>District leaders guide the development and implementation of a comprehensive system</p>	<p>structures maintain high levels of clarity regarding the leadership of this program?</p> <p>What adjustments are needed?</p> <p>How do we ensure alignment of Induction Phase Leaders formative assessment practices to applicable state requirements for certification?</p> <p>In what ways do we align the Induction Phase Leaders formative assessment system with local policies and practices for induction phase principal performance evaluation?</p> <p>What are the goal and outcomes for mentor professional learning?</p> <p>When, how, and how often are mentors brought together for collaboration with mentor colleagues to meet their immediate needs and refine their mentoring practice?</p> <p>How do we foster shared mentor leadership within their professional learning community?</p>	

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<p><b>Roles and Responsibility Component 6</b> Design and implement an initial mentor training program to meet the needs of the district.</p> <p><b>Roles and Responsibility District Component 7</b> Outline the components and processes to evaluate the effectiveness of the Leader Induction Program.</p>	<p><b>Principal Engagement</b></p> <p><b>Mentoring Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>of program evaluation and continuous improvement aligned to GaDOE's Principal Induction Guidance.</p> <p>District leaders allocate time and resources needed to accomplish program goals and support continuous program improvement.</p> <p>District leaders design and implement a principal induction program in response to the assessed needs of induction phase principals, teachers, students, and school communities.</p>	<p>What is our comprehensive design for program evaluation?</p> <p>What qualitative and quantitative evidence can be used to evaluate and document the quality and effectiveness of the program?</p> <p>How can our system of ongoing program evaluation demonstrate desired results? Who should be involved in evaluating and documenting the mentoring program?</p> <p>How are resources distributed and what adjustments might be necessary to ensure that the resource needs of the program are fully met? Who is involved in resource allocation? Who else might need to be included?</p> <p>How can we assemble the funding to support and grow the program?</p> <p>What is the plan for program sustainability?</p>	

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<p><b>Roles and Responsibility District Component 8</b></p> <p><b>Provide the resources needed to implement and sustain a quality Leader Induction Program.</b></p> <p><b>Roles and Responsibility:</b></p>	<p><b>Mentoring Roles and Responsibilities, Selection, Assignment, and Assessment</b></p> <p><b>Principal Engagement</b></p>	<p>District leaders design a formal rigorous process for mentor recruitment and selection that is based on criteria consistent with the roles and responsibilities and involves multiple stakeholders.</p> <p>District leaders manage the assignment of mentors to induction phase principals according to relevant factors and in a timely manner.</p> <p>District leaders implement policies,</p>	<p>How do leaders make mentoring possible?</p> <p>What school policies and practices are supports for or barriers to collaboration among induction phased and experienced leaders? How can we support or overcome them?</p> <p>In what ways do working conditions support or hinder induction phase teacher success?</p> <p>Who is involved in designing the selection criteria?</p> <p>How do we share selection criteria with candidates, program stakeholders, and those involved in mentor selection?</p> <p>How do we recruit the best candidates to become mentors?</p> <p>How do we ensure a fair and equitable process for selection?</p> <p>How do we prepare our selection team?</p>	



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<p><b>District Components 9 and 10</b></p> <p><b>9) Coordinate mentor selection.</b></p> <p><b>10) Identify current and/or retired leaders as potential mentors.</b></p> <p><b>Roles and Responsibility: District Components 11 and 12</b></p> <p><b>11) Establish a transparent mentor/mentee matching process.</b></p> <p><b>12) Create opportunities for a</b></p>	<p><b>Beginning Leader Professional Development and Learning Communities</b></p>	<p>provide resources, and create conditions that promote induction phase principal success.</p> <p>District leaders provide professional development that offers choice and flexibility and is guided by research, standards, local priorities, and the development needs of the induction phase principal.</p>	<p>For whom is the mentoring provided?</p> <p>What are appropriate criteria for matching mentors with Induction Phase Leaders?</p> <p>How do mentor caseloads maximize time for mentor-induction phase principal interactions?</p> <p>What steps will be followed if a “mismatch” has occurred?</p> <p>How do district leaders make mentoring possible?</p> <p>What school policies and practices are supports for or barriers to collaboration among induction phased and experienced principals? How can we support or overcome them?</p> <p>In what ways do working conditions support or hinder induction phase principal success?</p>	

