



# ADMINISTRATOR INDUCTION PROGRAMS

## *Summary of Research and Promising Practices*

By

Linda Hartzer, Leadership Development Consultant

and

Tom Galvin, Director of the Principals' Center of the Connecticut Association of Schools

*This report was prepared for the Connecticut State Department of Education,  
funded through the State Action for Educational Leadership Program of the  
Wallace/Reader's Digest Foundation*

**June 30, 2003**

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## Acknowledgement

We wish to acknowledge and thank the many individuals who responded to e-mail requests and telephone calls for information on administrator induction programs from “an unknown” colleague across the country. Many of those individuals are identified in the Reference Section of this report.

In addition, we would like to express our appreciation to Phil Zarlingo, Don Bouchard, and Laureen Cerbone, from the Education Alliance at Brown University, for sharing their latest research and report “Making the Case for Principal Mentoring” prepared in conjunction with NAESP.

Finally, we’d like to thank the administrators and administrator aspirants who participated in our focus groups and helped shape our survey... and the many superintendents, assistant superintendents, principals, assistant principals, and curriculum and special education directors who took precious time away from their demanding schedules to share their important feedback and inform our Connecticut Administrator Induction Survey.

## Introduction

National and state level research confirm that professional support is often lacking for new school administrators. Particularly in the first two years of practice, principals as well as other administrators are faced with an extensive set of learning needs and challenges—a period of “sink or swim”; and yet induction programs rarely exist, and support if even offered, varies considerably from district to district. (For purposes of this report, induction will be defined as the process used, *from time of hire*, to prepare, support and retain new administrators.)

With the advent of teacher induction programs, we have learned that an effective induction program dramatically impacts our ability to attract, train and retain new teachers. Given this research and experience with teacher induction programs, it would follow that districts that provide systematic induction and support programs for new administrators are more likely to be successful in developing and retaining effective leaders.

The purpose of this report is to research and summarize practices and guidelines being implemented for administrator induction programs. Apart from the fact that induction programs are a relatively “new phenomenon” and available information and data are limited, there were additional complexities in both researching and defining “promising practices” in administrator induction programs.

One important issue pertains to the quality and extent of pre-service and preparation experiences of new administrators. When looking at induction programs “in isolation,” as opposed to a continuum of expectations prior to hire through post induction, there is the implication that new administrators are beginning at the same starting point. Yet, a review of administrator preparation programs would show that offerings and requirements vary significantly.

Furthermore, whether a new administrator participated in an Administrator Aspirant Program and/or lengthy internship prior to hire will certainly impact the kind of support needed during induction. In some places, pre-service is considered as part of induction. Hence what might be a good entry point for induction based on pre-service experiences may not be suitable for another. Given this perspective, it would be important to take in to consideration “prior knowledge” and pre-service experiences when designing an effective model for induction.

Another critical issue, when designing an induction program, is to clearly identify the purpose or purposes. A review of research shows that there can be at least two purposes. One obvious purpose for induction programs is to support and assist new administrators. Many of the programs noted are designed to address this purpose...and do so well, i.e. California and South Carolina. However, in other places, support and assistance are also linked to a second purpose - to “assess” the performance of beginning administrators for licensure, i.e. Louisiana and Kentucky. When assessment is linked, some programs have “added” expectations, which may be in the form of a portfolios or additional testing requirements. Therefore, clarifying the intent or purpose of an induction program is key to the design an effective program.

The following report addresses three aspects of administrator induction programs:

1. identification of attributes and “promising practices” for administrator induction programs. We refer to characteristics of administrator induction programs as attributes or “promising” practices, as opposed to “best” characteristics or practices, since most of these programs are relatively new, and formal assessments of effectiveness are unavailable;
2. summary of research on existing administrator induction programs-including international, state, academy, regional, and local district models; and
3. results of our Connecticut Survey on Administrator Induction, which was designed based on the feedback from several focus groups.

We believe this data will be very valuable to defining the characteristics of a desirable induction program-whether implemented at a district, regional, or state-level.

At the time of this report, identification of administrator induction program models by the Connecticut State Department of Education, as one component of the revisions required by the new Guidelines for Administrator Evaluation and Professional Development, was not complete. However, these model district plans will be posted on the Connecticut State Department of Education website as they are identified.

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## **CT Administrator Induction Survey Summary**

The following pages summarize the results of the CT Administrator Induction Survey developed and distributed in April 2003. The survey questions were formulated based on three focus group conversations. One focus group consisted of participants attending the Connecticut Association of Schools Mentor-Mentee Program-representing new administrators, mentor administrators, and administrator aspirants. The other two focus groups memberships represented a broad range of administrator positions, locations, and experiences across the state of CT.

Dr. Dale Bernardoni, Principal, Wintergreen Interdistrict Magnet School, Hamden

Sally Biggs, Assistant Principal, South Windsor High School

Dr. Ann Clark, Superintendent, Fairfield Public Schools

Dr. Elizabeth Feser, Superintendent, Windsor Public Schools

Dr. Allen Fossbender, Assistant Superintendent, Joel Barlow High School, Redding

Kathleen Higgins, Principal, Sliney School, Branford

Dr. Linda Iverson, Principal, Pitkin Elementary School, East Hartford

Dr. Christina Kishimoto, CT State Department of Education

Dr. Karen List, Assistant Superintendent, West Hartford Public Schools

Fran Rabinowitz, Bureau Chief, CT State Department of Education

Dr. Gilbert Rebhun, Principal, Ridge Hill School, Hamden

Dr. Thomas Russo, Principal, Smith Middle School, Glastonbury

Dr. Virginia Seccombe, Executive Director, LEARN

Paul Stringer, Principal, Weaver High School, Hartford

Dr. Diane Ullman, Assistant Executive Director, CREC

Dr. Jay Voss, Director of Curriculum and Instruction, Regional District #9

In terms of distribution of the survey, administrators throughout CT were contacted via e-mail and asked to complete the survey on-line, or submit via fax or regular mail.

We had a total of 205 respondents representative of the variety of administrator roles in CT. A summary of the results and open-ended comments are very informative. The actual focus group questions and the survey questions can be found in the Appendices.

# Administrator Induction Survey Summary

## Demographics

- **Total number of respondents – 205 School Leaders**
  - **56%** - Principals
  - **12%** - Superintendents
  - **11%** - Assistant Superintendents
  - **11%** - Assistant Principals
  - **1%** - Curriculum Leaders and Special Education/Pupil Personnel Leaders
  
- **Years of Experience as an Administrator**
  - **60%** - 10 years or more
  - **20%** - 5-10 years
  - **20%** - 1-5 years
  
- **Type of District**
  - **54%** - Small Suburban (Student Population below 5500)
  - **22%** - Large City (Student Population 10,000+)
  - **12%** - Large Suburban (Student Population 5500+)
  - **11%** - Small City (Student Population below 10,000)

## General Information

### Purpose of Administrator Induction

- **94%** believe that the primary focus of the administrator induction phase in year one should be directed towards both management and leadership issues.

### Differentiation vs. Consistency

- **71%** believe that administrator induction programs should be *differentiated* by experience and position, tailored to the individual to the greatest extent possible
- **29%** believe that administrator induction programs should be *standard* with similar expectations and activities for all new administrators

### Aspirant Programs

- **87%** rated participating in an administrator aspirant program as very important or important

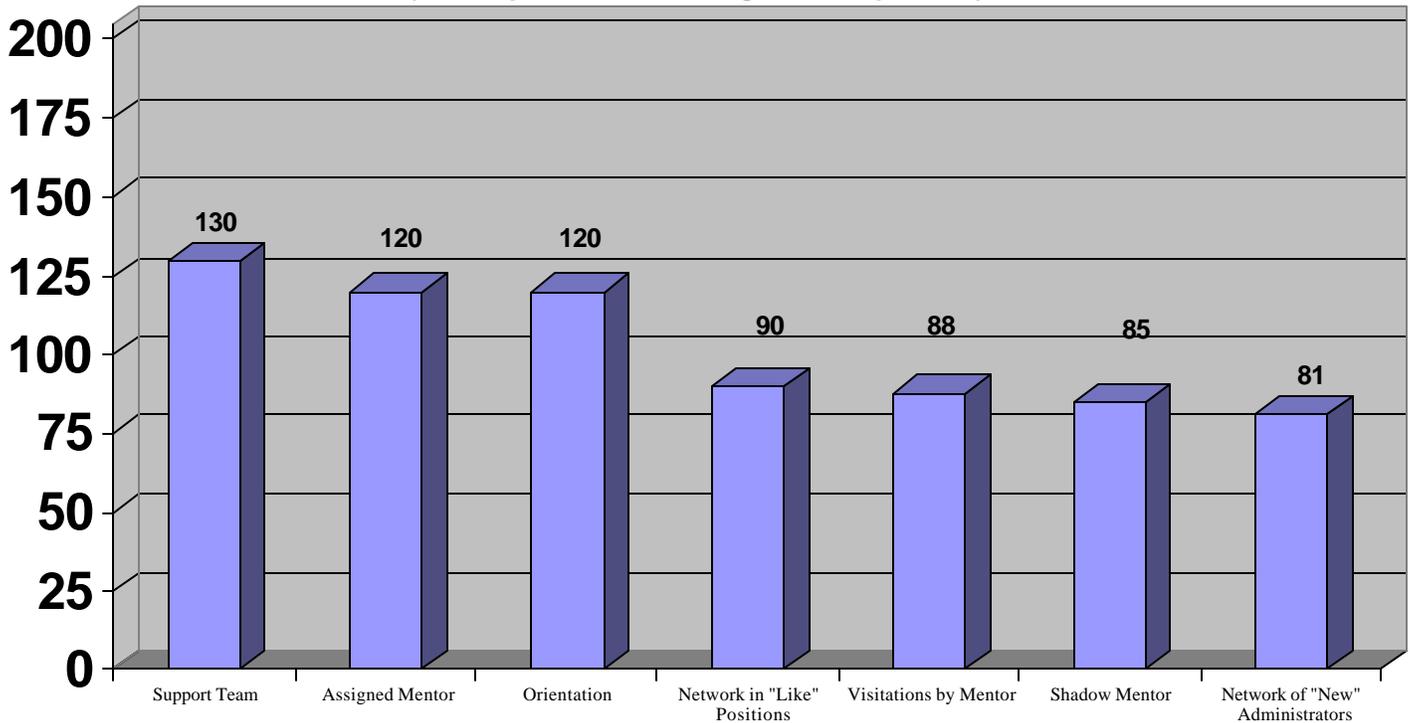
### Length of Induction

- 63% said administrator induction programs should be 2 years
- 27% said 1 year
- 9% said 3 years
- 1% said 4-5 years

### Most Important Components of Administrator Induction Programs (out of 19 items)

- #1- A support team to include a mentor, peer(s), and a supervisor
- #2- An assigned mentor
- #3- An orientation provided by the district
- #4- Participation in a network of administrators in “like” positions
- #5- Required visitations by the mentor
- #6- Shadowing a mentor
- #7- Participation in a network of “new” administrators

**Top 7 Most Important Components  
for Administrator Induction Program**  
(# of respondents indicating "most important")



- #8- Required visitations by the supervisor
- #9- Attendance at conferences
- #10- A peer in a “like position” from within the district (not trained as a mentor)
- #11- Scheduled meetings with key Central Office administrators
- #12- Required visitations to other schools
- #13- Self Assessment inventories

- #14- Regularly scheduled meetings with the supervisor
- #15- Mentor shadowing the beginning administrator
- #16- Attendance at PD workshops on identified topics
- #17- Feedback from other constituencies – 360° feedback
- #18- Portfolio
- #19- A peer in a “like” position from outside the district (not trained as a mentor)

## **Mentor and Support Teams**

### **Selection of Mentor**

- **37%** indicated that criteria should be established *by the district and any administrator who meets the criteria* may participate
- **25%** felt the *superintendent, supervisor or personnel director* should select
- **23%** felt that selection should be based on *any administrator who volunteers with the approval of the superintendent*
- **15%** said that mentors should be selected based upon anyone who volunteers

### **Mentor Training**

- **83%** rated mentor training for administrator mentors as very important or important

### **Assignment of Mentor**

- **46%** felt assignment of mentor should *include input from beginning administrators* in addition to the district and potential mentors
- **39%** felt assignment should be determined by the *district and potential mentors only*
- **15%** felt assignment should be *solely determined by the district*

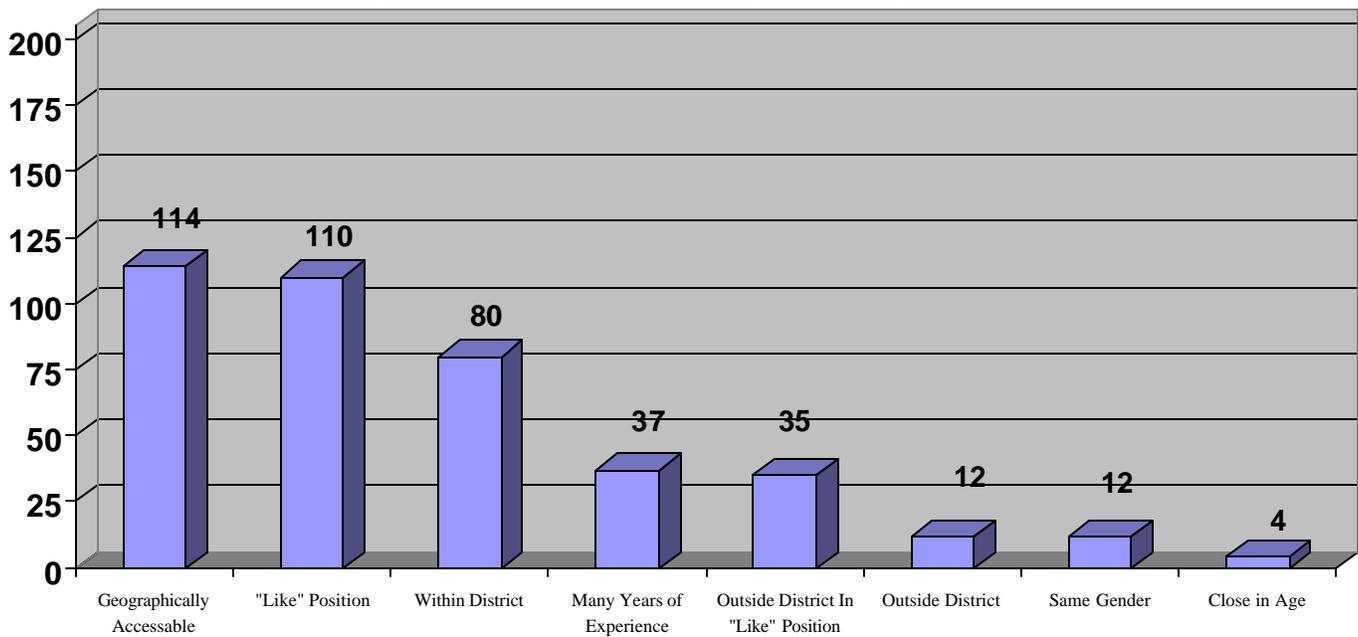
### **Support Team**

- **65%** indicated that whether you have a peer colleague assigned or not, the mentor should be selected from *within the district*
- **35%** indicated the mentor should be selected from *outside the district*

