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Using Mentor-Coaching to Refine Instructional Supervision Skills of  
Developing Principals

A dissertation submitted in partial satisfaction of the requirements for the degree of  
Doctor of Education

by

Akida Lesli Kissane-Long

2012



## ABSTRACT OF THE DISSERTATION

Using Mentor-Coaching to Refine  
Instructional Supervision Skills of  
Developing Principals

by

Akida Lesli Kissane-Long

Doctor of Education

University of California, Los Angeles, 2012

Professor Robert Cooper, Co-Chair

Professor Eugene Tucker, Co-Chair

The current student achievement gap can be attributed, in part, to the perceived and actual shortage of highly qualified principals prepared to be effective instructional leaders (Kearney, 2010). Most school districts within do not offer consistent targeted professional development programs for mid-career principals that will develop principals' skills in the supervision of instruction. This qualitative Action Research study examines the impact that mentor-coaching strategies have on refining the instructional supervision skills of Developing (mid-career) principals. Five Mentor Coach Principals used Blended Coaching strategies to mentor and coach



10 Developing Principals. Qualitative data collected from journals, interviews, focus groups, questionnaires and open-ended surveys was used to measure the impact that Mentor-Coaches had on the Developing Principals when they worked with their teachers during pre and post lesson observation conferences. Mentor-coach and Developing principals perceived that active listening, asking probing questions, providing immediate actionable feedback to teachers, following the conventions of the clinical supervision model, establishing a focused lens for lesson observation, and developing trusting relationships are integral elements having the greatest impact on the supervision of instruction.

*(Keywords: Mid-career principals; Principal professional development; Mentor-coaching principals; instructional supervision skills)*

The dissertation of Akida Lesli Kissane-Long is approved.

Howard Adelman

Tyrone Howard

Eugene Tucker, Co-Chair

Robert Cooper, Co-Chair

University of California, Los Angeles

2012

## DEDICATION

This dissertation and the completion of  
the Educational Leadership Doctoral program  
are both dedicated to the loving memory of my uncle

Sgt. Clarence J. Gordon, Jr.

My Uncle Clarence died in the Korean War  
before he had the opportunity to  
realize his goal of attending college at the  
University of Michigan, Ann Arbor

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1996	M.A. Ed. Administration	Cal Lutheran University
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1999- National Staff Development Conference- Washington, DC

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1998- California Council of The Social Studies Conference- Long Beach, CA *“Change over Time in a Local Community: Baldwin Hills/Windsor Hills and the Crenshaw area”*

1997- California Social Studies Framework Conference- State Dept. of Education- Asilomar, CA

*“How Ordinary Citizens Make Extraordinary Contributions to the Local Community: Paul R. Williams, Architect”*

1996- California Mentor Teacher Conference- San Francisco, CA

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## **Publications**

**Author-** *“A Children’s History of Los Angeles”*

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**Teacher Editor-** Macmillan McGraw Hill *“Adventures in Time and Place”*

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## **Chapter 1**

### **Problem Statement**

More than thirty years of evidence in the professional literature connects student achievement with the effectiveness of the school principal (Edmonds, 1979). Strong, effective principals have an enduring effect on the selection, growth and development of a school and its faculty (Blasé & Blasé, 1999; Heck, Larson, & Marcoulides, 1990; Wallace Foundation, 2009). The current student achievement gap can be attributed, in part, to the perceived and actual shortage of highly qualified principals prepared to be effective instructional leaders (Kearney, 2010).

This study examines how Mentor-Coach Principals work with Developing Principals (mid-career) with three or more years of experience to become more effective instructional leaders. Using the conceptual model developed in the 2010 West Ed study (Kearney 2010), the Local District of H Superintendent<sup>1</sup> identified principals within the Local District who had not reached proficient levels of performance in their roles. A curriculum and coaching model was designed to train the Mentor-Coach Principals to guide Developing Principals toward building the capacity to observe lessons with a specific instructional focus and enhance their ability to provide reflective feedback to teachers during post-observations conferences.

In the state of California, only 10% of credentialed administrators are willing to accept a principal position (Darling Hammond & Orphanos, 2007). According to the same study, 90% of all individuals with administrative credentials have determined that they do not want the responsibility of the principalship. The 90% of credentialed administrators perceive that they

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<sup>1</sup> From 2005-2012, The Angels of the Southland Unified School District was divided into eight Local Districts, of which Local District H was one. The Local District served approximately 75,000 students in the South bay area of Los Angeles from Early Education through grades 12 in 107 schools.

lack adequate preparation to be strong instructional leaders (Darling Hammond & Orphanos, 2007).

There is also a pervasive sentiment among credentialed administrators that the principal's salary is not commensurate with the high personal demands and the enormity of job (Levine, 2005; Brief, 2009). Another understated but well-known assumption about the principalship is that much of what is learned about being a principal happens on the job, over a considerable amount of time. The complexity of responsibility and liability innate to the position may be additional contributing factors to discouraging some from seeking the principal position (Brief, 2009; Levine 2005; Darling Hammond & Orphanos, 2007).

Close examination of two recent studies conducted by the Wallace Foundation indicate a loose coupling between and among institutions and programs responsible for cultivating, training and preparing aspiring principals (Weick, 1976). In a nationwide study of principal preparation programs, Darling-Hammond, et al, 2010, concluded that most principal preparation programs are designed in isolation of the practical experiences of school administrators. In most of the nation's programs, there is little articulation among school districts and credentialing programs that recruit, train and hire school administrators. Even less is known or studied about the sustained impact that principal in-service and professional development has on the quality of principal job performance (Darling-Hammond, et al, 2010).

The matriculation and preparation process of principals is referred to in several articles as the 'principal preparation pipeline' (Church, 2009, Darling Hammond 2010). Kearney, 2010 clearly describes the principal preparation pipeline in terms of five conceptual stages of development. The Aspiring Principal is the stage in which potential candidates for administration are identified and recruited. The Principal Candidate is the stage in which the candidate

receives preparation and licensing. The Novice Principal is the individual new to the role that begins when the principal assumes responsibility for his or her own school. The Developing Principal is the stage when the principal has several years of experience and continues to grow and develop in the role. The Expert Principal is identified as the stage when principals are highly accomplished in their practice (Kearney, 2010). Understanding the developmental stages of principal professional growth may be the first step toward focused improvement in professional experiences in the principal preparation and development pipeline.

According to a study conducted by Kelley and Peterson (2000), there is a misalignment of principal preparation and development programs with what is considered best practice. More specifically, principals need not only to be prepared for the mechanics of the role, but for how they view themselves in the role (Blasé and Blasé 1998). The school principal might best lead from a “community view of leadership,” demonstrating the ability to “walk behind the ones who are led”. Such leadership is accomplished through purposing, maintaining harmony, institutionalizing values, motivating, managing, explaining, enabling/empowering, modeling, and supervising (Sergiovanni, 1997). Emphasis on how to accomplish these leadership skills and attitudes is lacking in most credentialing programs (Levine, 2005; Brief, 2009; Fry, O'Neal, & Bottoms; Lashway, 2003).

