

STANDARDS FOR BEGINNING PRINCIPAL INDUCTION

Effective Support for Washington State Principals



Created 2019

Background on the Washington State Standards for Induction

The *Standards for Beginning Principal Induction* were drafted in the spring of 2019, using the existing teacher induction standards as a solid framework from which to begin. The work was led by the Association of Washington School Principals with generous support from OSPI's Office of Educator Effectiveness. This work is the collaboration of a stakeholder group which included both veteran and emerging principals and assistant principals, human resources directors, superintendents and other central office administrators from the State of Washington.

Thanks to all of the educators whose expertise and hard work are evident in this publication.

Founded in 1972, The Association of Washington School Principals (AWSP) exists to support principals, the principalship and the education of all students. For more information about the Association of Washington School Principals (AWSP), see www.awsp.org.

The Office of Superintendent of Public Instruction (OSPI) manages Washington State's Beginning Educator Support Team (BEST) induction program. As part of this, BEST works with districts to provide sustained and purposeful support for early-career educators and principals. BEST provides information, professional development for mentors and leadership, resources, and grants (as appropriated by legislative funding) for comprehensive support of principals and the principalship. The program goals are to reduce educator turnover, improve educator quality for student learning, and ensure equity of learning opportunity for all students. For more information about OSPI's Beginning Educator Support Team (BEST) Program, see <http://www.k12.wa.us/BEST/default.aspx>.

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FOREWORD - What We Do for Principals

By Dr. Scott Seaman, Executive Director, Association of Washington School Principals

School culture rises and falls on the leadership of the school principal. Principal leadership matters and carries a tremendous impact on student achievement, both positive and negative. In fact, according to the Wallace Foundation, behind a high quality classroom teacher, principal leadership is the second greatest influence on student learning.

Shouldn't that fact alone drive why we should all be collaborating and investing in principal induction? Let's consider the research on school improvement and the fact that it takes time for principal leadership to shift a school's culture. Research indicates that it takes 3-5 years to change an elementary school, 5-7 to change a middle school, and 7-10 to change a high school. The problem? Only 1 in 4 principals remain in the same building after five years. Those statistics don't line up.

How can we ever expect deep sustainable improvements in our schools if we don't work together to consistently prepare, support, and sustain our school leaders? For too long we've operated on the assumption that a new leader has checked all the boxes and is fully equipped to lead a school. Often times a principal is handed a set of keys to a school and sent on in the hopes of moving it forward. Operating with that blind hope puts the entire system in jeopardy, and more importantly, our kids at risk.

Principal induction needs to be intentional, systemic, and consistent. As the educational system weighs in on identifying historically inequitable gaps, consistently supporting and nurturing new principals remains overlooked in our system. This must change if we value keeping highly effective leaders in our schools.

Leadership takes time. A new principal needs the first few years to build the desired climate and culture. Concurrently, that same principal needs to begin analyzing, assessing, and building student-centered systems that support learning for all stakeholders. This leadership is both a science and an art, and requires constant reflection, feedback, and support. Expecting a principal to tackle this challenge alone will only result in continued leadership churn in our schools. If we want to reduce the harmful impacts of leadership churn, then we must come together to provide consistent principal induction.

As the Executive Director of the Association of Washington School Principals, I am excited to invite educational partners and other stakeholder groups into an ongoing partnership to collectively support our future school leaders. AWSP cannot tackle this alone and shouldn't. Every student, teacher, and school deserves the best principal in the world. Let's work together to support the ongoing professional growth of our leaders who've stepped into one of the most challenging yet rewarding jobs in the system.

What is High-Quality Induction?

High-quality induction moves beyond offering a summer orientation and mentoring that is dependent on the generosity of beginning principals' colleagues. It provides ongoing, job-embedded professional learning and support. Part of a carefully articulated system, comprehensive induction addresses hiring, orientation, mentoring, professional learning, feedback and formative assessment for principal growth, and induction program assessment. When well developed, it supports principals to meet the specific learning needs of teachers in their buildings and students in their classrooms.

Comprehensive induction requires coordinated efforts and a cohesive set of policies and practices from those who work in schools, districts, principal preparation programs, state agencies, and the legislature. A designated leader (e.g., central office administrator, principal mentor, experienced colleague, etc.) in each district must take responsibility for induction, ensuring ongoing coordination among providers of induction activities, implementation of quality practices, and regular data analysis to assess program impact.

Core Beliefs about Comprehensive Induction

1. Effective support for beginning principals is a **core element of school improvement** that facilitates development of highly capable practitioners who build a stable building leadership team invested in the profession, their teachers, their students, and our public schools.
2. Effective support for beginning principals requires a **collective sense of responsibility**.
3. To improve beginning principals, district leaders and legislators must craft, fund, and manage a **comprehensive and coherent system of induction**.
4. **District culture and leadership** significantly affect beginning principal's experiences and development, nurturing or negating passion for the profession, and supporting or inhibiting acquisition of skills and knowledge.
5. Mentors who improve leadership skills employ a **unique, sophisticated set of learned mentoring skills and dispositions**.
6. Districts **ensure equity of opportunity** for all schools to experience the high-quality leadership they deserve by equipping beginning principals to serve the needs of all staff and students, including those with diverse backgrounds.

Standards for High-Quality Principal Induction in Washington State

HIRING

District leaders analyze employment needs, provide an information-rich recruiting and selection process, and use shared decision-making to place principals in optimal assignments appropriate to their experience and the building's needs.

ORIENTATION

Beginning principals participate in an orientation before their responsibilities begin and continuing throughout the year.

MENTORING

Carefully selected, well trained mentors form trusting, focused relationships with beginning principals in order to facilitate deep learning of necessary leadership skills.

PROFESSIONAL LEARNING

Beginning principals have opportunities to engage in intentional, coordinated, and sustained formal and informal job-embedded learning.

FEEDBACK AND FORMATIVE ASSESSMENT FOR GROWTH

Beginning principals receive regular, written formative feedback connected to the state's principal evaluation system from mentors and evaluators before their summative and final evaluations.

INDUCTION PROGRAM ASSESSMENT

Stakeholders, including district and fellow building leaders, review induction program implementation and impact data to collaboratively plan for program improvement.

Getting Started: Developing a System of Comprehensive Induction

This document is designed to support program reflection, evaluation and improvement for those with varying roles and connections to induction. Schools and districts can begin the process of systematizing induction by integrating **six essential induction components** (*hiring, orientation, mentoring, professional learning, feedback and formative assessment for growth, and induction program assessment*) into the context of their current efforts to promote the growth of their beginning principals and the students, staff and communities they serve. The induction standards in this document are principles of quality practice rather than a prescriptive model. It should be noted that though the term “beginning principal” is used throughout this document, it is our belief that **all** principals new to a system benefit from many of the components of induction outlined. Additionally, AWSP believes that both principals and assistant principals benefit from induction. When we use the term “principal” at AWSP, we are often referring to both principals and assistant principals.

