

Induction Program: Purpose

The purpose of an IP is to:

- Assist newly-licensed principals/administrators, veteran principals/administrators new to the *organization* and incoming out-of-state principals/administrators (*either new or veteran*) in making a smooth transition into the school/district environment.
- Increase the skills and abilities of new-to-school/district principals/administrators, if/when such a need is identified, and/or to ensure that those principals/administrators new to Colorado are knowledgeable about the SBE's-adopted Student Content Standards, *Teacher Performance Based* and general endorsement Standards **and** their *own* relevant Colorado's Principal and Administrator Endorsement Standards.
- Provide support to and retain effective Colorado principals/administrators (*and, therefore, effective educators*).

The best question to ask about your organization's Induction Program is: After going through your organization's IP, will your "new" principals/administrators feel comfortable in, knowledgeable about and relevant to your organization?

Content & Components of an Effective Induction Process and Program (IP)

(Helpfully organized!)

Suggested IP Process:

Note: An IP should not replicate knowledge and skills that have already been acquired by the Inductee in his/her previous training and/or preparation! **Please assess the inductee's knowledge/skills prior to Induction.**

Step 1: Conduct a (*brief*) formal or informal interview or (*written?*) survey with the inductee to determine his/her level of knowledge, skills, previous/recent professional preparation/development and experience – as related to the various aspects required within your organization's IP.

This would include:

- A determination of the completeness of the Inductee's preparation with regard to:
 - **Colorado's** Principal OR Administrator Standards - AND
 - **Colorado's** Teacher *and* Student *Content* Standards with regards to school/district achievement (CSAP).
- A determination of the completeness of the inductee's preparation with regard to and/or understanding of the *organization's* IP requirements *and* how best the IP can meet *mutual* needs.

Step 2: The inductee should be provided with:

- written/oral explanations of the organization's IP requirements (*process, activities, etc.*) and
- any criteria to be used to determine the Inductee's successful completion of the IP.

Step 3: Based on the interview/survey (*see Step 1, above*) an individualized IP should be developed with/for the Inductee - in cooperation with a mentor principal/administrator - based on the *identified needs* of the inductee and the *measurable objectives* of the entity's approved IP.

Program (Based on Colorado Statute and SBE-adopted Rules' – see attached Reference Guide):

Based on the SBE-approved Rules for Induction, the following are suggestions for the **content** of an *individualized* IP - i.e. to match the level of the preparedness and experience of the inductee with the needs of the organization:

Of *initial* interest to the Inductee:

- ✓ An orientation to the organization/district/school/community with regard to:
 - relevant offices and personnel;
 - available organizational resources, assistance, and support;
 - a personal contact and/or a mentor and/or a regularly-scheduled ongoing opportunity to e.g. exchange concerns, ideas, solutions, and ask questions;
 - applicable/available district, school, teacher- and student-oriented *community* services/resources;
 - the organization's calendar; and
 - a general who-what-where-why-when-how-and-how much...

- ✓ An introduction to the social, cultural and economic character and climate of the community served by the school – to develop/increase effective communication with parents and key stakeholders.
- ✓ Specific organization/district/school tips and tricks for starting and ending the school year.

Note: A handbook/manual (or website), that includes the above, might come in handy to provide the inductee with a written reference guide - and as part of further discussion about relevant organization, district and/or school policies and operations.

Of policy interest to the Inductee – in terms of serving as Principal or Administrator and as applies to Teachers...

- ✓ Identification of relevant district, school, personnel, operational, budgetary, purchasing, etc. policies.
- ✓ Identification of the specifics of the curriculum to be taught by the organization’s teachers, as related to the accountability of the Principal/Administrator.
- ✓ Identification of the organization’s expectations, measurable objectives and processes/criteria for its *students* - including acceptable/adopted organizational/district/classroom-based formal/informal assessment tools and district/school “benchmarks”, if applicable.
- ✓ Identification of the organization’s expectations and measurable objectives; feedback mechanisms; observation, evaluation and/or appraisal processes, timelines and criteria.
- ✓ Identification of the organization’s policies and processes with regard to Special Education students (IEP’s), Linguistically Diverse, At-Risk, and Gifted and Talented students.