### Most Important Considerations for a Mentor (out of 8 items)

- #1- Someone geographically accessible
- #2- Someone in a “like” position
- #3- Someone from within the district
- #4- Someone with many years of experience
- #5- Someone from outside the district in a “like” district
- #6- Someone from outside the district
- #7- Someone of the same gender
- #8- Someone close in age

### "Most Important" Mentor Characteristics (# of respondents indicating "most important")



## Importance of Mentor Attending PD with Beginning Administrator

- 55% rated joint attendance as very important or important
- 45% felt this was less important

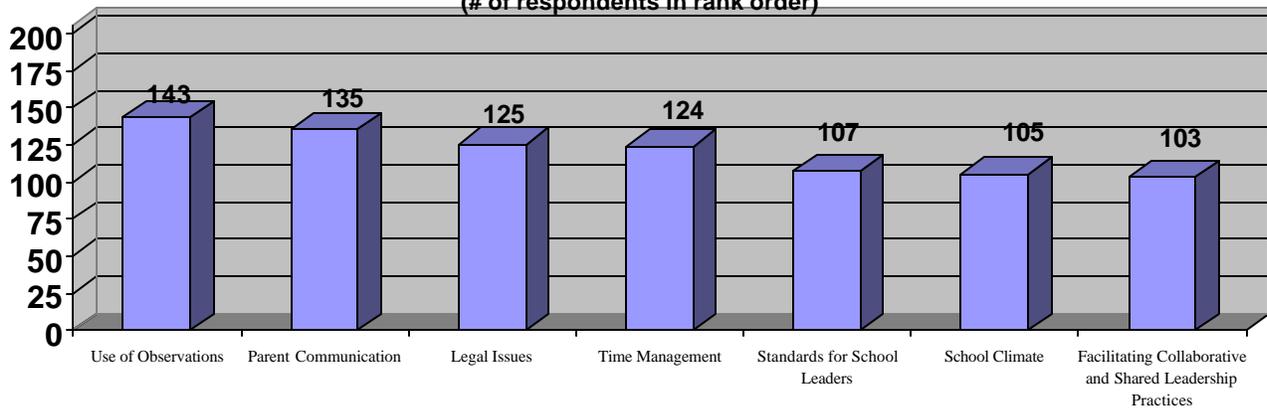
## Professional Development

### Top 7 Topics for Focus during Year One Induction (out of 21 items)

- #1- Use of Observation to Improve Teaching and Learning
- #2- Parent Communication
- #3- Legal Issues
- #4- Time Management
- #5- Standards for School Leaders
- #6- School Climate
- #7- Facilitating Collaborative and Shared Leadership Practices

### Top 7 Topics for PD in Year 1

(# of respondents in rank order)

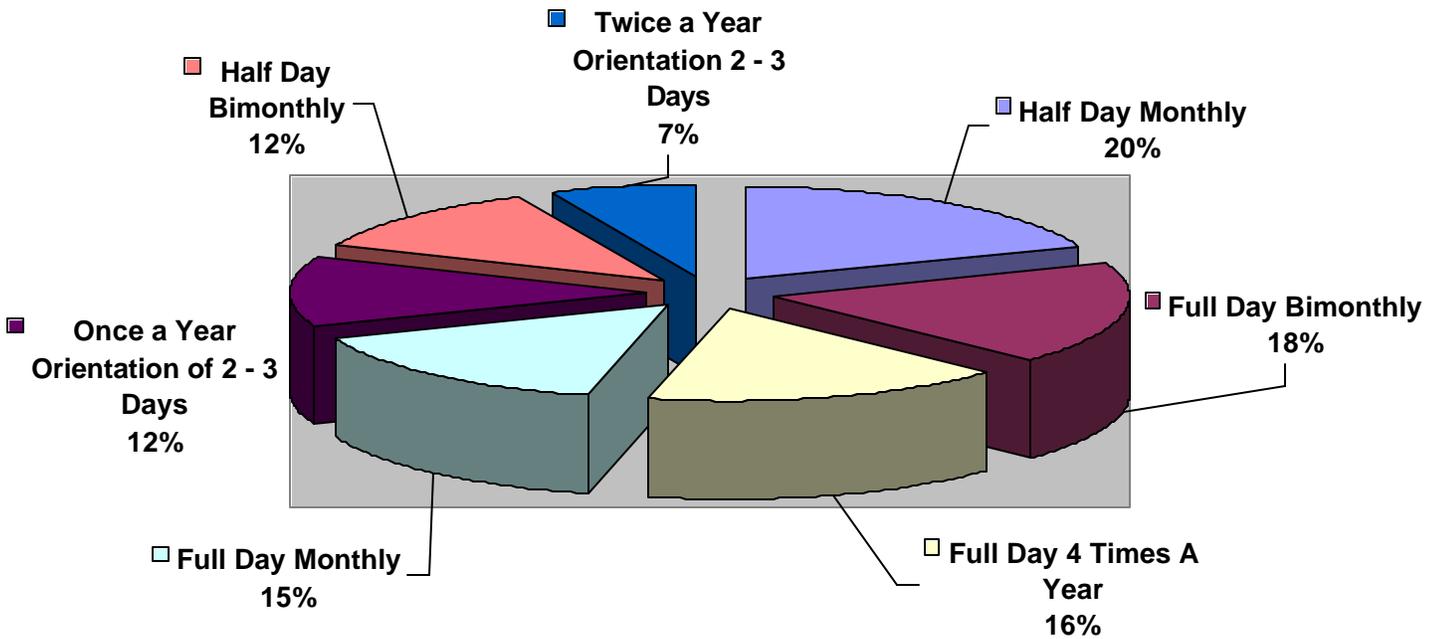


- #8- Use of Data
- #9- Implementing a School Improvement Plan
- #10- Safety Issues
- #11- Planning and Facilitating Meetings and PD e.g. PTA, staff, PPT, SAT
- #12- Effective Write-ups
- #13- Becoming a Change Agent
- #14- Looking at Student Work
- #15/#16- Evaluating Marginal Performance
- #15/#16- Progressive Discipline
- #17/#18- Use of Technology
- #17/#18- Working with Adult Learners
- #19- Dealing with Diversity
- #20- Evaluating Non-Certified Staff
- #21- Other

**Frequency of Scheduled Time for PD (out of 7 items)**

- #1- Half day release time monthly
- #2- Full day release time bimonthly
- #3- Full day release time 4 times a year
- #4- Full day release time monthly
- #5- 2-3 days of a scheduled orientation conference *once a year*
- #6- Half day release time bimonthly
- #7- 2-3 days of a scheduled orientation conference *twice a year*

**Preferred Frequency of Scheduled Time for PD**



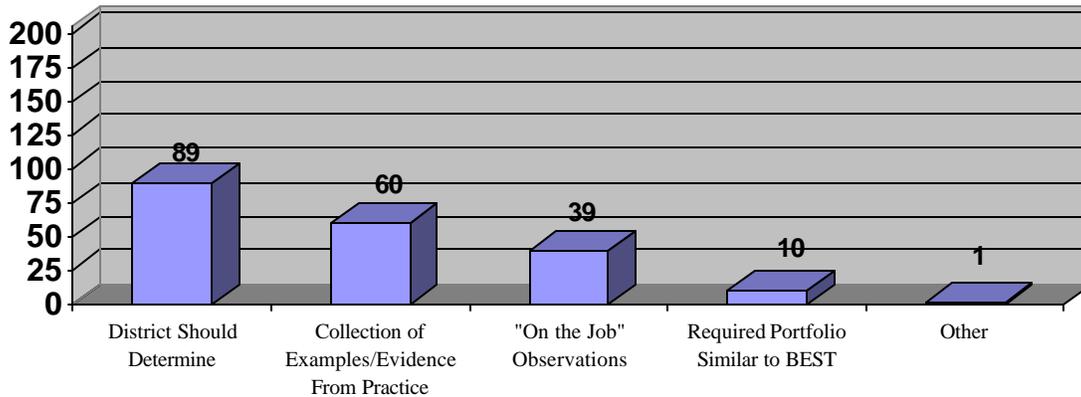
## Standards for School Leaders and Portfolios

### Demonstration of Application of Standards for School Leaders (out of 5 items)

- 45% believe that each *district should determine* process for demonstration of SSL
- 30% believe that demonstration would be best through a *collection of examples/evidence gathered from practice*
- 20% believe “*on the job*” observations would be best
- 5% believe a *portfolio* would be best
- Less than 1% said “other”

### Best Demonstration of Standards for School Leader

(# of respondents indicating their preference from five items below)



### Length of Time for Demonstration of Standards for School Leaders

- 53% indicated 2 years
- 18% indicated 3 years
- 13% indicated throughout the career
- 12% said one year
- 4% said 4-5 years

### Importance of a Portfolio Requirement

- 13% said very important
- 33% said important
- 54% believe it is less important

## If Portfolios were Used, Who should Determine Expectations/Requirements

- 48% believe the *district*
- 27% believe the *supervisor and beginning administrator*
- 17% said the *state*
- 7% said the *supervisor*

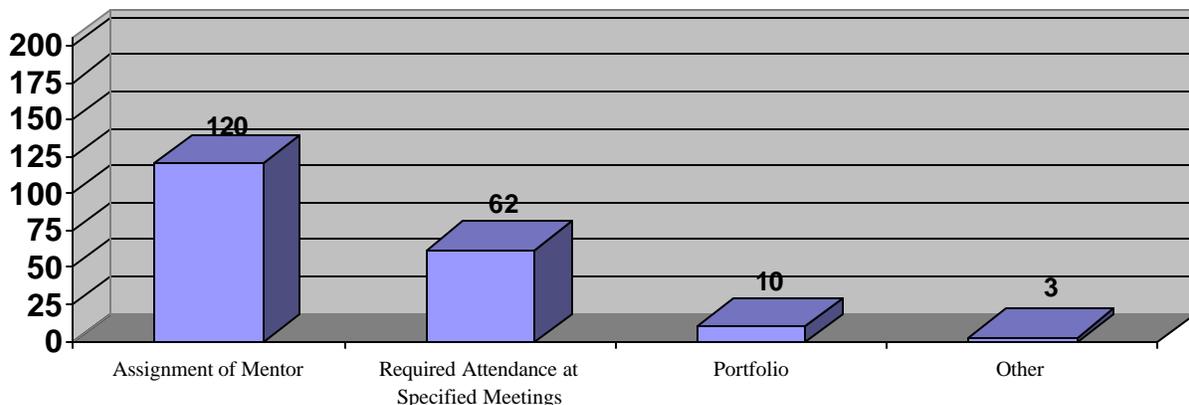
## What Type of Portfolio Most Effective

- 52% believe that a *portfolio should not be required during induction period*. Consider portfolios as an option during the professional growth period.
- 24% believe that the most effective portfolio would be a *collection of artifacts taken from "on the job" work that reflect SSL*
- 16% believe that a *reflective portfolio that represents performance in all aspects of job responsibilities* with suggested categories for collection
- 4% believe that a *portfolio with specific requirements to create, collect, and assess performance of the SSL* would be most effective
- 4% believe a *portfolio modeled after the Yr 2 BEST teacher portfolio* would be most effective

## Which Components of BEST Program for Teachers would be Valuable for Administrators

- 62% said mandatory assignment of a mentor
- 32% said required attendance at specified meetings, similar to the BEST program model for teachers
- 5% said a portfolio requirement including video tape
- 1% said other

## Components of the Current BEST Program Seen As Valuable for New Administrators (# of respondents indicating "value" of each of the four items)



## Disparate Responses between Principals/Assistant Principals from Superintendents/Assistant Superintendents

### Differentiation vs. Consistency of Administrator Induction Programs

- **84%** of *Principals and Assistant Principals* felt that the induction programs should be differentiated by experience and position, tailored to the individual to the greatest extent possible
- **59%** of *Superintendents and Assistant Superintendents* felt that the program should be standard with similar expectations and activities for all new administrators

### Assignment of Mentor

- **60%** of *Superintendents and Assistant Superintendents* thought mentors should be “determined by the district and potential mentor”
- **61%** of *Principals and Assistant Principals* thought mentor assignment should “also include input from the beginning administrator”

### Scheduled Time for PD (top 3 in rank order)

- |   |   |
|---|---|
| ➤ <u><i>Principals/Assistant Principals</i></u> | <u><i>Superintendents/Assistant Superintendents</i></u> |
| 1- Half day release monthly                     | 1- Full day release bimonthly                           |
| 2- Full day release monthly                     | 2- Full day release 4 times a year                      |
| 3- Full day release bimonthly                   | 3- Half day release monthly                             |

## Disparate Responses among Size of Districts

### Most Important Considerations for a Mentor

- Whereas *all other districts* rated this item as important, *large suburbs* felt it was less important to have a “peer in a “like position” from within the district (not trained as mentor).”
- Whereas *all other districts* rated this item as important, *large cities* rated “regularly scheduled meetings with the supervisor” as very important
- Whereas *all other districts* rated this item as less important, *small suburbs* rated “feedback from other constituencies-e.g.360° feedback” as important
- Whereas *all other districts* rated this item as most important, *small cities* rated having “a mentor in a “like” position” as important
- Whereas *all other districts* rated this item as most important, *large cities* rated “someone with many years of experience” as less important

### Selection of Mentor

- *Large cities* indicated that “mentors should be determined by the district and potential mentor” whereas *all other districts* selected “including input from the new administrator”

### Attending PD with Mentor

- *Large cities* indicated that it was very important to attend PD with mentors
- *Large suburbs* indicated that it was important
- *Small cities* and small suburbs thought it was less important

### Top 7 Topics for PD

- All districts selected:
  - Use of Observations to Improve Teaching and Learning
  - Parent Communications
  - Time Management
  - Legal Issues
  - Standards for School Leaders

- *Large and small suburbs* selected the same 6 out of 7, (the 5 above) plus “Facilitating Collaborative and Shared Leadership Practices.” However *large suburbs* selected “School Climate” and *small suburbs* selected “Safety Issues” as their 7<sup>th</sup> item.
- *Large and small cities* selected the same 6 out of 7, (the 5 above) plus “School Climate.” However *large cities* selected “Implementing a School Improvement Plan” while *small cities* selected “Facilitating Collaborative and Shared Leadership Practices” and “Use of Data” (tied item for 7<sup>th</sup>) as the 7<sup>th</sup> item
- Only *small suburbs* did not choose “School Climate”
- Only *large cities* did not choose “Facilitating Collaborative and Shared Leadership Practices”
- Only *small suburbs* chose “Safety Issues”

#### **If Portfolios were Used, Who should Determine Expectations/Requirements**

- *Large suburbs* believe that “supervisors and beginning administrators should determine expectations” while *all other districts* identified “the district” as the determiner of expectations.

