# Principal/Administrator Induction: Program Application Colorado Department of Education logo

Name of School, District, or BOCES: Click or tap here to enter text.

Address: Click or tap here to enter text.

Induction Program Main Contact: Click or tap here to enter text.

Title or Role: Click or tap here to enter text.

Email Address: Click or tap here to enter text.

Is this an initial application or a renewal application (select one)? Initial Application Renewal Application

Length of Induction Program (select one): One Year Two Years Three Years Varied (1-3 years)

If you selected “varied program length, please explain here: Click or tap here to enter text.

Do you have any partnerships involved with induction? If so, please list them here: Click or tap here to enter text.

## Principal/Administrator Induction Rubric

Developed from 1 CCR 301-37 Section 9.00-9.04

**Initial applications**: Include a narrative after each section of the rubric. Do not highlight the rubric.

**Renewing programs**: Please use the highlighter tool in Microsoft Word or Google docs highlighter tool iconto highlight the text in the descriptor of each rubric indicator below that best describes the current program implementation. Highlighted text should look something like this. Each indicator should have a descriptor highlighted. Also include a narrative after each section of the rubric.

## Principal/Administrator Section 1: Program Design – Induction Programs must:

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 1.1 Be designed to meet five purposes: orientation, professional networking, technical skill development, school improvement planning and leadership development.  9.01(2)(a-e) | Induction programming is missing one or more of these key elements: orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities. Or opportunities vary by placement site. | Induction programming includes basic training to orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities. | Induction programming includes opportunities for training, coaching and mentorship to orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities. | Induction programming includes extensive opportunities for training, coaching and mentorship to orient the new leader to the profession, network with other leaders, build technical skills, plan for school improvement and develop leadership capabilities that are distributed throughout the school year. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 1.2 Train site administrators in the Colorado Academic Standards and in the Principal and Administrator Quality Standards  9.01(3)(a) | Induction site administrators have not been trained in the Colorado Academic standards and/or the Teacher, SSP, or Principal Quality Standards. | Induction site administrators are exposed to the Colorado Academic standards and the Teacher, SSP and Principal Quality Standards. Training may lack depth. | Induction site administrators are fully trained in the Colorado Academic standards and the Teacher, SSP and Principal Quality Standards. | Induction site administrators and principals are fully trained in the Colorado Academic standards and the Teacher, SSP and Principal Quality Standards, including annual updates. |

## Principal/Administrator Section 1: Program Design – Induction Programs should:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| 1.3 Utilize a needs assessment to identity specific and appropriate programming for inductees  9.04(1) | The program does not conduct a needs assessment and/or does not adjust programming to meet the needs of inductees. | The program utilizes an informal needs assessment and modifies some programming to meet the needs of each year’s class of inductees. | The program utilizes an annual needs assessment and then provides choice programming to meet the needs of each year’s class of inductees. | The program utilizes an annual needs assessment and then adjusts induction programming to meet the needs of each year’s class of inductees, including choice programming. |

## Principal/Administrator Section 1: Program Design

**Program Narrative**

**Initial applications**: Provide a narrative of no more than 500 words that explains how the proposed program will ensure compliance with the indicators in the program design section of the rubric, indicators 1.1 to 1.3. Your narrative should describe your specific program policies and procedures. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the proposed program and how program leaders will implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**Renewing programs**: Provide a narrative of no more than 300 words that explains how the program is currently implementing the indicators in the program design section of the rubric, indicators 1.1 to 1.3. For any indicator marked as “not meeting” or “developing,” please describe plans to improve in that area in the next five-year renewal period. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the program and how program leaders implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**Program Design Narrative**

Click or tap here to enter text.