Of school interest to the Inductee:

- ✓ How to assist teachers in creating classroom *environments* that support learning – as applicable/relevant to the characteristics and character of the *particular* student population being served.
- ✓ How to assist teachers with effective classroom management/discipline strategies that support learning – as relevant to the characteristics and character of the *particular* student population being served.
- ✓ How to assist teachers in developing/implementing *instructional delivery* strategies based on:
 - The requirements of the *relevant* student population.
 - The analysis of student data from a variety of informal and formal sources/assessments.
 - Designing and/or adapting curriculum for the diverse needs of the student population.
 - Individualizing instruction to fit student learning styles and needs
 - Relevant websites
 - Assistance with the incorporation of technology into the classroom

Of personal professional development interest to the Inductee and as a vehicle for discussion with Teachers:

- ✓ A review of Colorado’s licensing renewal and professional development processes/criteria.
- ✓ Opportunities for professional growth/career advancement in the organization/school/district
- ✓ Is the school a Professional Development Site? The inductee should be informed about this and any associated requirements for the Principal/Administrator
- ✓ Development of the inductee’s personalized professional growth plan
- ✓ From where/who and how to get feedback to improve school leadership/management, if desired/necessary.

Of personal interest to the Inductee and as a vehicle for discussion with Teachers:

- ✓ Ways of dealing with stress
- ✓ Identification of professional organizations and/or social or content-related collegial activities
- ✓ Opportunities to advance in the profession/in the school/district
- ✓ Exit interview

Reference Guide:
I. The Basis of Induction Program in Statute

The Colorado Educator Induction Statute

- **22-60.5-R-2.01 (8) Approved induction program:** A program of continuing professional development for Initial licensees that meets the requirements of the State Board of Education, and that upon completion, leads to a recommendation for a Professional License by the school district or districts providing such induction program.

2260.5-R-14.00

Induction Programs (IPs) for Principals and Administrators:

Note: Initial Licenses are valid only in school districts which provide approved induction programs, unless the school district has applied for and obtained a waiver of the induction program requirement.

- 14.00 (1) **Purposes:** Induction programs for principals and/or administrators shall be designed to meet four purposes: Orientation; Socialization and Transition; Technical Skill Development; and Continuous Formative Assessment. It should also include a review of Teacher Performance Based Standards.
- 14.00 (2) **Mentors:** Induction programs shall provide for the assignment of mentors to all initial licensees. Mentors may be selected from a variety of sources including school district personnel or personnel from other districts.
- 14.00 (2) (a) **Selection:** Mentors must have experience as a school principal or district administrator, as appropriate, and should be regarded as effective by their peers. Mentors should be selected to match the experience of the inductee. Mentors shall have demonstrated: commitment to the Standards for Principals or Administrators, as appropriate; well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others; effective oral and written communication skills; understanding of adult learning theory; and an awareness of the political, social and practical realities of the context of the inductee.
- 14.00 (2) (b) **Training:** Induction programs must include a staff development program for mentors which includes but is not limited to: orientation to mentoring; development of the knowledge and skills contained in the *Standards for Principals or Administrators*, as appropriate; cognitive coaching; and writing professional growth and improvement plans.
- 14.00 (2) (c) **Professional Development Plans:** At the inception of the induction period, the mentor and inductee shall jointly develop a professional growth plan in consultation with the inductee's supervisor. The plan is to be based on the inductee's pre-service portfolio, the assessments required for the Initial License, the Standards for Principals or Administrators, and other applicable data. Each inductee must maintain a portfolio of induction activities. The professional development plan may be modified and adjusted based on ongoing feedback from the mentor and supervisor and the inductee's personal analysis and reflection.
- 14.00 (2) (d) **Professional Evaluation:** Induction programs shall include summative performance evaluations of inductees. The induction program shall specify the role of the mentor in evaluation: conduct of the evaluation, providing input to the evaluation, or no involvement. The evaluations shall be designed to document growth and performance in relation to the inductee's assignment.
- 14.00 (2) (e) **Length of Induction Programs:** The induction program shall define a process for determining when an inductee has successfully completed the program. In no case shall an induction program exceed *three years*.
- 14.00 (2) (f) **Recommendation:** The district or districts delivering the induction program shall recommend an inductee for a *Professional License* based on performance evaluations and ongoing evaluation of the candidate's capability for meeting the Standards for Principals or Administrators at the Professional Level. Criteria for recommendation shall include, but are not limited to: mentor and supervisor recommendation; summative evaluations, and growth documented by formative evaluations.
- 14.00 (2) (g) **Program Evaluation:** Each induction program shall conduct a regular **self-evaluation** which shall include data regarding the success of Inductees with regard to the organization's goals and objectives, to provide information by which the District will plan to improve its IP.

