ABSTRACT
        The needs of those who move from classrooms into
administrative offices must be addressed if school systems are to
achieve effectiveness. Presented in this paper is a brief description
of the elements of an effective school administrator induction
program. A justification for administrator induction programs
distinct from those of teacher induction programs is that the
administrator role differs from that of the classroom teacher. Three
components of administrator induction programs are preprogram
planning, mentoring, and program evaluation. (LMI)

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INDUCTION PROGRAMS: DON'T FORGET THE

SCHOOL ADMINISTRATORS

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As the efforts to improve the quality of teacher education grow, there is increasing recognition and support for a very simple but powerful idea: One way to improve overall teacher effectiveness may grow directly out of programs designed to assist new teachers learn their craft. As a result, the notion of teacher induction programs has become a powerful strategy that might be used to guide the professional formation of newcomers to the classroom.

While we fully support the notion that beginning teachers need special assistance, we also believe that one cannot forget another group of professional educators who also need support and direction in their earliest stages of professional development. That group consists of school administrators, a group shown in a considerable amount of recent research on school effectiveness to play a central role in making schools better places in which students may learn. We believe that, in the press toward developing programs designed to provide assistance and support to entry-level school personnel, school systems cannot ignore the needs of those who move from classrooms into administrative offices. As a result, in this paper, we will provide a brief explanation of what might be included within an induction program that would focus on the particular needs of school administrators. We begin by noting a rationale for the

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development of a specialized program for administrative persennel. Next, we offer an brief overview of the components that need to be included in an induction or entry year program.

Rationale

As we have already noted, school administrators are professional educators with learning needs that differ considerably from those of their colleagues in classrooms. As a result, induction programs must reflect these special characteristics. We recently identified some of the areas in which the role of school administrator differs so completely from classroom teachers that a separate induction program would be warranted (Daresh & Playko, 1989:

1. The research base on administration is not clear enought to guide entry-year or induction programs.

2. Administrators do their jobs in isolation from peers.

3. "New" administrators are not new to schools.

4. Administrators are bosses.

5. Administrative peers usually are not true equals to the beginner.

These characteristics make it quite difficult to apply the same practices and plans that might be utilized for teachers with school administrators.

Components of Induction Programs

There are three critical components which need to be included in any effective induction program, whether such a program is directed

primarily at the needs of beginning teachers or administrators. These three components are the use of systematic pre-program planning, mentoring, and programmatic evaluation.

Pre-Program Planning

Seven steps are included in a systematic effort designed to guide pre-program planning that is needed to develop a strong induction program for beginning school administrators. These include the following:

1. Establish a School Board Policy for the Induction Program

Local school board policy should be established in order to give direction and support to an induction program. Included withiin this policy statement should be a clear statement of pourpose and rationale or philosophy that will drive the program. In this way, a logical explanation of what an entry-year support program is needed can be provided, and the principles underlying a program can be put forth. The board policy statement signifies the school board's commitment to the initial adoption and continuing maintenance of an entry-year or induction program.

2. Conduct a Preliminary Needs Assessment

Much information iis available to use in determining the general induction needs of new administrators. For example, educational personnel who are currently in their second year in a new position may be seen as valuable sources of information. Research on the needs of beginning administrators might also be consulted as a useful

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source of information. Principals and other educational leaders can describe typical problems experienced by beginning colleagues with whom they have worked. The philosophy, policies, curriculum, resources, norms, and customs of the school district all indicate areas where first-year school administrators may need spcial assistance and support in meeting those needs.

3. Specify Goals and Objectives

The two primary sources for developing program goals are school district requirements and needs of entry-year administrators. One task of pre-program planning and development is to integrate these two types of needs into a set of broad goals.

4. Identify Needed Resources

Human resources can include university and private consultants as well as local district personnel who have expertise in working with entry-year issues. Material resources include a wide variety of equipment and facilties that may be needed to carry out induction program activities.

5. Design the Program

The entry-year or induction program needs to be articulated in a written plan which states the expected matches between induction resources and activities with the program objectives. Sufficient felxibility needs to be provided to meet emerging needs.

6. Develop a Program Budget

The next step involves the development of a plan for securing and

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allocatiing needed funds to maintain the induction program.

   7. Implement the Program

The successful implementation of the program requires ongoing organizational, technical, and interpersonal support. It is suggested that the program development planning team that worked on this pre-program strategy be kept in place to provide onngoing evaluation.

While the establishment of a definite framework to guide the development of a local induction program is important, central office personnel and others should be allowed flexibility to meet the unique and idiosyncratic needs of individual beginning administrators which might arise during the program evaluation.

Mentoring

The "wheels that drive" a successful induction program must be the use of experienced practicing administrators to serve as career guides or mentors to their inexperienced colleagues. The practice of mentoring serves as a very important part of planned efforts to support entry-year school administrators. School districts that are about to implement induction programs will likely find it necessary to develop specialized training activities to help those individuals who will serve as mentors to carry out their responsibilities (Daresh & Playko, 1989).

Program Evaluation

Finally, any program development effort in the area of induction

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for school administrators must include a strong evaluation component. A few words of caution are needed in this regard. For example, collecting input from beginning administrators and their mentors concerning personal beliefs regarding the previous year's work does not in itself constitute a comprehensive evaluation effort. Collaborative judgments about what has worked and why and what has been achieved and why should help to specify the standards by which induction programs might be properly judged. Further, attention should be paid to the design of a scheme that will emphasize both fromative and summative program evaluation.

Summary

In this paper, a brief overview of induction programs for school administrators was presented. We began with a description of some of the ways in which the nature of school administration may differ sufficiently from teaching, to the extent that separate induction programs may be needed by administrative and teaching personnel. Next, we reviewed three major components that we believe should be included in any induction program developed by local school systems. The major components were pre-program planning, mentoring, and program evaluation.

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