A problem of principal preparation, as described by Kelley and Peterson, is termed, ‘program inertia’ (2000). The California State requirements for most administrative programs are loosely formulated, meaning that the criteria for certification programs require only appropriately constructed and titled syllabi to be approved. Another problem identified in their study of the principal preparation pipeline is that most national administrative credentialing programs are within schools of education where there is more emphasis on research issues in



education than on credentialing and administrative preparation (Kelley & Peterson 2000). In a 2005 report entitled “Educating School Leaders”, researchers examined all of the nation’s 1,206 schools of education. This study established nine criteria for evaluating the quality of school leadership programs that included the credentialing programs’ identified purpose, curricular coherence and balance, admissions, degrees, research, finances, and assessment. The report concluded: “The findings of this report were very disappointing. Collectively, educational administration programs are the weakest of all programs at the nation’s education schools” (Levine, 2005; Brief, 2009).

In the same report, Levine noted that the curriculum in administrative programs is not closely monitored in most universities. It is common practice in most university credentialing programs to hire adjunct professors to teach the credentialing classes. According to Kelley and Peterson (2000), there is no fiscal advantage for the university to staff the credentialing classes and administrative programs with tenured professors who might otherwise oversee the program for quality and consistency. The recent economic downturn in the nation, and California in particular, has had an impact sustaining effective training models and development or restructuring of new principal programs (Darling-Hammond & Orphanos, 2007).

As a result of such financial limitations, the primary responsibility for preparing effective principals will more increasingly rest on local school districts. Local school agencies will have to develop practical programs for principal preparation and continuing development which equip principals with knowledge, skills, behaviors and competencies necessary to effectively lead schools. Developing and mid-career principals need ongoing professional development to sustain and support them throughout their tenure (Darling-Hammond, 2007).

Examination of in-service professional development for principals concludes that in most states and districts, ongoing principal professional development is inconsistent, sporadic and not differentiated to meet specific issues faced by practicing principals. Little research has been conducted on the effectiveness of principal development programs in connection to principal work performance (Darling-Hammond, 2010).

Most districts do not have such support in place. In the same research, Darling Hammond studied over one thousand principals in one hundred twenty principal preparation and in-service professional development programs. She found only eight examples in the country that embodied the necessary elements of outstanding training for pre-service and in-service principals.

A myriad of skills, behaviors and competencies of principal efficacy have been identified in numerous studies. In order to prioritize those essential principal competencies, we must first examine those areas that have the greatest impact on student achievement. Seashore, Leithwood, Wahlstrom and Anderson (2010) determined the most essential skills leading to principals' efficacy are their abilities to establish an emotionally safe school culture, demonstrate and model their own instructional skill set, provide teachers with focused clear feedback on lessons and best practice (Seashore, Leithwood, Wahlstrom and Anderson, 2010). These abilities, or skill sets, will be the center of my proposed Action Research Project.

### **Action Research Study**

Local District H in the Angels of the Southland Unified School District oversees 107 schools in the communities of San Pedro, Wilmington, Lomita, Harbor City, Carson, Gardena, and parts of South Los Angeles. Within the past three years, Local District H has hired 21 new principals. The Local Superintendent considers less than 15% of the experienced principals in the

Local District to be considered Expert as defined in Kearney (2010). Half of those Expert Principals will be eligible to retire within the next five years.<sup>2</sup> With the mounting pressures for student performance accountability, the Local Superintendent articulated an urgent need to move principals to a higher level of proficiency.

The concern is that if there is not a coherent, differentiated professional development plan for principals that can support principal development over time, there will be few Expert Principals in place who can mentor and coach Developing Principals to Expert-level performance. My study specifically focuses on ten principals in Local District H with three or more years of experience as a principal who are considered to be in the developing stage of their careers (Kearney 2010). Five Mentor-Coaches each worked with two Developing Principals. The Mentor-Coach Principal informally assessed strengths and weaknesses of the Developing Principals to provide differentiated courses of action that lead the majority of the Developing Principals to stronger instructional supervisory practices. Mentor-Coaches used Blended Coaching strategies in authentic settings as Developing principals conducted pre and post conferences with their teachers, who in turn, were able to emulate those same strategies when working with their teachers.

### **Action Research Model**

The Local District Superintendent Miguel Rodriguez was interviewed to ascertain the specific scope of the work and objectives for the Action Research Project, identifying outcomes for Local District H.

The identified Mentor-Coach Principals from Local District H received training on mentor and coaching methods and strategies. Three key methodologies (comparing data from classroom observations to the established standard of best practice according to the Teaching and

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<sup>2</sup> This information was ascertained from an interview with Local District Superintendent Miguel Rodriguez, 2010.

Learning Framework, prescribe teaching behaviors and conducting instructionally focused conversations) were infused with the identified content delivered to the Developing Principals.

Journals, interviews, focus groups, open-ended surveys and case studies documented the interactions of Mentor-Coach Principals as they coached and mentored Developing Principals in Local District H.

This Action Research Study was selected in order to bring attention to the problems addressed in this study and to view them through a lens grounded in professional literature, focused on a recursive process, that ultimately lead to the design of a systematic intervention. Throughout the course of the study, the analysis of the process and outcomes informed the design of a differentiated professional development model for principals. The Action Research Cycle to plan, act, observe and reflect most appropriately fit this study.

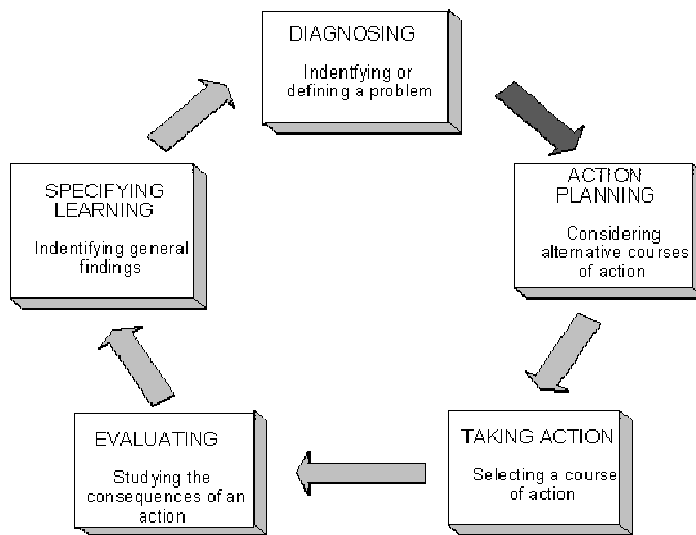


Figure 1- Action Research Model (Susman 1983)

Based on the qualitative data from this process, a set of recommendations include instructional methodologies to use when mentoring and coaching Developing Principals in urban

elementary schools, with a specific focus on comparing classroom observations to a standard of best practice according to the Teaching and Learning Framework and conducting

instructionally focused feedback conversations. Recommendations from the Action Research Project lead to a proposed continuum of ongoing professional development modules aligning the reported outcomes from the study with the California Professional Standards for Educational Leaders <sup>3</sup>and the ASUSD Teaching and Learning Framework <sup>4</sup> Frameworks

### **Research Questions**

1. According to Developing principals, what impact if any, do Mentor-coach principals, have in assisting Developing principals refine their skills observing instruction, providing substantive feedback to teachers and conducting pre and post observation conferences?
2. According to Mentor-coaches and Developing principals, what content, methods, and activities were effective or ineffective in the mentor coaching process? How are their perspectives similar or different?

### **Methodology**

Information from this Action Research study was taken from two groups of volunteer elementary and secondary principals in Local District H. Information from the two groups was obtained through journals, interviews and focus groups. Based on the data and input from interviews and focus groups, a differentiated professional development plan was designed for Developing Principals with the support of the Mentor-Coach Principals.