## Principal/Administrator Section 2: Professional Learning – Induction Programs must:

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 2.1 Provide inductees with support for school improvement planning processes  9.01(1)(a) | New leaders are not provided training on the Local Education Provider’s (LEP) school improvement processes or that training varies by placement site. | New leaders are provided basic training on the LEP’s school improvement processes. | New leaders are provided training, mentoring and coaching on the LEP’s school improvement processes. | New leaders are provided training on the LEP’s school improvement processes early in the school year as well as mentoring and coaching throughout the year on school improvement planning. Coaching includes opportunities for reflection. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 2.2 Provide inductees with support for the application of effective, research-based teaching practices in an emotionally, intellectually and physically safe learning environment  9.01(1)(b) and 9.01(2)(b) | New leaders are not provided training on effective research-based teaching practices in a safe learning environment or that training varies by placement site. | New leaders are provided basic training on effective research-based teaching practices in a safe learning environment. | New leaders are provided training on effective research-based teaching practices in a safe learning environment as well as mentoring and coaching on serving as a building instructional leader. | New leaders are provided training on effective research-based teaching practices in a safe learning environment early in the school year as well as mentoring and coaching throughout the year on serving as a building instructional leader. Coaching includes opportunities for reflection. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 2.3 Provide assistance with systems of collaboration to include families, colleagues, instructional teams and the broader educational community, ensuring the success of all students  9.01(1)(c) | New leaders are not provided training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context or that training varies by placement site. | New leaders are provided basic training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context. | New leaders are provided training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context as well as mentoring and coaching on collaborative school communities. | New leaders are provided training on how to build a collaborative school community that includes families, colleagues, instructional leadership teams and the broader context early in the school year as well as mentoring and coaching on collaborative school communities throughout the school year. Coaching includes opportunities for reflection. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 2.4 Provide assistance with developing, advocating for and supporting inclusive and rigorous learning environments that honor students’ diversity  9.01(1)(d) | New leaders are not provided training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students’ diverse backgrounds or that training varies by placement site. | New leaders are provided basic training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students’ diverse backgrounds. | New leaders are provided training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students’ diverse backgrounds as well as mentoring and coaching on how to support an inclusive and rigorous learning environment. | New leaders are provided training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students’ diverse backgrounds early in the school year as well as mentoring and coaching on how to support an inclusive and rigorous learning environment throughout the school year. Coaching includes opportunities for reflection. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 2.5 Provide substantive feedback to the inductee about performance  8.01(3)(g) | Inductees do not receive consistent feedback about their performance or this varies by school site. | Inductees receive basic feedback about their performance | Inductees receive substantive job-embedded feedback about their performance | Inductees receive substantive job-embedded feedback about their performance throughout the school year |

## Principal/Administrator Section 2: Professional Learning – Induction Programs should:

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 2.6 Promote a sequential learning plan for inductees based on current level of knowledge and skills  9.04(2) | The induction program does not follow a sequential learning plan. | The induction program follows a sequential learning plan. This plan is not necessarily differentiated for the inductee’s skill level. | Each inductee has a sequential learning plan that provides at least some choice to differentiate for their current level of knowledge and skill. | Each inductee designs a sequential learning plan that is personalized for their individual level of knowledge and skill. |

## Principal/Administrator Section 2: Professional Learning

**Program Narrative**

**Initial applications**: Provide a narrative of no more than 500 words that explains how the proposed program will ensure compliance with the indicators in the professional learning section of the rubric, indicators 2.1 to 2.6. Your narrative should describe your specific program policies and procedures. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the proposed program and how program leaders will implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**Renewing programs**: Provide a narrative of no more than 300 words that explains how the program is currently implementing the indicators in the professional learning section of the rubric, indicators 2.1 to 2.6. For any indicator marked as “not meeting” or “developing,” please describe plans to improve in that area in the next five-year renewal period. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the program and how program leaders implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**Professional Learning Narrative**

Click or tap here to enter text.

## Principal/Administrator Section 3: High-Quality Mentors – Induction Programs must:

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 3.1 Establish standards for the selection and training of mentors who work with new leaders  9.01(3)(b) | There are not guidelines in place for the selection of mentors and/or mentors do not receive formal training. | There are guidelines in place for the selection of mentors and a basic training plan for mentors. | There are clear, written guidelines in place for the selection of mentors and for their training. | There are clear, written guidelines in place for the selection of mentors and clear, written standards for what skills mentors need to develop in order to work with new leaders. These guidelines are developed or reviewed in conjunction with multiple stakeholders, including inductees. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 3.2 Select mentors that demonstrate:   * leadership and effectiveness as a school principal or district administrator * a deep understanding and knowledge of the Principal Quality Standards; * well-developed interpersonal skills including the ability to empathize with others, listen and question effectively and explore multiple solutions to problems * effective oral and written communication skills and * a contextual awareness of the political, social and practical realities of the inductee   9.01(3)(b)(i-v) | Mentors are not generally selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills or knowledge of the realities of the inductees’ context. | Mentors are generally selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills and knowledge of the realities of the inductees’ context but these qualities are not included in mentor selection criteria. | Mentors are selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills and knowledge of the realities of the inductees’ context. These qualities are included in formal written guidelines for mentor selection. | Mentors are selected for their effectiveness as a leader, understanding of the principal quality standards, well-developed interpersonal skills, effective communication skills and knowledge of the realities of the inductees’ context. These qualities are included in formal written guidelines for mentor selection. Mentors consistently model these skills in their interactions with their inductees. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 3.3 Implement a staff development plan for mentors which includes, but is not limited to:   * orientation to the skills of mentoring and coaching * training in how to support inductee development in the knowledge and skills contained in the Principal Quality Standards * training in providing growth-producing feedback   9.01(3)(d)(i-iii) | Mentor training is missing one or more of the required elements in 3.3. | Mentor training contains basic information on all three required elements in 3.3. | Mentor training contains all three required elements in 3.3 with sufficient depth and practice. | Mentor training contains all three required elements in 3.3 with significant depth and practice. |

