# Principals and Administrators

# Induction Program Evaluation Rubric

Principals and administrators induction programs must align with the Educator Licensing and Preparation Rules and the revised statutes that govern approved induction programs (2260.5-R-13.00 & 14.00) for school districts and BOCES. This rubric may be used by those seeking initial induction program approval, as a self-evaluation tool (required every five years) for an already-approved induction program, or for self-reflection. Guidance for each of these uses is provided below.

Note the following conventions for the standards:

* ***Text in bold and italics = a “Shall” in State Statute or Rule***
* *Text in italics =“Recommended” in State Statute or Rule*
* Text that is neither bold or italics = an indicator based on research recommendations

# Instructions

|  |  |  |
| --- | --- | --- |
| **For initial program approval** | **For self-evaluation of an already-approved program** | **For self-reflection** |
| Please complete this *entire*rubric with justifications and evidence for each of the requirements for the induction standards. Induction programs will upload this document as part of their online application.   * There is no need to choose a level (0, 1, 2, or 3) for each standard when seeking initial approval. This measure is used for the self/program evaluation required every five years. | Please complete this *entire*rubric with justifications and evidence for each of the requirements for the induction standards. Induction programs will upload this document as part of their online renewal process.  You must also use the selection menu for each requirement to assign a level of compliance as follows:   * Level 0 = Not Present * Level 1 = Establishing * Level 2 = Operationalizing * Level 3 = Optimizing | Complete as much of therubric as you are able, noting justifications and evidence for each of the requirements for the induction standards as appropriate.  As a guide for your own program development, you may also use the selection menu for each requirement to assign a level of compliance as follows:   * Level 0 = Not Present * Level 1 = Establishing * Level 2 = Operationalizing * Level 3 = Optimizing |

# Program Information

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of School District/BOCES:** |  | | |
| **Induction Program Main Contact:** |  | | |
| **Title/Role:** |  | | |
| **Phone Number:** |  | **Email:** |  |
| **Date of Submission/Rubric Completion:** |  | | |
| **Length of Program (Choose one):** |  | | |
| ***If program length is anything other than one, two, or three years (such as for two years for new vs. one for transferred teachers), explain here.***  **Explanation of varied program length:** |  | | |
| ***The induction program may include partnership(s) with BOCES (if a district) and/or Institutes of Higher Education.***  **Please indicate any partnerships here:** |  | | |

