LEADERSHIP EXCELLENCE
AND DEVELOPMENT SYSTEM

KENTUCKY PRINCIPAL INDUCTION ACADEMY

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Kentucky Principal Induction Academy

Introduction

If Kentucky children are to stand a fighting chance in today's ever-changing economy, a first-class education is needed; and to get a first-class education, great instruction is a necessity. But, how can school districts provide a first-rate experience to all children, including those in our poorest areas? How can they transform struggling schools? Lastly, how can they guarantee teachers get the support they need to close achievement gaps and reach the state's goal of college and career readiness for all students? A key ingredient is effective principals.

Investing in good leadership is a cost-effective improvement strategy: who better than a highly-skilled, well-prepared principal to influence the teaching that goes on throughout an entire school? As a state, it is vitally important that we focus on the needs of principals, especially beginning principals. Establishing a culture of support and coherence is of upmost importance during a principal's first year on the job. Over the past five years, an average of 300 principal vacancies has been filled each year. In response to this emergent need, the Kentucky Association of School Administrators (KASA) and Center for Education Leadership (CEL) in partnership with the Kentucky Education Professional Standards Board (EPSB) developed a training program called Kentucky Principal Induction Academy (KPIA). The program is anchored in a theory of action, and provides support and guidance for beginning principals as they lead their schools to proficiency and beyond.

Rationale

There has been a great deal of research over the past ten years linking school leadership with student achievement. According to a review of research published by the Wallace Foundation, leadership is second only to teaching among school based factors that contribute to student learning. In schools faced with difficult circumstances, powerful leadership is noted as the catalyst needed for school transformation.[1] Strong, effective principals inspire and enhance the abilities of their staff to perform at high levels. Such principals also create a climate that encourages learning and achievement. They retain great teachers and create opportunities for them to take on leadership roles. In summary, principals can be great multipliers of effective teaching and learning practices in schools which directly contribute to student success.[2]

Research suggests few principals go through a formal induction process or receive on-the-job training, and principals are often unsure about who to approach for advice.[3] "Given the stakes, it is surprising how little guidance is available to beginning leaders about how to transition more effectively and efficiently into new roles," says Michael Watkins in his book, The First 90 Days.[4]

Although principals have completed college/university coursework for educational leadership and may have served as an assistant principal, this does not mean they are sufficiently prepared for the complex role of an instructional leader. Most university level programs provide a solid foundation in leadership theory. However, it is the linking of theory to practical application that is often lacking in post-graduate school leadership programs. Beginning principals must be rigorously trained and deliberately mentored in well-designed programs that challenge them to excel in order for them to be successful in this era of high-stakes accountability.[5]

[1]Leithwood, K., Louis, K.S., Anderson, S., & Walstrom, K. (2004). *Review of Research: How Leadership Influences Student Learning.* University of Minnesota: Center for Applied Research and Educational Improvement; University of Toronto: Ontario Institute for Studies in Education.

[2]Syed, Sarosh (2015). *Building Principal Pipelines A Strategy to Strengthen Education Pipelines.*

[3]Daresh, J. C. (2004). Mentoring school leaders: Professional Promise or Predictable Problems? *Educational Administration Quarterly, 40, 495-517.*

[4]Watkins, M. (2003). The First 90 Days: Critical Success Strategies for New Leaders at all Levels. Boston: Harvard Business Press.

[5]Gray, C., Fry, B., Bottoms, G., O'Neill, K. (2007). Good Principals Aren't Born – They're Mentored: Are We Investing Enough to Get the School Leaders We Need? Learning-centered Leadership Program: Southern Regional Education Board.

History

Kentucky Administrative Regulation (16 KAR 7:020) requires an applicant for certification as school principal, with less than two years of appropriate service, to complete a one-year principal internship program for the purposes of (1) providing beginning principals the opportunity to learn under the supervision of experienced educators and (2) provide continuing certification upon the demonstration of the principal intern's ability to meet administrator standards developed by the Interstate School Leadership Licensure Consortium (ISSLC). In response to this regulation, the Kentucky Internship Program (KPIP) was developed and implemented in 1988, but was discontinued in 2008 due to funding issues.

