



## BEGINNING ADMINISTRATORS MENTORING ACADEMY 2018-2020 OVERVIEW

*Sponsored by the Ohio Association of Secondary School Administrators and the Ohio Association of Elementary School Administrators and funded through the Ohio Department of Education.*

### **Overview:**

Research on the role of the principal impacting student performance in schools was scarce until recently because the research focus has traditionally been on improving teacher effectiveness. However, since 2000 there has been a realization that principals exert more influence, both directly and indirectly, on student achievement than any other school factor besides the teachers themselves (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010). Current research strongly suggests the actions of a principal influence the capacity of teachers to promote learning among all students (Burkhauser, Gates, Hamilton, & Ikemoto, 2012). Areas of influence for the principal include stakeholder relations; school culture and climate; setting goals and expectations; management of teacher talent through shared leadership, evaluations systems and the instructional program; and influence on district policies.

Realizing the importance of principal effectiveness, researchers are now focusing on how different factors (e.g., principal evaluation systems, principal preparations, and principal mentoring) can impact principal effectiveness. One point of agreement that seems to cut across all the research is the importance of a principal becoming highly effective as quickly as possible so that student achievement does not falter

The goal of the academy is to build capacity for all administrators who then can hone their skills, enhance their practices, redefine their roles and exercise effective leadership.

The Ohio Association of Secondary School Administrators and the Ohio Association of Elementary School Administrators is uniquely qualified to manage a program for beginning administrators. The associations have a history of providing meaningful and relevant professional development for elementary, middle, and secondary school administrators. Currently, OASSA and OAESA have combined resources to offer a Beginning Administrators Academy for entry-year principals and assistant principals. The Associations continue to be a resource of current information and training throughout the state.

### **Program Details:**

The program will provide coaching by trained Mentors who will focus on the Beginning Administrator's individual needs, provide feedback on performance and offer technical assistance in such areas as communication, team building, instructional leadership, family engagement, time management and the use of data to improve student achievement.

### **Call for Participants:**

1. Ken Bernacki will be the Grant Coordinator for the program and can be reached at [kbernacki@oassa.org](mailto:kbernacki@oassa.org).
2. Needed are 75 Mentors (current OASSA/OAESA members) who will be compensated \$2000.00 for a two-year commitment. Mentors will be selected by the Grant Coordinator and priority will be for those in rural, Appalachian, high poverty/small town, and urban districts, as defined by the Ohio Department of Education. Mentors will be responsible to mentor 2 Beginning Administrators. Mentors will have a



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commitment of 1 professional development day (September 10, 2018, in Columbus, OH) for training and introduction to the Beginning Administrator, weekly and monthly communication with the Mentee.

3. Needed are 130 Beginning Administrators and priority will be for those in rural, Appalachian, high poverty/small town, and urban districts, as defined by the Ohio Department of Education. Beginning Administrators chosen for the program will be provided with the following:
- Trained Mentor for a 2-year period.
  - Paid registration for the Beginning Administrators Academy (September 10-11, 2018 and December 5-6, 2018)
  - Paid 1 overnight accommodation for the September BAA session and paid 1-night accommodation for the December BAA session
  - Paid 2-year membership in OASSA or OAESA
  - Voucher of \$175.00 to attend any 2018-2019 OASSA/OAESA Professional Development Opportunity
  - Paid "360" Evaluation Tool
  - Book - *What Great Principals Do Differently* by Todd Whitaker

Beginning Administrators should be nominated by their district superintendent or may self-nominate with the endorsement of their superintendent. Beginning Administrators will have the commitment of 5 professional development days (4-Beginning Administrators Academy and 1-OASSA/OAESA Professional Development Opportunity), weekly and monthly communication with their mentor.

**TO BE CONSIDERED FOR ANY OF THESE POSITIONS, COMPLETE THE APPROPRIATE APPLICATION AND SEND IT TO THE GRANT COORDINATOR.**

### **Program Benefits:**

The work of today's principal is dramatically different from the expectations for the position of even ten years ago. Yesterday's principal was expected to manage the building (buses, boilers and books), deal with unacceptable student behavior, monitor the faculty, fulfill statutory and contract requirements, and keep parents happy. Today, the principal is viewed as one of the keys to success of the school and the achievement of all students. The pressures of today's educational system require principals who understand and use data, are accountable for school test results, and are able to coach staff to provide needed interventions for increased student learning. In addition, they must be able to deal with shifting expectations and be flexible enough to deal with a constantly changing landscape of state and federal policy initiatives. As a result, the work of today's leader is more challenging, complex, and creative than ever before.

In order for beginning administrators to navigate through such change, a high quality mentoring program would be beneficial. The benefits of such program would include: enhanced leadership, increased self-confidence, encouragement to take risks to achieve goals, opportunities to discuss and problem-solve issues with an experienced veteran, focus on student growth as central to the school's mission and greater collegiality and networking. The benefits to the district and school include increased student achievement, positive organizational climate, enhanced relations with families and community members, clarified roles and expectations, increased retention rates of new principals and high performance of teachers and students.