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<sup>3</sup> A complete version of the CPSELs can be referenced in the Appendices

<sup>4</sup> See Appendix 2

The goal for the Mentor-Coach Principals was to assist the Developing Principals in their ability to demonstrate and model their own instructional skill set and provide teachers with focused clear feedback on lessons during pre- and post-lesson observation conferences.

The outcome for this work is to design a set of learning experiences, coaching and Mentor-Coaching points and techniques to be used with Developing Principals to encourage and create the conditions for Developing Principals to strengthen specific skills as instructional leaders.

A report of findings was provided to the Local District H Superintendent and the ASUSD Office of Talent Management, outlining the findings and recommendations for next steps for differentiated professional development for Local District H and other ASUSD principals.

### **Future Impact**

The objective of the professional development design will be to provide substantive, coherent professional development experiences with Developing Principals in Local District H. Differentiated professional development experiences will support Developing Principals in areas targeted to enhance key behaviors linked to effective leadership. This model may also serve to inform the larger educational community on best practice in ongoing professional development for principals.

## Chapter 2 Literature Synthesis

### Introduction

“The demand of the job (the principalship) far exceeds the capacity of most people”  
(Darling-Hammond, 2010).

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One of the keys to sustained student achievement rests on the performance of the site principal (Fullan, 2003; Fullan & Hargreaves, 1991). An effective principal possesses a wide range of professional skills and personal qualities to be able to meet the needs and concerns of many people, all at once, on a daily basis (Darling-Hammond, 2010). It has been claimed that there is a shortage of qualified school site administrators (Kearney, 2010). Because of the personal and professional demands intrinsic to the principalship, only 10% of certified administrators nationwide are willing to take on the job (L. Darling-Hammond & Orphanos, 2007; Kearney, 2010). In order to address the shortage as well as the effectiveness of qualified principals, there needs to be a closer examination of the ways in which principals are supported and assisted in their professional growth as they serve in our nation’s schools.

This literature synthesis examines the effective strategies for assisting principals to become successful instructional leaders. Specific focus is given to identifying the barriers that inhibit principals from reaching the highly effective level of performance according to the 2010 West Ed model. Also included is an examination of research related to both state and national standards for school leaders and current principal in-service professional development models. I specifically focus on the Blended Coaching model.

The final part of the literature synthesis addresses three of the more fundamental instructional leadership practices identified as having the greatest impact on improving teaching

behaviors (Acheson & Gall, 2003; Wilmore, 2007). The literature review concludes with how these various areas within the professional literature can positively impact student achievement.

### **Theoretical Framework**

“Learning is a lifelong expression of our wonder and worth” Roland Barth.

---

#### *The Learning Leader in a community of learners*

School is a community of learners, starting with the principal. A school is a place where everyone is teaching and everyone is learning. The principal sets the tone and is part of all of the learning in the school (Barth, 1986, Mar). The principal is the head leader and the head learner. The one who promotes a shared vision of achievement and protects the environment, which makes it possible for learning to occur (J Blase & Blase, 1998; Heck , et al., 1990). The principal prioritizes learning by leading and participating in learning experiences with the faculty (Barth, 1990). The principal leads learning by example when planning and delivering instruction to teachers, students and parents. They are the vision-keeper of high standards of teaching and learning in the school through monitoring the quality of the instructional program and student progress (J & Blase & Blase, 1999; R DuFour, 1999; R DuFour & Eaker, 1998; Hallinger & Murphy, 1987).

### **The Role of the Principal**

There is overwhelming evidence that student achievement and the ongoing success of a school is directly related to how principals of schools perform their roles (Fullan, 2001; Johnston, Walker, & Levine, 2010; SouthernRegionalEducationBoard, 2003). The responsibilities of principals in the 21<sup>st</sup> century have grown in size, proportion and complexity from the earliest days of public schooling. Over the course of a decade, the responsibilities of the



principal have moved from primarily management to a role that is so complex, that it “...surpasses the capacity of most people” (Darling-Hammond, 2010).

### *Historic Role of the Principalship*

From the earliest part of the 20<sup>th</sup> century until the 1960s, the role of the principal was managerial by definition. Principals spent little time monitoring the instructional program and attended primarily to the operational and administrative oversight of the school. During the 1960s, as schools received federal dollars to insure instructional equity in poor and urban schools, principals were held increasingly accountable for monitoring academic programs and student learning outcomes (Hallinger, 1992). In 1979, the seminal work of the Ron Edmonds identified strong instructional leadership as the key element in assuring excellence within our nations’ schools (Edmonds, 1979).

By the mid-1980s, integrating the charge from Ron Edmonds with effective schools reform movement theory, Leithwood and Montgomery designed an early conceptual model identifying levels of principal performance. The model was a rudimentary rubric identifying specific principal behaviors along a continuum, which ranged from lowest level of principal performance, “The Administrator”, to the highest level, “The Systematic Problem Solver”. At the highest level of principal performance was a complex profile of principal behaviors and skills including,

“... building and maintaining interpersonal relationships with and motivating staff, goal setting, planning and program development and decision making” (K. Leithwood & Montgomery, 1986). Roland Barth, founding director of the Principals' Center at Harvard University, called for principals to be “...Learning Leaders”, introducing into the professional vernacular the concept of “...[t]he school becoming a community of learners” (Barth, 1987, 1990).

By the late 1990s, an important element added to the role of principal was that of being transformational leaders and agents of change. According to Hallinger, transformational leaders in schools were to be able to:

“...convert followers to disciples; they develop followers into leaders.

They elevate the concerns of followers on Maslow’s need hierarchy from needs for safety and security to needs for achievement and self-actualization, increase their awareness and consciousness of what is really important, and move them to go beyond their own self-interest for the good of the larger entities to which they belong. The transforming leader provides followers with a cause around which they can rally” (Hallinger, 1992).

Such a call to becoming agents of change was compelling for many educators and daunting for others to move into the role of the principalship. The function of being a transformational leader in conjunction with that of an instructional leader added yet another layer of personal skills and responsibility to the overburdened role of principal.

### *Contemporary Role of the Principal*

Moving into the 21<sup>st</sup> Century, state and national professional leadership standards specify the need for principals to possess an amalgam of skills, behaviors and abilities to perform the tasks related to managing, leading and transforming schools to insure student academic success. Effective principals must demonstrate managerial, organizational and leadership abilities, expertise in written, oral and interpersonal communication skills, and high degrees of emotional and intellectual acumen to approach the constant demand for problem solving (Darling-Hammond, 2010; Ubben & Hughes, 1994). A principal functions as facilitator and trainer,

coordinates resources, advocates for the students, teachers and attends to the overall needs of the school community (Morris, 1999).

