

## BENCHMARK PROGRAMS and TOOLS for MENTORS and PROVIDERS

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### BENCHMARK PROGRAMS for PROVIDERS

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**Georgia** [https://www.principalscenter.org/programs/new\\_princ.asp](https://www.principalscenter.org/programs/new_princ.asp)

The Principal's Center at the George State University houses the Academy for New Principals which is a professional development and support program for principals in their first year as a school leader.

Goals of the Academy:

- Assist new principals in building their leadership strengths
- Strengthen instructional leadership
- Build strong relationships to enhance school culture
- Understanding legal issues
- Managing conflict
- Creating effective learning/working teams with personnel to increase student achievement

Beginning principals participate in a professional learning community to learn strategies and to share ideas for leading successful schools with enhanced student achievement. Participants study, share, and discuss practical solutions based on research on successful schools. Participants have time to work as a team to solve individual issues.

New principals participate in peer group discussions/learning sessions with a facilitator who is a former principal and a director trained in mentoring, coaching, school improvement, and human resource management. The content of the sessions allow for inclusion of current interests of the participants, and the facilitation process encourages collegial interaction and networking.

Gwinnett County, Atlanta Public Schools and Cobb County School district all have a history of leadership development for principals. Cobb County uses experienced/retired principals as mentor-coaches for new principals. The mentor-coaches successfully complete coaching essentials training with Stephen Barkley. Each new principal is partnered with an experienced/retired principal and meets with the new principal on a regular basis. The principals and mentor-coaches meet throughout year that is facilitated by the director of professional learning. Monthly collaborative sessions and local school-focused walks happen throughout the year. Topics for skill development include: SIP process, school culture, professional learning communities, effective leadership teams, and effective leadership skills.

**Kentucky** <http://www.kyepsb.net/internships/kpip.asp>

**Jefferson County (KY) Public Schools** <http://www.jefferson.k12.ky.us/>

**University of Louisville** <http://louisville.edu/education/kentuckyprincipalsacademy/>

- Kentucky Principal Internship Program (KPIP) was designed as a comprehensive systemic principal induction program in 1985 that established one of the first statewide mentoring requirements. KPIP is to provide continuing licensure/certification only upon the intern's demonstration of ability to meet the

administrator standards adopted by the Kentucky Education Professional Standards Board. It is a one-year program for principals employed as a principal or full-time assistant principal. It was redesigned in 2006 to be more performance based so principals must meet the administrative standards developed by Interstate School Leadership Licensure Consortium (ISLLC). During the 2008-10 budget cycle, KPIP has had its operational costs temporarily suspended. This has happened before in the history of the program.

- Structure is a three-member Principal Intern Committee consisting of a mentor who is often a sitting principal in the new principal's district; a district designee named by the superintendent; and an administrator educator who may be a university faculty member or a retired principal hired by the university.
- Most mentors are active principals with at least five years of administrator experience. They must complete 12 hours of training. State has said the training is a persistent weakness, often focusing on compliance and legal issues. Some suggest that in 20 years fewer than four failed to receive their license.
- The Principal Intern Committee does three performance observations three-hours long of the principal intern, reviews the principal's portfolio and determines progress in completing internship and eligibility for certification.
- Mentors spend 50 contact hours within a year and have a stipend of approximately \$1400. Total cost of program per principal is about \$2100/year.
- Jefferson County, Kentucky and University of Louisville
  - Created *Grow Your Own* approach for leadership development which is tailored to the needs of principals and districts. There is a pathway from classroom to principalship that includes 24 professional development programs.
  - Linked state KPIP to recruitment, preparation and development of high-quality school leaders compared to state's linkage only to licensure.
  - Created a dozen programs to build a well-qualified pipeline of principals – highly structured, rigorous
  - Created a selective internship/mentoring programs for new principals and assistant principals in collaboration with the University of Louisville
  - Induction Support Program (ISP) – standards based, accountable
    - Areas for assistance developed with new principal, shadowing and observation
    - 50 contact hours of mentoring
    - 40-90 additional hours of advisory assistance
    - Non-evaluative support plan provided for specific areas of growth
    - Pool of mentors more flexible than state plan
    - Mentors trained by the Kentucky Leadership Academy in: district conditions and needs, budgeting, finance, school improvement strategies.
    - Bring mentors together 4x a year to focus on issues, learn and share lessons from each other
    - Satisfaction data is collected