A Collective Sense of Responsibility for Induction

At all levels across a district and in nearly every department, people make decisions that affect the working conditions and experiences of beginning principals. While implementing hiring policies and practices, human resources personnel are often the first point of contact for new principals. Learning and teaching department staff often lead training for beginning principals in district instructional practices and adopted curricula. Central office administrator decisions, communications and structures can support or burden novice principals. Similarly, daily interactions with fellow administrators, colleagues, other building staff and members of the community can positively or negatively influence novice principals’ success. When district level leadership feels ownership for the success of beginning principals and collaborates to support them, then a district has developed a collective sense of responsibility. They understand the unique needs and assets of beginning principals, including those of principals with diverse backgrounds, and use that knowledge to guide decision-making. This leads teams to articulate the roles and responsibilities of participants in induction, coordinate support, and avoid gaps or redundancy. This shared sense of responsibility is foundational to developing a robust, comprehensive system of induction that promotes principals’ learning and in turn impacts instruction and the learning of the students in their classrooms. (see also Foreword at the beginning of this document.)

Specific items for each standard related to the district’s role are on pages 36-39.

Beginning the Conversation

Collaborate: Gather a team of stakeholders which may include district leads from multiple departments, professional development coordinators, human resources personnel, principal evaluators, veteran school principals and principal mentors. Leadership is critical to ensuring the work is focused and has the resources needed to accomplish its goals.

Know the Induction Standards: As a team, become familiar with the induction standards, key elements, and descriptors.

Gather and Analyze Data: Begin to form a picture of the district's current induction practices and their impact on principal retention, instruction and student learning. Consider such information as feedback from principals and teachers, hiring and retention data, data reflecting impact of hiring practices (such as placement of novice principals) on typically marginalized students, disaggregated disparity data, student achievement data, and program reviews in the context of one or more of the induction standards.

Self-Assess: Examine the data and compare the picture they show with the six induction standards, reflect on current practices, and identify needs.

Create a Plan: Set priorities for the work in your district, including ongoing, systemic, data-driven evaluations of induction impact on novice principals, instruction and student learning.

Questions to Consider

- Who will bring stakeholders together to assess the current induction program and build a common vision for the future?
- Who will be responsible for ensuring implementation of the district plan? Who will lead a team for each of the standards?
- What data do you have and need to guide program improvement, prioritizing resources, and advocating for continued funding?

Stages of Induction Growth

As groups begin to create, review, and refine their induction work, they often pass through some common stages. While developing induction, districts benefit by identifying a few key areas to focus attention and resources. As they engage more deeply with the standards, implementation, and others involved in induction, ideas of what is important and what can be done begin to shift.

Developing

Early Implementation: *What are we trying to accomplish? What should we be doing? Who is going to do this?*

In early stages of implementation, districts may provide induction activities, but there is no collective sense of responsibility for induction of novices, and a lack of coordinated efforts leads to gaps in practice. The district may offer a summer orientation, but it doesn't prepare principals for success in the first weeks of school. Mentors may be assigned, but mentoring consists primarily of

providing encouragement and giving advice. At this stage, beginning principals and mentors have few ongoing professional learning opportunities.

To develop their induction work, a stakeholder team forms, examines the *Standards for Induction*, and begins designing specific program components. Program assessment tends to focus on implementation—*did we do it?*—through surveys of participating principals.

Growing Implementation: *How do we do this? Is this what we should have been doing? How might we do this better?*

As districts develop their induction support, leadership teams begin more deeply to understand comprehensive induction and the *Standards for Induction*. They often say, “Oh! Now I get it.” They notice they missed some important pieces and may focus on errors or gaps. This can lead to a temptation to rapidly add more to their program than they can effectively manage or sustain. Conversations center on “How might we do this better?” and there is often refinement in who participates on the stakeholders’ team. Moving beyond what they are doing, districts attend to coordinating efforts to avoid duplication and gaps. Program assessment continues to focus on implementation, but leaders begin to consider ways to examine program impact by gathering more than anecdotal data.

Refining

How well are we doing this? How can we improve? How will we ensure we continue to adapt as needs shift and change?

At this stage, induction activities include all six essential components and there is a collective sense of responsibility for novice principals. Leadership coordinates efforts focused on refining induction practices. Carefully selected, trained mentors meet regularly with beginning principals to provide opportunities for reflection and growth. Induction leaders begin cycles of continuous improvement by examining program data (anecdotal, retention rates, etc.) and work that has been done through the lens of the *Standards for Induction*. They identify strengths, gaps, and areas for growth. In addition, they might examine their assumptions about new principals and review their district’s view of induction.

A risk at this stage is that groups may think they are “done” because the program has been developed and all pieces are in place. Program assessment begins to measure impact by looking at learning within the system: Are principals learning what they need to learn? How are they progressing through the lens of the AWSP Leadership Framework and district expectations? Do we continue to grow and develop well trained mentors?

Sustaining and Integrating

Who are the leaders that we are developing to take over this work? How do we ensure that induction continues as an integrated part of the systems of this district? How do we want to ensure continued refinement and growth of our induction practices?

At this stage, effective induction activities address all six induction components and are a seamless part of a continuum of principal professional growth. District leadership takes steps to develop future induction leaders. Stakeholders engage in continuous assessment and improvement of induction activities, and there is a broad collective sense of responsibility across the district for novice principals and their buildings. Effective stakeholder teams continue to ask questions and grow induction practices with an eye toward sustainable systems and leadership. Teams may develop new collaborations, revise existing models to fit changing conditions, and train new leaders. Districts in the process of sustaining their induction systems also have established systems for growing and attracting the leadership they will need in the future. Program assessment may include disaggregated retention data (e.g., by building or content area), student learning data, and evidence of mentor growth to demonstrate the impact of induction efforts.



Program Standard: HIRING

HIRING is the process of analyzing employment needs, providing an information-rich recruiting and selection process, and using shared decision-making to place principals in optimal assignments appropriate to their experience and buildings' needs. While hiring and placing beginning principals, leadership gives careful consideration to the needs of challenging schools as well as shortage areas. Students, schools, and districts benefit from hiring policies and practices that honor the unique needs and powerful potential of beginning principals as well as the unique needs and philosophies of specific sites within the district system.

KEY ELEMENTS OF QUALITY PRACTICE:

- **Analysis of needs and recruitment efforts** guide hiring practices.
- During recruitment and the hiring process, the district engages beginning educators in **information-rich practices**.
- Leaders carefully consider **placement of beginning principal** to promote maximum success for beginning educators and their students.

“Conservative estimates place the cost of hiring a new principal at over \$6,000. Each time we replace a principal that cost is incurred anew.”
“Churn,” The School Leaders Network

Key Elements and Descriptors: Hiring	Program Assessment Evidence to support assessment
<p>Key Element: Analysis of Needs</p> <ol style="list-style-type: none">A strategic analysis of the district’s principal workforce (e.g., gender, experience, ethnicity, preparation) informs and improves decisions about recruitment needs.A strategic analysis of student population trends and academic trends (historically underserved populations, past student academic data point).District administration seeks to understand the unique needs of the school, staff and community in terms of challenges, climate and culture.Districts encourage current principals who will retire or relocate to provide early notice of their intent to leave to accelerate hiring timelines.Hiring efforts intentionally seek out principals from culturally and linguistically diverse backgrounds.District leaders partner with universities and principal preparation programs to develop and attract beginning principals, particularly in hard-to-fill areas.	Unaware-Developing-Refining-Sustaining and Integrating