## **Effective Principal Leadership**

### *Building and Sustaining Trusting Relationships through Collaboration*

The ability to build and sustain trusting relationships between and among teachers, staff, parents, district support personnel and community members is essential to the principalship (Blase & Blase, 1999; Marks & Printy, 2003). Effective principals consistently demonstrate their ability to cultivate and maintain relationships which promote collaboration and communities of learning as evidenced by praising teachers for their work (Blasé & Blasé, 1999), encouraging and modeling reflective discussions between and among teachers (Blasé & Blasé, 1999; Marks, 2003) and working closely with teachers to transform teaching and learning (K. A. Leithwood, 2005). In 2004, Steven Dinham studied 50 sites identified as having outstanding student outcomes in New South Wales Australian Middle Schools. Qualitative methods including observation, teacher, student and administrator interviews and groups discussions with various stakeholders were used in this study. The study found that high performing schools had outstanding principals who were adept in building high-level interpersonal relationships, garnering the trust and respect of most, if not all, of their constituency. Those same principals were identified as having skill and capacity to act from a philosophy of servant-leader, thus being able to lead and establish collaborative school cultures (Dinham, 2004). The foundation of this Action Research Study is designed with an inter-dependent and collaborative relationship model at its core.

### *Building the Capacity of Teachers*

Another consistently identified characteristic of effective principals is their willingness and ability to build the professional capacity of teachers and staff within a collaborative school culture. The studies examined indicate that effective principals prioritized the use of professional development to refine teachers' instructional practice (Blasé & Blasé, 1999; Dinham, 2003; Leithwood, 2005). Related studies identified effective principals prioritizing and monitoring a coherent curriculum and instructional program (Peterson, 2002). Outstanding principals seek to empower and support teachers in attaining skills and knowledge to enhance their teaching craft (Barth, 2001; Dinham, 2004). They coached their teachers and they encouraged collaborative, distributed school leadership and shared in responsibilities to enhance teacher leadership capacity (Dinham, 2004; Leithwood, 2005). In their 1999 study, Blasé and Blasé developed an instrument of open-ended questions to ask 809 full-time public school K-12 teachers to describe the behaviors of principals who they felt had a positive impact building the capacity of teachers. The responses about effective principals of the 809 teachers fell into two categories. Effective principals talked to teachers to promote reflective teacher practice and promoted professional growth of teachers. This was evidenced by principals modeling, listening, conducting coaching and reflective conferences with teachers and encouraged teachers to study teaching and learning. Building the capacity of the teaching staff led schools to a common purpose and commitment (Barth, 1990; Leithwood, 2005; Lindahl, 2008).

### *Keeper of the Shared Vision*

Four of the five studies used to identify the key characteristics demonstrated by effective principals addressed the issue of the principal facilitating the development and promotion of a shared vision and sense of purpose between and among all stakeholder groups. The findings

indicate that effective principals lead consistently by promoting a focused vision with specific outcomes for student achievement embodying high expectations for all members of the community (Marks, 2003; Dinham, 2004; Leithwood, 2005; Nettles & Herrington, 2007). While each study references the principal as the keeper of the shared vision, specific nuances of the skills required of the principal are worth noting. Successful principals in high performing schools operate from a shared vision, mission and goals with the teaching staff (Marks, 2003). Effective principals of high performing schools have to promote collaboration, trust and common purpose, involving the teachers, in particular, in the development of a shared vision, mission, goals in a community of learning (Dinham, 2004; R DuFour & Eaker, 1998). Most successful principals begin their work establishing a compelling sense of purpose by developing a shared vision of the future with all stakeholder groups (DuFour, 1999; R DuFour & Eaker, 1998; K. Leithwood & Jantzi, 2008).

Efficacy of principals is also measured according to leadership style. When principals act as the transformational leaders they focus on the improvement of school culture. That work begins with developing shared vision, mission and purpose with all stakeholder groups. Establishing a vision and mission from the outset of a principal's tenure in school is essential to being an effective school leader (DuFour & Eaker, 1998; Marzano, Waters, & Mc Nulty, 2005; Nettles & Herrington, 2007). All of the identified national and state standards have embedded in them the need for the principal to be the leader and keeper of the school-wide vision (Academy, 2004; Kearney, 2003a; Melmer, Burnmaster, James, & Wilhoit, 2008).

### *Encourage and Promote Change When Necessary*

Change in education is inevitable. The foundation of the educational system is built on what students should know, be able to do and what is the developmentally appropriate way to

deliver concepts and skills. As society and technology advances, so does what students need to know to be viable in society. Schools and the principals who lead them must be willing and capable of promoting change in the schools and classrooms.

Effectual principals lead in restructuring the organization to insure best practice in teaching and learning. Principals do so by encouraging, modeling and supporting organizational changes or changes in curriculum necessary to enhance student achievement (Blasé & Blasé, 1999;Hallinger, 2003). To lead change requires foresight and courage (Saphier, 2010). Those skills can be taught and coached. Leading change will be embedded in the work done with the Mentor-Coach and Developing Principals.

#### *Changing Structures in the Organization*

Structural changes within a school also take place in the form of distributed leadership. Effective principals often lead in the change processes, which help to establish and encourage them as true instructional leaders among their teaching staffs (Marks, 2003; Dinham, 2004). Outstanding principals in high performing schools demonstrate willingness to change and create structures which promote teacher collaboration and shared decision-making with parents and community (Blasé &Blasé, 1999; Leithwood, 2005). In all studies cited, the impactful principal is willing to be the catalyst for the changes in the organization.

#### *Data- Driven Shared Decision-Making*

Outstanding principals consult multiple sources of data to inform decisions regarding curriculum, instruction and matters of school governance (Blasé & Blasé, 1999; Marks, 2003 and Nettles, 2007). Strong principals pose questions and study problems then seek to find solutions utilizing data. They use data to inform professional development programs for teachers in their schools (Blasé & Blasé, 1999). Successful principals consistently use data to monitor

school progress by visiting classrooms and paying attention to student performance in their schools (Nettles, 2007). The use of data is a powerful strategy for the principal to assist teachers and other members of the learning community in objectively examining and finding solutions for complex learning problems. In a learning environment, data can consist of various types of information gathered from observations in classrooms of students and teachers, student work produced from commonly planned assignments, or memos and policies developed by a school site governing body. This study will combine various data sources to be used to build and develop the relationship between the Mentor-Coach Principal and the Developing Principals.

### **Skills and abilities needed to demonstrate effective school site leadership**

The Interstate School Leaders Licensure Consortium (ISLLC, 1996)<sup>5</sup> developed a set of standards for public school administrators. The intent for developing the standards was to ‘raise the bar’ for administrators in public school. One year later The National Association of Elementary Principals outlined the proficiencies necessary for effective school leadership. They include: leadership, communication, individual and group supervision, assessment, organizational, fiscal and political management. Within those categories, specific skills such as creative and critical problem solving, moral and ethical decision-making and high-level interpersonal skills are essential in performing the duties of the principalship (Principal Proficiencies, 1997). Over the following decade, a few states, including Ohio and Arizona, developed principal proficiency standards. California is one such state having developed the California Professional Standards for School Leaders (CPSEL)<sup>6</sup>. Use of the CPSELs in pre-service administrative preparation programs has been consistent throughout the State. In a

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<sup>5</sup> A complete version of the ISSLCs can be referenced in Appendix 1