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<p><b>supportive relationship between the mentor and the Induction Phase Leader (e.g. time, location, etc.)</b></p> <p><b>Roles and Responsibility District Component 13</b></p> <p><b>Provide and support ongoing professional learning aligned to the needs of the Induction Phase Leader in order to meet the desired outcomes of the Leader Induction Plan.</b></p>	<p><b>Beginning Leader Professional Development and Learning Communities</b></p> <p><b>Program Assessment, Evaluation, and Accountability</b></p>	<p>District leaders design and implement induction phase principals, veteran principals and mentors learning communities for professional learning, problem solving, and collaborative inquiry.</p>	<p>How do we help other administrators and mentors create positive environments for Induction Phase Leaders?</p> <p>What local research do we have or need to do on our Induction Phase Leaders' needs, what does it tell us, and how do those data inform our planning?</p> <p>How do we provide professional development to Induction Phase Leaders to deepen their content knowledge of curriculum, instruction and assessment?</p> <p>How do we integrate and coordinate local priorities for professional development and align with Leader Assessment of Performance Standards (LAPS) or expectations?</p> <p>How do we ensure that there will be time in professional development devoted to meeting needs expressed by Induction Phase Leaders?</p> <p>To what extent do we differentiate professional development</p>	

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<p><b>Roles and Responsibility District Components 14 and 15</b></p> <p><b>14) Develop and honor a culture of collegiality among new and veteran leaders and mentors.</b></p> <p><b>15) Actively support and communicate with the leader on a regular</b></p>	<p><b>Program Assessment, Evaluation, and Accountability (cont.)</b></p> <p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>District leaders collaborate with supervisors, mentors and Induction Phase Principals to collect data from multiple sources to demonstrate implementation and impact.</p> <p>.</p> <p>District leaders manage the assignment of mentors to Induction Phase Leaders according to relevant factors and in a timely manner.</p>	<p>opportunities for Induction Phase Leaders?</p> <p>When do veteran leaders and mentors collaborate with Induction Phase Leader colleagues to address issues of unique importance for Induction Phase Leaders?</p> <p>What ongoing support activities and groups address Induction Phase Leaders' needs?</p> <p>How are these learning communities designed and facilitated?</p> <p>To what extent do they support Induction Phase Leaders? When and how often do Induction Phase Leaders and their supervisors communicate and/or collaborate?</p>	

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<p><b>and consistent basis.</b></p> <p><b>Roles and Responsibility District Component 16</b></p> <p><b>Evaluate the effectiveness of the Leader Induction Program based on data</b></p> <p><b>Roles and Responsibility District</b></p> <p><b>Roles and Responsibility District Component 17</b></p> <p><b>Create an intervention process when the mentor/mentee relationship is ineffective.</b></p>			<p>What criteria and evidence do we need to evaluate and document the effectiveness of the participants?</p> <p>What data collection systems do we need to tap into or put in place to efficiently and accurately collect relevant data?</p> <p>Who is involved in evaluation/assessment and documentation of the effectiveness of participants and leaders? What elements of the program benefit from ongoing adjustment and therefore require formative assessments of some kind?</p> <p>What is our approach to summative assessment of the program?</p> <p>For whom is the mentoring provided?</p> <p>What are appropriate criteria for matching mentors with Induction Phase Leaders?</p> <p>How do mentor caseloads maximize time for mentor-Induction Phase</p>	

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			<p>Leader interactions?</p> <p>What steps will be followed if a "mismatch" has occurred?</p>	
<p><b>Leadership and Organizational Structures Guideline 1</b></p> <p>District leaders foster a culture of collaborative learning to support the Induction Phase Leader.</p>	<p><b>Program Vision, Goals, and Institutional Commitment</b></p> <p><b>Principal Engagement</b></p>	<p>District leaders create a program vision and mission focused on principal and teacher effectiveness and student learning that is part of a coherent development system for all educators.</p> <p>District leaders implement policies, provide resources, and create conditions that promote Induction Phase Leader success.</p>	<p>How do we align and provide continuity from leader preparation to recruitment and initial hire, the first years of administration on through advanced levels of practice?</p> <p>What goals and outcomes ensure a positive impact on retention, leader/teacher effectiveness, and student achievement?</p> <p>How do district leaders make mentoring possible?</p> <p>What district policies and practices are supports for or barriers to collaboration among induction phase and experienced leaders? How can we support or overcome them?</p> <p>In what ways do working conditions support or hinder Induction Phase Leader success?</p>	

