



Principal/Administrator Induction Program Rubric

Developed from 1 CCR 301-37 Section 9.00-9.04, Colorado State Board of Education Rule

Principal/Admin Section 1: Program Design

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
<p>1.1 Be designed to meet five purposes: orientation, professional networking, technical skill development, school improvement planning and leadership development.</p> <p>9.01(2)(a-e)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>1.2 Train site administrators in the Colorado Academic Standards and in the Principal and Administrator Quality Standards</p> <p>9.01(3)(a)</p>	<p>Induction site administrators have not been trained in the Colorado Academic standards and/or the Principal Quality Standards.</p>	<p>Induction site administrators are exposed to the Colorado Academic standards and the Principal Quality Standards. Training may lack depth.</p>	<p>Induction site administrators are fully trained in the Colorado Academic standards and the Principal Quality Standards.</p>	<p>Induction site administrators and principals are fully trained in the Colorado Academic standards and the Principal Quality Standards, including annual updates.</p>



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Induction programs SHOULD				
1.3 Utilize a needs assessment to identify 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, individual program development, coaching and/or mentoring customized for individual needs.



Principal/Admin Section 2: Professional Learning

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
<p>2.1 Provide inductees with support for school improvement planning processes</p> <p>9.01(1)(a)</p>	<p>New leaders are not provided training on the Local Education Provider's (LEP) school improvement processes or that training varies by placement site.</p>	<p>New leaders are provided basic training on the LEP's school improvement processes.</p>	<p>New leaders are provided training, mentoring and coaching on the LEP's school improvement processes.</p>	<p>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.</p>
<p>2.2 Provide inductees with support for the application of effective, research-based teaching practices in an emotionally, intellectually and physically safe learning environment</p> <p>9.01(1)(b) and 9.01(2)(b)</p>	<p>New leaders are not provided training on effective research-based teaching practices in a safe learning environment or that training varies by placement site.</p>	<p>New leaders are provided basic training on effective research-based teaching practices in a safe learning environment.</p>	<p>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.</p>	<p>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.</p>



Standard	Not Meeting	Developing	Meeting	Exceeding
<p>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</p> <p>9.01(1)(c)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>2.4 Provide assistance with developing, advocating for and supporting inclusive and rigorous learning environments that honor students' diversity</p> <p>9.01(1)(d)</p>	<p>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.</p>	<p>New leaders are provided basic training on how to develop, advocate for and support inclusive and rigorous learning environments that embrace students' diverse backgrounds.</p>	<p>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.</p>	<p>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.</p>



Standard	Not Meeting	Developing	Meeting	Exceeding
<p>2.5 Provide training in the legal and ethical obligations of school leaders to support the diverse learning needs of all students.</p> <p>9.01(1)(e)</p>	<p>New leaders are not provided training in the ethical obligations of school leaders, including related laws or that training varies by placement site.</p>	<p>New leaders are provided basic training in the ethical obligations of school leaders, including related laws.</p>	<p>New leaders are provided training in the ethical obligations of school leaders, including related laws, as well as mentoring and coaching on legal and ethical obligations.</p>	<p>New leaders are provided training in the ethical obligations of school leaders, including related laws, early in the school year as well as mentoring and coaching on legal and ethical obligations throughout the school year. Coaching includes opportunities for reflection.</p>
Induction programs SHOULD				
<p>2.6 Promote a sequential learning plan for inductees based on current level of knowledge and skills</p> <p>9.04(2)</p>	<p>The induction program does not follow a sequential learning plan.</p>	<p>The induction program follows a sequential learning plan. This plan is not necessarily differentiated for the inductee's skill level.</p>	<p>Each inductee has a sequential learning plan that provides at least some choice to differentiate for their current level of knowledge and skill.</p>	<p>Each inductee designs a sequential learning plan that is personalized for their individual level of knowledge and skill.</p>



Principal/Admin Section 3: High-Quality Mentors

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
<p>3.1 Establish standards for the selection and training of mentors who work with new leaders</p> <p>9.01(3)(b)</p>	<p>There are not guidelines in place for the selection of mentors and/or mentors do not receive formal training.</p>	<p>There are guidelines in place for the selection of mentors and a basic training plan for mentors.</p>	<p>There are clear, written guidelines in place for the selection of mentors and for their training.</p>	<p>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.</p>



Standard	Not Meeting	Developing	Meeting	Exceeding
<p>3.2 Select mentors that demonstrate:</p> <ul style="list-style-type: none"> • 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 <p>9.01(3)(b)(i-v)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



Standard	Not Meeting	Developing	Meeting	Exceeding
<p>3.3 Implement a staff development plan for mentors which includes, but is not limited to:</p> <ul style="list-style-type: none"> ● 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 <p>9.01(3)(d)(i-iii)</p>	<p>Mentor training is missing one or more of the required elements in 3.3.</p>	<p>Mentor training contains basic information on all three required elements in 3.3.</p>	<p>Mentor training contains all three required elements in 3.3 with sufficient depth and practice.</p>	<p>Mentor training contains all three required elements in 3.3 with significant depth and practice.</p>
<p>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</p> <p>9.01(3)(e) and 9.01(3)(e)(i)</p>	<p>There is no clear communication about whether mentors are included in evaluations or mentors are always included in evaluation.</p>	<p>Mentors are sometimes included in evaluations, but inductees are usually warned about their participation.</p>	<p>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.</p>	<p>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.</p>



Principal/Admin Section 4: Continuous Program Improvement

Standard	Not Meeting	Developing	Meeting	Exceeding
Induction programs MUST				
4.1 Conduct a self-evaluation and submit to the Colorado Department of Education 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.
Induction programs SHOULD				
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.