## Open Ended Comments from Survey

**Question: Anything else you'd like to add or should be addressed?**

### *Superintendents*

Thank you for seeking my input on this information.

Administrators put in many hours - long weeks and long days. Induction needs to be a source of support and help. Too many extra demands on time will make it a burden and further discourage teachers from becoming administrators.

Communication with appropriate constituent groups is so important to success of any leader and must be thought through carefully whether initiating a change or simply modifying a routine.

As part of the induction process, require that the new administrator be part of a network of professionals who hold a similar position, i.e., Principals' Institute, etc.

Structured self-assessment around the Standards for School Leaders, with mentor and supervisor input and required strategies for growth and development yearly.

Our district is so small that an induction has not been used before.

I am not a fan of portfolios. I see them as useful only for those folks who aren't likely to be reflective about their work. I think there are other ways that are less time-consuming and more productive for prompting reflection on already over-worked administrators. Regional mentor support groups, organized by the local RESC would be one such method. The formalization of this process can become a burden on what is already a burdensome position if one's not careful.

## *Assistant Superintendents*

Portfolios should not be mandatory. Mentors should be selected from the local district as much as possible. Personal characteristics and knowledge of leadership are of paramount importance for real success

I believe a beginning administrator should demonstrate competencies based on the Standards for School Leaders; however, I don't think the type of vehicle for demonstration should be prescribed. Some competencies are best demonstrated through observation, video, etc. Others may be best demonstrated by data or work samples. A portfolio might work if administrators are allowed to determine the contents and present the evidence to evaluator(s). -- Just my thoughts

Each person who becomes an administrator comes with a pattern of strengths and weaknesses. It is important not to overburden with a "one size fits all" approach. Why not develop an analysis of strengths and weaknesses at the onset of the position and identify ways to address the needs? The most common problem that I see with new administrators is that they want to change things and make "their mark" too early on in the position before they understand fully the dynamics of what they are dealing with. District philosophies are quite different. I would hate to have an administrator mentored by one from a district who did not believe in the quality schools and continuous improvement that are foundations for us.

Is there any way in which to make the administrator aspirant experience part of the linkage between teacher and administrator evaluation plans? This linkage would allow districts the option to grow administrators and allow them to focus resources to that end.

## *Principals*

As the job becomes more extensive, training in laws and state regulations and policies dealing with juveniles. Also much assistance with management/discipline that is effective and positive.

Collaboration with a mentor and reflection are two very important elements of administrator induction. Maintaining a portfolio that promotes reflection and is not itself an onerous task would be worthwhile to a new administrator.

## *Principals Continued*

Most importantly, the goal of this program should be to support not stress out new administrators. Piling numerous requirements is counter productive. It is challenging enough adjusting to one's first administrator position. Help not hindrance should be the motto!

You must not ignore issues of race in dealing with initial administrators. When I became a principal, I was assigned a mentor from a district 25 miles away that I never saw or even talked to. I, however, went to the inner city and found an administrator of a similar race working in a school that had students that looked like mine for the support that I needed. That is how I got through the first two years of being a building principal.

Administrator induction is so crucial, especially these days as it is difficult to find and retain good people. Training/Mentoring/Professional Development all need to be MEANINGFUL. A state run program that is a ""one size fits all"" does not fit the bill. Every district is different in terms of the expectations of the school and the community. Clearly, with an experienced principal, these skills are transferable to any district. However, with a new administrator, the job can be (and usually is) overwhelming. Skills that are learned need to be practiced in the setting in which they will be evaluated. With so many "systems" within a school, a change at one end will affect things at the other end. A new administrator needs to see this at work. Currently, I am a mentor to a new assistant principal and I also have a new assistant principal. I can see differences in the ways in which each reflects on their progress. I actually feel that my mentee (being in the program) is more open to feedback and more introspective about her success and failures. Without a doubt, administrative jobs require it all! The time demands are great and it takes savvy people skills and a thorough understanding of school law. This comes with practice, day in and day out. A meaningful induction process that has high standards, some "teeth" and rich in support, is essential for the administrator, the district, and the profession as a whole.

I believe that feedback from teacher, students and parents is an important part of assessing an effective administrator.

The induction program should be based on principles that support reflection and growth, not on accountability and standardization.

When I became a principal 4 years ago, I didn't receive support of any type, and I had only worked as a classroom teacher. I struggled through my first year, but a mentor would've saved me many problems and much stress. I felt fortunate that I at least had professional friends and colleagues to fall back on, but I would've welcomed a visit once in awhile from someone I could've bounced ideas and concerns off of without feeling like I was imposing.

## *Principals Continued*

With what will soon become a real shortage area, is there any thought being given to using retired administrators to fill the need for mentors?

Veteran administrators need PD on the SSL as well as new inductees. Professional dialogue about data driven decision-making and professional accountability is badly needed at all levels to make school reform truly successful.

Beginning administrators not only have to adjust to a new community of learners/parents/staff, but also to the organization of time and curriculum. I feel a portfolio would be overwhelming initially. Time management and getting acquainted with the school and community is a priority.

Keeping in mind, that the word "overload" is synonymous with school administrator, I highly recommend that all requirements of an induction program be supportive in nature and that they not add to the beginning administrator's workload.

What to do about the occasional, but powerful, longing to return to teaching? Arranging professional development out of the magician's hat is much more daunting in real life than during course work.

An internship/practicum of required hours under the supervision of a current administrator seems to be most effective. I have my second teacher observing and reflecting and it works. My first teacher has a job as an assistant principal and could not have been successful this year without my close supervision.

As much as principals wish/need to be educational leaders, a large amount of time is spent in management, due to budget limitations and/or personnel limitations which do not sufficiently staff schools at the administrative level.

## *Assistant Principals*

The beginning administrator needs to work closely with the supervisor to learn the philosophy, policy, and mindset desired for the position. There should be daily communication to facilitate reflection on the issues of the day. There should be daily feedback if the new administrator has strayed from the norms. Unlike my beginning years, supervisors must internalize the belief that the beginning administrator has valuable contributions to share. The unspoken need in a new administrator induction program is yearly training for supervisors before the start of the school year. Supervisors must also learn to improve their supervisory skills and manner of working cooperatively with the new administrator.

### ***Assistant Principals Continued***

After more than five years as an administrator, I have to say that most administrators enter on the assistant principal level unless the job is curriculum related. The assistant principal is the busiest person in the district. To expect a new admin to develop a state mandated portfolio is unrealistic. To require attendance at standards related professional development would be most helpful. The AP job is already 12-15 hours too many days a week. The AP needs release professional development time to spend in meaningful workshops. Perhaps a collection of reflection from the professional development hours written during the professional development gathering might be the most helpful of all. Plus it would not require more time that an AP does not have.

### ***Director of Human Resources***

The answer to many questions in this survey really depends upon more information being provided.

### ***Curriculum Leader***

A peer colleague and/or a mentor (not necessarily with special training) is very important. One within the district is helpful in some ways, and one from outside the district is helpful in different ways. Some things mentioned in the survey are good as options but I would not like to see too many things "mandated."

I believe that state mandated requirements over and above the district roles and responsibilities would be a hindrance to successful leadership and performance during an induction period.

## **Attributes and “Promising Practices” of Administrator Induction Programs**

Listed below are many of the critical attributes and characteristics found in the administrator induction programs reviewed. Once again, we wish to highlight two important factors which impact the design and attributes of induction programs.

The first is the purpose or purposes for which the program is intended to address, e.g. support and assistance or support and assessment for licensure. The second factor is the importance of considering the pre-service period, which may or may not include common requirements across preparation programs. Reviewing internship requirements, specified coursework for 6<sup>th</sup> year programs, the pedagogy of program format, and participation in an administrator aspirant program will all have an impact upon which elements may be most valuable or necessary during the induction period.

Among all of the program attributes noted below, the two most frequently identified as key components to new administrator induction, both from our CT Survey and extensive research are “mentoring,” and “orientation.” (Orientation generally includes professional development.) Similarly, the results of a recent Oregon Research Report/SAELP Survey in 2002 confirmed that “the assignment of a supportive and well-qualified mentor during the first year on the job would be expected to result in a more effective adaptation to the administrator role and challenges.” (See Oregon Research Report 2002 in the Appendices). As such, we will describe **mentoring** and **orientation** in greater detail at the end of this section; specifically which characteristics of these two components have been identified as most effective.

➤ **Induction Facilitator**

- This is generally an experienced administrator who is designated to oversee or facilitate the orientation program and assignment of supervisor, mentor and/or support team

➤ **Mentor and/or Support Team**

- As noted above, mentors are one of the key attributes of induction programs. Mentoring programs will be described in great detail at the end

of this section. Support Teams are an expansion of the mentoring concept. Membership may include:

- Either a trained mentor to coach, guide, visit-who is also familiar with the policies, procedures of the district, or
- a trained mentor (from outside or another level) and a “paired colleague” from within the district and,
- any other staff who would be a resource given the needs, interests, and position of new administrator

- **Mentor Training and Expectations** (See Section on “Mentoring”)
  - Mentoring, along with orientation, is a key attribute of all induction programs.
- **Orientation** (See Section on “Orientation”)
  - This feature, along with mentoring, is the other key attribute of induction programs. Orientation generally refers to meetings with new administrators that begin close to the time of hire and are designed to orient new administrators to their district, site, and responsibilities. Orientation may also include scheduled professional development opportunities throughout the year.
- **Opportunity to learn and apply standards for leadership**
  - This learning may occur through a mentor, supervisor, and/or professional development workshop. It may or may not include a portfolio or collection of artifacts.
- **Training for supervisors**
  - Supervising administrators is not the same as supervising teachers; yet there is generally no specific training offered for supervision and evaluation of administrators. Leadership expectations and performance, standards, entry plans and expectations, facilitating a school improvement plan process, and professional development planning are just some of the areas supervisors need to address. Providing training on specific topics as well as assuring that consistent expectations are being applied between and among supervisors in a district is highly beneficial.
- **Regularly scheduled supervisory visitations and feedback conferences**
  - In order to ensure that new administrators are well positioned for success, more frequent supervisory meetings are suggested during the induction period. Among the issues to discuss are:
    - clear expectations for position and specific needs of school or departments. Share cultural norms/expectations of the district.
    - entry plan and appropriate timing for changes
    - due dates for reports and expected attendance at identified events
    - school/department improvement plan and progress indicators
    - issues and progress noting commendations, recommendations, and specific suggestions for growth

- **Opportunities for professional socialization and collaboration**
  - Participation in a network or cohort with other “new” administrators from within and outside the district. According to the results of the SAELP research previously mentioned, opportunities to share and discuss with other novice administrators the issues of adaptation and transition as well as the actual administrative challenges being faced in one’s school would be expected to increase a beginning administrator’s ability to succeed during the first year on the job.
  - Participation in a network with “like” administrators from within and outside the district
  
- **Attendance at workshops and conferences based on interests and needs.**
  - These may occur as two-three hour PD sessions, half day or full day workshops.
  
- **Participation in a two-five day conference or retreat**
  - These are generally held pre- and/or post-first year of role
  
- **Visitations to other schools and districts**
  - Opportunities are encouraged to visit other schools including that of the mentor, schools within and outside the district, as well as identified schools with similar demographics, which have demonstrated high student achievement. For example, as part of the state of Louisiana induction process, a database has been developed whereby new administrators can plug in their own school demographic data and find similar schools that may have higher student achievement results. New administrators would be expected to visit that school.
  
- **Multiple opportunities for self assessment, feedback, and reflection with targeted professional development based on needs**
  - Self-assessment inventories are made available with opportunities for reflection with a mentor e.g. ELSI, ISLLC Inventory, Leadership Style Inventory, Conflict Management Style, Assessment, etc. Areas may be identified to incorporate into a professional growth plan.
  - Administering surveys can be beneficial, particularly when coupled with the opportunity to reflect on those results with a mentor e.g. school climate survey, staff, parent, and student surveys, etc.
  
- **Use of a variety of pedagogies for learning**
  - Using multiple formats for learning is extremely valuable e.g. case studies, simulations, study groups, seminars, reading and discussion groups, presentations by expert practitioners, attendance at national academies or conferences, etc.
  
- **Use of technology to provide additional support and access to information**
  - Some programs have begun to use web based professional development, on-line communication, and mentor telephone hotlines.

