

## **BVSD ADMINISTRATOR INDUCTION PROGRAM**

### **Colorado Educator Licensing Act of 1991**

The law includes specific requirements to move from a provisional license to a professional license:

- \*BA must be completed
- \*An approved graduate program must be completed
- \*Three or more years of successful elementary or secondary school responsibilities must be completed
- \*Passing scores must have been achieved on the Colorado state board licensing assessment
- \*A CDE approved induction program per Section 14.00 of the state law must be completed

**STANDARDS OF THE APPROVED PROGRAM OF PROFESSIONAL EDUCATION AND PROFESSIONAL DEVELOPMENT OF SCHOOL PRINCIPALS AND ADMINISTRATORS**  
(The original six standards were replaced by the following eleven standards during the 2002-2003 school year.)

We will have copies of the new **Performance-Based Principal Licensure Standards** available if you do not have a current copy. The general interpretation of the standards follows:

The principal should know about and be able to:

1. Establish values and model high personal and professional standards
2. Follow laws, regulations, and understand school/community culture
3. Develop a viable school improvement plan with stakeholders
4. Direct data-drive instruction to meet or exceed standards
5. Build an organization that eliminates performance gaps
6. Connect content standards and CSAP improvements to teacher competence
7. Build an extraordinary staff and make critical personnel decisions
8. Establish a positive school climate
9. Use resources for best instructional use and be fiscally responsible
10. Conduct a safe and well-maintained school (building and grounds)
11. Communicate effectively and professionally to all stakeholders

The induction program in BVSD will meet four purposes:

**ORIENTATION**  
**SOCIALIZATION AND TRANSITION**  
**TECHNICAL SKILL DEVELOPMENT**  
**CONTINUOUS FORMATIVE ASSESSMENT**

Induction Requirements:

1. Professional development plan
2. Summary of induction activities
3. Summative performance data

# Boulder Valley Schools Principal and /or Administration Induction Program

## **IP Expectations:**

BVSD's Organization Goals for Administrative Induction:

- Establish values and model high personal and professional standards.
- Follow laws, regulations, and understand school/community culture.
- Develop a viable school improvement plan with stakeholders.
- Direct data-driven instruction to meet or exceed standards.
- Build an organization that eliminates performance gaps.
- Connect content standards and CSAP improvements to teacher competence.
- Build an extraordinary staff and make critical personnel decisions.
- Establish a positive school climate.
- Use resources for best instructional use and be fiscally responsible.
- Conduct a safe and well-maintained school (building and grounds).
- Communicate effectively and professionally to all stakeholders.

Principals provide goals and the activities that they will be involved in to accomplish these goals to the administrators in charge of Induction. These goals are evaluated and a comprehensive growth plan is documented. (Both of these forms are attached).

On-going formative assessment is conducted throughout the year.

## **IP Program Description:**

BVSD provides an administrative induction program that meets four purposes:

- Orientation
- Socialization and Transition
- Technical Skill Development
- Continuous Formative Assessment

Inductees are required to submit:

- Professional development plan
- Summary of induction activities
- Summary of performance data

All Inductees must attend 5 New Site Administrator Seminars.

This year's focus:

- Sept. Hiring, Supporting, and Retaining Quality People
- Oct. Managing Assets Responsibly and Fostering Collaboration and Partnerships
- Nov. Maximizing Learning and Achievement: Instructional Leadership in Standards-Based Schools
- Dec. Valuing Diversity and Promoting Understanding
- Jan. Planning and Assessing for Continuous Improvement

All administrators are interviewed and their needs assessed at the beginning of the Induction Program. This assessment helps to determine the content of the seminars.

### **IP Committee/Administrator Selection:**

The Administrator Induction program is directed by the Assistant Superintendent for Learning Services and the Director of Secondary Education.

### **IP Mentor Selection / Training/ Evaluation:**

Mentors for administrators are chosen by the program directors with input from the participants. Every effort is made to match program, size of school, and student demographics in this partnership.

Mentors are provided with an orientation to the Induction program and copies of all required forms. Mentors receive support from the Administrators of the Induction Program throughout the year, with articles and discussions targeted at helping the new administrators to address the achievement gap, expand their understanding of equity issues, and improve organizational structures. The program directors are in frequent contact with the mentors and available to give additional support when requested.

Mentors must hold a Professional Administrative License and have been an administrator in the Boulder Valley Schools for 3 or more years. They must have demonstrated successful interaction with colleagues and show willingness to help and support new site administrators. They must be knowledgeable of the BVSD curriculum and culture.

Mentors are evaluated by both the Inductees and the Administrative Induction Team.