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The Beginning Administrator and Mentor will complete a Goal Setting Form based on the Ohio Principal Standards. The OPES goal-setting process is a way for principals to enhance or improve specific aspects of their performance as well as improve student achievement and learning. Clear professional goals (SMART) provide focus and direction to improving practice and have a direct impact on student learning. Because OPES is the required evaluative measure in Ohio, critical reflection and feedback with a mentor of a draft of each step will help the beginning administrator through the process. The beginning administrator should complete the OPES Self-Assessment Tool identifying an area of strength and growth. The beginning administrator will write a SMART goal to accomplish their goals and review it with the mentor. Identification of two goals is part of the OPES process and non-evaluation reflection with the support of the mentor will assist the beginning administrator in this required job task for their district.

### **Mentors Criteria:**

- \*At least five years successful experience as a building administrator.
- \*Ability to assist Beginning Administrator in setting goal (SMART) in areas identified in collaboration.
- \*Experience in using data to make decisions to improve student achievement and ability to guide Beginning Administrator in that process.
- \*Experience in similar district to the Beginning Administrator (if possible).
- \*Possession of good listening skills and ability to guide Beginning Administrator in reflection on problems that affect his/her performance.
- \*A collaborative attitude and willingness to promote the professional growth of the Beginning Administrator.
- \*Understanding of and empathy for the challenges faced by Beginning Administrators.
- \*Understanding of the Ohio Standards for Principals and ability to connect activities and experiences to those standards.
- \*Knowledge and understanding of Ohio Teacher Evaluation system, Ohio Principal Evaluation System, electronic record keeping of OTES and OPES in eTPES, Standards, Student Growth Measures, Value-Added, Student-Teacher Linkage.
- \*Respect for confidentiality of Mentor/Beginning Administrator relationship.
- \*Willingness to work with Beginning Administrator throughout the next 2 years.
- \*Mentors will establish a relationship of mutual respect and trust with the Beginning Administrator.

### **Mentors Responsibilities:**

- \*Mentors will work with two Beginning Administrators for a duration of 2 years.
- \*Mentors will assist the Beginning Administrator with goal setting.
- \*Mentors will collaborate with the Beginning Administrator to determine modes of communication throughout the year.
- \*Mentors will communicate once each week with the Beginning Administrator, arrange a face-to-face meeting once each month and observe the Beginning Administrator as able to provide reflective feedback. The monthly meetings may use technology interfaces for on-line conferencing.
- \*Mentors will collaborate on an on-going basis with the Beginning Administrator and their supervisor to develop an individual professional development plan that is aligned with the Ohio Principal Standards.
- \*Mentors and Beginning Administrator will have on-going professional development that will occur through a book talk on *What Great Principals Do Differently* by Todd Whitaker. This book will be provided for all Beginning Administrators and Mentors.



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### Mentors Responsibilities (continued):

- \*Mentors will become familiar with the policies of the Beginning Administrators' district.
- \*Mentors will maintain lines of communication with the Grant Coordinator and participate in evaluation activities for the Beginning Administrators Mentoring Academy.
- \*Mentors will maintain a log of all activities.

### Beginning Administrators Criteria:

- \*Beginning Administrators will be first year assistant principals/principals or 2nd year administrator who did not participate in the Beginning Administrators Academy and who are recommended by their superintendents or self-select with the endorsement of the superintendent.
- \*Efforts will be made to include all applicants, but priority will be given to those administrators in rural, Appalachian, high poverty/small town, and urban districts, as defined by the Ohio Department of Education.
- \*Beginning Administrators should make a personal commitment to continuing growth of professional and personal skills that are critical to the effective performance of constantly changing expectations of a principal.
- \*Beginning Administrators will form a trusting relationship with their Mentor and be open to reflective examination of their job performance and decision-making.
- \*Beginning Administrators will be expected to make a commitment to all aspects of the Beginning Administrators Mentoring Academy.

### Beginning Administrators Responsibilities:

- \*Beginning Administrators will be required to attend both sessions of the OASSA/OAESA Beginning Administrators Academy Sept. 10-11, 2018 and December 5-6, 2018.
- \*Beginning Administrators will communicate once each week with the Mentors, arrange a face-to-face meeting once each month.
- \*Beginning Administrators work with the Mentor to set goals.
- \*Beginning Administrators will collaborate with the Mentors to determine modes of communication throughout the year. The monthly meetings may use technology interfaces for on-line conferencing.
- \*Beginning Administrators will have on-going professional development that will occur through a book talk on ***What Great Principals Do Differently*** by Todd Whitaker. This book will be provided for all Beginning Administrators and Mentors.
- \*Beginning Administrators will complete the "360" self-assessment tool during initial year of the program.
- \*Beginning Administrators will have access to OLAC learning modules to tailor learning to their needs. OLAC is a free site developed jointly through the Buckeye Association of School Administrators and the Ohio Department of Education at <http://www.ohioleadership.org/> Sign up is FREE!
- \*Beginning Administrators will develop a technology footprint, identifying relevant websites, blogs and technological tools to enhance their performance.
- \*Beginning Administrators will participate in personal evaluations (through OLAC) to assess their growth and program evaluation assessments.
- \*Beginning Administrators will maintain a log of activities and conversations using format supplied by the program.



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### **Beginning Administrators Responsibilities (continued):**

- \*Beginning Administrators will collaborate on an on-going basis with their Mentor and their supervisor to develop an individual professional development plan that is aligned with the Ohio Principal Standards.
- \*Beginning Administrators will complete a written reflection of the successes and challenges of the first year which will serve as closure and a springboard to new goals and professional development for the following year.