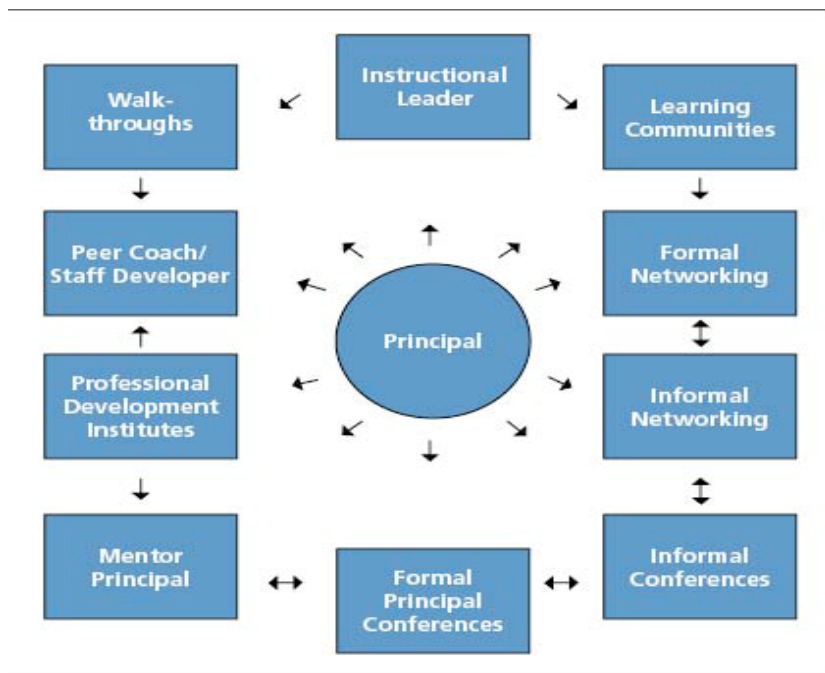
<sup>6</sup> A complete version of the California Professional Standards for Leaders can be referenced in Appendix 3

comprehensive study of principal preparation programs, only eight in the entire nation were identified as effective, standard-based preparation programs.

This Action Research Project used CPSELs as the basis for professional development coaching models.

**Principal Preparation Programs**

Various studies over the past decade conducted on principal preparation programs nationally indicate that principal preparation programs, in general, are not adequately preparing principals for their role (L Darling Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Darling-Hammond, 2010; Digests,2003; Hess & Kelly, 2005).



**Figure 2- Various Roles and Responsibilities of the Principal**



In 2007, Linda Darling Hammond conducted a study to address key issues in leadership development in the state of California. The study surveyed 1,086 principals nationwide and 189 California principals in order to compare administrative programs in California to those nationwide. The research demonstrated that California principals were less likely to feel as confident in their preparedness compared to their national peers in the areas of curriculum development, design of staff development responsive to the needs of their staff, decision-making processes, expectations of changed leadership and changed relationships with communities (Darling- Hammond et al 2007). Additionally, California principals were the least likely to find or make time to use data to make school-wide decisions, work with faculty on changing teaching methods, or providing instructional feedback to teachers (Darling-Hammond et al 2007). In comparing the skills and proficiencies necessary for effective school leadership and those key elements of current administrative programs, it is noted that the experiences necessary for effective principal performance in a school environment are not translating into principal administrative preparation programs. Graduate education administrative programs overall have little demonstrated impact on school effectiveness or student achievement (Digests, 2003; Levine,2005 ; Hess & Kelly, 2005;Darling-Hammond, 2010).

Within the state of California, administrators receive their credentials in a two-tiered system<sup>7</sup>. Once principals obtain the credential at the second tier, there is no further requirement of California principals to continue in their professional development (L. Darling-Hammond & Orphanos, 2007).

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<sup>7</sup> The California Commission on Teacher Credentialing (CCTC) requires two levels of Administrative Services Credential: The Preliminary Administrative Services (Tier I) Credential and the Professional Administrative Services (Tier II) Credential. Upon the completion of Tier I, students who are not yet employed in Administration can apply for the Certificate of Eligibility. This certificate authorizes them for employment in administration. Upon initial employment in an administrative position, the certificate holder will be eligible to apply for the Preliminary Administrative Services Credential, which is valid for five years. The completion of a Professional Administrative Services Credential program is required within the first five years of employment as an Administrator.

## **The Conceptual Framework for Principal Career Stages**

As an outgrowth of the 2006 Integrated Leadership Development initiative, a number of public and private education institutions collaborated to address the significant problems in school leadership. Prior to this report, the State of California had focused little attention to the relationship of strong school leadership and its impact on student achievement. The 2010 report, *Effective Principals for California Schools: Building a Coherent Leadership Development System* (Kearney, 2010), funded by West-Ed and Wallace Foundation produced a set of recommendations for the Governor and State Superintendent of Public Education. The report presents a conceptual framework for addressing the need to examine issues directly related to the clearly defined career stages of California’s principals. The goal for defining the career stages stems from the need to better support differentiated approaches to professional development for principals. The continuum also serves to better identify gaps in the principal preparation pipeline (Kearney, 2010). The career stages will be referred to throughout this study with a specific focus on the “Developing Principal” and the “Expert Principal”.

*The Aspiring Principal* is the current exemplary teacher-leader to be actively recruited and persuaded to become administrators.

*The Principal Candidate* is the second principal career stage of preparation and licensing. By the conclusion of the second stage, candidates should be at an entry level with adequate preparation and expertise, a Tier 1 credential and some technical knowledge of the principalship.

*The Novice Principal* is the induction stage, the beginning for first-time principals. A novice is assisted as a beginning principal for the first two years of the principalship.

*The Developing Principal* is the phase of continuous professional and personal improvement. This phase of principalship is designated as that stage for recalibrating and honing

skills and proficiencies of the job. According to Kearney's conceptual model, this career stage begins in year 3 of the principalship.

*The Expert Principal* is the career stage of the principalship reserved for those principals who have successfully lead schools to higher levels of student achievement. Expert principals are capable as innovators, trainers and supporters of teachers and other principals<sup>8</sup>.

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### **Characteristics of a Quality Principal Professional Development Program: The Content**

Although little has been written in peer-reviewed articles on professional development for principals, there are commonalities among what has been documented. The steady increase in the scope of responsibilities and nature of the principalship necessitates ongoing professional development (Darling-Hammond, 2010). Quality indicators for principal professional development show that learning experiences for both novice and continuing principals need to be long term and carefully planned, job embedded and focused on student outcomes (Peterson, 2002; Waters, Marzano, & McNulty, 2003) .

Learning experiences among principals must inculcate a shared mission, vision, values, goals to promote collegiality with opportunities to network and collaborate on shared problems (Barth, 1986, Mar; Peterson, 2002). The learning environment for principals should consistently support leading their constituencies toward a continuous school improvement model using developmentally appropriate instructional strategies and incorporate technology. Professional development for principals must build a sense of community among colleagues and emphasize the ongoing development of interpersonal skills (Barth, 1986, Mar; L Darling Hammond, et al., 2007; Peterson, 2002).

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<sup>8</sup> A complete version of the Kearney's conceptual model can be referenced in this document-Appendix 5

All principal learning experiences should be consistently aligned with professional leadership standards embedded as a set of skills within in a mental map (Kelley & Peterson, 2002; Senge, 1990). The goal is to insure that principals continually understand how their learnings are related to the outcomes of leadership standards (Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010) and identified dimensions of effective leadership practice (Waters, et al., 2003). In the 2003 West Ed Report, Kearney deconstructed the ISSLC standards to create a description of each standard along a continuum of proficiency. One of its intended uses is to provide principals a tool for “continued self-reflection and goal setting” (Kearney, 2003b).

