

Principal Mentoring References

Helpful Publications

- **Getting Principal Mentoring Right: Lessons from the Field**, The Wallace Foundation, 2007, Retrieved from: <https://www.wallacefoundation.org/knowledge-center/Documents/Getting-Principal-Mentoring-Right.pdf>.
- **Good Principals Aren't Born--They're Mentored: Are We Investing Enough to Get the School Leaders We Need?**, Southern Regional Education Board (SREB), 2007, Retrieved from: <https://www.wallacefoundation.org/knowledge-center/Documents/Good-Principals-Aren-Born-Theyre-Mentored.pdf>.
- **Making the Case for Principal Mentoring**, The Education Alliance at Brown University & National Association of Elementary School Principals (NAESP), 2003, Retrieved from: <https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/prncpalmntrg.pdf>.
- **Regulations for Induction and Mentoring**, Massachusetts Department of Elementary and Secondary Education, 2015, Retrieved from: <https://www.doe.mass.edu/lawsregs/603cmr7.html?section=13>.

Gray matter reports from national organizations synthesizing knowledge from research and practice:

1. [Good Principals Aren't Born--They're Mentored: Are We Investing Enough to Get the School Leaders We Need?](#), Southern Regional Education Board (SREB); 2007
2. [Getting Principal Mentoring Right: Lessons from the Field](#), The Wallace Foundation, 2007
3. [Massachusetts DOESE Regulations for Induction and Mentoring](#), 2015
4. [Making the Case for Principal Mentoring](#), The Education Alliance at Brown University & National Association of Elementary School Principals (NAESP); 2003
5. [Professional Standards for Principal Mentors](#), NAESP/ NSU National Principal Mentoring Certification Program
6. [Teacher Induction Program Standards](#), New Teacher Center; 2018 (focus is teachers)
7. [Mentor Practice Standards](#), New Teacher Center; 2018 (focus is teachers)

Academic/ original research

8. [Original research & literature reviews about principal mentoring](#)
9. [Citations about principal retention/ attrition](#)

[Good Principals Aren't Born--They're Mentored: Are We Investing Enough to Get the School Leaders We Need?](#), Southern Regional Education Board (SREB); 2007

Note: focus is on mentoring of interns in a preparation program

Components of an Effective Mentoring Process (p.21-28)

1. High standards and expectations for performance
2. Commitment of university and district partners (i.e., strong collaborative partnership between them)
 - a. a common vision for the competencies that candidates will gain as a result of mentoring in field-based learning experiences;
 - b. a shared commitment and responsibility, represented by written agreements, for the allocation of resources necessary for success and the development of internship learning plans for candidates;
 - c. clearly defined expectations of the roles of individuals who represent the university, the district and its schools;
 - d. a structure with procedures to collect feedback and to report results to partners and constituents; and
 - e. recognized mutual benefits for each organization.
3. Problem-focused Learning (appendix has examples of competency-based learning plans)
4. Clearly Defined Responsibilities for Mentors, University Supervisors and District Internship Program Coordinators
5. Meaningful Performance Evaluations

What State Policy-makers and State Agencies Can Do to Improve Mentoring (p.30)

- Require university-district partnership agreements that specify how each party is responsible and accountable for ensuring that the candidates they certify for administrative licensure meet the state's standards.
- Develop intern performance tasks and criteria that, at minimum, require observation and participation in a variety of high- and low-performing school settings through field-based experiences and leadership of a team of teachers working on an initiative to improve student learning.
- Establish mentoring standards — including criteria for selecting mentors based on experience with school improvement —
- and high-quality training to develop and evaluate the competencies of interns on performance tasks necessary to improve teaching and learning.
- Base successful internship completion
- (necessary for administrative licensure), on achievement of leadership standards through mastery of the performance tasks indicated for each standard and not on the basis of time.
- Require that these guidelines are met by universities and other entities to earn approval for offering an educational leadership program.
- Allocate resources to support the mentoring needed to provide high-quality internship experiences in a variety of school settings. Place priority on preparing aspiring principals for low-performing schools.