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<p><b>Leadership and Organizational Structures</b></p> <p><b>Guideline 2</b></p> <p>District leaders ensure Induction Phase Leaders are provided with appropriate resources.</p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>District leaders manage the assignment of mentors to induction phase teachers according to relevant factors and in a timely manner.</p>	<p>For whom is the mentoring provided? What are appropriate criteria for matching mentors with Induction Phase Leaders?</p> <p>What professional learning is provided for the Induction Phase Leader and mentor?</p> <p>How do mentor caseloads maximize time for mentor-induction phase leader interactions?</p>	
<p><b>Mentoring Guideline 1</b></p> <p>The mentors will be recruited and selected based on established mentor guidance.</p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p> <p><b>Focus on Equity and Universal Access</b></p>	<p>District leaders design a formal, rigorous process for mentor recruitment and selection that is based on criteria consistent with the roles and responsibilities and involves multiple stakeholders.</p>	<p>Who is involved in designing the selection criteria?</p> <p>How do we share selection criteria with candidates, program stakeholders, and those involved in mentor selection?</p> <p>How do we recruit the best candidates to become mentors?</p> <p>How do we ensure a fair and equitable process for selection?</p> <p>How do we prepare our selection team?</p>	



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<p><b>Mentoring Guideline 3</b></p> <p><b>The district shall provide clearly defined expectations for Leader Mentors.</b></p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>knowledge of culturally responsive pedagogical practices to support students and teachers with equitable access to the curriculum.</p> <p>District leaders develop and widely communicate clearly defined mentor roles and responsibilities that focus on the advancement of induction phase principal leadership.</p>	<p>In what ways do mentors work with Induction Phase Leaders to encourage culturally responsive pedagogy in their school?</p> <p>How do we help mentors tap into local resources that can help Induction Phase Leaders more effectively serve students with special needs in their school?</p> <p>How do we support mentors in developing their own repertoire of skills related to culturally responsive pedagogical practices?</p> <p>Who is involved in clarifying the roles and responsibilities, and period of service for mentors?</p> <p>To what extent is the mentor's role explicitly focused on instruction and student learning?</p> <p>How do program participants learn about the roles and responsibilities of mentors?</p> <p>How do we clearly define and communicate to all stakeholders the confidential and non-evaluative</p>	



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<p><b>Mentoring (cont.)</b> <b>Guideline 3</b></p> <p><b>Mentoring</b> <b>Guideline 4</b></p> <p><b>Mentor accountability is addressed through multiple measures to include: self-assessments, student achievement, Induction Phase Leader feedback, and/or district level data.</b></p>	<p><b>Focus on Equity and Universal Access</b></p>	<p>District leaders prepare mentors and induction phase principals to support teacher proficiency in teaching students with special needs and to uphold all laws related to special population students.</p>	<p>nature of the mentor-induction phase leader relationship?</p> <p>How do we ensure that mentors are knowledgeable about laws related to students with special populations?</p> <p>What resources, materials, and processes do mentors have to support Induction Phase Leaders support of teacher proficiency with special needs students?</p> <p>In what ways does our program uphold a view that all students can learn and that by building on each teacher's strengths, Induction Phase Leaders can endeavor to meet the needs of all learners?</p> <p>How does the mentor selection process utilize an understanding of strengths-based instructional design?</p> <p>In what ways do mentor learning communities enhance the mentors' application and teaching of strengths-based approaches?</p>	

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<p><b>Orientation</b> <b>Guideline 1 &amp; 2</b></p> <p><b>1) Orientation needs to begin as soon as possible after the Induction Phase Leader is hired, and must be provided to all Induction Phase Leaders.</b></p> <p><b>2) Orientation includes state, district, school level, and community expectations.</b></p>	<p><b>Mentor Roles and Responsibilities, Selection, Assignment, and Assessment</b></p>	<p>District leaders engage mentors in as system of ongoing assessment for growth and accountability.</p> <p>District leaders engage mentors in goal-setting and reflection, implementing inquiry action plans, analyzing data of beginning teacher development, field observations, and peer coaching.</p> <p>District leaders provide orientation/professional development that offers choice and flexibility and is guided by research, standards, local priorities, and the development needs of Induction Phase</p>	<p>How does our assessment system promote mentor growth and effectiveness?</p> <p>How do we hold mentors accountable for effectiveness and results?</p> <p>Who is responsible for the assessment of mentors?</p> <p>How do we make assessment processes transparent to mentors?</p> <p>How do we utilize the trends represented in mentor assessment to guide mentor professional development and inform program improvement?</p> <p>What is the relationship between initial and ongoing professional development and follow-up assessment and support?</p> <p>What structures and assistance help mentors be accountable for application of new learning into their mentoring practice?</p>	