### **Differentiated Principal Professional Development**

Professional development by career stages (Peterson, 2002) has been a model suggested by scholars such as Peterson, Melmer, Kearney and Darling-Hammond as best practice for over a decade. Darling-Hammond asserts, “Beyond the initial years, principals need to develop more sophisticated skills that require differentiated approaches to professional development...as well as the school context in which they work, different principals need different kinds of support” (Darling-Hammond, 2010). According to Roland Barth, the principal must be a learner throughout the course of his/ her tenure as a school leader (Barth, 1990). Kearney’s conceptual model demonstrates that what the Novice, Developing or Expert principal need to know and are able to do are different by definition. This study will demonstrate the importance of differentiated learning for the Developing Principal and that of the Expert Mentor-Coach Principal.

## **Characteristics of Quality Principal Professional Development: The Methodology**

There is little in the professional research related to understanding how principals best learn and internalize what it takes to be an effective leader. When factoring in the complexities of a principals' role, consideration should be given to adult learning styles. Such examination serves to better understand the approach by which principals best gain knowledge of skills necessary for effective school leadership.

Twenty-first century principals leading in urban settings need a clearly focused lens through which to examine cultural proficiency. Principals living and working among cultures other than their own need to demonstrate both political correctness and strong content knowledge of their students' diverse cultural backgrounds (Lindsay, Robbins, & Terrell, 2003). Absence of this skill and unwillingness to talk honestly about issues of race, class and equity has contributed to the growing achievement gap in our nation's schools (Lindsay, et al., 2003; Lindsey, Jungwirth, Pahl, & Lindsay, 2009; Love, 2009).

The examination of the characteristics of emotional intelligence is another essential topic for consideration in the methodology of principal leadership. Most of the work of the principal is embedded in the development and maintenance of personal relationships (Bloom, 2005). This requires a deep understanding of inter-personal dynamics, relationship building and the capacity for personal reflection (Goleman, Boyatzis, & McGee, 2002).

### **Adult Learning**

Theory of adult learning is designed around a conceptual model influenced by ancient and modern philosophy, education and psychology. Adult learning theory rests on six premises. Adults as learners have an independent, self-concept and can direct their own learning. Life experiences for the adult learner serve as a resource for their learning. The needs of the adult

learner are closely related to their social roles and are problem-centered in nature. The adult learner is most interested in immediate application of knowledge and is motivated to learn by internal rather than external factors (Freire, 1970; Knowles, Holton, & Swanson, 1998). The adult learning theory will be an integral part of the standards-based curriculum design for the Mentor-Coach Principals to use with the Developing Principals in this study.

### **Emotional Intelligence**

The responsibility for developing and sustaining a healthy school culture rests with the principal. There are numerous studies that prove the relationship between a healthy school culture and student achievement. At the core of the school culture is the demonstrated leadership ability and emotional acumen of the school principal (Eastwood & Kesner, 2005). In order to effectively nurture a school's culture, the principal must be able to orchestrate and tend to the constellation of relationships between and among all of the members in the school community (Sergiovanni, 1997). Influenced by the work of Howard Gardner's model of multiple intelligences, Goleman defines emotional intelligence as a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups (Goleman, 1995). Managing one's own and others' emotions is part of how principals create and sustain a positive school culture (Goleman, et al., 2002). Strong principals have to learn how to navigate confrontation with an even temperament, using appropriate verbal and nonverbal signals. Principals have to exercise good judgment in times of high stress and emotional crisis. These difficult skills require practice and expert guidance, which will be embedded in the work done by the Mentor-Coach Principal in this study.

## **Temperament Types**

Carl Jung first determined that individuals all possessed unique temperament types. Myers and Briggs extended Jung's work by identifying temperaments within four defined dichotomies. They used letters to assign the dichotomies, Introversion(I)/Extroversion(E); Sensing(S) /Intuition(N); Thinking (T)/Feeling (F); Judging( J )/Perceiving (P). (Myers and Myers 1980). Their work expanded to the formation of The Myers-Briggs Type Indicator.

This assessment is composed of questions based on personal preferences. Once scored, a temperament type is assigned from each of the four dichotomies rendering 16 different temperament types. In 1984 Keirsey and Bates aligned the temperament types with various occupations. According to Keirsey and Bates, 56% of school personnel are SJ temperament types. 36% of school personnel are NF temperament types (Keirsey and Bates 1984).

### *The Sensing Judge- (SJ)*

Those with a preference for Sensing take in information through their five senses focusing on the basic, specific, factual fundamentals. In education settings the SJ will not feel the need to defend their position and will be surprised or insulted when questioned. Their truths are the truth from their point of view, that the fundamentals should be emphasized in schools and curriculum. The SJ is more traditional in their approach to teaching and leadership, believing more that they are the authority from which others learn.

### *The Intuitive Feeler- (NF)*

NFs are individuals who focus on the big picture and look for underlying meaning. They place emphasis on personal values and personal needs. In a school setting, the NF is very outspoken. They believe in a search for self and do not shy away from defending the right to do so (Keirsey

and Bates 1984). As teachers and leaders, they are charismatic and committed to the belief that school is in existence to develop and empower others through social interaction.

### **Leadership Coaching for Principal Development**

Coaching is a technique of professional development, which provides colleagues with opportunities to grow and reflect in the context of a trusting peer relationship. Coaching has been identified as a powerful and profound component of professional growth for both teachers and principals.

Successful schools and the people in them are regularly engaged in conversations about teaching and learning (Saphier, King, & D'Auria, 2006). At the highest end of the learning continuum within a school community is the principal demonstrating the impact of being a learner (Barth, 2001), while leading a school.

Although there are numerous coaching professional development in-service models identified for novice level principals, few coaching models have been identified for principals past the second year of the principalship. The complexities of the role intrinsic to the principalship warrant specialized forms of professional support for both the Novice and the Developing Principal (Bloom, 2005; L. Darling-Hammond & Orphanos, 2007; Kearney, 2010). According to Darling-Hammond:

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“Principals we interviewed who had participated in innovative in-service activities credited regular principals’ meetings through conferences, networks, and study groups, as well as their experience of Mentor-coaching or coaching, with helping them institute instructional leadership and school improvement according to their district’s expectations” (L Darling Hammond, et al., 2007).



Unlike training, coaching provides learning in the context of a one to one relationship, in which the coach can assist the Developing Principal in setting goals to improve content knowledge and develop professional and personal skills. The coaching model provides ongoing feedback tailored to the needs of the Developing Principal.

### *Blended Coaching*

A unique approach to coaching school leaders developed as an outgrowth of training Novice Principals in the New Teacher Center at University of California Santa Cruz. Working in collaboration with the Association of California School Administrators, a coaching model was designed to enhance professional development for school leaders. The professional development program entitled Coaching Leaders to Attain Student Success (CLASS) began implementation in 2003. Using many of the same proven constructs as the Beginning Teachers Support and Assessment (BTSA) programs, Blended Coaching combines 5 strategies of coaching into one model to provide support to both new and veteran principals; each strategy is situation-specific.



**Figure 3- Möbius Strip of Blended Coaching**

The model for Blended Coaching is represented on what is termed as a Möbius strip<sup>9</sup> (Bloom, 2005; Bloom, Castagna, & Warren, 2003).

By representing the Blended Coaching model in this manner, the designers of the

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<sup>9</sup> See Figure 3 (Bloom, 2005)

conceptual model demonstrate the recursive and fluid nature of coaching strategies.

The Mobius strip of this coaching model illustrates that Blended Coaching has two purposes. Blended Coaching provides the Developing Principal feedback about the “ways of doing”, or the instructional side of coaching, on the left side of the model. The “ways of being”, or the facilitative, is represented on the right side of the model. The Mobius strip is illustrative of the Blended Coaching model as non-linear and recursive in nature.