Missouri <http://dese.mo.gov/divteachqual/leadership>

Missouri's Administrator Mentor Program supports the new principal by discussing on the current status, indicators of success, areas of growth and next steps, and rating the new principal's performance on nine Leadership Dimensions:

- Personal Behavior
- Resilience

- Communication
- Focus on Performance
- Problem solving
- Learning
- Staff Supervision
- Management
- Technology

The Leadership Dimensions were developed and are copyrighted by the New York City Leadership Academy. The Center for Performance has created worksheets for the mentor and new principal to use to discuss and rate performance. The dialogue and worksheets are NOT designed as evaluation tools. The dimensions support ISLLC standards and systems thinking by developing common mental models and language, dialogue, reflection, interaction, sustained and intentional growth and celebration of progress. There are Web-based leadership resources.

This is accomplished by:

- Building a trusting relationship
- Guiding, modeling and coaching
- Reflective questioning
- Focusing on leadership traits
- Balancing challenge with support
- Problem solving

The Administrative Mentoring Program (AMP) is a one-day training for new mentors on relationship building, mentoring perspectives and dynamics and program requirements. Mentor receives stipend of \$600.

**National Association of Elementary School Principals (NAESP) [www.naesp.org](http://www.naesp.org)**

NAESP has established a National Principals Mentor Certification Program based on the following school leadership mentor standards.

- Standard One: An effective mentor sets high expectations for self-development in high quality professional growth opportunities.
- Standard Two: An effective mentor has knowledge of and utilizes mentoring and coaching best practices.
- Standard Three: An effective mentor is active in instructional leadership.
- Standard Four: An effective mentor respects confidentiality and a code of ethics in the mentor protégé relationship.
- Standard Five: An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.
- Standard Six: An effective mentor fosters a culture that promotes formal and informal mentoring relationships.

The national association offers two mentoring opportunities so that novice and veteran principals can connect.

1. Experienced principals can increase leadership capacity and share knowledge and skills with principals who are newer to the profession by undergoing training through the National Principal Mentoring Training and Certification Program. The certification program is done jointly with Nova University. The program includes: three-day Leadership Immersion Institute for developing skills and behaviors of effective mentoring and a nine-month Mentor-in-Training internship with support from a

coach, electronic bulletin boards, chats, threaded discussions and portfolio submissions.

2. Another mentoring option is that principals within the first three years of a career interested in advice and suggestions from principals around the country on best practices can apply to be a Mentor Center's beneficiary for a school year. Mentor Center: [www.naesp.org/mentorcenter](http://www.naesp.org/mentorcenter)

### **New York City** [www.nyclleadershipacademy.org](http://www.nyclleadershipacademy.org)

- Aspiring Principals Program (APP) has three distinct phases: a six-week summer intensive that engages participants in a problem-based, action-learning curriculum that simulates the actual challenges of a New York City principalship; a ten-month, school-based residency under the mentorship of an experienced principal; and a planning summer that enables participants to transition successfully into school leadership positions. All participants are evaluated on a pass-fail basis and must meet rigorous performance standards to progress to each successive program phase and to graduate. The program is led by the APP faculty, which is comprised of former New York City principals and principal supervisors.
- The Leadership Academy uses the *blended coaching model* developed at University of California, Santa Cruz's New Teacher Center. It provides support to both new and experienced leaders.
- Coaches are recently retired principals and superintendents who are current with NYCDOE accountability tools, leadership competencies and other reform initiatives and trained in unique Facilitative, Competency-Based (FCB) Coaching methodology. Coach creates a trusting, collaborative environment, enabling principals to engage in critical and targeted reflection on practice as an instructional leader. Coaches know and understand the NYCDOE, its latest initiatives and regulations, budgetary and organizational matters, and when and where to get help. All Leadership Academy coaching is aligned to NYC School Leadership Competencies. Coaches are available for the full year or on a project-based coaching model.
- Mentors are trained in supporting both the principal's professional and personal development to improve instruction and all aspects of the job. It focuses on *ways of doing* such as:
  - How to plan agendas
  - Scheduling time for observations
  - How to use parent involvement
  - How to hold high standards
  - How to support professional development
- Each mentor—coach—is full time and has a caseload of 11-15 principals. Most coaches are former principals or principal supervisors. The coaching support is for three years.
- Goals are to have principals act boldly by providing:
  - New principals with the knowledge and skills for transformational leadership.
  - Necessary support from a knowledgeable and experienced coach who can help them acclimate quickly to their new roles and to the system in which they work.
- There is an evaluation of the program available.
- This blended coaching from Santa Cruz has trained leadership coaches in many states and urban districts including; Los Angeles, San Diego, Baltimore, Chicago, Seattle, Springfield, IL.
- The costs range from \$5,500 to \$ 7,500 or more for a new principal, including the mentor costs.

