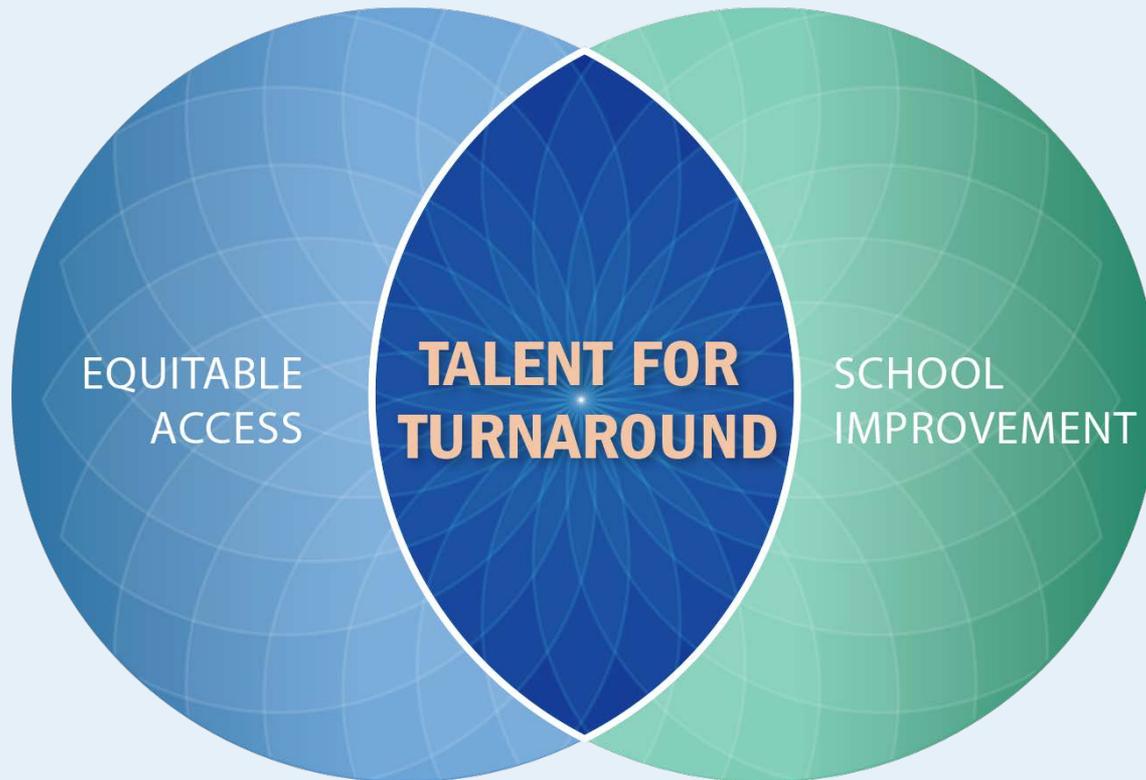


# The Role of the Principal in Mentoring and Induction

T4TLA Mentoring & Induction Affinity Group | Workshop 3  
May 10, 2018



# Welcome and Introductions

Lisa Lachlan, GTL Center

Andrew Morrill, Center for School Turnaround

Catherine Jacques, GTL Center

Heidi Greene and Logan Hall, Salt Lake City Schools



**TALENT FOR TURNAROUND**

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# Team Introductions

- Teams: Please type the names of your team members attending the webinar today into the chat pod. Video is encouraged!

# Our Missions

**Center on Great Teachers and Leaders (GTL Center):** To foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

**The Center on School Turnaround (CST):** To provide technical assistance and identify, synthesize, and disseminate research-based and emerging, promising practices that will lead to state education agencies' increased capacity to support districts in turning around their lowest performing schools.