Key Elements and Descriptors: Hiring	Program Assessment Evidence to support assessment
<p>Key Element: Recruitment Efforts</p> <ul style="list-style-type: none"> a. Marketing materials and personal interactions communicate district mission, vision, initiatives, and values. b. During the recruitment and selection process, potential hires receive information about the assets and needs of students and the local community, beginning administrator support, key district and school programs, systems, curricula, and schools. c. When recruiting, prospective principals learn about district orientation, mentoring, professional learning provided for them. d. The hiring process identifies possible gaps in beginning principal knowledge and skills and uses this to guide differentiated orientation and professional learning efforts (e.g., Teacher evaluation, systems thinking, data use, etc.). 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p>Key Element: Placement of Beginning Principals</p> <p>District leadership seeks to:</p> <ul style="list-style-type: none"> a. Place beginning principals in schools with strong organizational conditions (e.g., supportive teacher leadership, resources, discipline structures, faculty collaboration, purposeful professional development opportunities). b. Place beginning principals in assignments that match their passion and expertise. c. Provide mentors who are easily accessible. d. Mitigate the impact of unavoidable placements that impose extra challenges on beginning principals. e. Ensure beginning principals have necessary resources (e.g., curricula, technology, supplies) including an understanding of use of discretionary funds for purchasing materials and supplies which support their work. f. Promote shared responsibility among district administrators (both central office and building leaders) for the growth of beginning principals. 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Reflecting on Induction Practices: Hiring

1. What are some current areas of strength in hiring?
2. What are some areas for growth in hiring?
3. What are next steps and how might they advance principal efficacy and building leadership?

Possible Action Steps For Deeper Implementation

- Collaborate with the stakeholders to create a collective sense of responsibility for the working conditions of beginning principals.
- Identify current and past beginning principals who have had especially challenging placements and strategize to avoid similar placements in the coming years. Gather feedback from those principals around what other supports may have been beneficial. What went well? What could be improved?
- Track cohorts of novice principals to identify possible assets and barriers to retention.



Program Standard: ORIENTATION

ORIENTATION is the integration of principals into the school system before their responsibilities begin and continuing throughout the year. Beginning principals and their stakeholders benefit when a principal learns the beliefs and practices of their district, school, and local community. Orientation activities introduce principals to their district, school, colleagues, local communities, and the tools and resources needed to be successful.

Effective orientations help principals accomplish essential administrative tasks efficiently, communicate procedural information succinctly, and leave maximum time for newly hired principals to focus on leadership. The core of orientation is preparing beginning principals to be effective in the first days, weeks, and months of school. Ideally, beginning principals complete orientation with concrete plans for the first weeks of school that include establishing procedures, routines, and a school-wide community of learners; assessing teacher's needs; and beginning to support district and school processes.

"No two induction programs are exactly alike; each caters to the individual culture and specific needs of its unique school or district."

Harry K. Wong, 2004

KEY ELEMENTS OF QUALITY PRACTICE:

- **Planning** for orientation takes into account what beginning principals must know and when they need to know it.
- Orientation activities help principals begin to build **relationships within their school, district, and local community**.
- Beginning principals learn about the district's identified **curricula, instruction, and assessment practices** aligned with the unique assets and needs of their students.
- Beginning principals receive timely, succinct, easily accessed information about **essential policies**.
- Orientation activities assist beginning principals in **preparing for their first days, weeks, and month** of school in order to build a strong foundation for student success.

Key Elements and Descriptors: Orientation	Program Assessment Evidence to support assessment
<p>Key Element: Planning</p> <p>Key stakeholders (e.g., district, school, local principal’s association members) develop and implement a comprehensive orientation plan for beginning principals that includes time for learning as well as time for them to apply learning while preparing in their buildings.</p> <p>The orientation plan:</p> <ol style="list-style-type: none"> Differentiates between key learnings for principals before school begins and learnings to address later in the year. Identifies essential outcomes, activities, timing, and roles and responsibilities for an evaluation of orientation. (See also Induction Program Assessment.) Focuses on engaging principals in authentic learning. Coordinates orientation activities to avoid creating conflicting schedules for beginning principals (e.g., multiple admin meetings in addition to curriculum trainings). Creates and facilitate a plan for orientation that ensures beginning principals receive support from office staff and colleagues. Leaders allocate resources for orientation including time, space, materials, and funds. Leaders ensure principals hired after initial orientation activities receive a differentiated orientation tailored to their needs. 	<p>Unaware-Developing-Refining Sustaining and Integrating</p>
<p>Key Element: Relationships Within School, District, and Local Community</p> <p>Before the school year begins, new principals:</p> <ol style="list-style-type: none"> Learn the mission, vision, and culture of their school and district. Become familiar with the local community served by the school and the assets and needs of students and the community. Learns the various collective bargaining agreements. Meet with various stakeholder groups (PTSA, Boosters, Teacher Leaders, etc.) Learn about the roles, responsibilities, and confidential nature of mentoring, as well as expectations for participation in various beginning principal support activities. Form relationships with other beginning principals. 	<p>Unaware-Developing-Refining- Sustaining and Integrating</p>

Key Elements and Descriptors: Orientation	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> g. Meet and work with their mentors in their schools. (For principals hired after the year begins, district leaders take steps to introduce them to their mentor before they begin to teach.) h. Work with job-alike colleagues. i. Meet people who hold key roles in supporting principals (e.g., District level directors and supervisors, such as Transportation, Food Services, Teaching and Learning, etc.). 	
<p>Key Element: Curricula, Instruction, and Assessment Practices</p> <p>Before the school year begins or just in time, beginning principals receive:</p> <ul style="list-style-type: none"> a. Relevant curricular training appropriate for their assignments including student and teacher materials, scope and sequence, pacing guides, common assessments, and supplemental resources. b. State and district learning standards, state and district-mandated testing information, and testing schedules. c. Connections to support building personnel for their assignment. d. Information on accommodations and services available for their students (e.g., special education, 504, English learners, students who have exited English language development). e. Access to and support for using technology and media including email, parent communication, translation resources, grading software, district data systems, and individualized education programs (IEP). f. Calendar of ongoing trainings relevant to their assignment. 	Unaware-Developing-Refining-Sustaining and Integrating
<p>Key Element: Essential Policies, Procedures and Practices</p> <p>Before school begins or just in time, beginning principals receive:</p> <ul style="list-style-type: none"> a. Essential information about human resources policies and procedures and time to complete required paperwork including benefits and association membership. b. An introduction to the district evaluation procedures and timelines. c. Orientation and familiarization with various CBA's and important components in each. 	Unaware-Developing-Refining-Sustaining and Integrating

Key Elements and Descriptors: Orientation	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> d. Training about legal and health/safety issues in the school setting including mandated trainings. When possible, these are on-line and can be completed independently. e. Strategic plan for both the district and the school. f. Review of the school budget. g. Current safety plan. h. District specific equity practices. i. The Code of Professional Conduct. 	
<p>Key Element: Preparing for the First Days, Weeks, and Month of School</p> <p>District leaders prioritize support which assists beginning principals in planning for the first days, weeks, and months of school.</p> <p>Before teachers arrive and school begins, beginning principals receive:</p> <ul style="list-style-type: none"> a. An orientation to their school including its staff, resources, and key information (e.g., calendar of events, building schedules, various committees, teacher leadership). b. An introduction to school procedures including attendance, substitute coverage, after-hours building access, supplies, and copying. c. An introduction to student management policies and school or district models of classroom management. d. Collaborative planning time with colleagues (other principals). e. Information about individual learning needs of students they will serve (e.g., assessment data, IEP identification, students who have exited English language development). 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Reflecting on Induction Practices: Orientation

1. What are some current areas of strength in orientation?
2. What are some areas for growth in orientation?
3. What are next steps and how might they advance teacher efficacy and student learning?