Since the passage of the above regulation, a couple of changes have occurred creating the need for an updated principal induction program. First, principals are no longer required to complete an internship program before receiving continuing certification, and secondly, administrator standards have changed based on the 2009 passage of Senate Bill 1. As a result of this legislation, Kentucky embarked on a comprehensive system of education reform, known as Unbridled Learning, that called for new, more rigorous standards, a new assessment and accountability system, and a focus on student readiness. In 2013, with the passage of House Bill 180, Kentucky cleared the way for a new statewide evaluation system to be used for all certified personnel, including principals. The Professional Growth and Effectiveness System (PGES) was designed to promote the vision of continuous professional growth and development of skills needed to be a highly effective teacher or administrator.

The Kentucky Principal Induction Academy reflects the above changes while also providing an updated approach to meeting the various needs of beginning principals. Through this program, participants will acquire the necessary technical and adaptive skills in instructional, operational, and school leadership to prepare them to be effective and successful school leaders.

Development of Program

KASA-CEL hosted a leadership institute July 16, 2015 to discuss the changing roles of the 21st century principal. Ninety-five educators attended the event indicating a high need and interest around this topic. Additionally, a design team comprised of principals, district leaders, education organization staff, and state agency leaders was convened multiple times over the past two years. The team worked collaboratively to research, study and discuss effective components of principal induction programs with the goal of creating a plan to deliver a comprehensive professional development program that is timely and relevant in order to build the skills beginning principals need to lead successful schools. *(See Appendix A for a complete listing of design team members.)*

Vision

The vision of the Kentucky Principal Induction Academy is to develop the professional and personal skills and capabilities of beginning principals so they have the capacity to create school cultures that support high levels of learning for all students.

Expected Outcomes

The following outcomes will be achieved as a result of participation in the Kentucky Principal Induction Academy. Principals will be prepared to:
1) Face and solve challenges using research-based leadership practices.
2) Build an effective school-community partnership.
3) Demonstrate competence in the Principal Professional Growth and Effectiveness-System Standards.
4) Manage the physical, financial, and human resources of the school.
5) Use data to inform curriculum, instruction, and professional learning experiences.
6) Provide instructional leadership to increase the quality of teaching and learning.
7) Foster a culture of high expectations for all students and staff.
8) Become part of a professional community of practice.

Implementation Plan

The Kentucky Principal Induction Academy will begin as a pilot during the 2017-18 school year. Approximately 90 beginning principals will be invited to participate in the initial phase of implementation. Three cohorts, comprised of 30 beginning principals, will be established in the eastern, central and western regions of the state. During the pilot year, the infrastructure will be refined and scaled to support statewide implementation during the 2018-19 school year.

Program Design

The Kentucky Principal Induction Program is a continuous improvement model that includes the following three components.
1) Professional Learning
2) Induction Team Support
3) Principal Evaluation Process

Component One: Professional Learning

Professional Learning Modules
Beginning principals will participate in cohort-based training allowing principals to learn from each other, share strategies, and build common approaches to address challenges they face. The curriculum for the Kentucky Principal Induction Academy will be presented by practicing principals, KASA-CEL staff, and national and state consultants. Case studies, face-to-face instruction, professional readings, and a computer-based communication platform will be used to make learning relevant and engaging for participants. The program is underpinned by The Leadership Challenge, a book co-authored by Jim Kouzes and Barry Posner. This leadership resource is research-driven and is about how everyday leaders mobilize others to get extraordinary things accomplished.

