



# *Principal/Administrator Induction Program Handbook*

*2022-2023*

## **Purpose of Induction**

The induction program is intended to support Educational Leaders in their first three years to become successful in their position. In the state of Colorado, principals or administrators with an initial license must complete an approved induction program in order to apply for a professional license (Code of Colorado Regulations 1-CCR 301-37). NW BOCES is the approved induction provider for East Grand, Hayden, North Park, South Routt, West Grand, Steamboat Springs and Moffat County School Districts.

## **Goals**

The goal of the NW Colorado BOCES Principal/Administrator Induction Program is to support the NW BOCES mission:

***“Through the cooperative efforts and services of NW BOCES, school districts will improve student achievement and maximize resources.”***

The induction program will accomplish this goal by:

1. Providing the types of supports for principals that have been proven to increase retention including:
  - a. Content on the best practices that are most critical to success in the first 3 years of school leadership
  - b. A professional network that includes both veteran colleagues and other new principals, locally and regionally
2. Designing and continually refining a program that meets the indicators from the state of Colorado for a high-quality induction program
3. Facilitating activities that help new principals to reflect, apply learning, and make continuous progress on a journey toward masterful school leadership

## **Sources of Support**

One of the primary objectives of the induction program is to help new administrators establish a network of support as they develop the leadership skills and an educational community they can utilize throughout their career. Inductees are encouraged to access support through:

- Principal Learning Community consisting of a cohort of new and existing Principals
- NW BOCES Executive Director
- Superintendent's Advisory Council and other District staff
- Assigned and Informal mentors
- Resources from CDE and other Professional organizations

## **Induction Program Requirements**

In order to be recommended for a Professional Administrator License, inductees must successfully complete the program requirements, which include:

1. **Mentoring:** Meet with assigned mentor frequently (monthly minimum) - and discuss topics identified by the mentor and mentee
2. **Professional Learning Community:** Participation in at least 4 principal learning communities (one of which is the first one of the school year)
3. **Leadership Project:** Completion of a school leadership project of which prior approval is required by the principal's superintendent or immediate supervisor, and the NW BOCES Executive Director.
4. **Executive Director Meetings:** Participate in quarterly induction check in meetings with the NW BOCES Executive Director. Two of these meetings shall include mentors.

## **1. Mentoring**

Mentors are experienced leaders whose job is to guide inductees as they navigate their first year(s) as an Educational Leader. A mentor's job is to help and support a leader in providing the information they need to be successful or leading them to where they can find this information. Having the support of a strong mentor is critical to developing and retaining high-quality school leaders.

### **Mentor Selection**

Districts are tasked with identifying mentors who will be most supportive to new administrators. The process and criteria may vary in each school or district, but in general, a mentor should be an accomplished and experienced educational leader who understands the context in which the new leader is working (school, grade levels, etc.) and what they may need to be successful in that context.

### **Support for Mentors (Developing)**

*NW BOCES staff will provide support for mentors in two ways:*

- 1) *There will be at least one session at COLLAB targeted at mentors on the topic of supporting new principals.*
- 2) *Each quarter, BOCES staff will host a regional webinar on an important topic in coaching and mentoring. These webinars are not required by the BOCES induction program, but districts may choose to require them for their mentors.*

### **Mentoring Requirements**

Mentors and inductees are required to meet monthly (or more frequently) during an administrator's first year. Each new leader should continue to have support from a mentor through at least their third year of school leadership, even though this is not a requirement before an induction certificate is issued.

During monthly meetings, mentors should provide support for their mentees by identifying which items in the mentor conversation checklist will be most helpful to the inductee at that time, and discussing any other topics that the mentor or mentee has identified as questions, concerns, or important issues. These topics may be related to school policies, procedures, culture, or events, problem-solving, planning, classroom management, parent relationships, or anything else that will ensure a new teacher feels supported and successful. The mentor conversation checklist contains the minimum requirements for these conversations, and mentors and mentees are expected to go beyond this list.

## 2. Principal Learning Communities

The Northwest BOCES facilitates a Principal Learning Community seven times per year. Principal induction candidates are required to participate in at least four of the seven Principal Learning Community events, one of which is the specific PLC for Principal Induction Candidates.

## 3. School Leadership Project

Each induction candidate must research, develop and implement a specific project which meets an identified need within their school and/or district. This SLP must meet the following criteria and receive prior approval from their superintendent/supervisor and the NW BOCES Executive Director:

### Criteria and Requirements:

1. Based upon at least one of the [Colorado Quality Standards for Principals](#)
  - a. QUALITY STANDARD I: Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.
  - b. QUALITY STANDARD II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.
  - c. QUALITY STANDARD III: Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.
  - d. QUALITY STANDARD IV: Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.
2. Includes best practices in school leadership.
3. Includes research and data to support the purpose, value and outcomes of the project.
4. Is applicable and supports their current position and work in their school and/or district.
5. Completion of a description/reflection essay in June and submitted to the NW BOCES Executive Director.
6. Participation in an end of project/program conversation with your supervisor/superintendent and the NW BOCES Executive Director.

## 4. Executive Director Meetings

Inductees will participate in quarterly induction check in meetings with the NW BOCES Executive Director. **Two of these meetings shall include mentors.** The goal of these meetings is to help support the induction candidate to define, reflect on, and make visible to others their personal and professional beliefs for education.

1. **Why School?** This seems simple, however being able to articulate, operationalize and defend this belief defines your work as an educational leader. Your answer should act daily as a guide for what you do and explain the “WHY” of what you are doing. ***What is your elevator speech for education?***
2. **Why does leadership matter?** What are your thoughts and beliefs around this statement? Leading is the action and purpose part of whatever your current or future leadership aspirations are, so why does leadership matter? ***Why do our educational communities need leaders in the role you currently are in, or aspire to be?***
3. **What qualities do I bring to a Leadership Team?** Being aware of one's strengths and

weaknesses is critical to withstand the challenges and seize the opportunities that leaders encounter daily. ***What is your elevator speech?***

4. **What do you need support with?** The purpose and goal of induction is to support you in your personal and professional journey. ***How can your mentor and others help?***
5. **How will you intentionally lead those in your immediate and larger educational community to realize the purpose of education?** During your induction you are required to complete a **School Leadership Project**. This project may be an interiation of your vision and purpose of education and/or a synthesis of questions 1, 2 and 3.





## Induction Program Completion Verification

The induction candidate listed has met the following requirements (the party indicated should initial and date next to each x to indicate completion): *Submission Due Date* \_\_\_\_\_

	Principal Mentor	BOCES
Monthly meetings with mentor/mentee	x x	
Completion of mentor/mentee conversation checklist	x x	
Submission of description/reflection essay of their School Leadership Project		x
Submission of artifacts related to their school leadership project		x
Attendance of at least 4 of the Principal Learning Communities		x

### Signatures:

\_\_\_\_\_ (name) is recommended for an induction completion certificate and eligibility for professional licensure. **A certificate issued by NW BOCES is required for professional license application.**

\_\_\_\_\_  
 Superintendent/Supervisor Date Mentor

\_\_\_\_\_  
 Principal Induction Candidate Date NW BOCES Executive Director Date

Date: \_\_\_\_\_

### For NW BOCES Office use only

Date induction certificate issued: \_\_\_\_\_