## **Orientation and Professional Development**

### **For New Administrators**

For purposes of this report, orientation will refer to two aspects of administrator induction:

- I. Meetings with new administrators that begin close to the time of hire and are designed to orient new administrators to their new district, site, and responsibilities
- II. Ongoing, regularly scheduled professional development opportunities throughout the year to address areas of identified importance

The initial orientation is intended to make connections and provide information to help the new administrator feel welcome and comfortable, and become familiar with only the limited information needed as an overview and for the start of school. Depending upon the number of new administrator hires, these components may be held as a group or individually. As part of this orientation, the following may be considered:

- the identification and introduction of a mentor and/or support team
- the introduction of the new administrator to other district administrators and key members of the district and community
- An overview of district information and resources.

Depending upon the length and frequency of meetings, the following are some suggested topics that may be incorporated into orientation session(s).

- **Identification of Key District Resource Staff** e.g. Facilities Supervisor, Business Director, Personnel, Curriculum Leaders, etc. Note who is “first line” contact for questions.
- **Identification of Community Resources**

- **Overview of District Policies and Procedures**
  - Organizational Structure
  - District Strategic Plan
  - Budget and Facilities Management
    - Budget Preparation and Management
    - School and Ground Maintenance Procedures
    - Transportation
    - Custodial Staff
  - District Professional Development Plan
  - Policy Manual
  - Parent, Board, and Community Relations... and Media Communications
  - Administrator Supervision and Evaluation Plan (including district expectations for administrators e.g. attendance at board meetings, budget meetings)
  - School Improvement Planning Process
  - Sexual Harassment Policy
  - Bullying and Discipline Policies (including suspension and expulsion procedures)
  - Safety and Emergency Procedures Plan
  - Hiring Process, Personnel Issues, and Staff Supervision and Evaluation
    - Key Contract Issues e.g. after school meeting times, stipends, absences, etc.
    - Certified and Non-certified Staff Evaluation
    - New Teacher Supervision
    - Non-renewal
    - Progressive Discipline
  - Special Education and Student Support Procedures
    - PPT, IEP, Inclusion, In District and Out of District Placements
    - Child Abuse, Suicide, Student Assistance Teams, Crisis Teams, and available district and community resources
  - Curriculum, Technology, Instructional Priorities, and Assessment

- Calendar of Major Events and Report Due Dates

In addition to the topics noted above, there are generally regularly scheduled professional development opportunities throughout the year for new administrators to meet as a group or cohort around leadership and management issues. These may be held by the district, if there are several new hires, or at a regional center. These may have required attendance because of district priorities and/or individualized growth plans, or be optional.

The frequency of scheduled meetings may range from monthly to three to four times annually, with a meeting time frame of anywhere from two hours to a full day. Some orientation programs use a retreat format ranging from two to five days.

The format and pedagogy of meetings are best when varied, providing opportunities to discuss, question, reflect, as well as listen.

The topics listed below are frequently identified as areas of interest and concern to new administrators. The first 20 items are listed in rank order of priority as identified as most important in the CT Survey of Administrators.

1. Use of Observations to Improve Teaching and Learning
2. Parent Communication
3. Legal Issues
4. Time Management
5. Standards for School Leaders
6. School Climate
7. Facilitating Collaborative and Shared Leadership Practices
8. Use of Data to Improve Student Learning
9. Implementing a School Improvement Plan
10. Safety Issues
11. Planning and Facilitating Meetings and Professional Development
12. Writing Effective Summative Evaluations
13. Becoming a Change Agent
14. Looking at Student Work
15. Supervising and Evaluating Marginal Performance
16. Dealing with Staff Misconduct and Progressive Discipline
17. Use of Technology
18. Working with Adult Learners
19. Dealing with Diversity

## 20. Evaluating Non-Certified Staff

We have also included below Kent Peterson's findings as it relates to administrator induction and administrator professional development. In his article titled "The Professional Development of Principals: Innovations and Opportunities" Peterson makes the following recommendations:

### **Recommendations in the Design of Professional Development for Principals**

- First, the programs should be career staged, with specialized training for aspiring, new, and experienced principals.
- Preparation programs and professional development program curricula should be linked and coordinated to expand learning and reduce redundancy. Preparation programs could initiate discussions with PD programs and independently map their offerings against their own. Perhaps most productive would be a collaborative effort to map curriculum, conceptual models, readings, and instructional approaches across both preparation and PD programs available in a state or district. This could be followed by discussion of the different topics, skills, and knowledge that each set of programs could provide and when. Finally, establishing regular meetings to continue coordination across programs would increase the alignment and consistency of offerings.
- Programs should provide a set of intensive experiences over a significant period of time, combining multi day retreats with daylong and partial-day experiences. Programs should be organized over the year to minimize disruption of school activities and principal leadership.
- Professional development must address the needs of well trained school leaders who have completed existing programs but who want to deepen their skills in a specific area. These may involve: study groups, advanced seminars, reading and discussion groups, presentation by current thinkers or expert practitioners, attendance at national academies or conferences, or opportunities to become coaching, facilitators, or trainer themselves.
- Programs should make careful, logical use of the newer information technologies. These might include Internet-based learning e.g. streaming video, online discussions, or telephone coaching.
- Programs need to deeply engage the participants in thinking reflection, analysis, and practice with a strong component of coaching and feedback.
- Attention should be paid to the symbols and culture of the program. Programs should build strong cultures among participants to enhance learning, to foster commitment to PD, and to build strong relations between these future leaders. The location and setting of the programs should communicate importance, professionalism, and quality. Ceremonies and celebrations should be used to enhance the identification with the program.

## Characteristics of Effective Mentoring Program

John Daresh, a professor of Educational Leadership at the University of Texas at El Paso, is a leading expert on the topic of administrator mentoring. In his book “Leaders Helping Leaders: A Practical Guide to Administrative Mentoring,” he reports that studies have shown that beginning administrators who are in their first year of service in a school system tend to encounter problems in three distinct areas:

1. **Role clarification** – Understanding who they are, now that they are principals, and how they are to make use of their newly discovered authority
2. **Limitations on technical expertise** – How to do things that they are supposed to do (according to job descriptions)
3. **Difficulties with socialization to the profession and individual school systems** - Learning how to do things in a particular setting (learning the ropes)

He also notes that, while there is quite a bit of research on effective mentoring programs for teachers, the research on effective mentoring programs for administrators is limited. However, the information that will be described on the next few pages is based on mentoring programs designed expressly for administrators, although primarily principals, and represents the key findings to date.

As previously stated, most of the available research is based on administrator mentoring programs for building principals. Perhaps this is so because the principalship is often the entry point from teacher to administrator, unless someone has served in an assistant principal position. Even if one has been fortunate enough to have this prior experience, once in the principal position, the expectations, responsibilities, and accountability are significantly higher, and, as the saying goes, “the buck stops here.”

In the report by New Visions for Public Schools “Meeting the Leadership Challenge: Designing Effective Principal Programs,” scholars have described the first few years of being principal as a developmental process, with phases of anticipation, survival, disillusionment, isolation, overload, rejuvenation, and reflection.

To address this developmental process, New York City and New Visions for Public Schools embarked on a four-year study in which they designed a variety of principal mentoring programs for six of the NYC districts. The districts ranged in size from 6,000 to 42,000 students and in achievement from the lowest to the highest performing schools in NYC. As part of this project, they studied what made some mentoring programs more successful than others and how they could most effectively structure their principal mentor programs.

Based on this study, the following factors were recommended as design principles for a high quality principal mentor program:

- Mentor principals, whether currently leading a school or former leaders of schools, must have a sound record of success. Except in specific instances where other skills are called for, mentors should be expert instructional leaders with solid knowledge about current learning theories, curriculum, assessment and school organization.
- When selecting mentors, superintendents should seek to appoint leaders with a strong instructional knowledge base who are reflective, compassionate, good listeners, good communicators, flexible, unselfish, proactive, accountable, willing to be available, positive, a change facilitator, and able to speak the hard truth. Mentors should also be resourceful (ready with suggestions and willing to pursue areas of need), organized, and set goals (measurable goals).
- Matching principals with their mentors should be done purposefully and carefully. Mentors should be expert instructional leaders who have successful experience with schools similar to the mentees, and mentors with particular strengths should be provided to mentees with parallel needs.
- When selecting current principals as mentors, care must be taken to select only those principals whose schools are sufficiently strong so that the school will not suffer as a result of the time and energy spent by the principal serving as a mentor.
- Mentors and mentees should be given guidelines and clear expectations about the parameters of the program, including determination of areas of work, confidentiality (will the mentor communicate with supervisor?), accountability (goals to be addressed), and minimum time commitments (these should differ depending on whether the mentors are leading their own schools, but at a minimum include telephone calls once every two weeks and four school visits).
- Mentors should have, or be given, an understanding of context: a) a clear sense of the district's priorities, learning philosophies, curricula and assessment and (b) information about the achievement data, demographics, and community of the mentee's school.
- Mentors need support and programs should provide opportunities for mentors to meet periodically as a group to study adult learning and ways to enhance the mentoring experience.
- Mentors who are currently leading their own schools should be willing to open up their schools and faculty members to the mentee. Mentors who are no longer leading their own schools should be given access to successful schools for mentees to visit.
- Mentors who are currently leading their own schools should mentor no more than two principals at a time. Mentors who are no longer leading their own schools should, depending on other commitments, mentor no more than six principals at one time.
- Mentors should be compensated for the enormous amount of time and energy they are exposed to spend with and on behalf of their mentees.

Other factors they mention:

- Mentors should provide administrative and managerial support. Mentees need to learn to determine priorities and maintain focus, prepare to open the school, schedule, work with the budget, structure arrival, dismissal, and lunch, interview and hire, etc. Mentors should provide emotional support during the various crisis and challenges facing a new administrator. This support is very critical.
- Mentor-mentee relationships should be participatory, confidential and non-supervisory
- Providing a mentor from the same district as the mentee is not as clear a benefit as making an appropriate match of mentor and mentee.
- Mentors no longer leading their own schools are generally able to give more time to mentoring.
- Geographical availability can be an obstacle-whether it is a real issue or just a perceived limitation.
- Lack of receptivity of the mentee to mentoring may require the mentor to find constructive ways to establish a working relationship.

Peggy Hopkins-Thomas, former director of the Wake Leadership Academy in Raleigh, North Carolina, describes very similar characteristics of effective mentoring programs for administrators. She describes the key components as:

- Organizational Support
  - The superintendent is especially critical for ensuring the success of a mentoring program. Mentors are more likely to schedule time with their protégés if they know the practice is valued in the organization.
- Clearly Defined Outcomes
  - Program outcomes must be clearly specified and include details of knowledge and skills attained.
- Screening, Selection, and Pairing
  - The selection and screening process for mentor and protégés is critical. Mentors must be highly skilled in communicating, listening, analyzing, providing feedback, and negotiation.
- Training Mentors and Protégés
  - Training for mentors should build communication, needs analysis, and feedback skills. Training for protégés should include strategies for needs analysis, self-development using an individual growth plan, and reflection.
- A Learner-Centered Focus
  - Feedback should focus on reflection, address that which the protégé can control and change, remain confidential, and be timely.

In the book by Young and Sheets, “Mastering the Art of Mentoring Principals,” they list 22 suggestions as “the keys to a quality mentoring program.” Among those not previously mentioned are:

- Trust is essential to the success of any relationship. Sharing and reflection must be open, personal, and honest.
- The mentor must help the protégé discover self-awareness skills e.g. Who am I? What do I think? What do I believe? Whom do others see and what do they hear when I speak?
- Communication must be frequent, ongoing, comfortable—and initiated by both. Scheduling times in advance facilitates the communication process. Both mentor and mentee must be willing to invest time.
- Mentor and mentee must be able to accept constructive criticism from each other.
- Mentor must avoid being protective of the mentee and/or overlooking weakness of performance or character.
- Mentor and mentee must focus on the personal and professional qualities of leadership.
- Mentor must help the mentee establish a professional network system with other key individuals and leaders affecting the educational organization.
- Mentor and mentee must have a sense of humor!

In addition to the above, there were several other comments noted in the research worth mentioning:

- Mentees should be clear about the role and expectations for mentors. This can pave the way for heightened receptivity to mentor involvement.
- Effective administrators are not always effective mentors.
- It is also important to allow for a change if the match is not successful.

“

## **A Tale of Two Local Models**

- **A Regional Model: The CT Association of Schools Administrator Mentor Mentee Program**
- **A District Model: The Bridgeport Administrator Induction Program**

## **A Regional Model: The CAS Administrator Mentor Mentee Program**

### ***Features:***

- **Pool of Mentors**
  - **Assignment of Mentors**
  - **Training of Mentors Provided During Professional Development Sessions**
  - **Opportunities to Shadow Mentors**
  - **Mentor Manual Provided**
  - **Professional Development Offerings Designed for Both Mentors and Mentees**
  - **Presenters are a Combination of Current Practitioners and Outside Consultants**
  - **Network of Regional Administrators in “Like” Positions**
  - **Electronic Opportunities are in the Planning State**
- **CAS also offers a conference for aspiring administrators -a two day residential program for educators considering administration \***

*\* The Hartford Public School District has also developed a district model for an **Aspiring Administrators’ Academy**. (See “Hartford Aspiring Administrator’s Academy Report” in the Appendices).*

The Administrator Mentor Mentee Program is guided by the CAS Principals’ Center’s Administrator Mentor Program Committee, under the direction of Tom Galvin, and meets several times a year to discuss and review the program format and agendas.

Superintendents recommend mentees, and experienced administrators from across the state volunteer to be mentors. The mentor provides modeling, support, advice, feedback, ideas, and guidance-a person who listens and encourages growth. An orientation/training program is built into the mentor-mentee sessions. Mentors and mentees are matched in as close a geographical proximity as possible and at similar levels. Same district matches are avoided for the most part to expand the perspectives in the relationship. However recent experiences with urban districts demonstrate the importance of matching mentors and mentees within districts. For small suburban districts, matching within district may not always be feasible.

In addition to the personal contacts of the mentor and mentee, the Center provides professional development programs specifically designed for the mentor-mentees to attend together. These programs include direction and assistance to the mentors and mentees in how best to develop a meaningful professional mentor-mentee relationship. CEU’s are awarded for the successful completion of each program.

This year, a series of four 2-3 hour programs were offered.