# M&I Affinity Group Workshops

Content	Optional Dates and Times
Workshop 1: Mentor Professional Learning, Development, and Assessment	March 19 1:30–3:00 p.m. ET
Workshop 2: Beginning Teacher Needs Assessment and Communities of Practice	April 25 1:30–3:00 p.m. ET
Workshop 3: The Role of the Principal in Comprehensive Induction	May 10 1:30–3:00 p.m. ET
Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction	June 18 1:30–3:00 p.m. ET
Workshop 5: Effective Communication With Stakeholders and Staff	July 18 1:30–3:00 p.m. ET
Workshop 6: Induction Program Monitoring and Continuous Improvement	August 15 1:30–3:00 p.m. ET

# Workshop 3 Objectives

- Participants will
  - Learn evidence-based actions that principals can take to support effective M&I programs.
  - Explore resources to help states and districts in ensuring that principals are prepared to support effective M&I programs.
  - Explore key competencies that principals need to effectively support M&I programs.

# Workshop 3 Agenda

- Rapid School Improvement Domains overview
- The Principal's Role
  - Facilitating Successful Mentoring and Induction Systems
  - Supporting Mentors
- District Presentation: Salt Lake City Schools Peer Assistance and Review
- Q&A/Group Discussion
- Final Thoughts

# Prework Reflection

- New Teacher Center:
  - [Role of the Principal in Beginning Teacher Induction](#)
- Edweek:
  - [What Do Beginning Teachers Really Need?](#)
  - [Study Highlights Importance of Principals in Teacher-Retention Efforts](#)
- Optional further reading:
  - Four domains for rapid school improvement: A systems framework
  - Examples of Actions Taken by Principals Trying to Lead Turnaround (pp. 16-17)