Possible Action Steps For Deeper Implementation

- Engage providers of orientation activities in prioritizing key principal learnings needed for orientation in August.
- Create community as part of the orientation activities.
- Designate part of principal orientation time for mentors to meet individually with beginning principals in their buildings.



Program Standard: MENTORING

MENTORING is the relationship established between a beginning principal and a skillful, experienced mentor. It focuses on strengthening the principal's ability to create equitable, inclusive learning environments that impact student learning. A strong relationship with a highly-qualified mentor is essential to facilitating growth in beginning principals. Research on induction suggests that the most effective mentor models support greater frequency and length of the contact between mentor and mentee (Ingersoll & Strong, 2011).

Effective mentoring provides support for the many parts of beginning principals' work. A designated mentor uses a sophisticated set of learned skills and dispositions to positively influence leadership practices and growth. Mentors are effective when they offer a range of support, create cognitive challenge, and facilitate professional vision. Mentors may provide collaboration to refine leadership skills, provide technical support (e.g., culture building, visioning, use of technology, systems building), and assistance in navigating the district and school.

Special attention must be paid to mentoring for beginning principals with unique building situations (e.g., special programs, construction, alternative learning environments, etc.). These principals typically have more to learn because of their particular contexts and less time in which to learn it. Coordinating support in order to avoid duplication and gaps is even more critical.

Attention to the diverse needs beginning principals goes beyond technical skills and extends to consideration around gender, racial and ethnic diversity, cultural and linguistic diversity and more. Might a beginning principal who is white and works in communities with significant populations of students of color benefit from mentoring from leaders of color in those communities. Principals of color can benefit by having other mentors of color help them navigate working in a predominantly white system. Would it be beneficial for a female principal to be paired with a female mentor? These questions are among some of the considerations we must think about when assigning an appropriate mentor. As novice principals shape their identities, practices, and patterns of interaction, they benefit from mentoring that helps them to use equitable practices that support the learning of all students.

KEY ELEMENTS OF QUALITY PRACTICE:

- District **leadership for mentoring** places a high value on mentoring and supports mentors' work.
- **Mentor program design** articulates policies, roles, and responsibilities to support beginning principal and mentor growth.
- **Mentor selection** uses established criteria for mentoring knowledge, skills, and dispositions for promoting leadership growth.
- Mentors participate in initial and on-going **professional learning for mentors**.
- Mentoring activities support **building level initiatives and school improvement goals**.

After key elements and their descriptors, this standard includes guidelines for recruiting and selecting mentors; knowledge, skills, and dispositions of accomplished mentors; confidentiality in mentoring; reflection questions; and possible action steps.

Key Elements and Descriptors: Mentoring	Program Assessment Evidence to support assessment
<p>Key Element: District Leadership for Mentoring</p> <ul style="list-style-type: none"> a. A designated person is designated to coordinate the district’s mentoring program and oversee mentors. b. District leadership keeps the needs of beginning principals and their mentoring support in mind while making decisions about structures, schedules, and procedures. c. District leaders coordinate support from mentors, coaches, and other colleagues to ensure that new principals are not overwhelmed by competing programs and agendas. d. District leadership demonstrates commitment to mentoring by partnering with mentors and guiding beginning principals to reserve time for their own learning and reflection. e. All district level leadership understand and protect the non-evaluative, confidential mentor/beginning principal relationship. 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p>Key Element: Mentor Program Design</p> <p>An analysis of district data (e.g., retention, beginning principal needs, mentor effectiveness and expertise, district capacity to provide support) guides mentor program design.</p> <p>The mentor program design includes:</p> <ul style="list-style-type: none"> a. Written policies; articulated roles and responsibilities for mentees and mentors; manifest presence in district or board policy. b. A plan for communicating mentoring roles and responsibilities to stakeholders. c. Plans for initial and ongoing mentor professional learning. d. Guidelines for mentor caseloads. e. Protection of the non-evaluative, confidential mentoring relationship. f. Steps to develop mentors from culturally and linguistically diverse backgrounds. g. Steps for building a cohort of future mentors by encouraging and supporting principals who seek professional growth and desire to promote the growth of others. h. Compensation for mentors’ extra time and responsibility. 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Key Elements and Descriptors: Mentoring	Program Assessment Evidence to support assessment
<p>Key Element: Mentor Selection</p> <ul style="list-style-type: none"> a. Mentors are selected using established criteria which include knowledge, skills, and dispositions for promoting the leadership growth of new principals in a variety of contexts. (See also Guidelines for Selecting Mentors in this document and the <i>Washington State Standards for Mentoring</i>.) b. Multiple stakeholders (e.g., mentors, district and building administrators) participate in selecting mentors. c. Selection teams seek mentors from culturally and linguistically diverse backgrounds. d. A designated leader identifies possible mentors who can be cultural brokers, assisting beginning principals to make connections with cultures other than their own (e.g., white principals in a native community). e. Prospective mentors are selected and trained before they are needed so they are ready to be assigned when new principals are hired. 	<p>Unaware - Developing - Refining - Sustaining and Integrating</p>
<p>Key Element: Professional Learning for Mentors</p> <ul style="list-style-type: none"> a. Mentors participate in initial and ongoing professional learning to develop the knowledge, skills, and dispositions necessary for promoting the growth of beginning educators (e.g., AWSP mentor academies). b. District leaders provide mentors time and opportunity for mentor skill practice, reflection, feedback, and collaboration with others who also support the learning of beginning principals (e.g., mentor cadre meetings, mentor/coach collaboration sessions, regional mentor roundtables) <p>Mentors participate in professional learning to develop understanding and capacity around:</p> <ul style="list-style-type: none"> c. The <i>Washington State Standards for Mentoring</i>. d. District and building initiatives in order to provide consistent messages. e. The AWSP Leadership framework and district evaluation process. 	<p>Unaware-Developing-Refining- Sustaining and Integrating</p>

Reflecting on Induction Practices: Mentoring

1. What are some current areas of strength in mentoring?
2. What are some areas for growth in mentoring?
3. What are next steps and how might they advance teacher efficacy and student learning?

Possible Action Steps For Deeper Implementation

- Engage stakeholders in creating guidelines for mentor selection aligned with key knowledge, skills, and dispositions.
- Identify and coordinate efforts among all staff who support new principals.
- Articulate roles and responsibilities for mentors supporting principals in unique building situations or roles.

“Effective mentoring must be understood as a process that is much more sophisticated than simply sharing craft knowledge when called upon by organizational newcomers. It must be seen as a proactive instructional process in which a learning contract is established between the mentor and the protégé.”

John Daresh in “Leaders Helping Leaders”

Knowledge, Skills, and Dispositions of Effective Mentors

Mentor selection is crucial. Careful attention to identify the qualities, characteristics, and skills in potential mentors is the critical first step to effective mentor support.