## Ohio

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=534>

- Ohio Entry Year Principal Program is a collaborative partnership between Ohio Department of Education, Ohio Association of Secondary School Administrators (OASSA), and Ohio Association of Elementary School Administrators (OAESA)
- Service 350-375 entry-level principals per year
- Program staff benchmark existing principal mentoring programs and in 2007 redesigned the Ohio program accordingly.
- The program has established standards for principals.
  - Continuous improvement
  - Instruction
  - School operations, resources and learning environment
  - Collaboration
  - Community engagement
- The program has indicators of effective principal mentor programs, characteristics of effective mentors, and qualities of effective professional mentoring.
- Program staff collects satisfaction data from principals.
- Principals attend:
  - Five face-to-face Institutes over two years.
  - A professional association conference once in two years.
  - A teacher observation and evaluation seminar once in two years.
  - A legal seminar once in two years.
- Principals complete:
  - A performance assessment during the entry year.
  - Online professional development modules.
  - A 360° leadership assessment during Year 1 and at the completion of Year 2.

## Pittsburgh

<http://www.pghboe.net/14311043013230450/site/default.asp?&1431108219593530Nav=|&NodeID=3459>

Pittsburgh Public Schools has created an Urban Leadership System for Excellence (PULSE) with a foundation of seven standards based on Interstate School Leaders Licensure Consortium (ISLLC) which focus on learning, teaching and creation of powerful learning environments—where the success of students is paramount:

- The vision of Learning
- The Culture of Teaching and Learning
- The Management of Learning
- Relationship with Broader Community
- Integrity, Fairness and Ethics in Learning
- The Political, Social, Economic, Legal and cultural Context
- The Leadership of Learning.

PULSE IS both support systems and accountability systems. The three support systems include: Pittsburgh Emerging Leadership Academy (PELA), Administrative Induction Program and Leadership Academy.

PELA is designed to create transformational change agents, instructional leaders and civic leaders. Aspiring principals complete a year-long residency program that includes Mentor Principals and Civic mentors. Aspiring principals are challenged with real-world problem solving scenarios, conduct action research project on problems affecting student

achievement in Pittsburgh Public Schools and present their research at a National Urban Leadership Symposium.

Administrative Induction Program provides focused support for new principals for two years. In the first year it is intensive training on:

- District policies and procedures
- Coaching from executive directors for:
  - School management
  - Instructional philosophy of the district (curricula, use of data)
  - Performance evaluation standards and performance goals for principals
  - Participate in Pennsylvania's Inspired Leaders program

In the second year, novice principals receive more frequent support from executive directors and coaching and mentoring with experienced principals.

PULSE also has three accountability systems: Performance-based Compensation, Performance-based Evaluation and Executive Director Mentoring and Training. Executive Directors of: K-5 schools, K-8 school, Accelerated Learning Academies, middle school high schools and special schools are in schools 60% of the time supervising principals and providing intensive training on performance standards, rubrics and evaluation tools.

### **University of Oregon**

<http://www.cosa.k12.or.us/profdev/continuingprincipalsacademy.html>  
[www.beavton.k12.or.us/](http://www.beavton.k12.or.us/)

The state has a history of support from The Wallace Foundation that has encouraged a wide-range of leadership development opportunities. Many districts have Aspiring Leaders and mentoring programs and some are directly linked to a Leadership Academy. In 2007 the Nike School Innovation Fund (NSIF) committed \$9million to support leadership development and innovation and the commitment of the whole community in: Portland, Hillsboro and Beaverton school Districts. The state's experience is worth monitoring.

Beaverton, OR has First Years Support Program that provides one-on-one mentoring, monthly leadership development workshops, technical assistance to build school cultures of high learning engagement and student achievement. In addition, the Aspiring Principals /Administrator Program is designed to build diversity among district principals/administrators by selecting teachers to participate in a two-year program with in-depth mentoring and interactive training.