State Policies for Effective Mentoring (Appendix II, p.76)

Fund/require the following investments:

- Mentor Selection:
 - Select mentors with a record of leadership for improving student achievement and the ability to demonstrate the specific competencies needed by aspiring principals.
 - Make the selection process a collaborative decision of the university and the district.
- Mentor Training:
 - Create a process that is uniform across all programs.

- Require the university and the district to jointly train all mentors to (1) provide high-quality learning experiences, coaching and feedback to interns; (2) evaluate performance using the state's criteria for mastery of competencies; and (3) understand the internship program and the mentor's roles, responsibilities, support and accountability.
- Coaching and Feedback for Competency Mastery:
 - Require mentors to (1) provide high-quality coaching and feedback to help interns master leadership competencies and meet state leadership standards; (2) provide learning experiences that are developmental (progressively observing, participating and leading) and focused on the school's student achievement challenges;(3) facilitate a structured learning plan for the internship that addresses district/school needs, intern needs and university requirements; and (4) meet frequently and regularly with interns to monitor progress toward mastery of performance requirements.
- Coherent Performance Evaluation System for Program Completion, Certification and Licensure:
 - Establish criteria and uniform procedures to decide completion, certification and licensure requirements for aspiring principals.
 - Make use of performance evaluations of internship experiences provided by mentors, university supervisors and district internship coordinators for high-stakes decisions.
 - Hold universities and districts responsible for the reliability of performance evaluation measures.

Getting Principal Mentoring Right: Lessons from the Field, The Wallace Foundation, 2007

Our research led us to identify several areas where current programs are commonly falling short. That assessment, in turn, suggested a number of "quality guidelines" that might be useful to states and districts in identifying and addressing shortcomings and strengthening their programs so that they are likelier to be sustained and better serve the ends of leadership for learning.

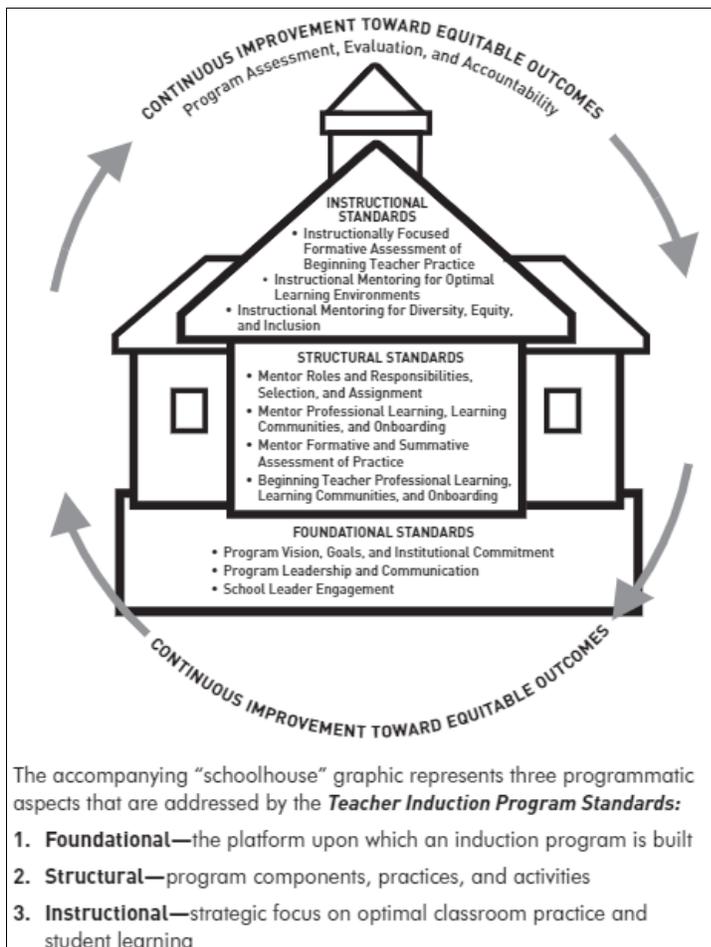
1. High-quality training for mentors should be a requirement and should be provided by any state or district with mentoring.
2. States or districts that require mentoring should gather meaningful information about its efficacy: especially, how mentoring is or is not contributing to the development of leadership behaviors that are needed to change the culture of schools toward improved teaching and learning.
3. Mentoring should be provided for at least a year, and ideally two or more years, in order to give new leaders the necessary support as they develop from novices to self-assured leaders of change.
4. State and local funding for principal mentoring should be sufficient to provide quality training, stipends commensurate with the importance and time requirements of the task, and a lengthy enough period of mentoring to allow new principals a meaningful professional induction.
5. The primary goal of mentoring should be unambiguously focused on fostering new school leaders who:
 - Put learning first in their time and attention and know how to rally their entire school communities around that goal;
 - See when fundamental change in the status quo is needed in order to make better teaching and learning happen; and
 - Have the courage to keep the needs of all children front and center and not shrink from confronting opposition to change when necessary.