Module Descriptions:
Module One – The Leadership Challenge
Participants will:

- Identify specific leadership behaviors to strengthen results for his/her team
- Clarify personal values and develop a personal philosophy of leadership
- Speak with conviction about his/her work and inspire hope for the future
- Become a catalyst for meaningful change within his/her district
- Strengthen relationships with and among school teams by modeling collaborative leadership behaviors
- Enable the development of others to enhance contributions to the district
- Encourage himself/herself and collective accomplishments of his/her teams
- Fortify his/her ability to solve education challenges using The Five Practices of Exemplary Leadership

During the first module, participants will be introduced to The Five Practices of Exemplary Leadership, from The Leadership Challenge by co-authors Jim Kouzes and Barry Posner.

Five Practices of Exemplary Leadership

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart

An important component of this module is the introduction of the *Leadership Practices Inventory*, a 360-degree tool based on The Five Practices of Exemplary Leadership. This assessment will be taken by the participant, his or her supervisor, peers, direct reports, and other relevant individuals. Results from this assessment will highlight the beginning leader's effectiveness and the level of commitment, engagement, and satisfaction of key stakeholders.

Module Two – Principal Professional Growth and Effectiveness System

Participants will:

- Identify key words for each standard at each performance level
- Discuss differences between each standard's various performance levels
- Classify evidence samples for accomplished and exemplary levels of leadership for all standards
- Create effective, rigorous, and appropriate Student Growth Goals
- Write a Professional Growth Goal encompassing both personal and student needs
- Explain the components and timeline of PPGES implementation
- Make the connection between PPGES standards and The Five Practices of Exemplary Leadership

This module presents a deep dive into the state principal evaluation system. The overarching goals of this session are to provide a basis for leadership improvement through productive principal performance appraisal and professional growth; to encourage collaboration between the beginning principal and his/her evaluator; and to promote self-growth and leadership effectiveness. Principals currently in the field will share effective strategies and processes for each of the six standards. Additionally, participants will work in small groups to discuss and analyze sample Student Growth Goals before beginning the process of creating their own goals. Professional Growth Goals will also be addressed during this portion of the module making the important connection between professional learning and student growth.

As with all modules, this session will conclude with a time of reflection. Participants will be asked to connect evaluation standards with The Five Practices of Exemplary Leadership introduced in module one.

Module Three – Development and Implementation of a Monitoring Protocol to Inform Professional Practice
Participants will:

- Develop a platform of beliefs of the teaching, learning, and assessment process through the study of a Performance Monitoring model.

- Design a model to monitor student performance and teacher effectiveness in meeting learning targets/goals.

- Learn how to develop school improvement goals and teacher individual growth plans based on analysis of student performance data and aligning that data with teacher practice.

- Understand how the four components of the student performance progress monitoring process (assessment, analysis, planning, and instruction) impact teacher effectiveness and student performance.

- Assess their school's current reality in terms of instructional systems and student learning and determine critical next steps.

In achieving the module outcomes this professional learning experience is intended to help participants develop:

- An understanding of how the plans and actions of teachers can be intentionally directed to positive student performance outcomes as a result of an effective monitoring protocol.
- Strategic thinking when deciding the effective organization and utilization of staff into a meaningful distribution of human resources to achieve school learning goals.
- A means to effectively use data to drive teacher growth.
- Teacher leaders who will also be equipped to lead teams of colleagues in establishing appropriate curricular outcomes and developing the capacity within those teams to conduct effective analysis and collaboratively developing growth initiatives.

As with all modules, this training will conclude with principals reflecting upon their learning of monitoring student performance and connecting it to The Five Practices of Exemplary Leadership and principal performance standards. Actionable next steps will be recorded and followed-up and supported by assigned coaching mentors.

Module Four – Strategic Management

Participants will:

- Discover strategic management strategies, processes and skills
- Examine laws related to School Based Decision Making Councils and review sample policies and best practices
- Review important components of district Certified Evaluation Plans
- Discuss "must know" board policies
- Analyze SEEK Allocation and school budgets
- Understand the overall "big picture" of communication: *Why, How and When to Communicate*
- Learn essential human resource survival skills

Management is often described as the person or people who design an organization's structure and determine how different aspects of the organization interact. This session will focus on essential management functions, such as planning, delegating, organizing, communicating, and leading in key areas such as, chairing an SBDM council, dealing with personnel issues, managing school finances, and communicating with internal and external stakeholders.   This session will heavily focus on the link between effective organizational structures and positive student achievement outcomes.