Developers of this coaching model posit that there are various situations in which the coach provides growth opportunities for the Developing Principal. Some coaching support will be done through questioning and self-reflection. Other coaching support will come from direct teaching and guidance. Both are equally beneficial to the Developing Principal. The power of this model rests in the coach’s ability to develop trust, the ability to listen carefully and ascertain which strategies are most appropriate in any given situation.

### Facilitative Coaching

The goal of facilitative coaching is to build upon the Developing Principal’s prior knowledge and beliefs, to bring the Developing Principal to a new set of skills and beliefs about their practice. The Mentor-Coach Principal will observe, listen and pose questions for self-reflection (Bloom, et al., 2003).

### Instructional Coaching

Instructional coaching is a strategy used by the Mentor-Coach Principal to instruct, model, share, explain or directly guide the Developing Principal in new learning. Prior to employing this strategy, the Mentor-Coach Principal must ask the Developing Principal if they want the information and then uses the appropriate strategy to convey the information needed. The Mentor-Coach Principal may instruct the Developing Principal on content, procedure or

both (Bloom, 2005).

### Collaborative Coaching

Collaborative coaching requires that the Mentor-Coach Principal work with the Developing Principal behind the scenes on a project or activity, with the goal of assisting the Developing Principal to execute the plan. The Mentor-Coach has the familiarity of the circumstances and/or problem to assist the Developing Principal. The Mentor-Coach and Developing Principal collaborate on forming a plan of action based on the information provided by the Developing Coach. The Mentor-Coach then guides the Developing Principal on how to effectively deliver the plan to their constituency with what Bloom terms as “positional authority” (Bloom, Danilovich, & Fogel, 2005).

### Consultive Coaching

The Developing Principal enlists the support of the Mentor-Coach Principal to gather information, data and supply important strategies or plans of action regarding a specific task or problem. Consultant coaching serves as a reference and resource for the Developing Principal but does not have accountability to the Mentor-Coach Principal to act upon the information (Bloom, 2005). The consultive coaching aspect of the Blended Coaching model will not be a strategy incorporated into this Action Research Study.

### Transformational Coaching

This strategy within the Blended Coaching Model is set apart from the other four. Its goal is to promote a change in interpersonal skills. To do this work, the Mentor-Coach must have a belief that behavior is not fixed and new behavior can be learned. Structured after the work of Robert Hargrove, the Blended Coaching model couches transformational coaching in terms of “triple-loop learning”. According to Bloom:

“We gain new knowledge, skills or ways of acting in incremental steps. As we experience success with these new ways of doing things, we begin to change our way of thinking; we imagine a new context for these incremental changes and we begin to reframe our sense of possibilities. As our new knowledge, skills and ways of acting become transparent to us- integral to who we are and as we see the world differently- our learning is fully integrated. We are transformed” (Bloom, 2005).

The Mobius strip model is again useful in conveying this concept. On the instructional side of the strip is where the single-loop learning resides. As the individual moves to the facilitative side of the model, as they self-reflect, they move to the double-loop learning. Once the learner internalizes and synthesizes the understanding with new behaviors, they have integrated to transformation, which is the triple-loop learning. The Mobius strip reminds us that this transformational process is recursive and fluid. According to Peter Senge, this model can be generalized to organizational transformation as well (Senge, 1990).

**The Need for Action Research Project Action Research defined by Geoffrey Mills is described as:**

“... .. “any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved” (Mills, 2000).

The purpose of this study will be to examine the role that a Blending Coaching strategy can play in the work between a Mentor-Coach Principal and a Developing Principal. The goal will be to replicate the findings in order to refine professional development activities for principals. Conducting this study as an action research project will promote a deeper level of reflection for participants in the study, will promote the importance of career-long improvement and promote a keener sense of problem solving among study participants (L Darling Hammond & Snyder, 2000). This Action Research Project will serve to inform practice and promote deeper levels of reflection among the principals in Local District H and those who coach and supervise them.

The findings that come from this project could potentially make a needed change the way that principals are trained during their tenure. A change in principal quality could have an impact on hundreds of teachers and thousands of students.

## **Chapter 3**

### **Research Design**

#### **Introduction**

In Chapters One and Two, I outlined the problem that exists in the professional development pipeline for our nation's principals in K-12 schools. Only 10 % of the credentialed administrators in the state of California seek the principalship. The majority of those who are currently serving as principals in our nation's public schools feel that they are not fully prepared for all of the responsibilities of the position (Darling-Hammond, 2010).

To address the void in principal professional development, this study examined a process for specifically targeted group, the Developing (mid-career) Principal with three or more years of experience. The aim was to provide Mentor-Coach principals to work individually to refine the skills directly related to the supervision of instruction. Blended Coaching strategies were used by Mentor-Coach Principals to work with Developing Principals to provide a model for reflective coaching.

The targeted skills that Mentor-Coach Principals addressed with the Developing Principals are those that research suggests have the greatest impact on teacher growth and development. The leadership skills related to classroom observations, comparing teacher moves to a standard of best practice as identified in the Teaching and Learning Framework and conducting feedback conferences with teachers was the focus of the work with Developing Principals.

The idea for this study was an outgrowth of a need that was identified by working in collaboration with the Superintendent of ASUSD Local District H. He identified a small number of principals in the Local District as highly effective instructional leaders. He identified another small number of principals that he believed to be those needing to be counseled out of the

principalship. But according to his observations of over one hundred and ten principals in his Local District, the majority of the principals with three or more years experience demonstrate developing levels of performance in the instructional leadership role. The objective of my research was to find a means, by way of a professional development model, to move principals from the developing to highly effective levels as instructional leader which became the impetus for conducting my Action Research Study in Local District H (Appendix 7). As I moved into refining a focus for my research, I came to believe that establishing a model for the coaching and mentoring Developing Principals could inform practice in the supervision of instruction and principal professional development.

### **Research Questions**

1. According to Developing Principals, what impact, if any, do Mentor-Coach Principals have in assisting Developing Principals refine their skills in observing instruction, providing substantive feedback to teachers and conducting pre- and post-observation conferences?
2. According to Mentor-Coaches and Developing Principals, what content, methods, and activities were effective or ineffective in the mentor coaching process? How are their perspectives similar or different?

### **Rationale for Research Design**

To examine this problem, I conducted a qualitative Action Research Study. Qualitative methods are best suited for this project to best understand the perceptions of both Mentor-Coach and Developing Principals. It was equally important to examine the Developing Principals' perceptions of the changes in their instructional supervision skills while working in a mentor-coaching relationship (Creswell, 2009).

Action research, more specifically action learning, was best suited for this study because the goal for the Mentor-Coach Principals was to assist the Developing Principals in their ability to enhance the professional skills and behaviors of teachers. By strengthening the instructional skill set of the Developing Principals, we could, in turn, seek to provide teachers focused, clear feedback on lessons and best instructional practices. These skills are better learned at a deeper level than can be provided in traditional in-service sessions or conference workshops (Gray, Fry, Bottoms, & O'Neill, 2007). Working in the context of a mentor-coach relationship provided the Developing Principal the support to relearn fundamental skills required for instructional leadership. The individualization of a process for learning a set of prescribed skills, constant appraisal of understanding through reflecting and questioning are processes aligned with the goals of both action research and action learning (Mcniff & Whitehead, 2006; Revans, 1998).

