COLORADO
Department of Education

Principal/ Administrator Induction Program Evaluation Rubric Indicator
Aligned Best Practices

Rubric Indicators	Best Practices
1. Program Components	
1.1 *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*	• An induction process is designed and implemented within a system of support • An induction program will include the purposes of orientation, socialization and transition, technical skill development and continuous formative assessment are intentionally planned for • An induction program will include content aligned to the Quality Standards • A differentiated program is designed to ensure all Principals/Administrators are supported within their first two years in the role • A needs assessment is conducted prior to defining the differentiated program • A clear definition of who within a district/BOCES is responsible for providing induction support is agreed upon • A clear definition of who is eligible for induction support is defined • BOCES/District/School leadership strongly support the induction of new principals and administrators
1.2 *Induction programs shall provide for the assignment of mentors to all initial license holders*	• A process for identifying and assigning mentors is defined and agreed upon by the District/BOCES

1.3 *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 professional development plan supports a differentiated program that is designed to ensure all Principals/Administrators are supported within their first two years in the role • A needs assessment is conducted prior to defining the professional development plan • A process for development of and the content within the professional development plan is clearly defined • The roles of the mentor, inductee and supervisor within the development, monitoring and completion of the professional development plan are clearly defined
1.4 Induction programs must include ongoing staff development program for mentors.	• District/BOCES define the requirements for professional development of mentors within the induction program • Ongoing professional development is designed to support the purposes of Induction and the individual growth of mentors
1.5 *Professional evaluation: Induction programs shall include summative performance evaluations of inductees*	• A process for determining when inductees have successfully completed induction in order to move to a professional principal/ administrator license is in place.
1.6 The *induction program shall specify the role of the mentor in evaluating and providing feedback to inductees and how the evaluations are conducted (i.e. observation and feedback expectations, providing input to the evaluation or no involvement, etc.)*	• District/BOCES induction program clearly outlines the mentor's role within the evaluation process. • Professional development for mentors with initial focus on specific mentor support roles and a long-term plan of support is defined. • Separation of the mentor role and the supervisory role of the mentee ensures that a non-evaluative support is in place for the mentee.

1.7 Length of induction program: The induction program shall define a process for determining when an inductee has successfully completed the program	• District policies define the length of an induction program and will be differentiated based on the needs of inductee. • Successful completion may also include documented professional development hours and a reflection on challenges, successes, progress toward professional goals and professional learning needs. • Research indicates a 2-3 year principal/administrator induction program results in a more effective leader.
1.8 Program evaluation: Each induction program shall conduct a self-evaluation every five years	• Multiple data sources are used to inform improvements within the program. Data sources may include: perception survey data, district retention data, exit and or stay interviews and/or principal/administrator evaluation data. • The induction program undergoes a continuous improvement cycle through benchmarking using the principal/administrator induction rubric provided by CDE. • Establish an assessment model to review, evaluate and guide the induction program. • A district/BOCES broadly representative committee reviews the self-assessment data and defines program improvement plan.
2. Induction Content	
2.1 An inductee's professional development 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	• Professional development supports intentional connections between pre-service learning and application to the current role. • The professional development plan may be modified and adjusted based on ongoing feedback from the mentor, supervisor and the inductee's personal analysis and reflection.

2.2 *Each inductee must maintain a portfolio of induction activities* aligned with the four purposes defined by state law and Colorado's Principal and Administrator Standards	• The scope and progression of learning opportunities is provided by the district/BOCES.
	• Possible topics include:
	    o Instructional leadership
	    o Detailed information regarding the Educator Effectiveness Evaluation Process (Principal/Administrator and Teacher)
	    o Observation and evaluation feedback
	    o Safety and security
	    o Developmental needs of adult learners
	    o Budget
	    o Culture and climate
	    o Understanding different generations
	    o Continuous Improvement/Improvement Science
	    o ***Continuous formative assessment***
	    o Conducting needs assessments for professional development decisions
	    o Discipline
	    o Staff retention strategies
	    o Student data protocols
	    o Supporting growth and development of staff, students and families
	    o Teacher career stages & training needs
	    o Using PLCs & data to move your school
	    o MTSS/RTI
	    o Legal issues
	    o Teacher evaluation systems and non-renewal process
	    o Topics associated with various times-of-the-year
	    o Job-embedded activities
	    o ***Technical skill development***
	    o Knowledge of the Quality Standards for all educator groups (teachers, SSPs, principals and administrators)