This module will conclude with participants completing a written reflection summarizing how strategic management aligns with The Five Practices of Exemplary Leadership and PPGES standards.

Module Five – Human Resource Management

Participants will:

- Review and discuss important board policies related to human resource management
- Learn strategic approaches for hiring, developing and retaining talent
- Discover effective strategies and processes for dealing with difficult employees
- Develop the skills necessary to evaluate, coach and grow instructional and support personnel
- Examine the importance of creating a plan to build a diverse workforce

This module will focus heavily on PPGES Standard Three: *Human Resources Management – The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.* This professional learning opportunity is designed to prepare beginning principals for the challenges of effectively leading and managing a school staff to achieve high levels of learning for all students. Real-life simulations will allow principals to think through various personnel situations. This session will be led by active human resource directors within the state and KASA's executive director, Mr. Wayne Young.

Participants will be asked to complete a reflection at the conclusion of this session citing areas for improvement and actionable next steps. The reflection will also include connections to The Five Practices of Exemplary Leadership and PPGES standards.

2017-18 Tentative Implementation Plan for Modules 1-5
Year One:

July 13 – Module One

July 14 – Module Two

September 27 – Module Three

November 1 – Module Four

March 14 – Module Five

Component Two: Induction Team Support

The purpose of the mentoring program within the Kentucky Principal Induction Academy is to connect principals with people who can help them test ideas, reflect on their own practices, model effective practices, navigate challenging situations, and affirm their approaches. This component includes an explanation of the role of the Induction Team (IT) and the development and use of an Individual Learning Plan (ILP).

An IT will be formed with each individual providing both unique and collaborative support for each KPIP participant. The IT will be comprised of the following:

1. Executive Coach (EC)-provided/selected by the EPSB/administrative body to:
   a. act as the initial chairperson of the IT as the IT establishes its schedule of activities and Individual Learning Plan (ILP) process.
   b. act as the liaison between the IT membership and regulatory staff/agencies.
   c. act collaboratively within the IT framework to assist the principal acquire resources, knowledge, and experiences intended to support the participant.
2. Superintendent or Superintendent Designee(SD)-to act as the district's representative, supporting participant development within the framework of district expectations of performance on the principal performance standards.
3. Mentor Principal (MP)-provided either from within or outside of the district, with consensus selection by the EC and Superintendent. Ideally mentor principals will be aligned with the background and professional experiences of participants.
4. KPIA participant principal or Beginning Principal (BP).

To provide structure and a vehicle for collecting evidence of the participant's learning and reflections of the learning, an ILP will be developed by the IT. The ILP document will contain:

1. Statement of purpose
2. IT membership and roles
3. Identification of school needs/priorities
4. Growth Plan (based on Item II.D.)
5. Data/Evidence collection process (hard copies of evidence and a checklist contained within the ILP or an appendix.)
6. An embedded timeframe throughout the ILP to include and support implementation of the above reference points as well as IT meeting schedules and products (a monthly timeline or an individualized timeline).

Serving as the chief executive officer of a school can be a challenging, daunting, gratifying, as well as, a lonely experience.   Things happen that cannot or should not be shared with subordinates, but would only be understood by someone in a similar position. The relationship with coaches, supervisors, and mentors within the IT is key to helping the beginning principal navigate the complex role of a school executive and learn what works and what doesn't work within the school culture. Research shows coaches and mentors provide the following for their mentees:

1. Created a focused and strong framework of support that successfully guided them through their first year as principal.
2. Gave confidence and direction when faced with challenging situations.
3. Expanded their network of colleagues from whom they could seek additional support.