# Principals and Administrators

# Induction Program Evaluation Rubric

| **Rubric Indicators** | **Level (Choose one)** | **Justification/ Evidence to Support Rating** |
| --- | --- | --- |
| **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*** |  |  |
| **1.2 *Induction programs shall provide for the assignment of mentors to all initial license holders*** |  |  |
| **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*** |  |  |
| **1.4** ***Training: Induction programs must include ongoing staff development program for mentors.*** |  |  |
| 1.5 ***Professional evaluation: Induction programs shall include summative performance evaluations of inductees*** |  |  |
| 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.)*** |  |  |
| **1.7 *Professional evaluation: Induction programs shall include summative performance evaluations of inductees*** and mentors |  |  |
| **1.8 *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.)*** |  |  |
| **1.9 *Length of induction program: The induction program shall define a process for determining when an inductee has successfully completed the program*** |  |  |
| **1.10** There is a process in place for identifying and individualizing each new-hire’s need for and level of induction support (i.e. differentiation for principals and administrators new to leadership vs. principals and administrators new to the district) |  |  |
| **1.11** BOCES/District/School leadership strongly support the induction of new principals and administrators |  |  |
| **1.12 *Program evaluation: Each induction program shall conduct a self-evaluation every five years*** |  |  |
| **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*** |  |  |
| **2.2 *Each inductee must maintain a portfolio of induction activities*** aligned to Colorado’s Principal and Administrator Standards? |  |  |
| **2.3***The plan may be modified and adjusted based on ongoing feedback from the mentor and supervisor and the inductee’s personal analysis and reflection.* |  |  |
| **2.4*****Orientation*** to the district and school(s) policies and procedures |  |  |
| **2.5*****Socialization and transition***into the new role/district and from a past role/district |  |  |
| **2.6*****Technical skill development*** |  |  |
| **2.7** ***Continuous formative assessment*** |  |  |
| **2.8**Standards for all educator groups (teachers, SSPs, principals and administrators) |  |  |
| 2.9 Detailed information regarding the Educator Effectiveness Evaluation Process (Principal/Administrator and Teacher) |  |  |
| 2.10 Knowledge of observation and feedback practices for educators. |  |  |
| **3. Mentor Selection** | | |
| 3.1 The selection of mentors is rigorous to ensure high-quality induction and mentoring of inductees |  |  |
| **3.2 *Mentors may be selected from a variety of sources including*** successful ***school district personnel or*** personnel from other districts |  |  |
| **3.3*****Mentors must have experience as a*** successful ***school principal or district administrator, as appropriate, and should be regarded as effective by their peers*** |  |  |
| **3.4*****Mentors should be selected to match the experience of the inductee*** |  |  |
| **3.5*****Mentors shall have demonstrated: Commitment to the standards for principals or administrators, as appropriate*** |  |  |
| **3.6*****Mentors shall have demonstrated: Well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others*** |  |  |
| 3.7 Mentors demonstrate high standards of excellence in practice as measured by the district principal/administrator effectiveness system |  |  |
| **3.8*****Mentors shall have demonstrated: Effective oral and written communication skills*** |  |  |
| 3.9 Mentors have demonstrated knowledge and experience in observing, evaluating and providing actionable feedback to educators, reflective of the Rubric for Evaluating Colorado’s Educators |  |  |
| **3.10 *Mentors shall have demonstrated: An awareness of the political, social and practical realities of the context of the inductee*** |  |  |
| **4. Mentor Development** | | |
| **4.1*****Induction programs must include a staff development program for mentors which includes, but is not limited to: Orientation to mentoring*** |  |  |
| **4.2 *Induction programs must include a staff development program for mentors which includes, but is not limited to: Development of the knowledge and skills contained in the standards for principals or administrators as appropriate*** |  |  |
| **4.3 *Induction programs must include an ongoing staff development program for mentors i.e., Cognitive Coaching*** |  |  |
| **4.4 *Induction programs must include an ongoing staff development program for mentors which includes, but is not limited to: Writing professional growth and improvement plans*** |  |  |
| 4.5 Induction programs should include an overview of the Rubric for Evaluating Colorado’s Principals and Assistant Principals; the (revised) Rubric for Evaluating Colorado’s Teachers |  |  |
| **4.6**How to provide substantive feedback to inductees about their practice |  |  |
| 4.7 Effectively leading and/or facilitating the professional learning of adult learners |  |  |
| **5. Mentor Responsibilities** | | |
| **5.1*****The mentor and inductee shall jointly develop a professional growth plan in consultation with the inductee’s supervisor*** |  |  |
| **5.2*****Professional evaluations shall be designed to document growth and performance in relation to the inductee’s assignment****. The mentor shall provide ongoing feedback which may lead to modifications and/or adjustments of the professional development plan.* |  |  |
| **5.3** ***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*** |  |  |
| **5.4 *Participation in the process for the recommendation of a professional license for the inductee*** |  |  |
| 5.5 The mentor has regularly scheduled time with inductee to improve success of principal/administrator |  |  |
| **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** |  |  |
| **6.2**Establish an assessment model to review, evaluate and guide the induction program |  |  |
| **6.3** Feedback of the program’s delivery quality from mentors, inductees and school leaders |  |  |
| **6.4 *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*** |  |  |
| **6.5** The induction program is on a continuous cycle of improvement by identifying best practices based upon the data submitted (what is working well) and areas for improvement in order to strengthen induction program quality |  |  |
| *6.6 Induction program data are analyzed and submitted to CDE by the BOCES/district for review and renewal of their induction program status* |  |  |