2.3 Induction activities must address ***Orientation. Socialization and transition*** into the role are also to be addressed	• District policies and procedures are included in new hire orientation/kick-off prior to the start of the school year. • Introduction to local district and school educational resources which may include content-specific and/or role-specific supports at the district / BOCES level and included in new ire orientation/kick-off. • Intentional opportunities are provided to connect with key stakeholders within the school/District community.
2.4 ***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.***	• A process for re visiting the professional growth plan in order to ensure a focus on current needs for professional development and support is defined within the District/BOCES induction program. • The inductee's professional growth plan is a foundational tool to provide focus for support from professional development and a mentor.
2.5 ***Professional evaluations shall be designed to document growth and performance in relation to the inductee's assignment***	• The inductee will be evaluated using the appropriate role specific evaluation process and rubric.

3. Mentor Selection	
3.1 Mentors may be selected from a variety of sources including school district personnel or personnel from other districts	• The selection of mentors is rigorous to ensure high-quality induction and mentoring of inductees. • Mentors may be selected from personnel in other districts within like roles. • The District/BOCES identify requirements and expectations of mentors in order to develop an application tool for prospective mentors • Key characteristics of mentors are defined by the District/BOCES. • A selection team is established to vet applicants. • A mentor application may include essay questions that gather the mentor's experience in developing leaders, what might be some challenges they foresee, how they might collaborate with others, etc. • The applicant's supervisor's approval may be required within the application
3.2 Mentors must have experience as a school principal or district administrator, as appropriate, and should be regarded as effective by their peers	• A District/BOCES application is the initial screening tool for mentors. The application includes defined leadership experience documentation.
3.3 Mentors should be selected to match the experience of the inductee	• A District/BOCES process is clearly defined for the selection of mentors. The process includes selection of mentors resulting in a broad distribution of experience among the qualified mentors. • The recommendation for assignment of mentors to mentees may be based on experience levels. •

3.4 *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; and an awareness of the political, social and practical realities of the context of the inductee*	• The District/BOCES mentor application contains justification/evidence to support a demonstrated commitment to the requirements defined within the indicator.
3.5 Mentors demonstrate high standards of excellence in practice as measured by the district principal/administrator effectiveness system	• The Mentor scores "proficient" or above on their own evaluation rubric. • Mentors are effective principals with a strong track record of leading in multiple settings.
3.6 Mentors have demonstrated knowledge and experience in observing, evaluating and providing actionable feedback to educators/principals	• The District/BOCES mentor application contains justification/evidence to support the knowledge and experience required within this indicator.

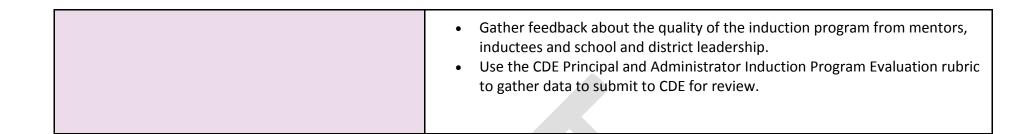| 4. Mentor Development	
4.1 Training: Induction programs must include a staff development program for mentors which includes, but is not limited to, orientation to mentoring; development of the knowledge and skills contained in the standards for principals or administrators, as appropriate; cognitive coaching; and writing professional growth and improvement plans	Through the implementation of a staff development program for mentors: • Mentors understand their role and responsibilities; • Mentors understand the scope of their work and assurances to inductees; including prioritizing time, accessibility, transparency, authenticity, vulnerability, reflective practice, continuous learning and demonstrating a growth mindset. • Mentors understand and operationalize the positive impact of the principal role. • Mentors are a sense maker for the system. • Mentors understand the evaluation standards for Principals/Administrators • Training is ongoing and promotes reflective thinking, coaching skills, active listening, questioning strategies, facilitation skills, conflict management, change theory, etc. • Ongoing training allows mentors to grow in key criteria descriptors, which are aligned to level 4 rubric indicators • Mentors understand the purpose and structure of effective goals and success criteria in order to support the inductee's professional growth plan development and monitoring • Mentors understand how to lead and/or facilitate the professional learning of adult learners. • Mentors understand how to demonstrate feedback to inductees about their practice.
4.2 Mentors will understand and engage in cycles of continuous improvement with inductees and in their own practice.	• Mentors reflect on their support of the inductee and define next steps to deepen that support • Mentors reflect on their behaviors for supporting their inductee and the impact of that support within a continuous improvement cycle.