- **Orientation Program** – After a welcome by Ted Sergi, Commissioner of Education, the mentor-mentees were guided through introductory activities and participated in a study and discussion of leadership issues. The participants planned their goals and objectives for their year of working together.

- Legal Issues in School Administration: teacher evaluation, publications, FOI, technology, discipline and due process – Attorney Tom Mooney
- Media and Good Public Relations- Anne Baldwin and Diane Alverio, Media Marketing Consultants
  - Alternative program “Achievement Gap,’ presented by Dave Maloney, Principal of Branford High School, was offered to mentors who may have previously participated in the Media workshop.
- Experience Is the Best Teacher –a series of workshops from which participants could select
  - “Every Child A Graduate – A Framework for an Excellent Education for All Middle and High School Students” - Facilitator: Paul Cavaliere, Sage Park Middle School, Windsor, CT
  - “Survival Tactics for New Administrators” – Facilitators: Laura Boutelier, Assistant Superintendent, Rocky Hill Public Schools, Cori-Ann Marino, Griswold Middle School, Rocky Hill, CT
  - “First Things First – Prioritizing Tasks During an Administrator’s Early Years.” Facilitator: Dr. Rolfe Wenner, Consultant (former principal and superintendent).
  - “Hiring New Staff-Making the Best Choices” – Facilitators: Dr. Gilbert Rebhun, Ridge Hill School, Hamden, and Kathleen Higgins, Sliney School, Branford, CT
  - “The Roles and Responsibilities of the Union” – Facilitator: Dr. Christine Mahoney, East Granby High School, and Chris Silvers, Director of Affiliation and Member Development, CEA. Topics: Grievances, Negotiation, Teachers Rights (Developing Working Relationships with Administrators).
  - “Addressing the Achievement Gap”- David Maloney, Branford High School, Branford, CT
  - “Use of CMT Data-A Discussion of How to Take Advantage of Results to Improve Learning” – Facilitator: Susan Ford, Director of Curriculum and Development, Berlin Public Schools, Berlin, CT
  - “Goal Setting-School Based Improvement Planning” – Facilitator: Dr. Linda Iverson, Pitkin Elementary School, East Hartford, CT
  - “Implementing Change to Improve Teaching and Learning” – Facilitators: Dr. Tom Russo, Smith Middle School, Glastonbury, Dr. Larry Nocera, Glastonbury High School

This year, 120 mentor and mentees from throughout the state participated in the program.

In addition to the above program, this year CAS piloted an **Urban Administrator Mentor-Mentee Program** in an effort to attract new urban administrators. Prior to this time, there were few urban administrator participants in the program. This pilot was designed to determine and meet the unique needs of urban principals. A survey of topics was administered at the start of the program and professional development offerings were

provided based on the survey results. While some of the same topics and presenters were offered, the sessions were held separately so that the cohort was composed entirely of urban principals.

In addition to the topics previously mentioned, the following two programs were also offered:

- “Fireside Chat” – Use of Data to Improve Instruction” – Dr. Phil Streifer, Uconn, NEAG School of Education
- “Creating a Culture for High Achievement” – Dr. Joseph Hoff

Urban Mentor-Mentee participants were also welcome to attend any of the winter-spring Principals’ Center/CAS professional development programs at no cost.

There were 45 urban Mentor-Mentee participants in this program.

See CAS Mentor-Mentee Program brochures in the Appendices.

## **A District Model: The Bridgeport Administrator Induction Program**

### ***Features:***

- **A District Program Facilitator**
- **New Administrator Needs Assessment Survey**
- **Three Separate Orientation Programs for New Principals in Year One, New Principals In Year Two, and New Assistant Principals in Years One and Two**
  - **Program Format**
    - **Monthly Two Hour Group Sessions in Year One**
    - **Quarterly Groups Sessions in Year Two**
    - **On-site Coaching**
- **District and Outside Presenters**
- **Resource Books and Articles Provided on Identified Topics**
- **Network of New BPS Administrators**
- **Encouraged Participation in CAS and CES Professional Development and Other Professional Organizations**
  
- **Bridgeport also offers an Administrator Intern Program – a yearlong training program for selected teachers who either currently hold 092 certification or will be eligible by the end of the year, and aspire to administrator positions within the Bridgeport Public Schools**

In order to provide a continuum of differentiated leadership development experiences that will attract, train, & retain urban educators from within the Bridgeport Public Schools, the BPS offers both a pre-service administrator preparation program, called the Administrator Intern Program for teachers and a new Administrator Induction Program for new administrator hires.

### **Administrator Induction Program**

The Administrator Induction Program offers three strands and is provided to all new building administrators. One strand is for new principals in year one; a second strand for principals in year two; and a third strand for new assistant principals in years one and two. The goal of these programs is to provide ongoing training, coaching, and support tailored to the unique needs and interests of the new administrators' respective positions and experience.

In 2002-2003, the BPS served a total of 32 new administrators- 7 new principals in year one, 8 new principals in year two, and 17 new assistant principals in years one and two. Monthly group sessions were held for principals in year one; and separate bimonthly group sessions were held for principals in year two and new assistant principals in years one and two. Individual support was also offered to new content area supervisors.

Because most of the new administrators come from within the BPS and have collegial relationships within the system, formal mentors were not assigned. However, the role of the Program Facilitator is also to mentor and provide additional coaching and assistance.

The program begins with an initial orientation and survey of leadership and management topics, related to the Standards for School Leaders, to determine the new administrators' priorities for content and sequence of topics to be addressed. (See survey on the next page). The survey results then inform the topics and presenters selected for the regularly scheduled sessions throughout the year. In addition to the presentations provided by the Program Facilitator, district supervisors, key administrators, and regional experts are tapped as well to address specific topics.

Sessions are designed to be a combination of presentation of information and opportunity to discuss the day-to-day issues that have surfaced for the group. Sessions include an overview of CSDE documents, BPS policies and procedures, supervision and evaluation, leadership self-assessments and inventories, and curriculum, instruction and assessment.

Among the perceived benefits of the program by participants, the opportunity to meet regularly with other new administrators was one of the most valued components. Socialization for new administrators is key to reducing isolation, and increasing reflection and collaboration.

While the monthly group sessions address educational leadership training in general, the on-site coaching attempts to meet the varying developmental needs of each participant, the requirements of each of their respective roles and responsibilities, as well as the unique challenges of each of their assigned school settings. New administrators, as well as veteran administrators, also participate in "Learning Walks" in schools throughout the district.

### **Administrator Intern Program**

The Administrative Intern Program – based on a "grow our own" concept- is offered to BPS teachers, who show strong leadership potential and hold 092 certification or will have the certification by the end of the year. The purpose of this yearlong intensive program is to prepare selected candidates for administrative positions within the Bridgeport's schools, although participation in the program does not assure a future position.

Participants are required to attend after school bi-weekly seminars addressing leadership skills and district policies and procedures. Administrator interns attend a two-day leadership conference and have the opportunity to shadow and work with a Bridgeport administrator mentor for at least eight days over the course of the year. Assigned readings, reflections, and a project are additional requirements. Presently, this program provides 100 hours of training.

Many of the current administrators in the district have participated in the Administrator Intern Program. More than 50% of the administrator interns who have participated in this program have been hired as administrators.

## New Administrator Leadership and Management Survey

### ➤ **Orientation**

- Overview of the New Administrator Program
- District Policies, Procedures, and Expectations Including IFL
- Overview of CSDE Guidelines and Documents including SSL
- Administrator Evaluation
- Teacher Evaluation

Please indicate the order in which you'd like the topics discussed:

### ➤ \_\_\_\_\_ **School Culture**

- What Messages Do You Want your School to Send...and How to Make it Happen
- Maintaining Positive Communication with Staff, Students, Parents, and the Community
- Planning School Events to Accomplish Your Purpose
- Building Teams for Shared Leadership
- School Climate Surveys

### ➤ \_\_\_\_\_ **Review of the Academic Instructional Program**

- Curriculum Overview K-12
- Language Arts, Mathematics, Science, and Social Studies
- Special Discipline Programs

### ➤ \_\_\_\_\_ **Leading the Instructional Program**

- Role of Principal as Instructional Leader
- School Improvement Plan process
- School Goals
- Student Expectations for Learning
- Professional Development, CEU Procedures

### ➤ \_\_\_\_\_ **Supervision and Evaluation**

- Staff Evaluation
- CCT
- Using Observations to Improve Teaching and Learning
- Progressive Discipline
- New Teachers and the Role of Mentors
- Differentiated Supervision and Effective Evaluation Practices

### ➤ \_\_\_\_\_ **Using Student Data for Strategic Planning**

- Data Sources and Disaggregating Data
- Using Data to Inform School Goals and the School Improvement Plan
- Aligning Curriculum and Assessment
- Looking at Student Work

- \_\_\_\_\_ **Student Policies and Procedures**
  - Student Health Issues
  - Child Abuse/Neglect
  - Code of Discipline
  - Student Assistance Teams
  
- \_\_\_\_\_ **Keeping Your Schools Safe**
  - Role of Security Personnel
  - Anticipating Safety Issues: What to Watch for
  - Being Proactive: Procedures to Put in Place
  
- \_\_\_\_\_ **Technology in Education**
  - Administrator Use of Technology
  - Professional Development Opportunities
  - Integration of Technology and Curriculum
  
- \_\_\_\_\_ **Special Education**
  - Role of Principal
  - Review of Key PPT/IEP Procedures and Legal Issues
  - Practices to Promote Success for Special Education Staff and Students
  
- \_\_\_\_\_ **Proper Maintenance of School Facilities**
  - Dealing with Safety Concerns
  - General Maintenance and Improvements
  - Procedures and Process to Follow
  
- \_\_\_\_\_ **Parent and Community Relations**
  - BPS Mission
  - Working in Partnership with Parents and the Community
  - School Leadership Teams
  - Working with Diverse Backgrounds and Perspectives
  - Resources Available to Schools
  
- \_\_\_\_\_ **Site Based Budgeting**
  - How to Allocate Resources to Improve Student Learning
  - Which Items will be Funded from the Site Budget?
  - How to Plan and Project for these Budget Items
  - Who should be Involved in the Process?
  
- **Personnel and Hiring**
  - What is the District Process for Hiring...and When Does it Begin?
  - Reviewing Resumes
  - How to Interview and Hire the Best
  
- **Other Topics (please write below):**

Name: \_\_\_\_\_

## Administrator Induction Programs Required by States

Administrator induction programs are a relatively new “phenomenon.” While teacher induction programs have been required and encouraged for quite some time, attention to administrator induction has only begun to take root within the past 3-5 years. Many of these programs are still “pilots” or undergoing modifications and revisions as feedback and evaluation information is gathered.

Attention to this need appears to have been a result of several issues including: 1) perceived administrator shortages and hence, a more concerted effort to attract, train and retain administrators; 2) a recognition of the increased demands and challenges faced by administrators and the need to provide support and professional development particularly to the newest leaders; and 3) the standards based reform movement and the development and introduction of leadership standards as part of licensure and evaluation of administrators.

While there are administrator induction programs being initiated and implemented at the district or regional leadership academy level, much of the impetus for the establishment of these programs appears to be driven by state licensure or state mandated requirements. However, given the current climate of diminishing budgets and resources, some states have held off or have had to put “on hold” legislation requirements for induction. i.e. Mississippi, California, Kentucky and Delaware. The design may be in place however it is just not required. Delaware, as a small state, may be attempting to implement their program through private grant funding.

The recent inception of these programs, changing status of legislation related to this induction, and lack of research and up-to-date information on this topic has made data collection challenging. Therefore, this summary does not include all states and only summarizes the information gathered by the completion date for this report.

As previously noted, mentoring and orientation programs are common threads across required induction programs. Prior to reading descriptions by state, I have extracted several components from state plans that contain additional features of interest.

- **Arkansas** requires mentorship training and mentorship guidelines are currently being developed.
- **Kentucky** uses a training manual. See Appendices.

- **Louisiana** includes a two –year induction to the principalship with both face-to-face and online components. Their use of technology is exceptional. There is a focus on school improvement plans and use of data, and visitations to innovative schools with similar demographics to interview principals and discuss effective school practices. Mentors are assigned and also assess their own mentees portfolios.
- **Massachusetts** outlines specific standards for induction programs. The state intent is “to support not instruct”...provide mentors to all categories of leadership... and assign a trained mentor and support team.
- **Mississippi and Arkansas** require portfolios during pre-service preparation.
- **Mississippi** SDE provides two days of joint training for the mentors and new principals at the beginning of the program. Dr. John Daresh, Chairman of the University of Texas at El Paso's Department of Educational Psychology and Special Services, leads the two-day training. The mentor, principal, and program coordinator continue to work together for the rest of the year.
- **New Jersey** requires all individuals who are entering initial employment as school principals to undergo an assessment of performance conducted by a state-approved assessor. The performance assessment process involves an evaluation of management and leadership skills through a variety of exercises that simulate the actual job functions of a school principal. The purpose is to evaluate an individual's strengths and weaknesses so that the individual's mentor and school district can plan an individualized training program that meets his or her specific needs.
- **Oregon** requires the SDE to give qualifying districts in need up to \$3,000 per year for each eligible beginning teacher and administrator to help with program costs. Districts can use this stipend to compensate mentors for their mentoring services
- **South Carolina** includes a one-week summer institute and three or more one-day follow-up sessions to provide training in essential leadership and management skills (as opposed to “after school” professional development). Mentors are assigned from a nearby district. The Leadership Academy trains mentors and reimburses mentor travel expenses. Leadership Academy staff conducts one on-site visit during the year. The State Department of Education pays for all training costs related to the New Principals’ Academy.
- **Texas** includes a process where principals select and undergo a principal assessment. This 30-day assessment process is a series of job-related activities that require the principal to demonstrate the Standards for the Principal Certificate. The process includes a structured self-assessment and on-the-job experience. Based on the assessment results, each principal develops a professional growth plan directly related to the Standards for the Principal Certificate, which prioritizes professional growth needs. The results of the assessment and the professional plan are for growth purposes only.

- **Tennessee** includes a component for new administrators to complete a customized professional development program developed jointly by the principal, superintendent, university and mentor.
- **West Virginia** includes induction under performance evaluation not licensure.