The mentor/mentee relationship has been proven to be one of the most powerful sources for individual growth and performance among beginning principals across our nation.

Organizational Support

The superintendent is especially critical for ensuring the success of a mentoring program. Mentors are more likely to provide quality time with their mentees if they know the organization values the practice. It is recommended that superintendents schedule a meeting with mentors and mentees to share their vision and expectations of the mentoring experience.

Component Three: Beginning Principal Evaluation Process

Principal Professional Growth and Effectiveness System

The Principal Professional Growth and Effectiveness System (PPGES) was developed in collaboration with Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The six performance standards of Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication and Community Relations, and Professionalism are designed to support student achievement and professional best-practice. They also provide flexibility, encouraging creativity and individual principal initiative. The goal of the system is to support the continuous growth and development of each principal by monitoring, analyzing and applying pertinent data compiled within a system of meaningful feedback.

The Kentucky Principal Induction Academy will enhance each district's implementation of the PPGES by adding an additional layer of support for beginning principals. In addition to the training provided through the induction program, beginning principals will receive additional support with the evaluation process from their assigned induction team. Over the course of the year, the Central Office Administrator, and Executive Coach (mentor) will gather evidence of the beginning principal's leadership practices by participating in the following:

1. Direct Observations of Practice – A member of the induction team *(IT)* is physically present in the school where the principal is present and leading. These observations include, but are not limited to leadership team meetings, teacher observations, post conferences, or staff meetings.
2. Indirect Observation of Practice – A member of the induction team is observing or reviewing systems or processes that have been developed and implemented by the principal, but operate without the principal present. These observations include, but are not limited to attending teacher team meetings, observing teacher practice across multiple classrooms, or arrival and dismissal of students. These observations will be supported with artifacts documenting practice such as school operational and management instruments. These artifacts will provide evidence of participant understanding and achievement of principal performance standards.

3. School Data Review – Team members review results of a principal's work, including but not limited to progress toward state and local goals, formative and summative assessment results, and all stakeholder feedback.

Evidence and artifacts collected from these areas will inform both the professional growth needs of the beginning principal and summative ratings as part of the PPGES. This compilation of artifacts will be presented in its entirety to the IT prior to the summative evaluation. This evidence will be a reflection of the beginning principal's learning, development, and goals achieved during their first year of service. It will also serve as a learning record that highlights the past and sets potential goals for the future.

Using the observation and data gathering practices listed, the participant will collect performance artifacts pertaining to and reflective of the principal performance standards. These artifacts will support the expectations outlined by the IT in the ILP and may be used by the superintendent/designee to support the summative ratings for the PPGES. These artifacts will be reviewed by the EC and MP throughout this internship/growth process for reflection and feedback.

Implementation Process
The evaluation process is intended to be a cycle of continuous improvement, with beginning principals playing a more active, engaged role in their own professional growth and development. The process begins with data analysis, self-reflection and goal setting for the school year to set the stage for implementing a goal-driven plan. Throughout the year, the plan is implemented and evidence is collected.

Orientation and ILP Development
The Central Office Administrator will schedule an introductory meeting with the IT (Executive Coach, Superintendent/Designee, and KPIP Participant) prior to September 1 to review the purpose and requirements of the Kentucky Principal Induction Program. At this meeting the IT will develop the Individual Learning Plan using the following guidelines:

I. *The Induction Team (IT) members will be the collective plan developers and reviewers.*
II. *A guiding/planning document will be distributed to provide guidance about:*
   A. *The local evaluation processes of the principal performance standards.*
   B. *Individual Learning Plan documentation and processes.*
   C. *A timeline of planned IT meetings/activities [including artifact review by the EC and MP] with anticipated outcomes of those activities (what the participant can reasonably expect to achievement or learn from the process).*
   D. *Individual goal setting based on school improvement plans. (to emphasize the need to focus efforts on meeting the school's needs and that by being part of the "bigger picture" the principal's individual growth will occur.)*
   E. *A record of experiences (documentation/artifact collection) that can be used for evaluation support; analysis, review, and reflection of how successful the principal's efforts have been in meeting the school's needs. (aligned with principal performance standards)*
   F. *Recommendations (assuming this essential for the IT and ultimately certification) and growth planning by the IT for future direction and focus by the participant.*