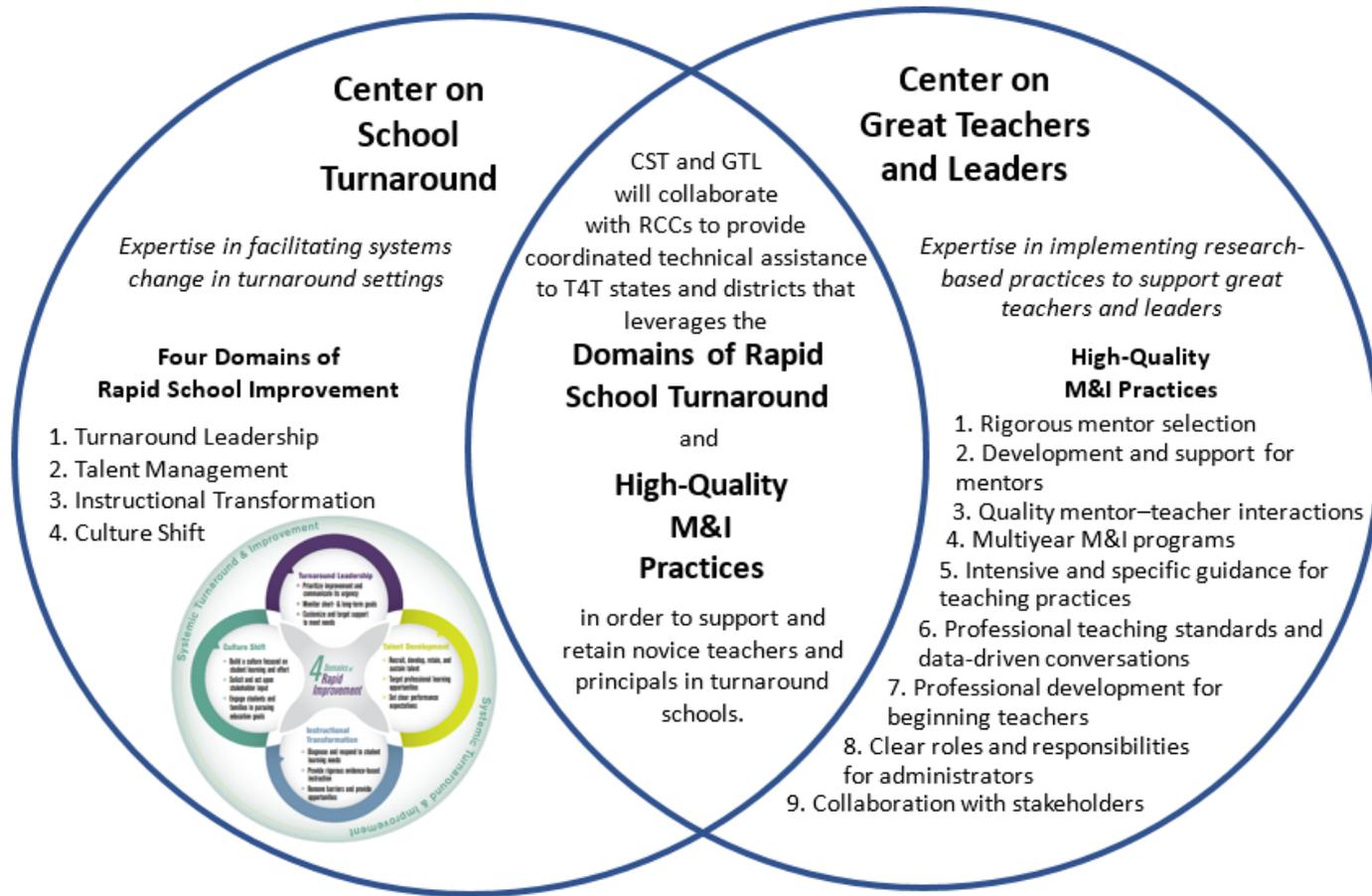
# Polling Question

- What resonated with you?
- What questions did these resources raise for you?

# Rapid School Improvement Domains Overview

Andrew Morrill, WestEd Center on School Turnaround

# Integrating M&I Best Practices and Rapid School Turnaround Domains

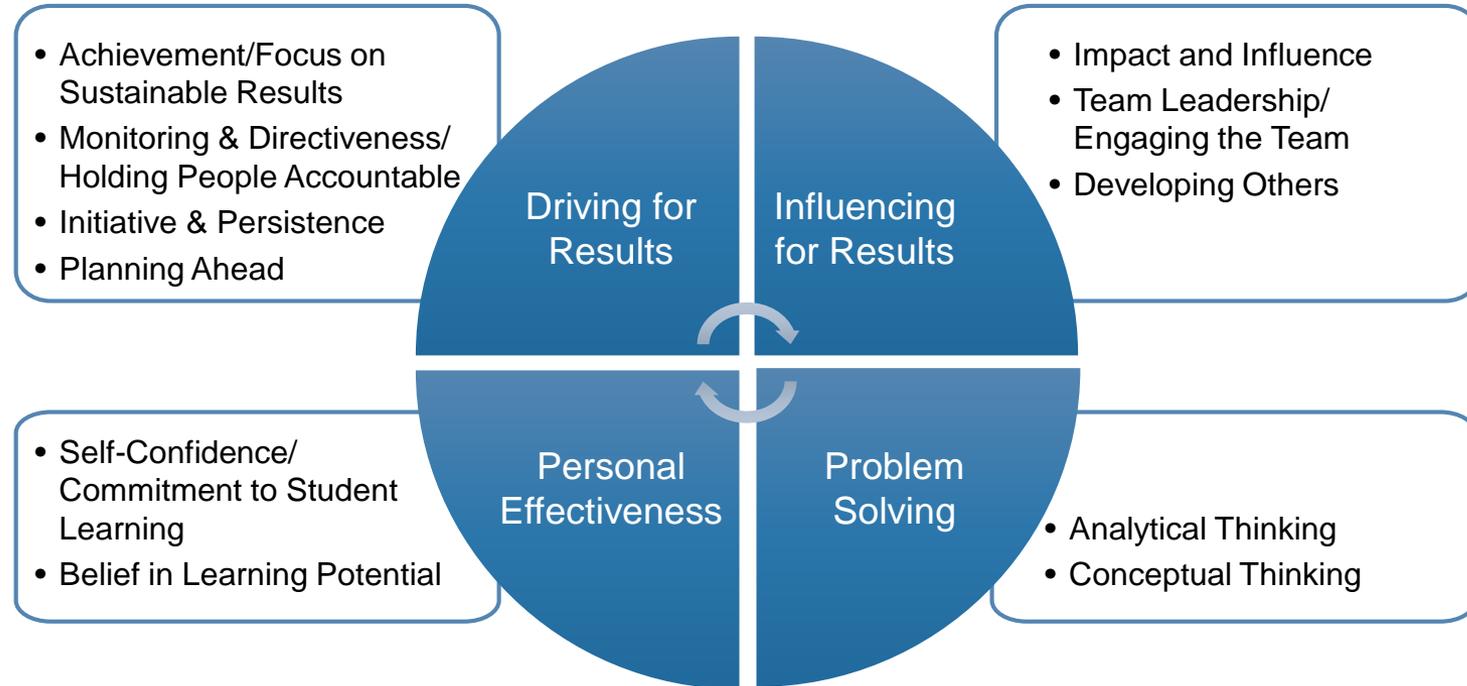


# What Is a Competency?

“...a pattern of thinking, feeling, acting, or speaking that causes a person to be successful in a job or role.”