While the purpose of this report is to focus on administrator induction from the time of hire, there are several innovative practices used by states to help recruit and prepare school leaders that are worth mentioning.

- **Louisiana** - Louisiana's new leader certification structure includes an optional level for teacher leaders. This option provides an avenue for teacher to assume leadership roles in school and districts while developing insight into the responsibilities of school-level administrators. The SBESE and Department of Education's Office of Quality Educators awarded four \$25,000 grants to pilot Teacher Leader Institutes to provide professional development, beginning Nov. 2002. These institutes will expand the pool of potential leaders by helping teachers who exhibit potential develop their leadership knowledge and skills. Candidates who complete the Teacher Leader Institute will be eligible for the Teacher Leader Endorsement.
- **Mississippi** - The state offers the Mississippi School Administrator Sabbatical Program, which provides money to local districts in need of administrators. This allows qualified teachers interested in becoming school administrators to take a paid leave of absence for one school year, during which they participate in an approved, full-time administrator preparation program. Teachers agree to work as administrators in the sponsoring school districts for at least five years. To enter a preparation program, candidates must complete a portfolio demonstrating successful teaching experiences, leadership ability, interpersonal skills, professional development and writing skills.
- **North Carolina** – The Principal's Executive Program (PEP) sponsors a Developing Future Leaders Program to identify teachers who have leadership qualities and encourage them to pursue careers in school administration. They also sponsor a Leadership Program for Assistant Principals.
- **Maryland**- In terms of recruitment for future leaders, Towson University sponsors several unique programs: Assistant Principal's Institute, Institute for Women in Leadership, and Program for Teacher Leadership.

Listed below are many of the states that require or at least have administrator induction components “on the books” as part of their professional licensure-and may or may not be “in practice” at this time. All of these states use state standards or the ISLLC standards to benchmark and design programs..

### **Arkansas**

Arkansas has a two-tier system of administrator licensure, the Initial Building-level Administrator License and the Standard Building-level Administrator License. The initial license, if for grades P-8 or 7-12, lasts up to three years and is nonrenewable. It requires a candidate to hold a standard teaching license, have five years of teaching experience with a least three at the grade level for which licensure is sought, and hold a graduate degree that includes an internship and a portfolio based on the Principles for Licensure of Beginning Administrators. The portfolio must be assessed by program faculty and at least one external evaluator to ensure the program’s quality and integrity.

Once candidates obtain an initial license and employment, they immediately begin working toward the Standard Building-level Administrator License for grades P-8 or 7-12, which is valid for five years. To receive this certificate, *a candidate must participate in a mentoring experience during the period of initial license (one to three years)*. The mentor should have at least three years of relevant administrator experience, hold a standard teaching license and *complete mentorship training. Mentorship guidelines are currently under development*. Candidates for the standard license must also score 158 or higher on the School Leaders Licensure Assessment within the three years of initial license.

### **California**

#### ***2000 bill - AB 1892***

Assemblyman Darrell Steinberg proposed legislation to establish the California New Administrator Support and Assessment Program. The program was to provide intensive professional induction for administrators similar to that already provided to new teachers. *It involved support and mentoring by experienced administrators to help first- and second-year administrators successfully transition into their new positions*. The program was to contain a performance assessment to provide feedback to new administrators. The bill required the Superintendent of Public Instruction to evaluate the program's effectiveness two years after its implementation and report to the legislature. It passed both houses of the legislature, but Governor Davis vetoed it because of its high price tag.

#### ***2001 bill - AB 75***

A bill creating a Principal Training Program came before the California legislature as the governor's initiative. *This bill would train all administrators, not just new ones. It differs in other ways from AB 1892, in that the program would, until July 1, 2004, provide incentive funding to provide school administrators with instruction and training. It does not contain a specific*

*mentoring component, but it requires training programs to involve at least 80 hours of "continuing intense individualized support and professional development."*

### **Delaware**

Delaware's certification system is in transition. The Delaware Professional Development and Accountability Act of 2000 proposed a two-tier licensure system-initial and continuing license-for all educators. If approved by the State Board of Education, the continuing license will be retroactive to July 1, 2001, for all administrators, and the initial license will go into effect in 2002-2003.

Regulations creating three school leader certificate-School Principal, School Leader I and School Leader II-are currently before the Professional Standards Board for approval.

During the three years of the initial license, school leaders are required to complete the Delaware New School Leader Induction Program that includes:

- A performance assessment based on ISLLC standards
- A certificate of proficiency in applying the Delaware Performance Appraisal System II
- *A mandatory mentoring program focusing on weaknesses identified by the performance assessment*
- Targeted, standards-based professional development
- Evidence that their work meets ISLLC standards as determined by the Delaware Performance Appraisal System II, which includes a student achievement component
- After successfully completing the induction period (with no more than one unsatisfactory annual evaluation during the three-year period), administrators receive a continuing license

### **Illinois**

Illinois' Education Committee reported out SB 972 on March 28, 2001, which would have established a New Administrator Support Program. The bill was then referred to the Rules Committee, which took no action.

### **Iowa**

Iowa introduced a bill that directs the department of education to administer a school administrator mentoring and induction *pilot program* to promote excellence in school administration, strengthen educational leadership skills, build a supportive environment within school districts, increase the retention of quality administrators, and promote the personal and professional well being of administrators. The department allocated \$350,000 and would fund the pilot program costs from moneys allocated to the department under the federal Goals 2000: Educate America Act. Findings and recommendations were to be reported to chairpersons and ranking members of the senate and house standing committees on education and of the joint subcommittee on education appropriations by December 15, 2003.

## Kentucky

Kentucky has a two-tier licensure system for school principals. Licensure requires certification from an accredited program and then passage of the School Leaders Licensure Assessment and a Kentucky assessment. Principals then have five years to secure a license.

Upon becoming a principal or assistant principal, the candidate is automatically issued a one-year provisional certificate and completes the Kentucky Principal Internship Program (KPIP) during the first year of employment. *Each beginning principal is assigned a three-member committee composed of a mentor, a university professor, and the superintendent or superintendent designate. Mentors are chosen from current principals. They participate in a state university leadership training program and must pass a test to be certified as mentors. A second-year support network is provided by volunteer mentors and managed by the Kentucky Department of Education. The state has developed a program handbook. Principals must meet the ISLLC standards and are evaluated by a three-member committee based on observations and an ISLLC aligned portfolio. Principals must pass the evaluation to retain their jobs. A \$400,000 annual state appropriation funds the program through payments to the university faculty for training, participation on committees, and travel related to committee work. In addition, mentors receive \$1000 for their work.*

Upon successfully completing the internship, the candidate obtains the Professional Certificate for Instructional Leadership.

## Louisiana

Louisiana has a two-tier licensure system. Once a candidate is employed in a school or district leader position with a Level I certificate, he or she must enroll in the two-year Educational Leader Induction Program (formerly the Principal Internship Program) and complete the program within three years. *A university facilitator and a veteran principal mentor guide candidates. The program includes a two-year induction to the principalship with both face-to-face and online components that build new school leaders' capacity to provide instructional and administrative leadership. Principals are required to attend two technology workshops and an introduction to Blackboard training for addressing the Standards for School Principals in Louisiana. They also need to develop portfolios addressing the Standards for School Principals in Louisiana, to document activities that support their school improvement plan's student achievement goals, and to work with a mentor who visits their site. The mentor assesses the portfolio.*

In the second year of training, principal interns focus on teaching, learning and professional development. *They visit innovative schools to interview principals about effective school practices and to network with other principals. They obtain ratings on the school improvement plan, undergo site visits and work with their mentors. Louisiana is continuing to refine and modify their program based on feedback from participants.*

## Maine

Maine requires *mentoring and support for beginning school administrators. Regional support systems and development teams direct the programs.* Administrators must renew their certification every five years and must develop and follow a recertification plan that the team approves. *The team conducts a needs assessment during the administrator's first five years, identifying areas in which the administrator needs to improve. The administrator must address these areas in his recertification plan.* For example, an administrator who proposes to take graduate-level courses might create a portfolio as one component of his plan.

## Maryland

Maryland's SDE has submitted a budget proposal item for FY 2003 to fund a mentor program for first-year principals. According to the assistant state superintendent for professional development, the SDE plans to pursue additional legislation to expand the state-mandated *mentor program for teachers to include administrators. District superintendents currently select first through fourth year principals to attend Principals Academy, a summer residential program that also includes year-round support in the form of informal mentoring and training sessions.*

## Massachusetts

Massachusetts does not currently require a beginning administrator induction program, but its SDE recently drafted a proposal for one. Massachusetts Department of Education published "Standards for Induction Programs for Administrators" in October 2001. These guidelines state that induction programs for administrators "*should be supportive not instructive in nature and should be designed to address the needs of and provide meaningful on-going support for administrators who are new to a specific position or district.*" They note that *certain individuals may need more support in some areas than others*; and that the *administrator induction programs should be customized to address the unique needs of the various types of administrators in the three categories: 1- Supervisor/Director, Special Education Administrator, School Business Administrators; 2- Principals/Assistant Principals; and 3- Superintendents/Assistant Superintendents.*" Mentoring is expected to be an integral part of induction for all three categories of administrators. The guidelines include:

- an orientation program for first year administrators and new hires to the district,
- assignment of a trained mentor and support team
- adequate time for mentor and mentee to engage in professional conversations and appropriate mentoring activities. Candidates who obtain licensure through their Option II plan must receive a second year of mentoring.
- and adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation.

Once again, this is currently an unfounded mandate and implementation is not required. Many districts are providing mentors from their staff. MESPA has a mentoring program (fee for service) where they have matched new principals with experienced principals or retired principals on-line.

## Mississippi

Mississippi implemented its pilot program for mentoring first-year principals in 1999. The law requires the SDE's School Executive Management Institute "to establish the Beginning Principal Support Pilot Program to provide eligible beginning principals ... *with continued and sustained support from a formally assigned mentor principal during the first full year of principal service*" (MS Code § 37-9-251). *The program must provide at least 90 hours each year of direct contact during the school day between the beginning and mentor principals. The mentors receive specific training, and may receive additional compensation for their work.* The institute must report to the State Board of Education and the legislature in the 2003 legislative session regarding whether to make the program applicable statewide.

The SDE selects one school district in each of the state's five congressional districts to operate a program, based on their program proposals. *The state mandates mentor programs; the districts design their own programs, and two or more districts can operate a program together.*

*The SDE provides two days of joint training for the mentors and new principals at the beginning of the program. Dr. John Daresh, Chairman of the University of Texas at El Paso's Department of Educational Psychology and Special Services, leads the two-day training. The mentor, principal, and program coordinator continue to work together for the rest of the year.*

According to Barbara Miller, Coordinator of Training for Mississippi's SDE, the program will not be fully funded in its third year, and its future is not assured due to budget constraints. *SDE is considering using an online program next year for both its teacher and principal mentoring programs.*

## New Jersey

New Jersey requires the satisfactory completion of a one-year state-approved district licensure residency program when initially employed as a principal or vice principal under a provisional principal endorsement. *The principal residency is a training program conducted under the direction of a state-approved mentor and sponsorship of a public school district or nonpublic school that employs the applicant. The residency phase provides professional experiences and training in the areas of instruction/supervision, curriculum/evaluation, pupil personnel, personnel management, community relations, student relations, facilities management, finance, school law, and technical administrative skills.* The residency phase is to be completed in no less than one year nor more than two years.

Standard licensure of principal residents is approved or disapproved based upon a comprehensive evaluation report by the mentor on the resident's performance and includes one of the following recommendations: Approved, Insufficient (may continue in residency for a maximum of one additional year), or Disapproved (prohibited from continuing or re-entering a residency).

In addition, as of June 25, 1997, *all individuals who are entering initial employment as school principals must undergo an assessment of performance conducted by a state-approved assessor. The performance assessment process involves an evaluation of an individual's management and leadership skills through a variety of exercises that simulate the actual job functions of a school principal. The purpose of the assessment process is to evaluate an individual's strengths and weaknesses in these skill areas so that the individual's mentor and school district can plan a training program that meets his or her specific needs. In order to assure that the assessment is used to assist the mentor in designing the training program, individuals need to fulfill this requirement prior to the program's development.* The performance assessment process must be conducted by one of the two state-approved providers.

## Ohio

Ohio has identified the following key components with respect to entry-year principals:

1. The provisional license eligibility includes two years successful teaching under a professional license at the age level sought; completion of a preparation program with recommendation, and passage of an endorsed administrative exam.
2. The entry-year program shall include a performance-based assessment; a formal program of support, including mentoring; and be a minimum of one year in length.
3. The performance-based assessment shall include successful development of a portfolio demonstrating knowledge and skill areas designated by Rule 3302-24-09 (ISLLC standards) to be submitted in the third year of employment under provisional licensure.
4. Ramifications for substandard portfolios include an option to submit the portfolio a second time; however, the provisional license will be non-renewed at the conclusion of the third year if the portfolio remains substandard. A new provisional license can be sought by completing additional coursework, supervised field experience and/or clinical experiences as designated by a college or university approved for education preparation. In addition, an appeal process will be established by the Ohio Department of Education.

As the law addresses only these components, questions pertaining to the language and implementation of the law remain. *Effective July 1, 2002, all beginning principals will be required to complete an entry year program and a portfolio at the end of the principals third year of employment. Part of the entry year program will include the assignment of a mentor each beginning principal.*

The use of portfolios as a performance-based assessment for principals was written into law effective July 1, 2002 and came as a surprise. While this recommendation had been pending for some time, imminent passage had not been indicated. Because the key components in the principal entry-year recommendation were incorporated into the recommendations for entry-year teachers, the entire package was passed into law.

The Ohio Association of Secondary School Administrators has been meeting with Ohio Department of Education officials and testified before the Teacher Licensure Advisory Commission regarding the above rules. Specifically, OASSA supports the mentorship program. However, the completion of a portfolio during a person's first few years as an administrator seems overly burdensome. Therefore, the association has encouraged the Ohio Department of Education to adjust the rules regarding the entry year program for administrators in Ohio.