Professional Qualities and Characteristics

- Demonstrates a passion for leadership and the role of the principal as the lead learner in a building.
- Believes everyone has the capacity and desire for growth
- Is respected by peers and leaders for professional knowledge and skills
- Values equity, developing own cultural proficiency, and fostering culturally responsive systems and practices
- Sets high expectations for self and others
- Seeks growth through feedback, reflection, coaching, and ongoing professional learning
- Works to effect change
- Takes initiative and follows through with responsibilities
- Prioritizes effectively and manages time well in an unstructured environment

Effective Interpersonal Communication

- Demonstrates positive, open, honest, and sensitive communications with colleagues, students, staff, and parents
- Respects confidentiality
- Builds rapport and trusting relationships with students and adults
- Listens with compassion and empathy, and addresses conflict proactively

Effective Practice

- Is proficient in all the WA State 8 Criteria for both Teacher and Principal Evaluation
- Uses equitable practices that support staff and the learning of all students
- Creates a community of mutual respect and appreciation for differences
- Understands and translates research and theory into practical application
- Holds or has held a principal certificate and has documented successful contracted job alike principal experience
- Understands district's adopted instructional framework and demonstrates knowledge of the state's assessment system
- Supports and implements school and district policies and initiatives

Guidance for Recruiting and Selecting Mentors

Though the document referenced below discusses teacher mentorship, the knowledge, skills and dispositions of effective principal mentors are generally the same.

Effective mentors must learn and employ a sophisticated set of skills for promoting beginning educator learning, and thus student learning. Mentoring knowledge deepens and skills improve over time and with practice. Mentors build on the qualities for which they were selected, developing the following areas of knowledge and skill. (See Guidelines for Selecting Mentors in this document and *Washington State Standards for Mentoring* for descriptions of the standards listed below.)

Standard 1: Learning-Focused Relationships

Accomplished mentors cultivate learning-focused relationships to promote beginning educator growth focused on advancing student learning.

Standard 2: Reflective Practices

Accomplished mentors engage beginning educators in reflection to strengthen classroom practices that advance student learning and to promote educator growth.

Standard 3: Adult Learning

Accomplished mentors differentiate support based on the diverse experiences and needs of their adult learners, while recognizing that learning happens in developmental stages.

Standard 4: Equitable Practices

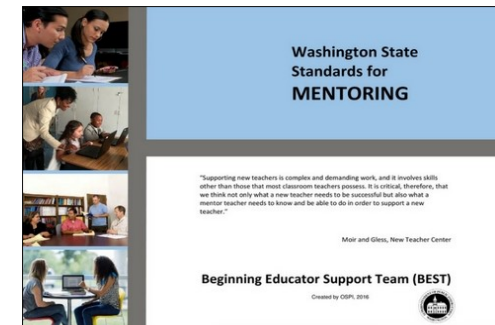
Accomplished mentors foster equitable and culturally responsive practices and openly address issues of bias and equity to advance student learning and to promote educator growth.

Standard 5: Curriculum, Instruction and Assessment

Accomplished mentors support beginning teachers in building a repertoire of equitable and culturally responsive classroom strategies, content knowledge, and skills to maximize student learning.

Standard 6: Connection to Systems and Learning Communities

Accomplished mentors navigate multiple layers of organizational systems and facilitate beginning educators' connections to learning systems and learning communities to advance student learning and promote educator growth.



Mentoring and Confidentiality

Confidentiality

Effective mentoring relationships create a safe environment where novice principals can openly share their struggles, authentically articulate their thinking, and bravely take risks to improve their leadership practice. Trust is essential to creating these mentoring relationships. The development of trust comes through a commitment to confidentiality and is an essential component of mentoring. When the new principal is confident in the mentor's intention and discretion, there is a higher level of honesty and investment in the relationship.

Communicating with District Level Administrators and Colleagues

Mentors need to maintain confidentiality in conversations with district level administrators and colleagues. Sharing information with others can compromise the trusting relationship that a mentor must have with a new principal. It is even inadvisable to share good things a mentor sees. A new principal who walks into the room and hears the end of a story about his or her effective leadership will wonder if the same stories are being told of leadership that did not go well.

It is critical that mentors refrain from becoming the go-between for the new principal and others, including the principal's evaluator. New principals need to develop their own relationships with colleagues. Likewise, new principals and district administrators need to develop a professional relationship in order to maximize the growth of the novice. If the principal's supervisor or district administrator communicates concerns to a mentor (in a one-sided conversation), it is effective practice for the mentor to encourage those individuals to communicate the concerns to the new principal as well.

Separating Mentoring from Evaluation

While mentors should *not* share information and comments that could influence the administrator's evaluation of the new principal, it is important for mentors and district administrators to work in partnership to support the needs of novices. Mentors can address three areas without breaking confidentiality: **individuals, time, and topics**. For example, "I am meeting with Ms. Smith two times per week and we are focusing on effective use of time and evaluating school systems." This form of communication keeps the district administrator aware of the content and frequency of the work without adding mentor judgment or evaluation of the work. It is also important that the mentor and new principal ask for input from the district administrator about areas for growth and a focus for the mentoring work.

Program Standard: PROFESSIONAL LEARNING

PROFESSIONAL LEARNING means providing beginning principals opportunities that are intentional, coordinated, and sustained. These opportunities promote professional growth, reflection, collaboration, and equitable, differentiated learning opportunities for principals. Professional learning assists principals in using the AWSP Leadership Framework and School Leader's Paradigm while developing their principals' skills. It also cultivates the unique qualities of the beginning principals.

KEY ELEMENTS OF QUALITY PRACTICE:

- District leadership communicates the value of ongoing, connected professional learning that supports the principal and the principalship.
- Principal colleagues and district leaders foster collaborative school cultures and **professional learning communities** which support the growth of all principals.
- Principal colleagues and district leaders work together to **coordinate** professional learning activities for beginning principals.
- Beginning principals receive ongoing professional development on **leadership systems, culture building and instructional supervision as well as the eight principal evaluation criterion.**
- Professional learning is **targeted, timely, and differentiated** to meet the specific needs of beginning principals and the buildings and communities they serve.

Key Elements and Descriptors: Professional Learning	Program Assessment Evidence to support assessment
Key Element: Professional Learning Communities (PLCs) a. Building and district leaders and mentors assist beginning principals to engage with principal PLCs. b. PLCs support beginning principals in using data to help themselves, staff and their students monitor student learning and reflect on next steps. c. District leaders recognize the value of professional learning opportunities which occur outside the district and that these opportunities provide broader thinking (ESD PLC's, conference, Networked Improvement Communities)	Unaware-Developing-Refining- Sustaining and Integrating

Key Elements and Descriptors: Professional Learning	Program Assessment Evidence to support assessment
<p>Key Element: Comprehensive and Coordinated Plan</p> <ul style="list-style-type: none"> a. The district has a coordinated, multi-year professional learning plan for beginning principals that provides consistent messages from district personnel across departments about school and district practices (e.g., systems, policy, instructional supervision, curriculum initiatives). b. The professional learning plan for beginning principals provides critical elements of district initiatives and adoptions from previous years so that new principals can implement with fidelity. c. A designated person helps to coordinate high-quality professional learning opportunities that provide timely and necessary training without overwhelming beginning principals. Efforts are made to minimize schedule conflicts. d. District leaders use data and consider beginning principals’ diverse backgrounds and needs when planning professional learning. 	<p>Unaware-Developing-Refining- Sustaining and Integrating</p>
<p>Key Element: Comprehensive and Intentional</p> <p>Beginning principals receive timely, ongoing professional development on:</p> <ul style="list-style-type: none"> a. Establishing and maintaining relationships with key stakeholders (e.g., Students, parents, community members, central office leadership). b. Developing and implementing coherent systems which lead to effective and efficient school operations. c. Examining and responding to data to drive leadership decisions. d. Leveraging teacher and other leadership within the building in order to develop a culture of shared, distributed leadership. e. All district curricula and initiatives appropriate to their assignment. 	<p>Unaware-Developing-Refining- Sustaining and Integrating</p>