Source: *School Turnaround Leaders: Competencies for Success*, Public Impact, 2008

# Turnaround Leader Competencies



(Public Impact, 2008; Spencer & Spencer, 1993; UVA Partnership for Leaders in Education, 2014)

## **Poll 1: Among the building principals in your state T4TLA team, what is their general exposure to and use of the leadership competencies?**

- A. Principals know the competencies and use them in a variety of supportive actions.
- B. Principals have some knowledge of them but do not currently use them.
- C. Principals have neither heard nor currently use them.

## **Poll 2: What professional learning opportunities would support principals in your state/district to further build these leadership competencies?**

# Leadership Competencies: Not Just for Principals

- Successful school turnaround requires district turnaround AND classroom turnaround.
- District leaders must demonstrate turnaround leader competencies.
- Teacher leaders must demonstrate turnaround teacher competencies.

# Evidence-Based Leadership Competencies and Turnaround Leadership Practices

Competency	Domain 1 Turnaround Leadership	Domain 2 Talent Development	Domain 3 Instructional Transformation	Domain 4 Culture Shift
<b>Focuses on Sustainable Results</b>	1A: Sets the strategic direction for turnaround, including priorities for staff.	2A: Offers job-embedded, responsive professional learning to build capacity for school improvement.	3C: M&I program emphasizes tracking student progress and helping students with academic support.	4A: Establishes systems, structures, and policies for sustaining focused, collaborative work.
<b>Engages the Team</b>	1A: Develops leadership team; increases opportunities for distributed leadership (mentoring and induction).	2B: Creates a cadre of instructional leaders, coaches, and mentors; shares M&I leadership with this team..	3B: Works with school instructional team to update and support teachers' content knowledge and evidence-based instruction.	4B: Gathers design team input through various means (surveys, meetings).
<b>Impact and Influence</b>	1A: Communicates urgency and identified priorities.	2B: Provides opportunities for teachers to learn side by side and share growth.	3B: Leadership sets high academic standards and ensures access to rigorous, standards-based curricula.	4A: Recognizes incremental improvement and celebrates team accomplishments.
<b>Holding People Accountable for School Performance</b>	1B: Monitors progress toward short- and long-term goals; adjusts plans as necessary.	2C: Defines roles and expectations for M&I leaders/teachers.	3A: Teachers are held accountable for data-driven instruction and school instructional priorities.	
<b>Commitment to Student Learning</b>	1A: Articulates a commitment to school turnaround; solidifies commitment from staff.	2C: Identifies student-centered outcomes associated with M&I program.	3A: M&I program design emphasizes structure for examining student data, re-teaching, and instructional design.	4A: Maintains focus of programs on ultimate results at the student, teacher, and school levels.
<b>Conceptual Thinking</b>		2A: Collaborates with the district to develop a school-specific M&I program.		
<b>Analytical Thinking</b>	1C: Analyzes data to identify 3-5 priorities for school improvement.	2C: Develops clear means for monitoring progress toward goals of M&I program.	3B: M&I program design includes curriculum analysis, aligning lessons to standards.	4B: Leads the effort to develop data-gathering systems to measure impact of M&I program.

# Reflection: Quick Response in Chat Box

- What is one way you believe the LEAs in your team could utilize the turnaround competencies for mentoring and induction?



# Principal Actions Supporting Mentoring and Induction

Catherine Jacques, GTL Center

# Facilitating Successful Mentoring and Induction Systems

# School Culture

## Promote and model a school culture of trust:

- Show support for taking instructional risks.
- Show support for “failing forward.”



