Guidelines for District Educational Leadership Induction Program

May 9, 2011
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Background and Introduction
For more than 15 years, the Louisiana Educational Leaders’ Induction (LELI) Program played an integral part in the state’s vision and mission in supporting educational leaders in their ever increasing responsibilities; in leading successful schools and retaining novice educational leaders to reduce turnover. Successful completion of the LELI Program by newly appointed principals, assistant principals and district leaders resulted in eligibility for the Educational Leader Level II Certification and updating of the provisional principal endorsement on an individual’s certificate, under the new certification structure for Educational Leadership (2006). All individuals holding an Educational Leader Level 1 license were required to complete the induction program prior to moving to the higher license.

The state-administered LELI program will be phased out after the 2010 - 2011 school year and transitioned to the local school districts after July 1, 2011. During the fall 2010, the Louisiana Department of Education convened a LELI Transition Task Force consisting of district educational leaders, higher education personnel, Board of Regents and Department of Education staff. As a result, state guidelines were developed to support the transitioning of this program to ensure that newly appointed educational leaders are participating in a district induction program. In addition, policy revisions were proposed to Bulletin 741: Louisiana Handbook for School Administrators and Bulletin 746: Louisiana Standards for State Certification of School Personnel at http://www.louisianaschools.net/bese/policies.html. The revised policy will require districts to assist newly appointed principals, assistant principals, and district leaders in building the administrative, instructional, and professional knowledge and skills in order to train, support and retain effective leaders to ensure teacher and student success.

While each district may customize their induction plan, all districts should take into account the following four Core Components when planning their District Educational Leadership Induction Program.

Core Components of the District Educational Leadership Induction Program

1. Professional Development – suggested minimum of 12 hours of specific professional development and learning opportunities.

Each district will develop their District Educational Leadership Induction Program using the Interstate School Leaders Licensure Consortium (ISLLC) Standards for Educational Leaders as a guideline. These standards may be found in Bulletin 125: Standards for
Educational Leaders in Louisiana at [http://www.louisianaschools.net/bese/policies.html](http://www.louisianaschools.net/bese/policies.html).

The purpose of the inductees’ participation in these professional developments will be to ensure that they are knowledgeable of current policies, practices, and initiatives.

The following are suggestions and examples districts may use in fulfilling the Professional Development portion of the induction program:

a) **Teacher Evaluation** – include Value Added as addressed by Act 54 of the Louisiana 2010 Legislative Session. Include inductees’ capacity to assess teachers’ abilities to provide appropriate and effective learning opportunities for students and to lead their schools in improving both teacher quality and student achievement.

b) **Technology Training** – promote the development of skills and strategies necessary to incorporate technology into instruction and/or administration. May also address technology being used in district and current trends in technology and classroom applications along with district technology plans.

c) **Presentations** – hear presentations and be included in trainings provided by such district departments as:
   i. Human Resources
   ii. Finances – preparing spreadsheet for school finances and training on writing grants
   iii. Federal Programs
   iv. Curriculum and Instruction
   v. Accountability including data analysis
   vi. Food Services
   vii. Special Education
   viii. Transportation

d) **Walk-Throughs** – interpreting results of effective classroom walk-throughs as well as providing useful specific feedback to teachers.

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<td>Professional</td>
<td>12 hours of specific PD customized to meet the needs of district.</td>
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2. **School Site Visits – *suggested minimum of two school/district site visits per year***

Each district will develop a plan for newly appointed education leaders that includes a minimum of two site visits to visit other schools both within and outside of their district. Mentors will collaborate with the inductees on the selection of a school that closely matches the demographics yet exceeds the academic performance of the inductee’s school, based on school accountability database. Observations should focus on the school improvement process, leadership development, and networking and should include classroom visits and administrator interviews to discuss their leadership roles and responsibilities to sustain ongoing school reform and improvement as well as leadership development. Upon completion of the visit to the higher performing school/district, the inductees will meet with their mentors to discuss the visit and to complete a brief report about the information gained and how that information will assist them in providing leadership in their schools.

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<td>School Site Visits – minimum of two site visits a year.</td>
<td>Visit two high-performing, demographically matched schools during the school year.</td>
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3. **Mentor-Facilitated Face to Face Team Meetings - *suggested minimum of three face to face meetings throughout year***

While districts may opt for an online professional development component, face to face meetings offer direct support and avenues for networking and a forum to discuss many of the day-to-day concerns of the participants. These meetings should be aligned to the ISLLC Standards and may include Turnaround Strategies if personnel in the district have been trained in these strategies. These meetings should provide a forum to discuss many of the day-to-day concerns of the inductees and to expand on specific topics of interest based on the needs of the participants. Team meetings should be held after school hours.

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<td>Face to Face Team Meetings</td>
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4. District-Assigned Mentors – *provide guidance throughout induction program*

Each district will provide newly appointed education leaders with accessibility to a qualified mentor. Mentors should be educational leaders who are considered outstanding by their peers and able to assist new administrators with the practical aspects of their responsibilities which may include scheduling and parental involvement as well as providing support, guidance and fostering an understanding of policy as an educational leader. By utilizing currently practicing principals and assistant principals as mentors, a network is developed that provides the inductees with an ongoing support system.

Some districts may wish to collaborate with other districts in their region or with university personnel to create a university level course for new administrators which would offer university credits.

**CERTIFICATION**

The Louisiana Department of Education requires district completion of the appropriate forms found in the Certification Update Packet for applicants updating from a Provisional Principal or Educational Leader Level 1 to an Educational Leader Level 2. The signature of the employing authority must verify completion of the District Leadership Induction Program. The newly appointed administrator must also have three years of successful educational leadership experience. Documentation of completion of the District Education Leadership Induction Program will be kept on file at the local school district.

If an assistant principal becomes a principal and/or district administrator, it is up to the district to determine if that person needs additional induction training.

If a person is hired from out-of-state and has years of administrative experience, it is up to the district to determine if that person needs additional induction training.

**TEMPLATE FOR DISTRICT LEADERSHIP INDUCTION PLAN**

Attached is a customizable template for districts to use when planning a District Leadership Induction Plan. The Human Resource Director will sign the statement of assurances and send it to the Division of Certification, Preparation and Recruitment to be kept on file for accountability and documentation purposes.

Optional components to a District Leadership Induction Plan may include, but not limited to, a portfolio, book study, and/or Vanderbilt Assessment of Leadership in Education.