Key Elements and Descriptors: Professional Learning	Program Assessment Evidence to support assessment
<p>Key Element: Targeted, Timely, and Differentiated</p> <ul style="list-style-type: none"> a. District leaders offer multiple avenues of professional learning that are appropriate to the needs of beginning principals (e.g., new principal cadres, time with mentors, guided observations of principal leadership “real time”, district and regional principal networks, cohort-based learning). b. Professional learning opportunities provide timely and necessary training (e.g., teacher observation protocols, writing and editing the strategic plan, designing comprehensive, relevant professional learning). c. Accommodations are made to support beginning principals' schedules and needs (e.g., time away from the building, frequency of meetings). d. Beginning principals receive ongoing professional learning tailored to support them in working effectively and equitably with the students, staff and communities they serve (e.g., students of color, English learners, migrant families, students with exceptionalities). e. Professional learning activities help principals align their professional practice and plan for their professional growth with WA State 8 Criteria and the AWSP Leadership Framework. 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>



Reflecting on Induction Practices: Professional Learning

1. What are some current areas of strength in professional learning?
2. What are some areas for growth in professional learning?
3. What are next steps and how might they advance principal efficacy?

Possible Action Steps For Deeper Implementation

- Facilitate cross-departmental discussions about most valuable professional development opportunities to offer beginning principals.
- Provide new principals a customized “road map” or calendar of a “typical year” for their professional learning for the coming year.
- Encourage principals to observe experienced colleagues.
- Identify ways in which district leaders can target their facilitation strategies to the unique needs and abilities of beginning principals.

The work of the principal is much more than any one leader can appropriately handle. Ongoing professional development should include building leader skill to distribute leadership to empowered leadership teams. Efforts to create teams of high functioning teacher leaders and administrators can do much to achieve important school improvement work, develop future prospects for leadership succession, and accomplish the sheer magnitude of leadership responsibilities necessary to improve schools.

“Churn”, The School Leaders Network

Program Standard: FEEDBACK AND FORMATIVE ASSESSMENT FOR GROWTH

FEEDBACK AND FORMATIVE ASSESSMENT FOR GROWTH refers to ongoing learning by beginning principals as they analyze, reflect, and act on standards-based feedback from mentors and evaluators and on relevant data. This continuous process of assessing one's own evolving mastery of knowledge, skills, dispositions, and leadership skills and then discerning and pursuing next steps to move forward toward a goal is the essence of professional growth. The most effective formative assessment practices are recursive, highly collaborative, and transparent. They build metacognitive skills that contribute to the lifelong professional learning of beginning principals.

Formative assessment is assessment for learning, occurring before summative assessments (evaluation). For beginning principals, it refers to activities that provide them information about their performance in order for them to make adjustments in their practices. It promotes their development and focuses on leadership. Effective formative assessment practices for beginning principals include self-assessments using the AWSP Leadership Framework, focused analyses of leadership moves and efficacy followed by reflective conversations and goal setting.

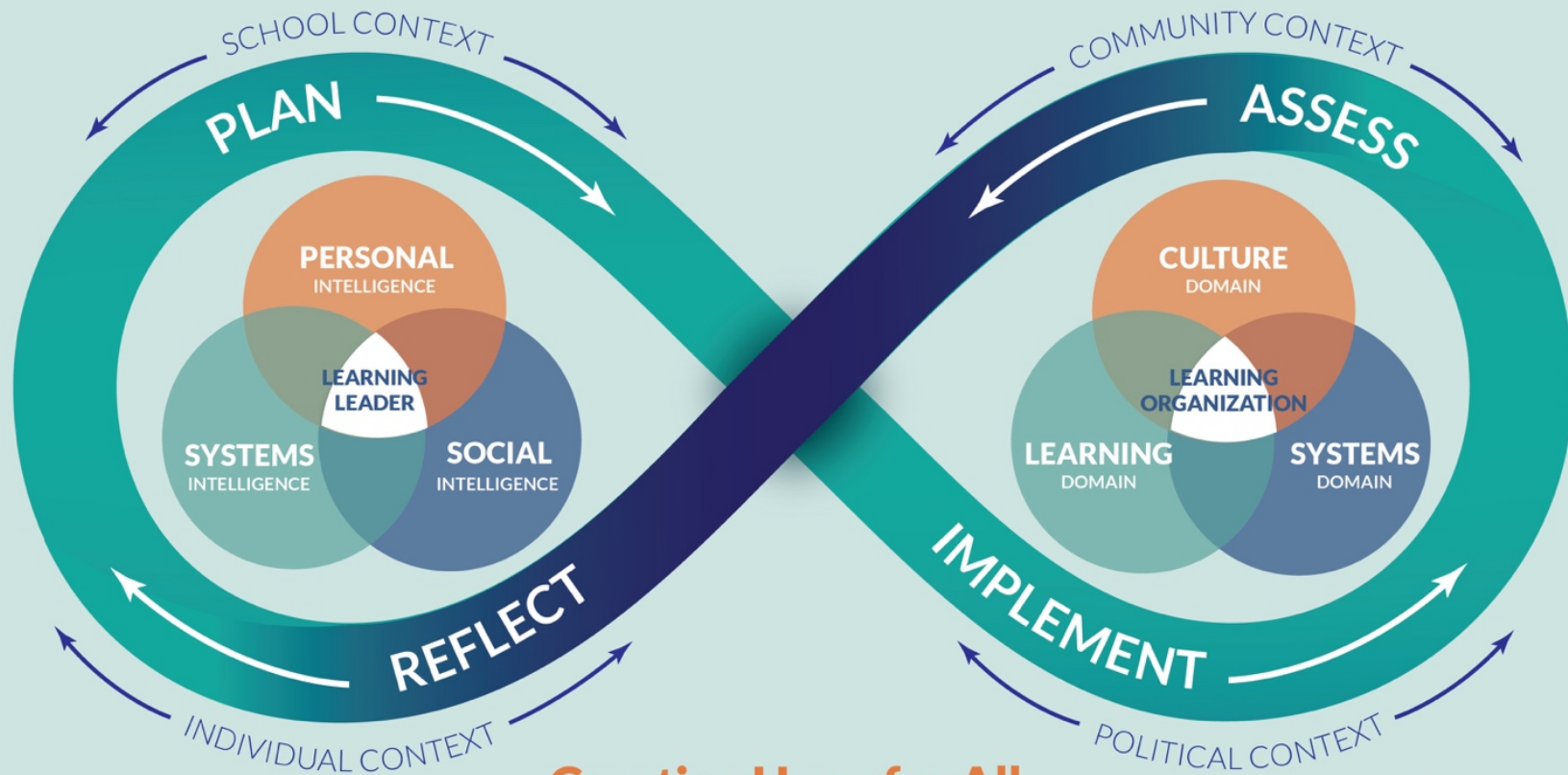
Feedback that is not part of the formal evaluation process is essential for new principal growth. A key part of the mentor role is to provide confidential feedback and guide reflection. Short, frequent conversation and focused feedback offer beginning principals information to grow their skills. Effective feedback encourages principals to examine the impact of their leadership on student learning by reflecting on the feedback, setting short-term growth goals, and identifying next steps. Feedback should be aligned to the AWSP Leadership Framework.