### **IP Inductee Information:**

In the summer prior to the start of school, new administrators are given:

- An welcome to the district by the BVSD Cabinet
- An overview of the key district departments
- A review of the finances and the business resource handbook
- In-depth instruction of the teacher evaluation process
- Training in TIES - Tools for Inquiry for Equitable Schools
- Training in the technology systems used by BVSD

In addition, 6 hours of one-on-one time is spent with their mentors to continue the assessment of needs, goals, and to answer questions and address concerns.

### **IP Evaluation/IP Modification:**

The Administrative Induction Program is evaluated by the participants through reflections and feedback. Each seminar is evaluated and adjustments made to strengthen the program.

The Administrators in charge of this program do end of the year evaluations and make improvements as warranted.

**Boulder Valley Public Schools  
 Administrator Induction Program  
 INDUCTION SUMMARY SHEET – DUE April 30, 2007**

Inductee \_\_\_\_\_ Position/School \_\_\_\_\_

License Type /Expiration Date \_\_\_\_\_ Supervisor \_\_\_\_\_

Mentor \_\_\_\_\_ Position/School \_\_\_\_\_

The following are possible areas to demonstrate completion of Boulder Valley's Administrator Induction Program.

AREAS	COMPLETION DATES
<b>Mentor Sessions:</b>	
Attendance at New Administrator Support sessions	_____
Participation in Professional Development/Induction sessions	_____
Meetings with mentor(s)	_____
<b>Review of Colorado Professional Standards for Principals and Administrators</b>	
Growth Plan Completion	_____
<b>District Courses:</b>	
Topic _____	_____
Topic _____	_____
<b>Personal/Reflective Analysis</b>	
Topic _____	_____
Topic _____	_____
<b>District Meetings</b>	
DLT _____	_____
Level Meetings _____	_____
Curriculum _____	_____
<b>Leadership Development</b>	
Topic/Event _____	_____
<b>Other Job-Related Growth</b>	
Describe _____	_____
The above information is complete to the best of my knowledge:	
Inductee _____	Date: _____
<b>The inductee has successfully completed the induction program and has satisfactorily demonstrated achievement of the standards for Professional License.</b>	
Signature of Supervisor _____	Date: _____
Signature of Induction Supervisor _____	Date: _____

Mentorship Induction Timesheet  
 To be completed by June 2007  
 and returned to Judy Skupa

Date	Time
<b>Total Hours (Minimum of 25)</b>	

\_\_\_\_\_  
 Signature of Mentor

\_\_\_\_\_  
 Signature of Mentee

\_\_\_\_\_  
 Date

**Boulder Valley Public Schools  
Administrator Induction Program 2006-07  
Goals and Activities**

Inductee \_\_\_\_\_ Position/School \_\_\_\_\_

Mentor \_\_\_\_\_ Position/School \_\_\_\_\_

Immediate Supervisor \_\_\_\_\_

**Please review the Professional Development Standards of School Principals and Administrators. Then select TWO or THREE of these standards as your focus for induction work this year.**

Goal #1

Standard \_\_\_\_\_

Write the goal you have established to achieve the standard:

List the activities you will be involved in to accomplish this goal.

Goal #2

Standard \_\_\_\_\_

Write the goal you have established to achieve the standard:

List the activities you will be involved in to accomplish this goal.

Goal #3

Standard \_\_\_\_\_

Write the goal you have established to achieve the standard:

List the activities you will be involved in to accomplish this goal.

Please submit a copy of this completed form by October 1, 2007, to Judy Skupa.





4. Review the Licensing Standards for Principals and Administrators.

Explain which of the standards are easiest for you to implement.

Explain which of the standards are most difficult for you to implement.

5. How could the Principal/Administrator Induction Program have been designed to meet your needs more fully?

6. What support would be most beneficial to you in your second year in BVSD? Please include any seminar topics that you believe would be appropriate.

Please submit a copy of this completed form to:

Judy Skupa

**Growth Plan Documentation  
Due April 30, 2007**

**BOULDER VALLEY SCHOOL DISTRICT**

Licensed Personnel Performance Evaluation  
Summative Evaluation Form  
Building Administrator

\_\_\_\_\_  
Building Administrator

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Title/Building

\_\_\_\_\_  
Date of Evaluation

Percent FTE \_\_\_\_\_

Record of Appraisal Visitations

Date	Situation in which the visitation or observation occurred
_____	_____
_____	_____
_____	_____
_____	_____

Record of Conferences

Dates

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EVALUATION STANDARDS AND CRITERIA  
Building Administrator

**Standard I: The building administrator shall demonstrate knowledge of curriculum and instruction, and effective instructional leadership.**

Criteria	Does Not Meet District Standard	Partially Meets District Standard	Meets District Standard	Exceeds District Standard	Not Applicable/ No data
A. Demonstrates comprehensive knowledge of and stays current in effective instructional practice.					
B. Demonstrates effective instructional and curricular leadership to meet the learning needs of all students, maximize student achievement and reduce the gaps in achievement.					
C. Uses data effectively to monitor pupil progress and lead instructional improvement and increase student achievement.					
D. Leads the implementation of the school program in accordance with the adopted curriculum of the district and consistent with district standards and federal/state regulations.					
E. Supervises and evaluates staff to improve teaching and learning and maximize student achievement.					