Massachusetts DOESE Regulations for Induction and Mentoring

- [2015 Guidelines for Mentoring Programs](#) 
 - Rigorous and transparent selection process for mentors.
 - Develop and execute mentor training program.
 - Develop systems for mentor accountability, time logs, etc.
 - Determine process for matching and assigning mentors to administrators (prioritize matching mentors and mentees by similar school characteristics and location).
 - All beginning administrators assigned a mentor within the first two weeks of working (or, where applicable, date of hire).
 - The mentoring component is an important part of the administrative leaders induction program. As with teacher induction programs, it is essential that districts provide continuing opportunities for new administrative leaders and their mentors to meet and discuss issues or concerns as they arise. Districts should also provide the opportunity for new administrative leaders to make site visits to each other's schools/districts to observe best practices. Depending on the size of the district a regional partnership could be formed for training and/or observing.

Teacher Induction Program Standards, New Teacher Center; 2018

Note: The focus is on program standards for new teacher induction



Foundational:

1. Program Vision, Goals, and Institutional Commitment
2. Program Leadership and Communication
3. School Leader Engagement

Structural:

4. Mentor Roles and Responsibilities, Selection, and Assignment
5. Mentor Professional Learning, Learning Communities, and Onboarding
6. Mentor Formative and Summative Assessment of Practice
7. Beginning Teacher Professional Learning, Learning Communities, and Onboarding

Instructional:

8. Instructionally Focused Formative Assessment of Beginning Teacher Practice
9. Instructional Mentoring for Optimal Learning Environments
10. Instructional Mentoring for Diversity, Equity, and Inclusion

Mentor Practice Standards, New Teacher Center; 2018

Note: The focus is standards for mentors of teachers, not for programs or for principal mentors.

1. Develops as an instructional leader to advance mentoring, the teaching profession, and equitable outcomes for every student.
2. Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.
3. Creates and maintains collaborative, respectful, instructionally focused mentoring partnerships to foster beginning teacher ownership of continuous improvement of practice and advance the learning of every student.
4. Engages school leaders and instructional leadership team in productive partnerships to advance beginning teacher effectiveness and the learning of every student.
5. Builds beginning teacher capacity to advance equitable learning by providing rigorous, standards-aligned instruction that meets the needs of every student.
6. Builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that meets the diverse academic, social, and emotional needs of every student.

Making the Case for Principal Mentoring, The Education Alliance at Brown University & National Association of Elementary School Principals (NAESP); 2003

ELEMENTS OF EFFECTIVE MENTORING

Not all mentoring programs are alike, but the best ones share certain traits. Consultant Peggy Hopkins-Thompson, former director of the Wake Leadership Academy in Raleigh, N.C., describes some of the common features of effective mentoring programs.

