

School Leader Induction Framework

At a Glance

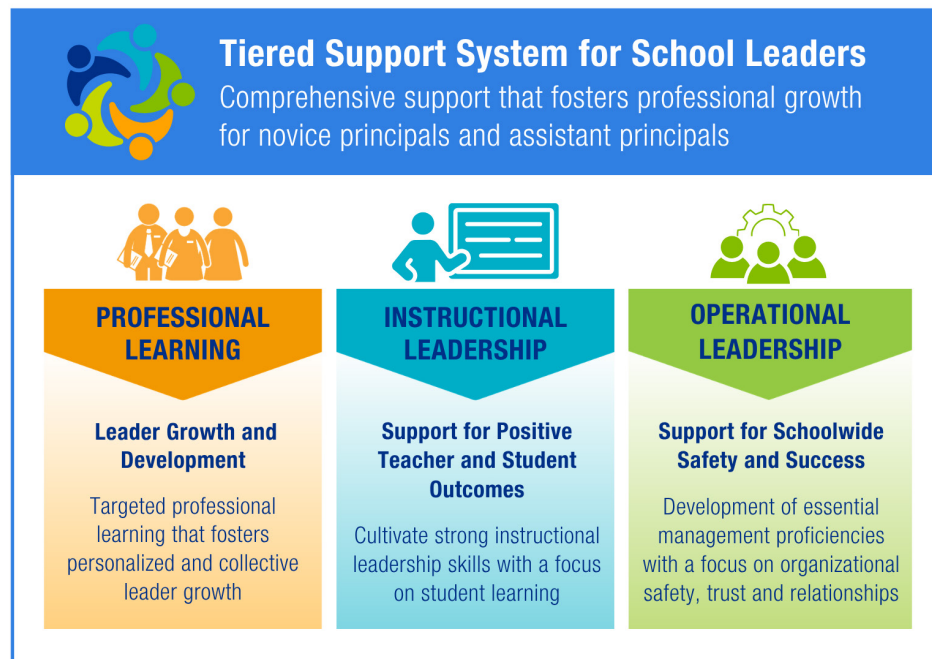
Leader induction is a comprehensive support system designed to help new school leaders transition successfully into their roles. High-quality induction helps novice principals and assistant principals adapt to their new responsibilities, supports their professional growth, and builds strong school cultures focused on teaching and learning. The ultimate goals are:

- improved leadership skills,
- increased confidence in leading schools through complex challenges; and
- improved teacher, staff and student outcomes.

School leaders at every level need targeted and ongoing support. Effective leader induction goes beyond completing required tasks; it is driven by the unique needs of leaders at this critical stage of their leadership journey.

These components are essential for a high-quality leader induction program that provides well-rounded support. Beginning with a tiered support system, the Southern Regional Education Board's School Leader Induction Framework outlines support elements delivered through leadership coaches, professional learning networks and leadership development.

Quality School Leader Induction

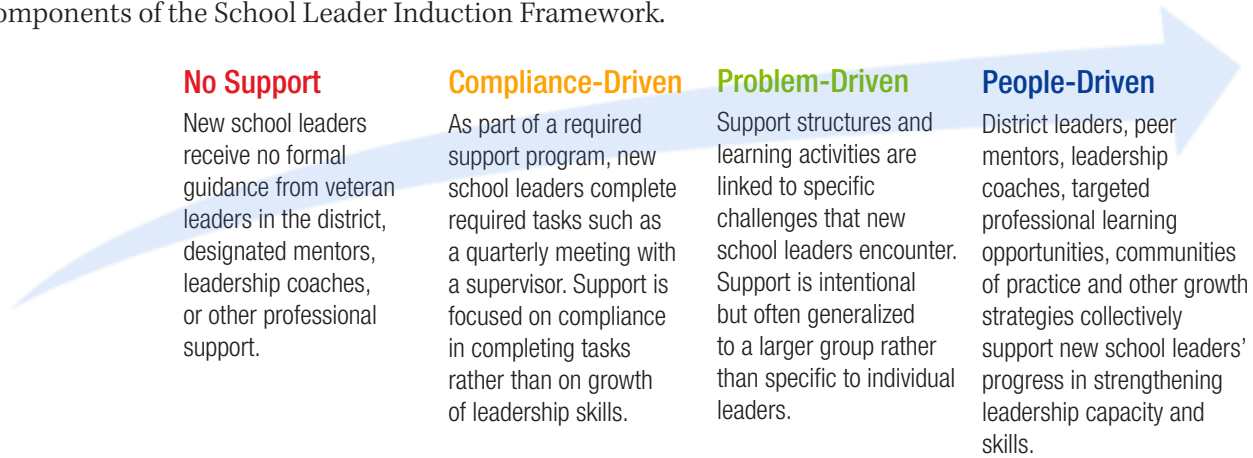


See the full SREB School Leader Induction Framework at [SREB.org/Induction](https://www.sreb.org/induction).

Continuum of Support

Quality Leader Induction

To begin evaluating their building-level leader induction support, school districts can use this rubric organized by four components of the School Leader Induction Framework.



Induction Component	No Support	Compliance-Driven	Problem-Driven	People-Driven
A Tiered Support System for Novice School Leaders	No established system of support exists for novice leaders from veteran leaders, mentors or coaches.	Support is focused on completing required tasks rather than professional growth.	Support practices are linked to specific, common challenges but are often generalized to a large group.	District leaders, coaches and peer networks collectively support leaders as they strengthen capacity.
Professional Learning for Novice Leader Growth and Development	Novice leaders receive no formal coaching or professional learning targeted to their needs.	Novice leaders are required to complete a preset list of professional learning tasks or orientation checklists.	Professional learning varies in scope and delivery to aid leaders in dealing with specific problems of practice.	Personalized, job-embedded learning is responsive and tailored to their specific needs and guided to give feedback.
Instructional Leadership Support for Positive Teacher and Student Outcomes	No guidance is provided on how to transition from administrative oversight to becoming an instructional leader.	Leaders are required to conduct observations for state or district evaluations without alignment to problem of practice.	Support is provided on non-evaluative tools, like walkthroughs, instructional rounds and learning walks, to address teacher growth and schoolwide challenges.	Mentors and supervisors provide non-evaluative feedback that deepens the leader's pedagogical literacy and trust.
Operational Leadership Support for Schoolwide Safety and Success	Leaders navigate facilities, budgets and safety protocols without technical or strategic assistance.	Support is limited to district policy handbooks and meeting basic legal or fiscal documentation requirements.	Coaching is provided to help leaders navigate specific crises, disciplinary challenges or staffing allotments.	Leaders are empowered as change agents, strategically aligning resources and building stakeholder trust and input.