Reference Guide:

II. Basis of the Induction Program in SBE-Adopted Rules

(SBE Rule 13.02)The Department (CDE) may conduct visits to induction sites and survey participants regarding the effectiveness of the program. The evaluation information shall be submitted to the Department of Education for use in recommending renewal of the induction program.”

The SBE’s-Adopted Induction Rules

Effective IPs shall include the organization’s plans, policies, and opportunities for Principals/ Administrators (and Teachers) which:

- **Enhance the performance of educators according to the Standards prescribed in sections 6.00 (Principal/Administrator Performance Based Standards) of these Rules by providing, through mentors and other professionals:**
 - Assisting teachers in how to demonstrate improved instructional practices;
 - assisting teachers in the improvement of educational experiences for all students; and
 - assisting teachers in the adaptation of curriculum and instruction to accommodate populations of diverse students.

- **Encourage professionalism and educator development according to performance standards by:**
 - building a foundation for teachers for the continued study of teaching;
 - encouraging collaborative relationships among administrators and teachers and –
 - partnerships between districts and universities;
 - providing an orientation for new teachers to the culture of the school system, the district, the community, and the teaching profession;
 - providing educators with and participating in opportunities for professional growth; and
 - providing ongoing professional development/training - including ethics, for teachers, mentors, etc.

District policies will:

- formalize profiles of a successful educator at various career stages;
- provide training of site administrators in the educator induction process;
- establish standards for the selection, training, and release of mentors who work with new teachers, special service providers, principals, administrators, etc.;
- establish an assessment model to review, evaluate and guide the induction program;
- establish a process for the selection and training of mentors and for the matching of mentors with inductees;
- establish the primary role of the mentor as teacher, coach, advocate, support, guide and nurturer of new teachers, special services providers, principals and administrators;
- state whether mentors will be included in the evaluation of inductees. (If mentors are to be involved in the performance evaluations of inductees, such policies shall state the specific roles and responsibilities of the mentor in evaluations.) *(Another option might be to utilize mentors in observation, rather than appraisals or evaluations.)*

Professional support for inductees will include:

- information related to school and district policies and procedures;
- local district goals and local content standards;
- educator roles and responsibilities;
- information about the school community;
- substantive feedback to the inductee about performance;
- provisions for the extension of the induction program if deemed necessary by the district.

Effective induction programs should consider the following recommendations for implementation:

- **District plans and policies which may:**
 - encourage collaborative efforts between higher education institutions and school districts in induction programs;
 - provide release time for both mentors and inductees;
 - provide some form of compensation for mentors.

- **Districts may make commitments to:**
 - placing new educators in settings where they are likely to succeed;
 - providing inductees with supervisors and mentors skilled in helping new employees;
 - providing sufficient planning time for inductees;
 - clarifying expectations for inductees and mentors;
 - guiding the inductee in the development of an induction portfolio.
 - The purpose of such portfolio is to encourage self-reflection and self-evaluation of educational practice by the inductee, and
 - to document improved performance related to the standards for professional educators as specified in sections 5.00 or 6.00 of these Rules, as appropriate.

- **District guidelines for selecting mentors may include:**
 - the mentor agrees to serve as a mentor;
 - the mentor is an experienced professional who models the standards as reflected in section 5.00 of these Rules with demonstrated excellence in practice;
 - the mentor works well with adults, is sensitive to the viewpoints of others;
 - the mentor is an active and open learner;
 - the mentor is competent in interpersonal and public relations skills.

- **District guidelines for the assignment of mentors may include:**
 - the mentor should be closely matched to the inductee in terms of assignment;
 - the mentor should be located, when possible, in close proximity to the inductee;
 - the mentor and the inductee should have styles that are not in conflict.

Reference Guide:

III. Performance-Based Standards for Colorado Principals

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

2260.5-R-6.00

Performance-Based Principal Licensure Standards. The following shall serve as standards to guide the development of the content of principal and administrator professional education programs offered by institutions of higher education and as a standard for the ongoing professional development of these educators.

Standard One: Foundations For Leadership. The principal shall behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning. The principal shall be able to:

- Endorse the role of the school within the community and in upholding the fundamental principals and perpetuation of our democratic republic.
- Sustain and promote the conviction that education is the fundamental right of all students.
- Accept personal and professional accountability for the educational processes of the school.
- Consistently identify student achievement as the primary objective of the school.
- Set high standards for the instruction of all students and for their academic achievement.
- Recognize that the state's Model Content Standards represent the level of knowledge, skills, values, and abilities expected of all Colorado students.
- Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.
- Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest level and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction.