- **Organizational Support.** The superintendent is especially critical for ensuring the success of a mentoring program. Mentors are more likely to schedule time with their protégés if they know the organization values the practice.
- **Clearly Defined Outcomes.** The program must clearly specify outcomes and include details of knowledge and skills to be attained.
- **Screening, Selection, and Pairing.** The selection and screening process for both mentors and protégés is critical. Mentors must be highly skilled in communicating, listening, analyzing, providing feedback, and negotiating.

- Training Mentors and Protégés. Training for mentors should build communication, needs analysis, and feedback skills. Training for protégés should include strategies for needs analysis, self-development using an individual growth plan, and reflection.
- A Learner-Centered Focus. Feedback should focus on reflection, address that which the protégé can control and change, be confidential, and be timely.

According to expert John Daresh, effective mentoring programs must include:

- An investment of time and commitment on the part of both the teacher and the learner
- A sharing of information that goes beyond answering questions that come up when people are trying to survive on the job
- The creation and maintenance of a mutually enhancing relationship in which both the mentor and the protégé can attain goals that are related to both personal development and career enhancement

Professional Standards for Principal Mentors, NAESP/ NSU National Principal Mentoring Certification Program

Note: focus is on standards for the mentors, not the mentoring programs

The NAESP Mentor will:

1. Recognize the traits and characteristics of an effective mentor including experience, skills in communication (written/oral/technological), the capacity for effective listening, acceptance of multiple solutions to complex problems, and a clear vision.
2. Actively participate in a high quality mentor training program.
3. Demonstrate professional achievement in the Field of Instructional Leadership.
4. Demonstrate a code of ethics including a respect of confidentiality and promotion of integrity in the mentor-protégé relationship.
5. Complete objective self-assessments to determine mentoring skills and to understand personal strengths.
6. Recognize the mentoring characteristics including the strengths and weaknesses of the protégé.
7. Incorporate objective assessments and practices to determine protégé skill levels.
8. Foster a culture which promotes effective formal and informal mentoring relationships.
9. Contribute to on-going assessment and refinement of mentoring programs through action research.

Original Research & Literature Reviews

- Holloway (2004) [Research Link / Mentoring New Leaders](#), Educational Leadership
- Parylo et al (2012) [The different faces of principal mentorship](#), International Journal of Mentoring and Coaching in Education

Citations about principal retention/ attrition

[Understanding and Addressing Principal Turnover](#)

National Association of Secondary School Principals (NASSP), 2019

- The most robust evidence from the studies reviewed indicate that schools with higher percentages of students from low-income families, students of color, and low-performing students are more likely to experience principal turnover.
- Turnover in school leadership can result in a decrease in student achievement. Studies in Texas,⁷ North Carolina,⁸ and multiple urban districts⁹ have found a clear relationship between principal turnover and lower gains in student test scores across grade levels and subjects.¹⁰ This relationship is stronger in high-poverty, low-achieving schools—the schools in which students most rely on education for their future success¹¹ and, unfortunately, the schools in which there is often the highest turnover.¹²
- Some research has found that professional learning opportunities for principals, such as high-quality preparation programs, ongoing training, peer networks, and coaching support, can build leadership capacity and reduce principal turnover.¹²³
- As principal turnover is highest in the first three years on the job, providing an induction period for early-career principals can be a useful tool in stemming turnover.¹²⁵