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	<p><b>Beginning Leader Professional Development and Learning Communities</b></p>	<p>Leaders.</p>	<p>How does our program structure and support peer coaching among mentors?</p> <p>How do we systematically engage and support mentors in the collection and analysis of their own data of practice?</p> <p>What local information do we have or do we need on our Induction Phase Leaders' needs, what does it tell us, and how do those data inform our planning for orientation?</p> <p>How do we provide an orientation for induction phase principals to deepen their knowledge base of curriculum, instruction, assessment and professional learning?</p> <p>How do we integrate and coordinate local priorities for orientation and align with Leader Assessment of Performance Standards (LAPS)? To what extent do we differentiate orientation opportunities for Induction Phase Leaders?</p> <p>What might new leaders to our</p>	

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			<p>district, but with previous experience as a school leader, need to know to be successful?</p> <p>What might an experienced leader who is transferring school levels (from high school to elementary or from charter to turnaround) might need to know as s/he transitions to a new school?</p>	
<p><b>On-going Performance Assessment Guideline 1</b></p> <p>Each Induction Phase Leader 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).</p> <p><b>On-going Performance Assessment Guideline 2</b></p>	<p><b>Assessing Beginning Teacher Practice</b></p> <p><b>Assessing Beginning Leader Practice</b></p>	<p>District leaders ensure that the formative assessment system supports induction phase principals in meeting standards and requirements for certification and/or local evaluation.</p> <p>District leaders ensure that Leader Mentors and Induction Phase</p>	<p>How do we ensure alignment of Induction Phase Leader formative assessment practices to applicable state requirements for certification?</p> <p>In what ways do we align the Induction Phase Leader formative assessment system with local policies and practices for Induction Phase Leader performance evaluation?</p> <p>How do we help mentors understand how to contextualize their mentoring support and the selection of</p>	

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<p><b>Diagnostic assessment (s) will be administered to determine the specific professional learning needs of the Induction Phase Leader. This process is designed to include the standards identified in the Leader Assessment of Performance Standards.</b></p> <p><b>Assessment Guideline 3</b></p> <p><b>An Individual Induction Plan will be developed by the Leader Induction Support Team for each Induction Phase Leader.</b></p>		<p>Leaders use multiple sources of evidence to assess principal strengths and areas for growth, and to guide one-on-one interactions and other professional learning activities.</p> <p>District leaders guide Leader Mentors to collaboratively develop an Individual Induction Plan based on each Induction Phase Leader's developmental needs.</p>	<p>formative assessment tools?</p> <p>In what ways do we support mentors in analyzing the results of individual and multiple formative assessments to inform strategic mentoring discussions?</p> <p>How do we utilize the trends represented in principal formative assessment to guide Induction Phase Leader and mentor professional development and inform program improvement?</p> <p>How do Induction Phase Leaders use evidence of practice to determine professional goals?</p> <p>How do mentors utilize Induction Phase Leaders' goals and plans to inform their mentoring?</p> <p>How do we support mentors to understand a continuum of new leader development and appropriate expectations for new leader growth throughout a year?</p>	

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<p><b>On-going Performance Assessment Guideline 4</b></p> <p>Assessments will follow the process outlined in the Leader Keys Effectiveness System (LKES) Evaluator Handbook.</p> <p><b>On-going Performance Assessment Guideline 5</b></p> <p>The Induction Phase Leader will use assessment results to inform and adjust the professional growth plan.</p>		<p>District and/or school leaders ensure that Leader Mentors use formative assessment process to accelerate induction phase principal effectiveness as defined by Leader Keys Effectiveness System (LKES).</p> <p>District and/or school leaders ensure that mentors and induction phase principals use multiple sources of evidence to assess principal strengths and areas for growth, and to guide one-on-one interactions and other professional learning activities.</p>	<p>How do we support mentors to analyze and reflect on formative assessments as defined by LKES?</p> <p>How do we ensure interactions and evidence gathering are calibrated and consistent among Leader Mentors?</p> <p>How do we help the Leader Induction Support Team understand how to contextualize the mentoring support and the selection of formative assessment tools?</p> <p>In what ways do we support the Principal Induction Support Team in analyzing the results of individual and multiple formative assessments to inform strategic mentoring discussions?</p> <p>How do we utilize the trends represented in leader formative assessment to guide leader and mentor professional development and inform program improvement?</p>	

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