- **Indicator Sc-1A.1:** School leadership sets a clear direction for the school with a stated vision, theory of action, goals, and strategies for rapid and sustained improvement.



# School Culture

## Make mentoring activities part of normal school culture:

- Show support for collaboration between all teachers.



- **Indicator Sc-1A.2:** School Leadership Team itemizes and appropriately distributes leadership functions among faculty.
- **Indicator Sc-4A.1:** All school personnel are organized into teams with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.

# School Processes and Schedules

## Establish clear communication and leadership structures:

- Create clear roles and processes for communication and decision making across and between teachers, mentors, and administrators at the school and district levels.



- **Indicator Sc-1A.3:** Communication strategies, as outlined in a plan developed by school leadership, are used to routinely share improvement priorities across faculty and staff, with students and with the school's broader community.
- **Indicator Sc-2C.3:** School Leadership Team examines, at least once a semester, teacher and leader role descriptions and commitments so that responsibilities can be equitably distributed.

# School Processes and Schedules

## Align schedules and calendars:

- Make regular time available for mentoring activities.
- Create extra time for mentor support during “pain points” in the year (e.g., parent-teacher conferences, preparing for key assessments).



- **Indicator Sc-2C.2:** School Leadership Team develops and implements schedules to reflect effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data.

# School Processes and Schedules

## Align policies and practices:

- Streamline goal-setting processes.
- Ensure evaluation policies are role specific.



- **Indicator Sc-1C.3:** School plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers.
- **Indicator Sc-2C.3:** School Leadership Team examines, at least once a semester, teacher and leader role descriptions and commitments so that responsibilities can be equitably distributed.

# Group Discussion

Reflecting on the competencies in Handout 1:

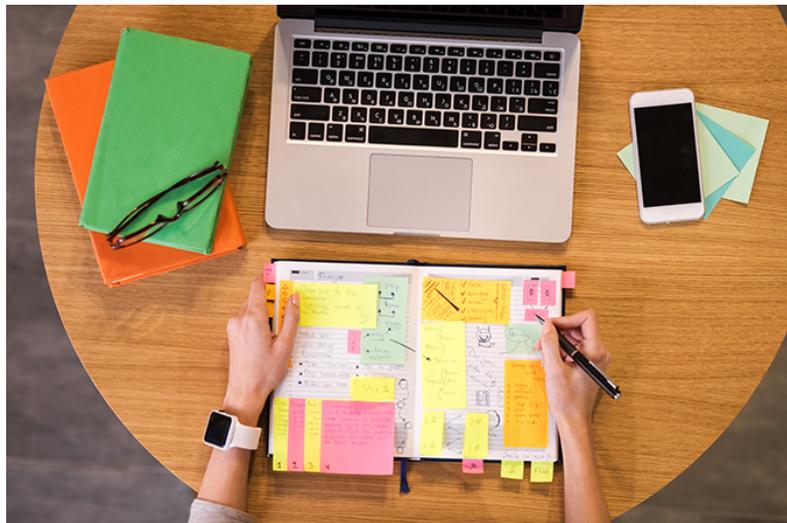
- What mindset(s) and competencies do principals need to effectively implement these actions?
- What opportunities or barriers do principals have to effectively taking these actions at the school level?

# Supporting Mentors

# Setting Expectations

## Set expectations for the mentor role:

- Clearly define mentor activities and how they fit into a typical work day.
- Clearly define expectations for information sharing and communications with teachers and leaders.



- **Indicator Sc-2C.1:** School Leadership Team provides clear written expectations for teachers and leaders in terms of roles, effort, and expected outcomes.
- **Indicator Sc-4A.3:** School Leadership Team clearly defines, documents, and annually reviews roles, responsibilities, and expectations relative to students' learning for administrators, teachers, parents/caretakers, staff, volunteers, and students.

# Selecting and Hiring Mentors

## Select mentors based on

- Knowledge, skills, and abilities aligned with mentor competencies and standards
- Dispositions (e.g., growth mindset, dedication to the profession)
- Rapport with other teachers (e.g., reputation, respect)



- **Indicator Sc-2A.2:** School leadership hires teachers and leaders from an identified talent pool for turnaround contexts developed by the district and conducts its own recruitment to ensure a staff of teachers and leaders well matched to school needs.

