
Foreword

Until now, most principal induction, administrator in-service training, and assessment in the United States has been haphazard with no discrete model for improvement. With the increasing shortage and decreasing retention of quality school leaders, a more disciplined, quality theory has been desperately needed. Elaine Wilmore's *Principal Induction: A Standards-Based Model for Administrator Development* fills this need. It integrates the key national Educational Leadership Constituent Council (ELCC) standards with excellent clarifying rationale and practical uses, as well as ideas and activities to ensure the induction and retention of principals as they become more effective. The ELCC standards are the most comprehensive set for principals because they result from the work of the ten leading educational organizations interested in school leadership and improvement. In addition to the standards, this book also weaves the latest research on principal effectiveness and instructional improvement into easy-to-read narratives and case studies while providing worthwhile learning activities for prospective principals in university programs as well as for those going through induction in school districts. It focuses on active, student-centered learning. Students, school district leaders, and professors alike will find the information it provides helpful, motivating, and easy to implement. No other book of this type exists. *Principal Induction* well serves people, districts, universities, and other agencies interested in recruiting, inducting, preparing, and assessing future school principals for both formative and summative purposes. More important, it provides a model to help readers grow and succeed through increased student learning and improved school culture, climate, and vision. Thus, by improved induction and development of school leaders, we ensure greater learning for America's students and enjoy the benefits this can have on society. As research proves, a strong principal is the key to school improvement and pupil achievement. Wilmore's *Principal Induction* provides both the model and the tools that have been missing to ensure this occurs.

xii ● Principal Induction

Principal Induction has my highest endorsement for its content, learning experiences, and ideas, and for Wilmore's unique ability to blend theory, research, standards, practice, and inspiration into a meaningful set of learning philosophies and experiences that enhance teaching and learning in each school in which it is implemented. For administrators who really want to improve their schools through their own growth and development, this is the book for them. Bravo!

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