Building Leader Mentoring/Induction Planning Committee

Task Definition and Work Timeline

Research on Best Practice

Question to Answer: What do we know makes an effective mentoring/induction program for 1st year principals?

- **Steps:** Conduct a thorough review of current research (nationally and in Kansas) on best practice related to effective mentoring/induction programs for 1st year principals.
- Provide a written summary of this information. This summary should describe quality components and outline best practices that should be incorporated into a mentoring/induction program for 1st year principals in Kansas.
- Reflect on the connection to licensure and evaluation requirements and leadership standards and how these areas impact the committee’s recommendation.
- Provide the basis to examine current practices in Kansas that best align with research.

Building Level Practitioners and Professional Organizations (Current Practice & Input)

Question to Answer: What do professional organizations do and building practitioners feel would be helpful in providing support to 1st year principals?

- **Steps:** Formulate a comprehensive list of current mentoring/induction practices offered by professional organizations/associations to building principals in their first year. Include a brief description of each program.
- Design and implement a plan to collect perceptions of building practitioners at the elementary, middle, and high school levels of needs and priorities that should be included in a quality mentoring/induction program.
- Provide a summary of the perceptions provided by building practitioners by level. Please note any other characteristics (i.e., size of school/district) when significant.
- Reflect on the connection to licensure and evaluation requirements and leadership standards and how these areas impact the committee’s recommendation.

District Practitioners/State and Professional Organizations (Current Practice & Input)

Question to Answer: What do state leaders do and district leaders want from a mentoring/induction program to support 1st year principals?

- **Steps:** Formulate a comprehensive list of current mentoring/induction practices in place at the state and by districts that support building principals in their first year. Include a brief description of each program.
- Design and implement a plan to collect perceptions of state and district leaders of needs and priorities that should be included in a quality mentoring/induction program.
- Provide a summary of the perceptions provided by these leaders. Please note any significant characteristics (i.e., size of school/district) as relevant.
• Reflect on the connection to licensure and evaluation requirements and leadership standards and how these areas impact the committee’s recommendation.

**Mission Control: Responsibilities:** Communicate with subgroup leaders to ensure timely progress and cohesiveness in effort (i.e., email and/or conference calls prior to whole-group meetings and as needed throughout the process). Mission Control will remain responsive to questions and suggestions that can improve the process. This sub group will also:

• Coordinate efforts and provide resources to sub groups.
• Seek out appropriate involvement of identified groups that emerge as being important to the process.
• Facilitate communication and important updates to all committee members and identified groups. Presentations (i.e., USA) will be scheduled as appropriate to update the field.
• Facilitate an effective process that brings together what we learn about best practice & research and the needs and priorities identified by stakeholders. The standards outlined by the committee and the committee’s charge statement will serve as important benchmarks in the work.
• Provide a recommendation on behalf of the committee that establishes a shared vision for a mentoring/induction program to build capacity for 21st century leadership in Kansas.

**Tentative Goals for Upcoming Full Committee Meetings**

*By Nov. 8, 2012,* each sub group will provide a report to the committee that outlines their plan to accomplish the specific steps to reach their outcomes. It is suggested that the first meeting for each sub group be held no later than **Oct. 23** (face to face or via technology).

There will be approximately 45 minutes of meeting time for sub groups to work in final preparation to share with the whole committee at this meeting and/or to work on specific tasks identified by the sub group.

*By Jan. 17, 2013,* sub groups will provide an update on their work and any relevant findings that are important to share with the committee. At this point, major data collection should be finalized from all groups and analysis of field input should be under review.

*By Feb. 21, 2013,* sub groups will report the major findings and recommendations from their work. Each sub group should reflect on the standards set by the Committee in forming their conclusions. Those standards include: *Workable, Affordable, Have Field Support, Provide Choice, Rigor, Flexibility, Add Value to the Practitioner & Others Involved, User-friendly & Effective, Assure Fidelity When Implemented, Offer Timely Support, Meet Practitioner Needs, Respect Time*

Major findings and recommendations will be pulled together into a Draft Recommendation to be considered at the final meeting in March.

The Committee/Sub Group Leaders will provide input as to whether a forum to share this draft with a selected/target audience will be incorporated into the process for feedback.

*By March 27, 2013,* all members will consider the draft recommendation that will be submitted on behalf of the committee. Discussion and input by the committee will provide final changes to the plan. A review of the committee’s charge, guiding standards, state requirements, and alignment to essential findings will be conducted as a part of this final review and discussion.