# Communicating With Mentors

## Create feedback loops with mentors:

- Create structures for information sharing.
- Establish decision-making protocols.
- Create structures to gather information and reflect on mentor development needs.



- **Indicator Sc-1A.3:** Communication strategies, as outlined in a plan developed by school leadership, are used to routinely share improvement priorities across faculty and staff, with students, and with the school's broader community.
- **Indicator Sc-2A.1:** School leadership engages school personnel to identify the unique turnaround context of their school and uses this information to determine the priority competencies for teachers and leaders.

# Supporting Mentor Development

## Provide professional learning and support to mentors:

- Offer individualized support and thought partnership.
- Make time for district- and state-level opportunities for professional learning.



- **Indicator Sc-2A.3:** Teachers and leaders are engaged in professional development opportunities that include strategies to succeed in the turnaround environment.
- **Indicator Sc-2B.1:** School Leadership Team meets at least quarterly to review data to inform professional learning opportunities for teachers and make recommendations in rapid response to identified needs, as aligned with the school's turnaround priorities.
- **Indicator Sc-2B.2:** School Leadership Team engages in learning opportunities with teachers to learn together and reflects with them on professional practice (e.g., coaching, mentoring, observation).
- **Indicator Sc-2B.3:** School Leadership Team seeks out, and provides access to, professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit faculty both individually and collectively.

# Group Discussion

Reflecting on the competencies in Handout 1:

- What mindset(s) and competencies do principals need to effectively implement these actions?
- What opportunities or barriers do principals have to effectively taking these actions at the school level?

# Resources

**GTL Toolkit: Mentor Professional Learning, Development, and Assessment Design Workbook—** Helps teams incorporate research-based best practices into the design of their mentor professional learning initiatives (see Groupsite).

# Questions?



# Peer Assistance and Review

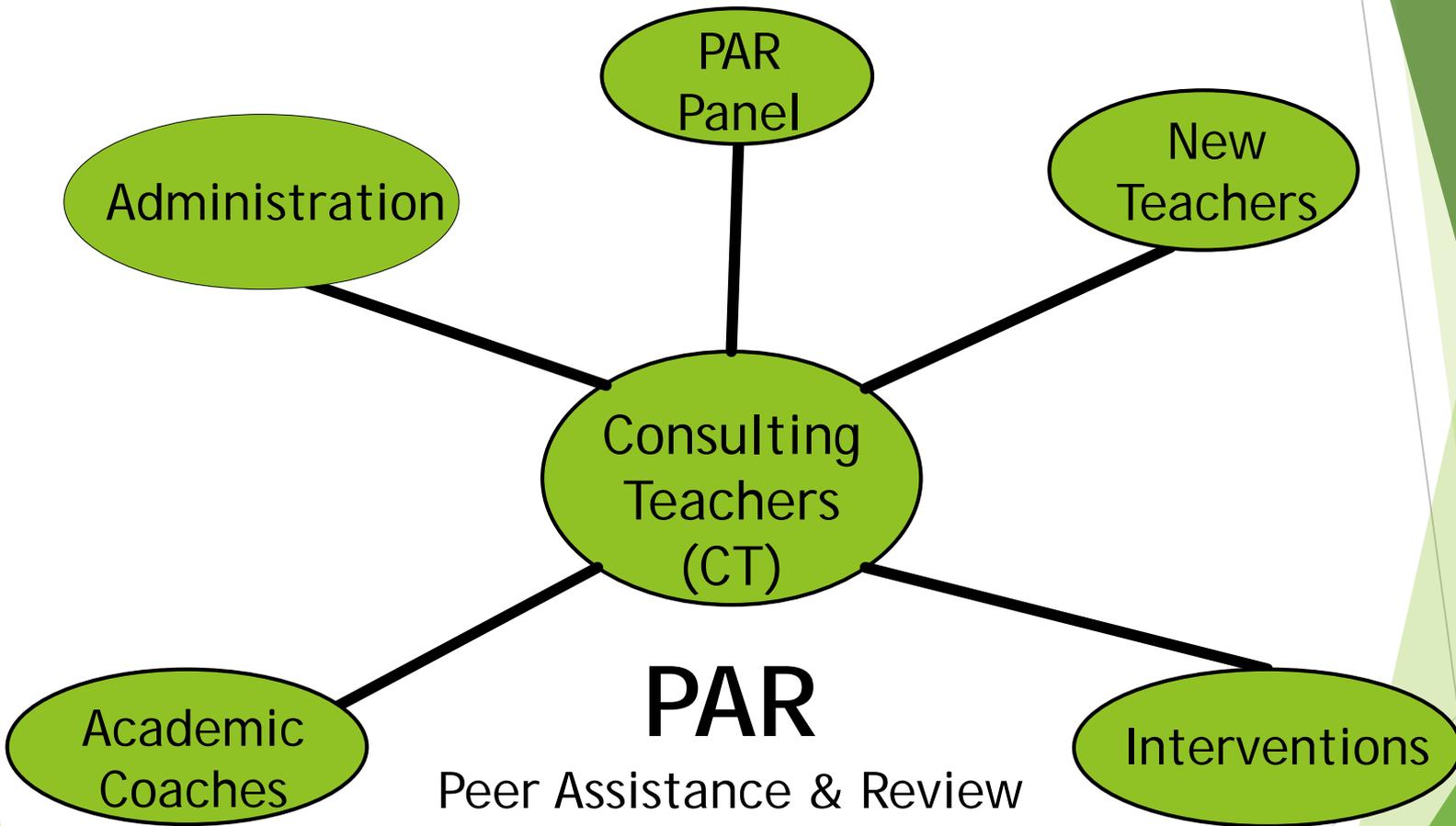
Heidi Greene - Principal Meadowlark Elementary  
Logan Hall - Human Resource Services  
Salt Lake City School District  
5/11/2018