Data Sources and Specific Examples: This section includes a list of data sources and specific examples used in the evaluation process (e.g. observations, participation in group situations, input from others, staff surveys, and evaluation conferences).

**Standard II: The building administrator shall demonstrate competency and effective leadership in valuing and promoting understanding of diversity.**

Criteria	Does Not Meet District Standard	Partially Meets District Standard	Meets District Standard	Exceeds District Standard	Not Applicable/ No data
A. Provides proactive skillful leadership in creating and fostering an inclusive educational environment.					
B. Reinforces and models the district's strategic priority of valuing and promoting understanding of diversity.					
C. Increases his/her knowledge of equity and diversity issues and recognizes the effect of those issues on student achievement and administrative behavior.					
D. Involves all parents and members of the diverse school community to maximize the achievement of all students.					

Data Sources and Specific Examples: This section includes a list of data sources and specific examples used in the evaluation process (e.g. observations, participation in group situations, input from others, staff surveys, and evaluation conferences).

**Standard III: The building administrator shall demonstrate effective management of the school's resources and the learning environment.**

Criteria	Does Not Meet District Standard	Partially Meets District Standard	Meets District Standard	Exceeds District Standard	Not Applicable/ No Data
A. Creates and maintains a positive school climate for all members of the school environment.					
B. Creates and maintains a safe and orderly learning environment.					
C. Manages the fiscal and physical resources of the school in a responsible, effective and equitable manner.					
D. Organizes human resources and time to promote student achievement.					

Data Sources and Specific Examples: This section includes a list of data sources and specific examples used in the evaluation process (e.g. observations, participation in group situations, input from others, staff surveys, and evaluation conferences).

**Standard IV: The building administrator shall demonstrate commitment to education as a profession.**

Criteria	Does Not Meet District Standard	Partially Meets District Standard	Meets District Standard	Exceeds District Standard	Not Applicable/ No Data
A. Demonstrates a commitment to maximizing student learning and achievement.					
B. Demonstrates a commitment to his or her ongoing professional growth.					
C. Demonstrates commitment to his or her colleagues within and outside of the organization, the school and district programs.					
D. Provides leadership for a staff development program that promotes and supports professional growth and achievement of district priorities.					
E. Implements the district strategic plan and ensures compliance with district policy, procedures, and all applicable state and federal laws.					

Data Sources and Specific Examples: This section includes a list of data sources and specific examples used in the evaluation process (e.g. observations, participation in group situations, input from others, staff surveys, and evaluation conferences).

**Standard V: The building administrator shall demonstrate effective communication and interpersonal skills.**

Criteria	Does Not Meet District Standard	Partially Meets District Standard	Meets District Standard	Exceeds District Standard	Not Applicable/ No Data
A. Interacts with students, staff, parents and community members in order to build supportive relationships.					
B. Fosters collaboration among staff, colleagues, parents and community members to support the work of the school community.					
C. Communicates effectively with school audiences that have different needs, interests and expectations.					
D. Applies interpersonal skills in addressing the diverse perspectives of the school community.					

Data Sources and Specific Examples: This section includes a list of data sources and specific examples used in the evaluation process (e.g. observations, participation in group situations, input from others, staff surveys, and evaluation conferences).

Areas of Strength/Commendation: This section contains a summary of the areas of strength/commendation from the five standards identified in the building administrator evaluation process.

Areas for Continued Professional Growth: This section contains a summary of the areas for professional growth from the five standards as identified in the building administrator evaluation process. Areas of continued professional growth are not indicative of an unsatisfactory level of performance.

Growth/Improvement Plan: This plan of growth or improvement will be developed cooperatively with the evaluator and the administrator and will be based on one or more of the areas of continued professional growth identified in the building administrator evaluation process. Timelines will be included in the plan as deemed appropriate. A growth/improvement plan is required under Colorado Statute and does not indicate an unsatisfactory level of performance.

Areas of Concern, if any: This section contains a summary of the areas of concern from the five standards identified in the building administrator evaluation process.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

(This signature implies the employee has read and is familiar with the appraisal but does not necessarily imply the employee agrees with it.)

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Employee comments attached \_\_\_\_\_ (optional)