Cycle One

Cycle One will begin with the hire date of the KPIP participant and end December 30. Requirements for this window include:

1. One site visit by the Superintendent Designee (SD) completed by December 30. A post-conference should be conducted within five days of each observation.
2. Two coaching sessions provided by the Executive Coach (EC) prior to December 30.
3. A review of formal evaluation evidence by both the EC and SD as a part of cycle one.
4. A committee meeting involving the participant, EC and SD will be scheduled prior to December 30 to review Cycle One Progress. During this meeting, student growth (SIP??) and professional growth goals will be reviewed, revised, and edited as needed. Additionally, mentoring logs will be reviewed during this meeting to ensure appropriate and adequate support for the BP. (All committee meetings will be scheduled by the SD.)

Cycle Two

Cycle Two will begin January 1 and end April 15. Requirements for this window include:

1. One site visit by the SD completed by March 1.
2. Two coaching sessions provided by the EC prior to March 1.
3. Compilation of evidence/*artifacts* completed and presented to the committee prior to the summative evaluation conference.
4. The summative evaluation rating will be provided by the SD on or prior to April 15.

(See Appendix C for a complete listing of roles and responsibilities of each committee member.)

Component Four: Program Evaluation Process

Purpose

Quality control is embedded within the programming of the Kentucky Principal Induction Academy to ensure the program's vision of developing the professional and personal skills and capabilities of beginning principals so they have the capacity to create school cultures that support high levels of learning for all students becomes a reality.   In order for this to happen, data will be collected and used to make on-going, positive changes using the Plan, Do, Study, Act cycle of improvement.

Evaluation Tools

Surveys and interviews will be used to solicit feedback from participants on various components of the Kentucky Principal Induction Program including trainings, mentoring experiences, and the evaluation process. Additionally, student achievement data from schools with participating beginning principals will be analyzed to make informed decisions about the effectiveness of the program.

Data Collection

Once the data has been collected and carefully examined, conclusions will be drawn based upon the data. If needed, an improvement plan will be developed using the Plan, Do, Study, Act cycle of improvement. The findings and improvement plan will be disseminated to interested stakeholders for the purpose of accountability, decision-making, and continuous improvement.

Appendix A

Design Team Members

Committee Member	Title/District or Organization
James Adams	KY Education Professional Standards Board
Donna Brockman	KY Education Professional Standards Board
Rhonda Caldwell, CAE, EdD	KY Association of School Administrators
Nick Carter	High School Principal, Breckinridge County
Robin Cockran, EdD	Washington County Schools
Connie Crigger	Elementary Principal, Boone County
Michael Haggen	Consultant, Scholastic
Cassandra Akers	High School Principal, Floyd County
Nicholas Brake, PhD	Superintendent, Owensboro Independent
Jennifer Carroll	Kentucky Valley Educational Cooperative
Michael Chirichello, EdD	Leadership Matters
Wesley M. Cornett	High School Principal, Somerset Independent
Danita Toni Ellis	Southwestern High School, Pulaski County
David R. Johnson	Southeast/Southcentral Cooperative
Nathan R. Meyer, EdD	High School Principal, Jefferson County
Rita Muratella	KY Association of School Administrators
Deborah L. Powers, EdD	Kentucky Department of Education
Cheri H. Smith	Elementary Principal, Bowling Green Independent
Kevin Stull	Kentucky Department of Education
Kim Wolfram	Middle School Principal, Franklin Simpson
Anthony F. Maxwell, EdD	Elementary Principal, Middlesboro Independent
Marcella Minogue	Elementary Principal, Bullitt County
Amy Razor	Northern Kentucky Cooperative
Allyson Vitato	Elementary Principal, Jefferson County
Wayne Young	KY Association of School Administrators