## Oregon

The Oregon legislature is considering SB 250 this session, which would expand that state's teacher mentorship program to include beginning administrator mentoring. As of May 10, 2001, the bill had passed the Senate and was on the House consent agenda. The bill does not contain a specific funding provision, but the state's budget contains \$1.5 million for the program.

*The proposed program's goals include mentors helping new administrators to develop school leadership skills and to become competent and confident professional educators. It requires a minimum of 90 hours of direct contact between mentors and new teachers and administrators.*

Any Oregon school district is eligible to participate in the program. *The State Department of Education (SDE) must give qualifying districts in need up to \$3,000 per year for each eligible beginning teacher and administrator to help with program costs. Districts can use this stipend to compensate mentors for their mentoring services.* The bill charges the SDE with evaluating the program to ascertain the effectiveness of individual components and determine the desirability of continuing and expanding it.

## South Carolina

In South Carolina, any person appointed to serve for the first time as a building level principal, director of a specialized education unit, or occupational education center director must participate in the Principal Induction Program. The Principal Induction Program is provided both by the New Principals' Academy and district activities. Districts may develop their own program with the approval of the South Carolina Leadership Academy.

The induction program is designed to improve teaching and learning and to provide support through mentorship and professional development. *The yearlong program includes a one-week summer institute and three or more one-day follow-up sessions to provide training in essential leadership and management skills. The combination of the New Principals' Academy and district activities must not be less than twelve days. Principals may earn three hours of recertification credit through this program and each is paired with an experienced principal mentor for the year. Mentors are assigned from another nearby school district. The Leadership Academy trains mentors and reimburses mentor travel expenses. Mentors meet twice with participants, and the leadership academy staff conducts one on-site visit during the year.* The Education Accountability Act requires the program to be based on the Standards and Criteria for

Principal Evaluations and statewide performance standards. The program must emphasize instruction leadership skills, effective research and analysis of test scores for curricular improvement. The trained superintendent or designated evaluator must provide new principals with written and oral feedback on their performance in each area. The State Department of Education pays for all training costs related to the New Principals' Academy.

## Tennessee

Tennessee has a two-tier licensure system. To qualify for a 10-year Professional Administrator License, a Beginning Administrator A candidate must successfully complete a minimum of two years at the beginning administrator level; *complete a customized professional development program developed jointly by the principal, superintendent, university and mentor*; obtain a satisfactory evaluation based on the licensure standards by the superintendent or designee and a local higher education institution (does not have to be the same one at which the master's degree in administration and supervision is received); and be recommended by the superintendent and institution for the Professional Administrator License.

A Beginning Administrator Level B License has the same requirements as the A License, but candidates must complete an approved program in school administration and supervision that includes a full-time one-semester internship or the equivalent in a school setting with a mentor principal.

## Texas

Texas has a one-tier licensure system. Upon being employed, principals and assistant principals must participate in a minimum one-year induction period. *This induction period includes mentoring support and is a structured, systemic process to help principals develop skills to guide the daily operation of a school, adjust to the culture of a school district and develop personal awareness in the campus administrator role. During this period, a principal selects and undergoes a principal assessment. This 30-day assessment process is a series of job-related activities that require the principal to demonstrate the Standards for the Principal Certificate. The process includes a structured self-assessment and on-the-job experience. Based on the assessment results, each principal develops a professional growth plan directly related to the Standards for the Principal Certificate, which priorities professional growth needs. The results of the assessment and the professional plan are for growth purposes only.*

The Standard Principal Certificate is renewable every five years. To renew, principals must complete a follow-up assessment in the first year of a five-year cycle, develop a PD plan based on assessment results and related to the Standards for Principal Certificate, and complete 200 clock hours of continuing professional education relevant to the role of principal every five years. The individual seeking to renew is solely responsible for selecting the assessment used to satisfy this requirement. *The results of the individual assessment and professional growth plan shall be used exclusively for professional growth purposes, and may only be released with the approval of the individual assessed.*

## West Virginia

West Virginia has a two-tier licensure system for school leaders – the Provisional Professional Administrative Certificate and the Permanent Professional Administrative Certificate for Principals K-8 or 5-12.

Principals must complete a beginning principal internship during their first year of employment for the Provisional Professional Administrative Certificate, *but this internship falls under performance evaluation policies rather than certification policies*. The internship includes a mentorship and orientation program, and it is documented in the principals' performance evaluation.

West Virginia's proficiencies are the basis of all principal preparation, certification and professional development, including the curriculum for the principals' academy. These standards and their related indicators are fully aligned with the ISLLC standards.

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The above information has been gathered from a variety of sources including individual SDE websites, e-mail communications with administrators from individual SDE, private and professional organizations, and research reports identified in the Reference Section.

## **Academies, Regional and District Programs for Administrator Induction**

Many of the programs listed below are considered “promising practices” and may serve as successful models for administrator induction programs. Most of the programs, however, appear to be designed primarily for new principals. Program descriptions did not indicate whether these opportunities were made available to other new administrative positions as well.

### **New Administrators Institute University of California at Santa Cruz**

The New Teachers Center, recognizing the importance of site leadership and the difficulties often encountered by new principals, established a program, the New Administrators Institute, which attempts to build upon what they learned in teacher induction to provide support to new administrators.

The New Administrators Institute serves about 60 first and second year principals in the South Bay region. The novice principals attend nine seminars during the course of the school year, which are led by professional coaches-experienced principals on loan to the university or recently retired administrators. Coaches are trained and must possess substantial successful site administrative experience and a high level of coaching competency. They have to be available to new administrators, which means that individuals working in full time administrative positions cannot serve in this capacity. To date, coaches have been either employees of the NTC dedicated to this work, or retirees.

Early in the school year, coaches and new administrators meet to review the program’s expectations, and to establish goals and areas of focus for the year. They then meet at least once every two weeks at the new administrator’s site for the purpose of individualized coaching conversations. In the interim periods, they stay in touch by phone and e-mail.

The program provides new administrators with the opportunity to be observed and coached through authentic situations; conducting teacher observations and post-observation conferences, facilitating staff meetings, working with parents, managing budgets, and so forth.

Coaches have served as an important resource to new administrators. They have assisted new administrators in accessing research to support school improvement efforts, in identifying

trainers, consultants, and model schools, and in finding specific tools such as budget management software. Most importantly, coaches have been available as an independent and confidential sounding board as new administrators have struggled with a variety of difficult issues in their first years of service. In response to requests from participants, in 1999-2000, the program will include regular job-alike sessions and seminars focused upon topics identified as common needs. See Appendices for more details on this excellent program.

### **Albuquerque Public Schools Extra Support for Principals (ESP)**

The Albuquerque Public Schools developed a unique support system for new principals as a way of “combating frustration and burnout” while making the critical first year successful. In 1994, a group of elementary, middle and high school principals, along with the business community and local university, researched peer-mentoring programs and surveyed the district’s principals and assistant principals.

As a result of their work, the district supported a strong, organized mentoring program and hired an experienced principal to serve as a part time program coordinator. When new principals are hired, the program coordinator meets individually with the new administrator within two or three weeks of their appointment to explain the program and its benefits. Participation is voluntary. During this meeting, each new administrator discusses his/her professional background, possible growth areas, perceptions of administrative style, and suggestions for in-service training. Participants give input in to the selection of their mentors by providing the coordinator with a list of experienced principals they know, respect, trust, and to whom they can confide. Whenever possible, matches are made from the list.

The program coordinator meets with selected mentors to review the program expectations. Mentors receive a small stipend for the first year although the goal is to have each team establish a long-term collegial bond. Apart from mentor-mentee meetings, three activities are scheduled for the year: a get acquainted/orientation meeting in October and a three-hour combination luncheon/in-service in December and March. All three meetings are usually sponsored by local businesses and non-mandatory attendance averages more than 90 percent.

The program provides support with an annually revised handbook, which provides helpful tips from experienced principals, and monthly newsletters. Annual evaluations indicate that it is well received and appreciated by both new and mentor principals, with many expressing preference for more meeting time.

### **CLASS Chicago Principals and Administrators Association**

Chicago Principals and Administrators Association (CPAA) in cooperation with the Chicago public schools provides one of the most comprehensive approaches. Called CLASS, this set of coordinated programs offers training that is sequenced, in depth, and continuous. The main

programs begin with *LAUNCH* for aspiring principals; move to **LIFT** for first year principals, and the *Chicago Academy for School Leaders (CASL)* for experienced principals and other administrators. This program was designed to help Chicago principals develop skills and knowledge to work within the governance reforms of the 1990's. It is standards based and conceptually related to the ISLLC standards. It provides a career-staged set of learning opportunities that are cumulative and focused.

**LIFT** focuses on the development and support of first year principals. The Chicago program systematically and intensively provides training, coaching, problem solving, and support targeted for new principals. The program components provide a useful model of professional development for first year principals.

The program offers a variety of learning and sharing experiences over the year including a four-day orientation, multiple workshops, five retreats, and coaching with trained principals. The program is long term, job embedded, and provides mentoring and feedback.

The workshops and retreats have a defined curriculum based on the seven standards, the managerial and procedural tasks of the district, and the mission of CPS. Similar to the work of major corporate leadership programs, LIFT does not assume that university preparation has covered the daily managerial procedures for the district in detail (Conger & Benjamin, 1999). Rather the district ensures knowledge of its specific budgetary, operational and contractual aspects.

**LIFT** provides numerous opportunities to network, build professional friendships, and develop a shared sense of commitment. The program has its own look and feel to materials and activities. For overnight retreats, the program brings participants to a high-quality training center to reinforce professional community among participants. The program reinforces core values related to the mission of the district and the program.

### **Administrative Staff Induction Program Colorado Southeastern BOCES and Member Schools**

In accordance with law, school districts in Colorado, which belong to Southeastern BOCES, pool their resources to offer an induction program for the continuing professional development of administrators with provisional licenses just entering the profession and/or new to the district.

The purpose of the induction program under the educator licensing law is to promote purposeful learning by inductees. The goal of the district's program is to enhance the job satisfaction of its educators by providing a collegial atmosphere for learning.

The induction program provides for supervision by mentors and ongoing professional development and training, including ethics and performance evaluations in accordance with district's performance evaluation system for administrators.

The district's induction program includes four major components:

- Orientation of newcomers to new professional roles
- Socialization and transition problems normally faced by newcomers to organizations
- Technical skill refinement and development including ethics
- Performance assessment

**Mentor Administrator:** Any administrator who is designated by the school district providing an induction program for provisional administrator licensees and who has demonstrated outstanding administrative skills and school leadership and can provide exemplary modeling and counseling to provisional administrator licensees participating in an approved induction program.

**Mentor Principal:** Any principal who is designated by the school district or districts providing an approved induction program for provisional principal licensees and who has demonstrated outstanding principal skills and school leadership and can provide exemplary modeling and counseling to provisional principal licensees participating in an approved induction program. Mentors will assist provisional license holders, or emergency authorizations during the induction period in the district. Together they will design individual improvement plans to strengthen the effectiveness of the provisional license or emergency authorization license holder. It will be the mentors' responsibility to assure that the mentees have a firm understanding of the district's expectations for budget/finance, interpersonal relationships, communications, planning, supervision, building and/or district policies and procedures.

The (appropriate administrator) will make a recommendation to the (appropriate administrator such as BOCES Executive Director or district superintendent) regarding the completion of the induction program. The (appropriate administrator) will be responsible for recommending the inductee to the State for a Professional License.

### **First-Year Campus Administrators Program Texas Elementary Principals and Supervisors Association**

In Texas, state law requires that all first time principals, those who are new to the job or new to the state, take part in a yearlong induction and mentoring program. To help districts train their new administrators, the Texas Elementary Principals and Supervisors Association (TEPSA) has developed the First-Time Campus Administrators Academy. Based on research into the effectiveness of teacher induction, TEPSA decided to design a two-year program. It is administered by the state's education service centers and by individual districts. New principals are paired with mentors, who must have at least five years of experience and be currently certified as administrators. Supervisors of new principals may not serve as their mentors. This program prefers mentors from different districts so that the relationships can be more open. The mentors and their mentees meet in person at least once a month, supplemented by phone calls and e-mails. The first year administrators and their mentors also meet as cohorts three times a year for standards-based professional development training.

### **Principal Mentoring Program New Visions for Public Schools**

As previously described in the section of this report on mentoring, former schools chancellor Harold Levy contracted with New Visions for Public Schools to launch a two-year program designed to give the New York City's newest principals much needed mentoring. Mentors are primarily recently retired veteran administrators. Each full time mentor is responsible for six new principals, or mentees. During the first year, the mentor spends a half-day each week working along side his or her mentee, offering support, advice and encouragement. The mentors are also available for consultations by telephone or e-mail. Communication between the mentor and mentee is less frequent during the second year. Once a month, the program director meets with mentors for training sessions. The mentors are required to submit detailed (but confidential) observations about their experiences with the new principals. About six times a year, the mentors and his or her six mentees meet together as a cohort to compare notes and strategies. These cohort meetings are designed to overcome "job isolation" and provide relationships with administrators in similar situations.

### **New Principal Assistance Program Cooperative Council of Oklahoma School Administrators and Oklahoma State University**

The two-year New Principal Assistance Program is designed to build skills that first and second year principals may not have received in a university-based administrator training program. The curriculum of the program focuses on dilemmas faced by new principals and relies on the expertise of "veteran" principals as well as university and association staff.

### **Strategic Support Teams Broad Foundation National Initiative**

In conjunction with the Council of the Great City Schools, the Foundation's Strategic Support Teams (SST) program provides strategic planning, mentoring and support to superintendents in large urban school systems. The SST initiative has three core elements: (1) bringing together a newly appointed superintendent with a team of effective, experienced urban superintendents for a strategic planning retreat; (2) inviting a retired superintendent to work with the new superintendent and his or her senior staff; and (3) providing issue-specific consulting teams (such as finance, personnel, curriculum) to work with the superintendent and the relevant district departments to develop action plans for improving the district's effectiveness. To date, SST's have been held in Buffalo, Columbus, Dayton, Denver, Detroit, and Providence.

