

KELI Principal Mentoring/Induction Program

OPTIONS FOR NEXT YEAR BASED ON GREATEST NEEDS

Critical Attributes – Best Practices/Research

- Shaping a vision of academic success for all students
- Creating a culture of learning
- Developing positive relationships
- Setting goals
- Managing people and processes to foster school improvement (change)
- Using data effectively to make decisions
- Professional development rich in leadership development activities
- Developing leadership capacity in others
- Community outreach

Areas Of Greatest Need

- Districts with NO mentoring program for principals and Districts who rated their mentoring program low on the 2013 principal mentoring/induction task force survey
- Elements least often present or effective: Community outreach and Building leadership capacity in others
- Need for mentor training
- Enhancing most critical elements

Requirements for all options

- Common need across all: Relationships
- Structure, process, monitoring should be part of each
- Outcomes and how they will be measured should be clear

Other thoughts:

- Selecting participants—consider a representative number from each level (elementary, middle, high school), Consider whether or not there is an assistant principal, clearly define roles of everyone in the process, especially if training mentors for districts
- Connections to Regulations in force: standards, evaluation, licensure

Proposed Menu Strands for supporting building level leaders

- Option A: Full mentoring/induction services for first year principals
- Option B: Stand alone support for addressing Critical Attributes frequently missing in Task Force survey of school districts--Community outreach and Building leadership capacity in others
- Option C: Coaching training for principal mentors
- Option D: Seminars on leadership for current issues