# PAR Program Overview

- ▶ Focused on improving the quality of teachers in Salt Lake City
- ▶ Designed to promote effective instruction by providing guidance and support to both novice teachers and underperforming career status teachers
- ▶ PAR Panel - 3 administrators 3 teachers

# Partnership with Salt Lake Education Association

- ▶ Focused on improving the quality of teaching and learning in Salt Lake City
- ▶ Recruiting, retaining, supporting teachers
- ▶ Teacher Leadership Skills



# Novice Teacher Support

- ▶ One on one conferences weekly
- ▶ Mentor and support for strong instruction
- ▶ Observe and provide feedback twice a month
- ▶ Model lessons, observations of expert teachers

# Working with novice teachers

## Admin involvement

- ▶ Regular communication with principal and CT
- ▶ Important to be open and honest when discussing teacher progress

## Including academic coaches

- ▶ Collaboration with academic coaches and building mentors
- ▶ Help new teachers learn to use resources and advocate for themselves

# Questions?



# Next Steps

- **Question:**  
What actions are you interested in taking at the state or district level to enhance the role of the principal in teacher induction?
- **Resources:**  
Handout 2: District and State Actions Supporting Principal Turnaround Leadership



# Housekeeping

- **Survey:** <https://www.surveymonkey.com/r/MIAffinityGroup3>
- **Next workshop:** Workshop 4: Using ESSA Funding for Multiyear Mentoring and Induction, June 18, 1:30–3:00 p.m. ET
- **Pework:** Will be sent in a follow-up e-mail.
- **Adobe Connect:** Please be prepared to appear via webcam at the next session.

# References

The Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework*. San Francisco, CA: WestEd. Retrieved from <http://centeronschoolturnaround.org/four-domains>

The Center on School Turnaround. (2017). *Examples of actions taken by principals trying to lead turnaround*. Retrieved from [http://centeronschoolturnaround.org/wp-content/uploads/2017/11/CST\\_Examples-of-Actions\\_Principals.pdf](http://centeronschoolturnaround.org/wp-content/uploads/2017/11/CST_Examples-of-Actions_Principals.pdf)

New Teacher Center. (2016). *Role of the principal in beginning teacher induction*. Santa Cruz, CA: Author. Retrieved from <https://newteachercenter.org/wp-content/uploads/Role-of-Principal-in-Teacher-Induction.pdf>

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