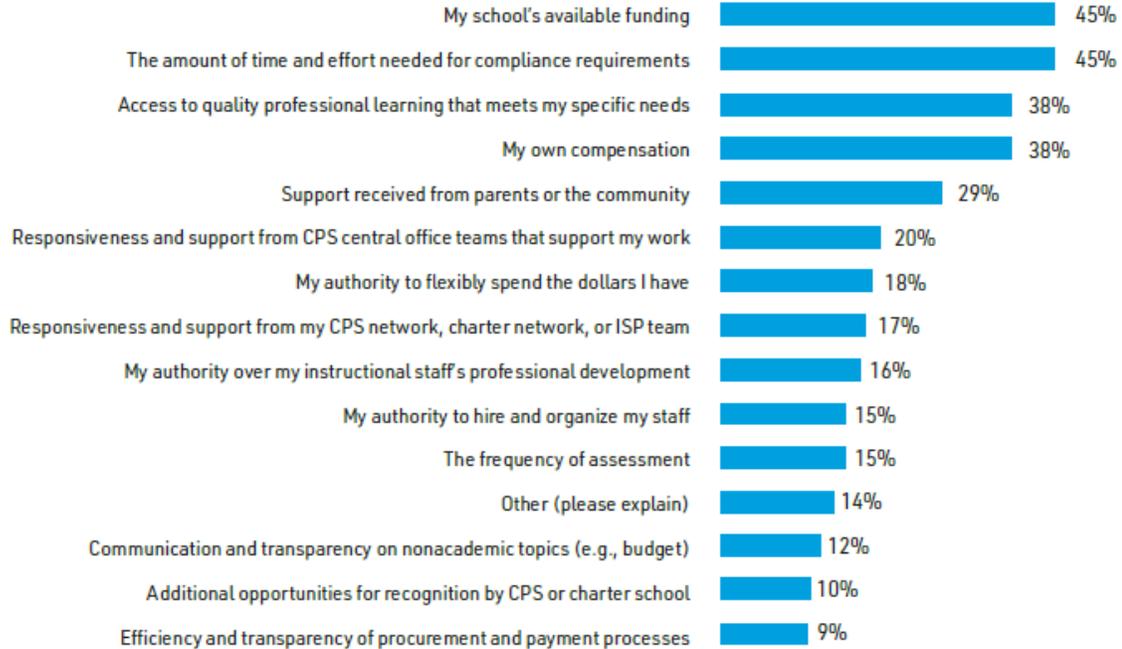
[Churn: The high cost of principal turnover](#)

New Teacher Center (reissue of School Leadership Network report, 2014)

- Twenty-five thousand (one quarter) of the country's principals leave their schools each year, adversely affecting millions of children's lives.
- Fifty percent of new principals quit during their third year in the role.
- Those that remain frequently do not stay at high-poverty schools, trading difficult-to-lead schools for less demanding leadership roles serving more affluent student populations
- As a result of principal churn, students achieve less in both math and reading during the first year after leader turnover, and schools that experience principal churn year-after-year realize serious cumulative negative effects on students—a condition that is exacerbated for schools serving underprivileged students.

The Chicago Public Education Fund, 2018. Principal Engagement Survey.

Chicago principals' reports of conditions that, if improved, would make them stay in their roles longer.



Possible additions:

- Goldring, R., & Taie, S. (2018). Principal attrition and mobility: results from the 2016–17 principal follow-up survey first look (NCES 2018-066). Washington DC: U.S. Department of Education National Center for Education Statistics.
- Look for findings from RAND's principal panel survey
- Fuller & Young's Texas study of principal turnover
- Burkhauser, S., Gates, S. M., Hamilton, L. S., & Ikemoto, G. S. (2012). First-year principals in urban school districts: How actions and working conditions relate to outcomes (Technical report). Santa Monica, CA: RAND Corporation;
- National Association of Secondary School Principals (2020, August 21). "Overwhelmed" and "unsupported," 45 percent of principals say pandemic conditions are accelerating their plans to leave the principalship. National Association of Secondary School Principals. <https://www.nassp.org/2020/08/21/overwhelmed-and-unsupported-45-percent-of-principals-say-pandemic-conditions-are-accelerating-their-plans-to-leave-the-principalship/>

Random thoughts:

- Mentor assignment matching
- Alignment with other principal professional learning
- Pros/ cons of mentor from same district
- Sitting vs. retired principals vs. non-principals
- What is the purpose?
 - To build skills?
 - To provide a reflective process?

- Primary purpose is retention - what is causing attrition?