### **National Institute for School Leadership Broad Foundation**

The National Center on Education and the Economy is developing a national school leadership institute to train and support new principals. The Institute draws from exemplary leadership development practices in the military, corporate executive management programs, top-tier business schools and schools of education, as well as educational leadership training models from around the world. The Institute's aim is to build the capacity of districts to train their own principals by leveraging its best practice-based instructional leadership program. The program will begin in 2003.

### **Ohio Principal Leadership Academy**

The Ohio Principal Leadership Academy (OPLA) is a portfolio-driven, job-embedded program of leadership development for both new and experienced principals. OPLA is regionally distributed across Ohio with flexibility in meeting times and use of facilitators. It is one of the most tightly linked with state preparation programs. The core of the program for new principals is a two-year program based on the ISLLC standards and the use of the Educational Testing Service portfolio based on those standards. However, as previously noted, OASSA is working to change the portfolio requirement. Content is tightly organized to match topics covered in preparation programs. Each participant is assigned an experienced administrator during the two years. They work on four "big problems" to develop skills and knowledge of instructional leadership and school improvement.

### **National Academy for School Leadership Development (NASLD) National Association of Secondary School Principals**

This academy is in the formulation stage and will develop training for new, aspiring, and experienced principals and assistant principals. Efforts will focus on the creation of cooperative arrangements with NASSP's state affiliates and other partners to offer regional and state summer and weekend institutes, computer-based distance learning, on-line developmental activities, and national conferences. It will create "tool kits" for new principals and assistant principals that include conferences and on-line services (such as help hotlines, assessment, mentoring advice, network of colleagues, and "career opportunity centers"). These activities will connect the realities of school leadership to the needs associated with professional growth and certification while helping increase the retention rate of new principals, especially in urban schools.

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The above information has been gathered from a variety of sources including websites, articles, books, and research reports identified in the Reference Section e.g. Education Alliance at Brown University, "Making the Case for Principal Mentoring" and Tucker and Coddling, "The Principal Challenge."

## **Administrator Induction Programs**

### **Outside the United States**

Identified below are three administrator induction programs implemented in countries outside of the United States.

We have also included the results of the Australian National Principals Induction Survey in the Appendices, which we believe contains information of interest. We recommend that you take a moment to peruse the pages referenced under the final title listed below.

#### **New Principal Induction Program Prince Edward Island Department of Education, Canada**

The New Principal Induction Program is designed for those educators who are new to the principal role and has three components:

1. A mentoring component where each new principal will be paired with an experienced principal. The mentoring relationship will be a continuous process throughout the school year.
2. Provincial seminars will be held for both the new principals and their mentors during the year.
3. A series of workshops spread over the year for new principals will also be held by the boards.

For more information, go to: [www.lester.edu.pe.ca/english/pd/lo\\_dept\\_npip.asp](http://www.lester.edu.pe.ca/english/pd/lo_dept_npip.asp)

#### **Principal Class Induction and Orientation Australia Principal Centre (APC) and the Department of Education Eastern Metropolitan Region**

The objectives of this Principal Class Induction and Orientation are to support quality professional development at a statewide level and regional level for newly appointed principals and those in acting positions.

To accomplish this, an orientation is held both by the State and the Region/District. In terms of the statewide Principal Induction Program, the Australian Principal Centre (APC) in conjunction

with the Department of Education conducts a Residential Program of one and a half days, to celebrate the appointment of new principal class officers (principals and assistant principals). State senior departmental and other personnel are involved in the induction program activities. New appointees are given an opportunity to examine current and future leadership roles in terms of accountability, human resource management and school goal setting. Participants are all provided with an opportunity to develop a personal action plan.

The Regional Principal Induction Program is the second phase of support. This program consists of 12 units conducted on a cycle over a 12-month period. The aim of these units is to provide access to immediate knowledge and practical experience to newly appointed principals to effectively carry out their role. A key focus to these units is to draw on the experience of experienced principals who have been invited to both facilitate and present on these topics. All units will be approximately two to two and half hours' duration and include:

- Unit 1: Regional Orientation
- Unit 2: Information Communication Technology
- Unit 3: Finance Part 1
- Unit 4: Finance Part 2
- Unit 5: Community Management
- Unit 6: Student Welfare
- Unit 7: Regional Orientation
- Unit 8: School Staffing
- Unit 9: Risk Management
- Unit 10: School Council
- Unit 11: Human Resource Management (Planning for People)
- Unit 12: Conflict Resolution and Local Complaints Procedures

A third element of the Principal Induction Program will be the Principal Mentoring Program. Principals will be given the opportunity to be paired with experienced principals in the region for a year.

For more information, go to: [www.emr.vic.edu.au/profdev/principal.htm](http://www.emr.vic.edu.au/profdev/principal.htm)

**School Executive and Principal Induction Program**  
**Training and Development Directorate**  
**in consultation with the NSW Primary Principals Association and the NSW Second Principals Council**

Newly appointed principals in NSW Australia are able to access the Principals Induction Program to assist their adjustment to their new schools and roles. The Program has four phases:

1. *Phase I: Conference.* A two-day conference conducted during a school vacation is offered to all newly appointed principals. The program consists of core and optional sessions focused on providing practical strategies for new principals. A handbook to support newly appointed principals is provided also.

2. *Phase 2: Orientation Colleague.* A critical aspect of the PIP is to facilitate communication between newly appointed principals and their district colleagues and to ensure the provision of support relevant to their particular needs. The existing network of principals is an important resource in ensuring successful transfer of responsibility in schools. Primary and secondary principals in each district act as Orientation Colleagues for the group of newly appointed principals. There are at least two Orientation Colleagues per district. They are selected by the relevant principals association in liaison with the district superintendent and the Director of Training and Development. Their work is coordinated by the district superintendent. The role of the Orientation Colleague is to:
  - a. Work jointly with the other district Orientation Colleague
  - b. Initiate early personal contact with each newly appointed principal to the district
  - c. Offer support
  - d. Introduce newly appointed principals to existing district networks and resources, in liaison with the district superintendent
  - e. Introduce newly appointed principals to professional associations concerned with school leadership
  - f. Maintain regular contact during the newly appointed principals first term
3. *Phase 3: District Orientation.* This phase is organized and implemented by district office personnel in consultation with the appropriate district superintendent. The Orientation Colleague assists with this phase. The purpose of this phase is to familiarize the principal with district operation and support mechanisms.
4. *Phase 4: Conference.* A follow-up conference will be held during a school vacation and will focus on:
  - a. Issues associated with leadership and management
  - b. Theory and practice
  - c. Opportunity to network
  - d. Providing access to experienced principals and STATE Office personnel.

For more information, go to: [www.tdd.nsw.edu.au/leadership/about/about.htm](http://www.tdd.nsw.edu.au/leadership/about/about.htm)

### **National Principals Induction Survey Results \*** **University of Tasmania, Australia**

In addition to the above, we have included in the Appendices the results of the National Principals Induction Survey, Report to APAPDC by Neville Grady and Bill Mulford School of Education, University of Tasmania, August 1996, which contain a great deal of valuable information on the topic of administrator induction. We suggest that you take note of information on Principal Development p.1-4 and then Key Objectives and Outcomes for Induction p. 9-12.

For more information, see Appendices or go to:  
[www.apapdc.edu.au/2002/archive/Resources/Papers/induction.htm](http://www.apapdc.edu.au/2002/archive/Resources/Papers/induction.htm)

## Concluding Thoughts

- While it may be premature to identify “best practices” in administrator induction, since many of these programs are relatively new and formal evaluation is not yet available, the researched practices and attributes described within this report can certainly be described as “promising practices.”
- Administrators view aspirant programs and induction programs as valuable. They believe the purpose of induction programs is to be supportive of new administrators in day to day functioning during the first and second years of hire. They believe that flexibility and differentiation should be incorporated to address the unique backgrounds, experiences, needs and settings of each school leader.
- There was strong feedback from superintendents and principals alike concerning not imposing any additional requirements on new administrators. Added expectations and responsibilities “above and beyond” those required by their schools and districts are not perceived as supportive or helpful and diminish focus and attention from district and school assigned responsibilities. California legislation on induction reinforces this position when it states “...Any program designed for new administrators must be highly respectful of the demands for time, energy and attention that are already being made upon these individuals. It must be relevant to their immediate needs and must be perceived by them as being useful and appropriate.”
- However, in consideration of those who see portfolios as having importance, and the fact that a few states utilize portfolios, the question of the role and/or purposes, timing, expectations, type of portfolio, and whether it is a requirement or an option, are some of the variables that would require further exploration and research. As already stated, adding requirements to the new administrators' responsibilities, especially in the early years, is a major concern. This is a sensitive issue and should be considered within the context of reasonable expectations for school leaders.
- According to the review of research and the Connecticut Survey of Administrators, *mentoring and support teams* are perceived the most beneficial components of induction. In fact, according to a recent Carnegie Foundation study and review of research, even beyond the induction period, mentoring is one of the most effective ways to prepare and support principals *during their careers*. Dr. Vincent Ferrandino, Executive Director of National Association of Elementary School Principals, believes so strongly in the value of administrator mentoring that NAESP is in the early stages of creating a national

initiative to train and support principal mentors and provide a national mentor certification program.

- There are many components to consider when designing an effective mentoring program. According to recent research, among the most important variables to consider are selection of mentors, training of mentors, matching of mentors and mentees, clear guidelines regarding expectations and time commitments, support of mentors, and mentor compensation. The Connecticut Survey of Administrators also confirmed that administrators believe that there should be criteria for selection of mentors and mentor training.
- While there is no clear consensus on the frequency of scheduled time to be allotted for professional development, Connecticut administrators believe that significant time should be allocated and scheduled, ranging from a half day monthly to two to three days twice a year.
- Given that all districts are now in the process of revising Administrator Evaluation and Professional Development Plans according to Connecticut State Department of Education guidelines, which include a mandated induction phase, it is a belief that assessment of new administrators and demonstration of the Standards for School Leaders have the potential to be appropriately handled through the district evaluation process.
- It is very limiting to view the administrator induction process apart from the pre-service administrator preparation process. How a leader is prepared prior to entering a position directly impacts the type of training and support required as a beginning administrator. The research consistently suggests the need to reorganize administrator preparation. (Valentine, 2001) found “that when a (preparation) program was restructured to be concept driven (culture, empowerment, etc.) cohort-based, carefully mentored, and with a year-long, full time, intensive experience at the school-site, prospective leaders scored higher on the new ISLLC performance assessments. They also received higher evaluations by prospective employers, and performed at higher levels in the day-to-day operations of the principalship.” (Please refer to the articles “*Defining Preparation and Professional Development for the Future*” and “*Oregon Research Report*” (specifically the last page titled “Implications”) found in the Appendices.
- Administrator pre-service preparation programs, including administrator aspirant programs, clearly have a great bearing on the design and requirements for effective administrator induction programs. The more we coordinate the preparation with the current expectations for school leadership, the less the need or concern to “add” requirements during induction...the time when administrators are most overwhelmed and in need of support and assistance with daily job expectations.
- Consistent with this belief, Delaware is conducting external audits of administrator preparation programs this year to determine how they address the ISLLC standards. The review will help program leaders redesign their programs to focus on the instructional leadership, teaching/learning and school-improvement components of ISLLC standards. This review is not part of the regular, five-year approval process required by the state.

Each program will have at least one year to redesign and implement before the formal review.

- A better articulation and linkage among professional organizations, administrator preparation, administrator aspirant programs, administrator induction, and career principal development as a continuum would greatly enhance administrator leadership as a comprehensive developmental process. Collaboration across these program boundaries could help develop a high-quality, developmentally appropriate, continuum of learning that begins with preparation and continues through the leader's career.
- While the university preparation programs are not linked, the Leadership Academy in Chicago called CLASS has taken a more developmental and comprehensive view of leadership by providing a career-staged set of learning opportunities that are cumulative and focused i.e. LAUNCH for aspiring principals, LIFT for 1<sup>st</sup>-year principals, and the Chicago Academy of School Leaders for experienced principals and other administrators. Similar to the work of major corporate leadership programs, LIFT does not assume that university preparation has covered the daily managerial procedures and includes management training as part of the program.
- Currently, many states are in the process of developing or adopting standards for school leaders (similar to ISLLC) and are in transition as to when and how these standards are introduced. Clearly, the *teaching and learning* of the standards belong within preparation programs during the pre-service period. As to the application of the standards, states vary widely as to how, if at all, this is addressed- often dependent upon whether it is linked to licensure requirements.
- For states such as Connecticut, which have required districts to incorporate the Standards for School Leaders within their newly revised district Administrator Evaluation and Professional Development plans, the performance assessment of the standards has been assumed by the district and integrated into all career phases. Adding any additional requirements that call for new administrators to be assessed on the application of Standards for School Leaders during the first and second year of the induction phase would therefore be a duplication, and present an untimely and misplaced burden on those professionals already so overwhelmed.

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All of the SDE websites of listed states

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National Staff Development Council, [www.nsd.org](http://www.nsd.org)

New Leaders for New Schools, [www.nlms.org](http://www.nlms.org)

[www.ohioprincipals.org](http://www.ohioprincipals.org)

## Appendices

The original report includes a variety of background and research information related to administrative induction programs. They have not been included in the current publication but are available at the Connecticut Association of Schools Principals' Center. For more information, contact Tom Galvin, Principals' Center Director, telephone – 1-203-250-1111. Email – [tgalvin@casciac.org](mailto:tgalvin@casciac.org)

- CT Administrator Induction Focus Group Questions and Questionnaire
- Connecticut Association of Schools (CAS) Program Information
- Additional Administrator Induction Program Descriptions
  - New Teacher Center at UCSC
  - Colorado Southeastern BOCES
  - Aspiring Administrators Academy, Hartford Public Schools
  - Kentucky Principal Internship Program
  - National Principals Induction Survey
  - State Requirements for Principal Certification
  - State Leadership Academy, ECS
- Additional Articles – Research of Interest
  - Defining Preparation and Professional Development of the Future
    - Margaret Grogan, University of Virginia
    - Richard Andrews, University of Missouri
  - Oregon Research Report
  - Principal Induction Program – South Carolina
  - California New Administrator Support Program
  - Mississippi Beginning Principal Support Pilot Program
  - SREB State Leadership Academy
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