5. Mentor Responsibilities	
5.1 The mentor and inductee shall jointly develop a professional growth plan in consultation with the inductee's supervisor	• Mentors assist inductees in identifying growth goals and professional learning targets. • The professional growth goals may be identified through the use of the self-evaluation tool within the Principal or Administrator rubric. • SMART goal guidelines may be used to establish professional growth goals
5.2 The mentor's role in evaluation shall be specified as: the conductor of the evaluation, providing input to the evaluation or no involvement in the evaluation	• The District/BOCES induction process clearly defines the role of the mentor within evaluation. • The mentor and mentee understand their roles within the evaluation system. • The mentor may support growth for areas documented within the evaluation rubric as partially proficient and basic ratings.
5.3 Participation in the process for the recommendation of a professional license for the inductee	• Mentor orientation to understand requirements for the application for a professional license for Mentee; • The District/BOCES has clearly defined the mentor's role within the completion requirements of the induction program within the induction Process.

5.4 The mentor has regularly scheduled time with inductee to improve success of principal/administrator and mentee is released to collaborate with other mentors and inductees	• The District/BOCES process defines a minimum time needed for mentor/mentee interactions.
	• Develop feedback system between mentor and mentee
	• Use an online system (i.e., google docs) to communicate
	• Mentor and Inductee reflect regularly (monthly)
	    o What are they learning?
	    o Where are they growing?
	    o What skills do they still need?
	• Job embedded support for the inductee may be delivered through: observations followed by a reflective conversation, video reflections, shadowing of other leaders, etc.
	• Within district professional development a time for Principals and Administrators new to their role to meet may be intentionally planned for

6. Program Impact	
6.1 Each induction program shall conduct a self-evaluation every five years. The department may conduct visits to induction sites and survey participants regarding the effectiveness of the program. Induction program data are analyzed and submitted to CDE by the BOCES/district for review and renewal of their induction program status	• Create a broadly representative committee for review and improvement steps. This committee may include new Principals and Administrators, mentors, school leaders, district leaders and the induction coordinator. • Use multiple data sources to inform the program assessment and improvement steps. These may include perception survey data, district retention data, exit and/or stay interviews and/or Principal/Administrator evaluation data. • Gather feedback about the quality of the induction program from mentors, inductees and school and district leadership. • Use the CDE Principal and Administrator Induction Program Evaluation rubric to gather data to submit to CDE for review.
6.2 The District(s)/BOCES delivering the induction program shall recommend an inductee for a Professional License based on performance evaluation and ongoing evaluations of the candidate's capability for meeting the Standards for Principals or Administrators. Criteria for recommendation shall include, but are not limited to, mentor and supervisor recommendation, summative evaluations and growth documented by formative evaluations	• The District/BOCES defines the requirements for completion of an induction program. • The District/BOCES clearly communicates to all stakeholders the requirements for completion of an induction program.
6.3 The induction program is on a continuous cycle of improvement by identifying best practices based upon data that defines what is working well and areas for improvement	• Create a broadly representative committee for review and improvement steps. This committee may include new Principals and Administrators, mentors, school leaders, district leaders and the induction coordinator. • Use multiple data sources to inform the program assessment and improvement steps. These may include perception survey data, district retention data, exit and/or stay interviews and/or Principal/Administrator evaluation data.

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