The Confederation of Oregon School Administrators has a New/Continuing Principals Academy that provides professional development and credit toward licensure. The Academy has been developed and taught by successful principals and school leaders.

The learning modules focus on the following topics:

- Leadership. The assessment and the art of change
- Develop a common mission and vision for instructional practice
- Plan and implement activities around the vision
- Create and utilize accountability systems
- Expect and attain academic rigor
- Develop a school culture that ensures equity
- Inspiring others to higher levels of performance
- Monitor and evaluate programs
- Reflect on leadership practices
- Utilize effective communication tools

- Build positive relationship and manage conflict
- Conduct professional readings with your staff
- Balance Personal and Professional responsibilities

Principals are encouraged to participate in four Academy sessions during the year, which may include two conferences such as: leadership and literacy conference, Oregon School Law conference and a session with a renowned instructional leader principal. Additional web learning opportunities are offered through out the year designed for beginning principal experience.

Six years ago the Eugene, Oregon school district produced a publication: *Educational Leadership Improvement Tool: A Research-Based Assessment, Evaluation, & Improvement Tool for School Administrators*, Jeffery A. DeFranco, Nancy L. Golden, July 2003, Eugene 4J School District's LEAD Project, funded by The Wallace Foundation's LEADERS Count initiative. This booklet is a great model for mentors and new principals to use when talking about and assessing progress on state or district leadership standards.

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## TOOLS for MENTORS AND PROVIDERS

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### Organizations

The two organizations that have the greatest depth of understanding about mentoring process, programs and results are Southern Regional Education Board (SREB) and The Wallace Foundation. There many articles describing a principal center/institute/programs which have mentoring programs as one aspect of the services they offer. Also, many university faculties write up some research findings on specific components of the mentoring process. SREB and Wallace reports and/or modules give a comprehensive examination of the evolving nature of what we have done and have learned in the country about mentoring including: relationships, standards, assessment, funding, incentives and results.

Southern Regional Education Board (SREB), [www.sreb.org](http://www.sreb.org), is a source for articles, reports on mentoring as well as training modules on mentoring and internships.

- *Good Principals Aren't Born—They're Mentored: Are We Investing Enough to Get the School Leaders We Need?*, SREB, 2007. Report includes: definitions, conditions, intern responses, components of mentoring process, internships, state policies, competency-based Learning Plan and responsibilities.
- *Module Summary: Mentoring School Leaders in Competency-Based Internships*  
Mentors are guides on an intern's journey, and the most effective mentors are those who engage in a process of discovery with their protégés. This program builds skills in administrators who are serving as mentors to aspiring principals. Participants learn the roles, skills, processes and tools that effective mentors use to help develop school leaders who make a difference in student achievement.
- *Module Summary: Developing Internship Programs to Prepare Learning-centered Principals*

Internship programs that provide opportunities for aspiring principals to practice the leadership behaviors that are linked to increasing student achievement are an essential element of a quality principal preparation program. Participants work in university-district partnership teams to create partnership agreements. They are guided through their work by being asked to make a series of decisions. Throughout the module, participants are encouraged to develop high-quality internship programs, based on a review of the literature.

The Wallace Foundation, [www.wallacefoundation.org](http://www.wallacefoundation.org) is a source for research reports and lessons from the field reports on mentoring and leadership development.

- *Getting Principal Mentoring Right: Lessons from the Field, March 2007*, The Wallace Foundation
- *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*, Stanford University, Finance Project and WestED, commissioned by The Wallace Foundation, 2007, <http://seli.stanford.edu> or <http://srnleads.org>. The extensive study examines:
  - Qualities of Effective Programs
  - Program Outcomes
  - Context of High-Quality Programs

The study looks at four pre-service preparation programs and in-service principal development programs at:

- Preservice: Bank Street, Delta State University (MS), University of Connecticut, University of San Diego
- In-Service: San Diego Unified Schools District, Region 1 of the NYC Public Schools, Hartford (CT) Public School District, Jefferson County (KY) Public Schools

This is one of the most recent extensive studies of leadership development and provides analysis of the issues and case studies. Mentoring is not the primary focus but rather leadership development. This resource provides a meta view of what is considered quality leadership development and will help providers of mentoring experiences think about the issues and possibilities for designing a program or enhancing existing programs.

**Articles/Books/Research Studies:** The following articles provide an overview of mentoring programs and related resources from 2001 to 2009.

*Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do*, Second Edition, National Association of Elementary School Principals, 2008. The book provides rubrics for performance and resources for continuous improvement in each standard in:

- Standard One: Lead Student and Adult Learning
- Standard Two: Lead Diverse Communities
- Standard Three: Lead 21st Century Learning
- Standard Four: Lead Continuous Improvement
- Standard Five: Lead Using Knowledge and Data
- Standard Six: Lead Parent, Family and Community Engagement

*Principal Mentoring: A Safe, Simple and Supportive Approach*, Carl J. Weingartner, joint publication of National Staff Development Council and Corwin Press, 2009, new book written by an educator for over 46 years in New Mexico and who established the mentor program for first-year principals in Albuquerque Public Schools in 1994.

*Mentoring and Induction Programs That Support New Principals*, Corwin Press, Thousand Oaks, CA, 2006. Profiles efforts in Albuquerque, NM and Chicago

*Making the Case for Principal Mentoring*, The Education Alliance at Brown University and National Association of Elementary School Principals, 2003.

- The report showcases mentoring programs:
  - Principal Residency Network, Providence, RI
  - Aspiring Principals Academy, Region 8 Education Service Center of Northeast Indiana
  - California School Leadership Academy and the New Administrators Institute, University of California at Santa Cruz
  - Danforth Educational Leadership Program at University of Washington
  - Principal Mentoring Program, New Visions for Public Schools, New York, NY
  - Educational Leadership development Academy, San Diego City Schools, CA
- Rhode Island Center for School Leadership, The report of elements of effective mentoring:
  - Organizational Support - superintendent
  - Clearly Defined Outcomes – knowledge and skills
  - Screening, Selection, and Pairing – principals to mentors (skilled at communicating, listening, analyzing, providing feedback, negotiating)
  - Training Mentors and Protégés – needs analysis, self-development using individual growth plan and reflection
  - A Learner-Centered Focus – feedback, reflection, confidential, timely
  - An investment of time and commitment – teacher and learner
  - A sharing of information – beyond crisis information
- The creation and maintenance of a mutually-enhancing relationship – principal and mentor

*Principles for Mentoring Principals: Suggestions for Effective Mentorship*, January 8, 2002, Edutopia, <http://www.edutopia.org/print/1003>)

Carl Weingartner, created the following list based on research and experience at the Extra Support for Principals (ESP) program in Albuquerque, New Mexico, including collaboration with other school districts from across the nation.

- Be Low Key in Your Approach
- Celebrate the Appointment
- Be Willing to Back Off
- Continually Reinforce the Confidential Nature of the Relationship
- Be There for Them
- Plan Ahead So You Are Available During Busy Times

## Videos

*The Principal Story*, a PBS documentary (airs September 15, 2009) that profiles the changing role of the school principal. It showcases a message from Arne Duncan, U.S. Secretary of Education, and has four video vignettes and conversation guides designed to increase awareness and understanding of the crucial role of leadership in raising student achievement among interested audiences, including leaders in policy and education. The video features:

- School Administration Managers (SAM Project) – Louisville, KY – helps principal know how to use their time.

- Superintendent's Academy for Building Leaders in Education (SABLE) – Atlanta
- New York City Leadership Academy (NYCLA) – Aspiring Principals Program (APP) – recruiting, preparing and supporting leaders for highest-need schools and to improve the culture and instruction in complicated and challenging school environments.
- Oregon Cultural Competency Project – Focus on leaders meeting the challenge of rapidly changing student demographics. This is a statewide effort to support underserved and vulnerable students by helping leaders know how to address student needs especially those from different racial and ethnic and income backgrounds.

Additionally, there is *The Principal Story Field Guide: A Companion to the PBS documentary for Promoting Leadership for Learning* which is a resource to plan and facilitate interactive viewing session of the documentary and film clips. The video follows the journey of two elementary school principals throughout a year highlighting the themes critical to effective school leadership.

- Stewardship of a vision
- Leading instructional improvement:
- Creating the instructional environment
- Holding people accountable

#### **Learning Tools** (separate files)

1. Experiential Learning Model
2. Scan of the Community: Monitoring the Sources and Content of Change
3. *HOURGLASS*: Model of Strategic Planning
4. *RAILROAD*: Model of Group Development
5. How People Accept Change
6. Overview of Indicators of Scale: *Rethinking Scale: Moving Beyond Numbers To Deep And Lasting Change*