School Leader Paradigm

In order to provide a complete picture of principals as learning leaders leading learning organizations, AWSP, in conjunction with the School Leaders Collaborative developed the School Leader Paradigm (see graphic below).

From AWSP's experience and expertise, becoming while doing represents the art of school leadership. Specifically, we argue that principals, or learning leaders, should always be simultaneously improving their own leadership dispositions, or becoming, while doing the work of moving their learning organizations forward. Being totally self-aware and constantly reflective of the leadership intelligences (becoming) increases principals' effectiveness to lead culture, systems, and learning (doing). Being cognizant of the interplay between becoming while doing is crucial for principals throughout their careers in whatever schools they lead. The role of district level leadership, principal mentors and colleagues is to push the principal to continuously reflect on "Becoming While Doing."

Becoming While Doing



Creating Hope for All

Shown above is the School Leader Collaborative's School Leader Paradigm. Learn more at www.awsp.org/paradigm.

KEY ELEMENTS OF QUALITY PRACTICE:

- The **AWSP Leadership Framework and the WA State 8 Criteria** guide beginning principal development and growth and are used for continuous formative assessment and feedback.
- Evaluators and mentors provide **conversations and feedback** using learning-focused coaching to guide reflection and goal setting to advance leadership skills.
- **Reflection** guided by the AWSP Leadership Framework and the WA State 8 Criteria serves as a tool to support principal growth.
- **Examining evidence of leadership** provides the foundation for goal setting and efforts to improve leadership practices.

Key Elements and Descriptors: Feedback and Formative Assessment for Growth	Program Assessment Evidence to support assessment
<p>Key Element: AWSP Leadership Framework and WA State 8 Criteria</p> <p>Beginning principals receive:</p> <ol style="list-style-type: none"> Ongoing training on the AWSP Leadership Framework, including application of the framework in unique contexts (e.g., Planning Principal, Alternative Learning Environments, Special Projects). Formative feedback aligned to the AWSP Leadership Framework. Support in setting student growth goals, collecting and analyzing evidence of student learning, gathering evidence of teacher practice and promoting a growth minded system. Assistance with learning technology involved in the evaluation process. Support in creating professional growth plans that move them to increasingly higher levels of performance on the 8 Leadership Framework Criterion. <p>School and district leaders and mentors</p> <ol style="list-style-type: none"> Understand that expertise is developed gradually over time, that the evaluation system is intended to guide growth, and that it allows principals to demonstrate Basic levels of performance in the early years of their career (RCW 28A.405.100). Help beginning principals to connect leadership skills, professional development, and other initiatives to the AWSP Leadership Framework. 	<p>Unaware-Developing-Refining- Sustaining and Integrating</p>

Key Elements and Descriptors: Feedback and Formative Assessment for Growth	Program Assessment Evidence to support assessment
<p>Key Element: Observations and Feedback</p> <ul style="list-style-type: none"> a. District leaders provide and protect time in beginning principals’ schedules for observations, feedback, and learning-focused conversations with their mentors. b. Mentors and evaluators offer specific, objective, actionable formative feedback that aligns with the AWSP Leadership Framework. c. Mentors provide beginning principals regular, confidential written feedback from observations and conversations. d. Mentors and evaluators honor and protect confidentiality in the mentor/mentee relationship. e. When formative assessments identify significant areas for growth, beginning principals receive targeted professional development and intensive interventions as needed. 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p>Key Element: Reflection</p> <ul style="list-style-type: none"> a. Mentors and district leaders use learning-focused conversations that purposefully elicit reflective thinking to guide beginning principals to self-assess and reflect on their practice. They help beginning principals connect their growth to improved instruction, students’ learning and the AWSP Leadership Framework. b. Mentors and district leaders guide beginning principals to self-assess and reflect on their use of equitable practices. c. Beginning principals set and reflect on professional growth goals using the AWSP Leadership Framework, evidence of student learning, and feedback from their mentors and evaluators. 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>
<p>Key Element: Examining Evidence of Leadership Impact</p> <p>Principal supervisors, district leadership and mentors support new principals in:</p> <ul style="list-style-type: none"> a. Using formative assessment data to design and adjust leadership decision making. b. Using formative assessments to identify building strengths and areas for growth. c. Seeking appropriate feedback that provides data around leadership impact. d. Organizing, monitoring, and analyzing student growth data using state student growth rubrics (Criterion 3, 5 and 8). 	<p>Unaware-Developing-Refining-Sustaining and Integrating</p>

Reflecting on Induction Practices: Feedback and Formative Assessment for Growth

1. What are some current areas of strength in feedback and formative assessment for principal growth?
2. What are some areas for growth in feedback and formative assessment for principal growth?
3. What are next steps and how might they advance efficacy and student learning?

Possible Action Steps For Deeper Implementation

- Key stakeholders and administrators discuss the skill acquisition trajectory of beginning principals in the district.
- Leaders work with mentors to develop an effective plan for how administrators and mentors formatively assess beginning educators.

“Both common sense and research make it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement.”

Grant Wiggins, Seven Keys for Effective Feedback

Program Standard: INDUCTION PROGRAM ASSESSMENT

INDUCTION PROGRAM ASSESSMENT refers to the processes by which induction leaders, stakeholders, and other staff review induction program implementation and impact data to plan collaboratively for program improvement. Stakeholders gather, analyze, and interpret data for each of the other five program standards to show the degree of implementation of induction activities and the impact on beginning principal growth and student learning. As part of the process, teams continue to examine the induction program, balancing commitment to effective practice with vision for what might be possible considering changing district needs (e.g., new leadership, population shifts).

KEY ELEMENTS OF QUALITY PRACTICE:

- Leaders foster and sustain a collective sense of responsibility for induction.
- Leaders guide program assessment, goal setting, and planning to refine and sustain district's induction efforts.

Key Elements and Descriptors: Induction Program Assessment	Program Assessment Evidence to support assessment
<p>Key Element: Fostering and Sustaining a Collective Sense of Responsibility</p> <ol style="list-style-type: none"> Stakeholders meet multiple times during the year and help set goals for district induction work. Stakeholders carry information to and share information from the group(s) they represent (e.g., Human resources, principal's association, department directors). Key district leadership monitors implementation of the program throughout the year. District staff across departments hold a collective sense of responsibility for the success of beginning principals and the buildings they lead. Principals and other stakeholders participate in feedback loops on the effectiveness of the school and district induction activities. 	Unaware-Developing-Refining-Sustaining and Integrating
<p>Key Element: Induction Program Assessment, Goal Setting Planning, and Sustainability</p> <ol style="list-style-type: none"> A designated person leads yearly evaluation of the district's induction practices. Teams use the individual induction standards to guide assessment. <p>The program assessment process includes:</p> <ol style="list-style-type: none"> Collecting and analyzing a variety of data from a variety of sources (e.g., beginning principals, mentors, principals). 	Unaware-Developing-Refining-Sustaining and Integrating

Key Elements and Descriptors: Induction Program Assessment	Program Assessment Evidence to support assessment
<ul style="list-style-type: none"> d. Identifying what parts of the district’s induction plan have been implemented and how well. e. Using data to determine impact of fully implemented parts of the induction plan. f. Identifying strengths and gaps in each standard. g. Developing induction practices with an eye toward sustainable systems and leadership. h. Sharing assessment findings with key stakeholder groups to refine induction program and practices, set goals, and guide future planning. 	