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |
| 3.4 Ensure, when possible, that mentors do not serve as evaluators. If mentors are to be involved in such evaluations, policies must state the specific roles and responsibilities of the mentor in evaluations and provide training for mentors in those roles  9.01(3)(e) and 9.01(3)(e)(i) | There is no clear communication about whether mentors are included in evaluations or mentors are always included in evaluation. | Mentors are sometimes included in evaluations, but inductees are usually warned about their participation. | There is a clear, written policy in place that explains the mentor’s role in evaluation, understood by both the mentor and inductee. If the mentor will be included in evaluation, they are trained for that role. | There is a clear, written policy in place that explains the mentor’s role in evaluation. If the mentor will be included in evaluation, they are trained for that role. Mentors consistently educate inductees about what will and will not be included in evaluation data. |

## Principal/Administrator Section 3: High-Quality Mentoring

**Program Narrative**

**Initial applications**: Provide a narrative of no more than 500 words that explains how the proposed program will ensure compliance with the indicators in the high-quality mentoring section of the rubric, indicators 3.1 to 3.4. Your narrative should describe your specific program policies and procedures. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the proposed program and how program leaders will implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**Renewing programs**: Provide a narrative of no more than 300 words that explains how the program is currently implementing the indicators in the high-quality mentoring section of the rubric, indicators 3.1 to 3.4. For any indicator marked as “not meeting” or “developing,” please describe plans to improve in that area in the next five-year renewal period. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the program and how program leaders implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**High Quality Mentoring Narrative**

Click or tap here to enter text.

## Principal/Administrator Section 4: Continuous Program Improvement – Induction Programs must:

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |

| 4.1 Conduct a self-evaluation and submit to the Department for program renewal every five years  9.00 | The induction program does not conduct program review. | The induction program does not consistently conduct program review. | The induction program conducts program review every five years for CDE renewal. | The induction program conducts program review every five years for CDE renewal, but data is reviewed more frequently, including stakeholder feedback. |
| --- | --- | --- | --- | --- |

## Principal/Administrator Section 4: Continuous Program Improvement – Induction Programs should:

| **Standard** | **Not Meeting** | **Developing** | **Meeting** | **Exceeding** |
| --- | --- | --- | --- | --- |

| 4.2 Engage in annual program review, including all stakeholders, in order to promote systemic change and continuous improvement  9.04(3) | Program review is conducted on less than an annual basis or does not include stakeholders. | Annual program review includes some stakeholders, but primarily focuses on leadership. | Annual review includes all stakeholders. Program review is used to guide program updates. | The annual review includes all stakeholders, including inductees. Program review includes multiple data points used to guide substantive program improvements. |
| --- | --- | --- | --- | --- |

## Principal/Administrator Section 4: Continuous Program Improvement

**Program Narrative**

**Initial applications**: Provide a narrative of no more than 500 words that explains how the proposed program will ensure compliance with the indicators in the continuous program improvement section of the rubric, indicators 4.1 to 4.2. Your narrative should describe your specific program policies and procedures. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the proposed program and how program leaders will implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**Renewing programs**: Provide a narrative of no more than 300 words that explains how the program is currently implementing the indicators in the continuous program improvement section of the rubric, indicators 4.1 to 4.2. For any indicator marked as “not meeting” or “developing,” please describe plans to improve in that area in the next five-year renewal period. It is helpful to reviewers if the narrative is a cohesive whole focused on a description of the program and how program leaders implement the indicators in that section of the rubric rather than using a list or organizing the description indicator-by-indicator.

**Continuous Program Improvement Narrative**

Click or tap here to enter text.

## Supplementary Materials (optional)

If the application includes any supplementary materials such as a program handbook, survey data, etc., please provide a list of the materials submitted along with a brief description of each. Please ensure any hyperlinked documents have viewer permissions enabled. Failure to do so may result in a delay of review.

* Click or tap here to enter text.
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## Submitting the Application

### During the Renewal Period:

Programs submitting within the renewal period will receive an official renewal notification with instructions on how to submit renewal applications for Teacher and Principal/Administrator inductions and the initial application for SSP induction. Please do not email applications.

### Initial Application Submissions:

Once the application is complete, it can be submitted to [educator\_development@cde.state.co.us](mailto:educator_development@cde.state.co.us) along with any supplementary application materials such as an induction handbook (see details above).

If using a Google Doc version of the application, please download the doc in a .docx or .pdf format and upload or send it as an attachment.