Standard Two: Contextual Understanding. The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The principal shall be able to:

- Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.
- Convey respect for the roles of elected officials and administration.
- Identify and include in planning the social, economic, and political factors which affect the educational process.
- Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.

Standard Three: Planning And Organization. The principal is knowledgeable about the elements of planning; plan implementation; and organizational, change, and time management. The principal shall be able to:

- Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, provides for the appropriate allocation of resources and which identifies:
 - Instructional objectives.
 - Assignments of responsibility.
 - Timelines.
 - Methods of evaluation.
 - Implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.
 - Establish and adhere to timely, efficient, effective, and ethical administrative practices.

Standard Four: Content Knowledge Instruction. The principal is knowledgeable about all requisite Colorado Model Content Standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. The principal shall be able to:

- Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.
- Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.
- Provide direction to teachers, with regard to the Colorado Model Content Standards.
- Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives; use as a resource for information; and in the management of student data. The principal shall:
 - Communicate to staff about district technology policies, including matters of confidentiality, as related to the release and use of student records, and about appropriate student use of technology.
 - Demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individualized instruction, in support of student achievement.
 - Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.
 - Utilize technology in managing and communicating information and data to a variety of stakeholders.

Standard Five: Individualization of Instruction. The principal is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. The principal shall be able to:

- Exhibit vigilance with regard to the school's legal obligations and students' educational rights, including, but not limited to, those requirements which affect special needs students.
- Demonstrate the design and delivery of instruction, as based on individual student needs, so that each student can meet or exceed the standards.
- Present teachers with a variety of teaching strategies which can assure students the ability to think critically, analyze structure and solve problems, invent, memorize, and recall.
- Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom - including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on learning and behavior; or those who are identified or recognized as gifted.
- Inform teachers about assessments which provide proof of each student's academic progress.
- Maintain adequate and appropriate data regarding each student's academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.
- Identify a variety of strategies and to strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.

Standard Six: Management And Evaluation of Instruction. The principal is knowledgeable about the appraisal of instructors, as related to student learning. The principal shall be able to:

- Articulate clear performance objectives.
- Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.
- Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.
- Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.
- Regularly review teachers' competence, with particular focus on academic program delivery.
- Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.
- If necessary, resolve conflicts among, and refocus staff on, instructional objectives.

Standard Seven: Supervision of Personnel. The principal is knowledgeable about national, state, and local district personnel policies. The principal shall be able to:

- Display and enforce professional standards in all personnel decisions.
- Establish personnel recruitment and retention strategies based on the instructional plan for the school.
- Implement, inform about, and adhere to ethical and fair hiring and personnel practices,
- Provide clear communication of expectations.
- Provide constructive performance appraisals, linked to Student achievement.
- Provide a documented justifiable basis for taking a personnel action.
- Counsel out of the profession those whose continued presence in teaching does not serve in the best interests of students.
- Provide encouragement to those interested in entering the field of education.

Standard Eight: Supervision of Student Conduct. The principal is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. The principal shall be able to:

- Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.
- Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.
- Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.
- Identify and develop positive relationships with community support services which can assist students and their families when there is a concern which cannot be addressed with the resources available to the school.

Standard Nine: Resources. A principal is knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible for the fiscal health of the school and entrepreneurial about locating non-state revenue sources to provide enhancements to the instructional process. A principal shall be able to:

- Manage and maintain a balanced school site budget in accordance with the principles of business management and the standards of good accounting practice.
- Demonstrate knowledge of school district policies regarding methods of acquiring additional funding, and technical or other forms of assistance, for specific purposes, in support of student instruction and achievement.
- Demonstrate the ability to use a variety of strategies to attract external funds and resources.

Standard Ten: School Site Safety and Maintenance. The principal shall be knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility. The principal shall be able to:

- Acknowledge the school's legal responsibilities to students on their way to and from school and with regard to transportation.
- Be vigilant about school security and establish measures to evaluate and assure student and staff safety and anticipate potentially dangerous situations.
- Implement safety procedures and precautions within the school and on school property.
- Maintain a close working relationship with local law enforcement.
- Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations, as required.
- Understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions.
- Operate within district policies regarding general building maintenance, repairs, and improvements.