“As leaders, our journey to success begins with the end in mind and uses assessment for learning to keep us on track and to provide tools for the journey. Assessment for learning helps transform problems into challenges that propel us toward success.”

Anne Davies, 2008

The District's Role in High-Quality Induction

While adapting to their new role, beginning principals look to their central office administrators for feedback and affirmation that they are valued and effective leaders. Principals who feel supported are more likely to remain in their role. In fact, in addition to 60 plus hour work weeks, researchers say that isolation and a lack of professional support pose enduring problems as well.

In each area of comprehensive induction, the district level voice, input, and insight are critical. District level administrators are a thread woven through the six induction standards with key roles in developing beginning principal efficacy. They select new principals, assist with orientation, connect new principals with quality mentoring, offer just-in-time professional learning, provide feedback and formative assessment to facilitate growth, and participate in assessment of the induction program. The all-encompassing nature of this role makes it essential for districts to understand the induction process at a deep level, recognize and embrace their significance in the process, and contribute to the ongoing development of the district induction program.

Possible Actions in Each Induction Standard

Hiring: Place beginning principals in assignments that shelter and support their growth and leverage their leadership strengths when possible. Work to mitigate the effects of unavoidable placements that impose extra challenges on beginning principals.

Orientation: Create and facilitate a plan for district and building-level orientation. Ensure that beginning principals receive support from central office leadership and colleagues to be successful the first days, weeks, and month of school.

Mentoring: Help to carefully select mentors and ensure they are well trained. Partner with mentors to coordinate support that doesn't overwhelm beginning principals. Protect and create time for mentors and beginning principals to work together by limiting extra duties, meetings and responsibilities. Uphold and protect the confidential nature of the mentor/beginning principal relationship.

Professional Learning: Help beginning principals identify professional goals and appropriate and effective professional learning opportunities to support their growth and reach their goals. Communicate to state and district providers of professional development the learning needs of novice principals.

Feedback and Formative Assessment for Principal Growth: Identify narrow focuses for formative feedback that guides beginning principals on pathways for growth. Assist novice principals in connecting their growth and development to improved instructional practice and increases in student learning.

Induction Program Assessment: Participate in feedback loops on the overall effectiveness of the induction program activities.

Possible District Actions and Phases of First-Year Principals' Attitudes Toward Leading

A key role of central office administrators is to ensure beginning principals get just the right amount of support. To do this, they are encouraged to help coordinate efforts of those who support beginning principals, including district leads and mentors. Throughout the year, central office administration is also encouraged to connect with district induction coordinators to continue growing their own understanding of effective comprehensive induction, stay informed about district updates and changes, and help district leaders deepen their understanding of building and novice principal needs.

This section offers a menu of ideas for principal support of beginning principals. The ideas align with calendar events that occur in most schools. District teams can modify this list to reflect their contexts and programs.

April – June

- Create a sense of collective responsibility for new hires and develop an overall plan for induction.
- Articulate a district-level orientation plan that includes specific tasks and individuals responsible for those tasks.
- When possible, ensure placements of beginning principals that support their growth and reduce unnecessary and potentially overwhelming challenges.
- Provide newly hired principals with as much logistical information and support as possible and connect them with colleagues for collaboration soon after hiring to capitalize on available time to plan and prepare for start of school.
- Coordinate with the district induction team to ensure mentors are selected, trained, and assigned. When possible, assign mentors shortly after hiring and communicate expectations about mentoring to both mentors and teachers. Assign an interim mentor, if necessary.
- Assist in identifying and prioritizing participation in pertinent summer orientation and training activities.
- Consider enrolling new principals in AWSP's Launching Principal Leadership or Building Effective Leadership cohort based learning.

August

- Complete any items remaining from above April-June list.
- Coordinate with the district induction team to assign effective mentors and communicate expectations about mentoring.
- Work with leveled colleagues (elementary/secondary) to implement building-based support for new principals.
- Help beginning principals and those supporting them to focus on the first days and weeks of school and avoid inundating them with information they don't currently need.
- Give advance information to beginning principals about district expectations for back to school procedures and events (assemblies, open house, etc.) to give them ample time for questions and preparation.
- Provide tips for parent communication (phone calls, email, face-to-face meetings).

- Check in to see that beginning principals have the tools and resources they need to start the year (schedules, budget, technology, passwords, etc.).
- Help new principals to prepare for the staff return days, first days of school and necessary student and parent nights.

September–October

- Protect beginning principal's time by limiting extra duties and responsibilities.
- Check in with mentors to ensure they have been prepared for their role (roles and responsibilities, training, etc.) and are meeting with their mentees regularly.
- Provide guidance for teacher observation and evaluation structures, procedures and timelines.
- Visit new principals' buildings frequently and hold reflective conversations in their progress.
- Encourage self-care activities.
- Establish importance of Network Improvement Communities and professional learning as a growth opportunity.

November–December

- Check on support being provided to new principals by district staff (e.g., human resources, teaching and learning, special education, etc.). Remind them that new principals are still learning and help them set appropriate expectations of novices.
- Check with mentors to ensure they have developed positive, trusting relationships with novices and are using reflection and feedback to promote growth and a sense of teacher efficacy. Troubleshoot any difficulties that may arise in the mentor/mentee relationship.
- Give actionable, focused feedback that emphasizes growth and development, delivered in a safe and collaborative environment.
- Prepare principals for disruptions to daily routines and schedules due to special events and vacations and possible changes in student (and adult) behavior that occur due to schedule changes and vacations.
- Recognize new principals' contributions to the school and district community.
- Coordinate with district leads to check in with beginning principals on job satisfaction and sense of belonging. Watch for disillusionment and identify specific supports to address needs.

January–March

- Support principals in re-establishing and strengthening school culture after breaks and ends of terms.
- Check in with beginning principals about the support they are receiving and continue to coordinate support with mentors.
- Check in with mentors to ensure they are routinely meeting with the novice principals and encourage them to continue to practice and develop their own skills.
- Check in around progress towards effective teacher observation and evaluation (documentation, contractual obligations, feedback, timelines, etc.).
- Check in around collection of evidence for their own evaluation.
- Prepare novice principals for spring testing by sharing anticipated schedule changes in advance to support their planning.

March–April

- Check-in with beginning principals around job satisfaction and their sense of efficacy.
- Check in around progress towards effective teacher observation and evaluation (documentation, contractual obligations, feedback, timelines, etc.).
- Check-in around collection of evidence for evaluation.
- Highlight beginning principal successes to help them move into rejuvenation and to guide their plans for continued growth.
- Provide guidance around planning and visioning for the upcoming school year.
- Communicate in advance district procedures for staffing for the coming year.
- Support new principals in maintaining a focus on instruction during disruptions to teaching (e.g., testing, staffing changes.)

May–June

- Ensure evaluations are completed.
- Help principals identify their growth since the beginning of the year and to set short and long-term goals.
- Check in with mentors regarding their own professional growth goals and plans to support their growth.
- Continue developing a collective sense of responsibility among staff for next year's new hires.

*** Note: This list is meant as a guide for the cycle of a principal's school year. For a more comprehensive calendar resource, see the AWSP website at www.awsp.org.

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