Appendix B

Program Timeline

Program Requirement	Beginning Principal Responsibilities	Timeline
Program Orientation Meeting	• Attendance of all committee members is required.	• Date of hire to September 1
Professional Learning	• Attendance is required.	Year One • July – Modules 1 and 2 • September – Module 3 • November – Module 4 • March 14 – Module 5
Cycle One	• 1st Site Visit – Completed by SD • 2 coaching visits by EC • EC will provide feedback after observation of one of the following: SBDM Meeting, Team/Department Chair Meeting, Staff Meeting. • EC will attend a teacher observation post-conference and provide feedback to principal. • Meeting will be held to review observations and PPGES evidence.	• September 1 – December 30
Cycle Two	• 2nd Site Visit – Completed by SD • 2 coaching visits by EC • Meeting with mentor principal to discuss 2nd and 3rd round of observations and PPGES evidence. • Summative evaluation must be completed prior to April 15th.	• January 1 – April 15

Appendix C

Roles and Responsibilities of Team Members
(Descriptions are also provided in Component 2. Appendix C will be updated upon finalization and agreement of IT membership)

State Program Coordinator (SPC)
The State Program Coordinator serves a critical role in managing the Kentucky Principal Induction Academy. The coordinator will work with all stakeholders to ensure all program components are successfully implemented.

Induction Team (IT)
The induction team provides essential support, encouragement, and guidance to beginning principals. The team is comprised of the Superintendent's Designee, Executive Coach, Mentor Principal, and KPIP Principal. The team will participate in all aspects of the evaluation process while helping the develop a flexible professional growth plan that can be modified to reflect on-going needs identified throughout the process.

Executive Coach (EC)
The executive principal will oversee the implementation of the induction program. Responsibilities are as follows:
1. Provide a minimum of four on-site coaching visits.
2. Identify and disseminate best practices related to principal induction.
3. Coordinate data collection to support evaluation of induction program.
4. Develop/Coordinate training opportunities for beginning principals.
5. Coach beginning principals.
6. Provide consistent communication to induction teams.
7. Conduct meetings with mentor about PPGES.
8. Attend meetings with other executive coaches.
9. Identify resources to promote growth of beginning principals.
10. Attend required meetings.

Superintendent Designee (SD)
The Central Office Evaluator is the superintendent or his/her designee. If possible, the COE should have principal experience. Responsibilities are as follows:
1. Schedule a meeting no later than (15) days following the appointment of all committee members. During this meeting, the COE should review roles, procedures and expectations. A chairperson will be selected at this meeting to schedule all other meetings. (16 KAR 7:020 Section 11 (1)

2. Along with the EC, articulate roles and responsibilities of all stakeholders in the induction process.
3. Review policies and procedures related to evaluation with beginning principal.
4. Seek and provide resources needed to implement and sustain a quality induction program.
5. Review Professional Growth and Effectiveness Administrator Standards and possible sources of evidence. (Under Review due to SB-1)
6. Complete summative evaluation.
7. Conduct a minimum of two (2) site visits with a minimum of 3 hours for each observation. (Documentation of Kentucky Principal Performance Standards)

KPIP or Beginning Principal (BP)
A beginning principal is defined as a principal holding less than two (2) years of experience (per state regulation) with full provisional certification (excludes assistant principals). Responsibilities are as follows:
1. Understand an effective induction program relies on the willingness of the beginning principal to be open and candid concerning his/her needs for positive growth and development.
2. Participate in all facets of the induction program to ensure principal effectiveness.
3. Complete visits to two school (2 times – 3 times per visit). Schools may be same level and within or outside of district.   An observation form must be completed and included in the Individual Learning Plan (ILP).
4. Prepare for all observations/site visits.
5. Complete Individual Learning Plan (ILP).