### **Rationale for Site Selection**

In December 2009, Superintendent of Local District H expressed his concern to me about the growth and development of his principals. Thus, findings from this research project are to be used in Local District H to enhance the performance and professional development activities of K-12 principals. Local District H is among one of 8 Local Districts within the Angels of the Southland Unified School District. Ninety percent of the schools in LDH are Title 1. The schools serve racially and linguistically diverse groups of students. Approximately 70% of the principals in Local District H have less than five years experience as a principal. Local District H is representative of the growing trend of new and developing principals with less than five year of experience serving in large Title 1 school districts. The sample group in my study replicates the greater population of principals throughout ASUSD. The findings from this study



are relevant for other districts with similar demographics experiencing this growing trend.

### **Rationale for Sample Selection**

Each of the five ASUSD Local District H Mentor-Coach principals in my sample group worked with two Developing Principals within Local District H. The population of principals and teachers in LDH provides a sample that ranges in age, gender, ethnicity and years of teaching experience, representative of most of the Local Districts throughout ASUSD. The participants in this study were composed of Developing Principals (more than 3 years of experience) and Mentor-Coach Principals. The selection of the Mentor-Coach Principals was a key part of the study. They are the individuals who were crucial to implementation of the coaching models used to support the work of the Developing Principals. The Developing Principals were selected based on the same conceptual model as was used to select the Mentor-Coach Principals.

The sample size was composed of five Mentor-Coach Principals, ten Developing Principals and approximately 10% of the teachers from each of the school sites of the Developing Principals. Principals were both elementary and secondary. Participation in this study was voluntary. Due to the time demands and volume of the principals' jobs, it was important for the participants to see a personal advantage in participating in the study. Consequently, it was important to demonstrate the value of them helping to design approaches that would allow them to see the benefit of their work with Developing Principals and as an opportunity to further enhance their own and other principals' skill sets.

## Action Research Methodology

### Selection of Mentor-Coach Principals

The Local District Superintendent was provided with the conceptual West Ed model (Appendix 5) describing the qualities of the accomplished principal (Kearney, 2010). He listed all of the principals in the Local District that fit the designated criteria of accomplished principals who served as the Mentor-Coach Principals in this study. I randomly selected five names from the list provided. I approached each of the principals to be part of the pilot study (Appendix 8). I obtained a letter of consent from each of the five principals who would serve as the Mentor-Coaches for the study. The letter outlined the expectations and the timeline of the project. (Appendices 9 and 10).

*Table 1- Mentor Coach Principal Demographic Information*

<b>Mentor Coach Principals</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Age</b>	<b>Years as a classroom teacher</b>	<b>Years as a site administrator</b>
<b>Asa</b>	Male	Latino	44	7	6
<b>Ellery</b>	Female	Afr. Am	55	19	10
<b>Austin</b>	Male	Afr. Am	41	10	6
<b>Martha</b>	Female	White	69	25	15
<b>Shawn</b>	Male	Afr. Am	48	8	10

The Mentor-Coaches also served as the Action Research Team for the study.

The Research Team worked collaboratively with me on this project to review the proposed research methodology, review findings during the course of the study and make revisions in

methodology based on the feedback from the work with Developing Principals (Katzenbach & Smith, 1993).

Prior to working with the Developing Principals, the team of Mentor-Coach Principals examined elements of the CPELS (Appendix 1), and both the ASUSD Teaching and Learning Framework (Appendix 2) to identify tangible activities, correlated to the core components targeted for this study. Those standards that were selected represent those behaviors that have direct impact on principals' abilities to compare observed teacher moves to the standard of best practice according to the Teaching and Framework and conducting feedback conferences with teachers.

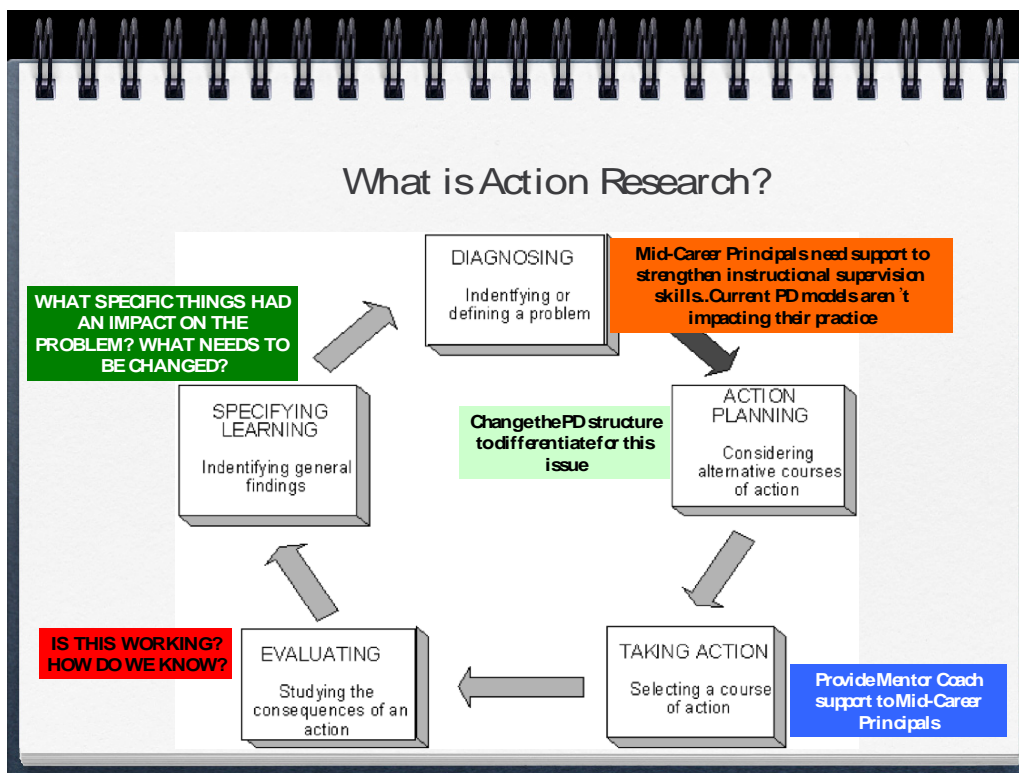
### **Professional Development Design for Mentor Coach Principals**

Two three-hour sessions with the Mentor-Coach Principals were held prior to the onset of the Mentor-Coaches conducting the work with the Developing Principals. The Mentor-Coach professional development objectives were to identify the purpose of the study, review project logistics, clarify the roles of the Mentor-Coaches, distinguish between mentoring and coaching, and design a plan of action when working with Developing Principals. (Appendices 11 and 12).

#### *Purpose of the Study*

I felt that it was important for the participants of this study to understand why this study was being conducted. We discussed the study's research questions so that they could see the relationship between what I was looking for and trying to measure and what they would be doing with the Developing Principals. I thought, too, that it was important that the Mentor-Coach Principals realize how their mentoring work contextualizes with the Action Research Design model (see Figure 4). I explained how this data-gathering process will be used understanding

how to better design effective and differentiated professional development models for both the local and larger districts.



**Figure 4- How Action Research was defined for study participants**

*Review of Project Logistics within the Context of Action Research*

During the first session, I shared the expectations for how the study would be conducted. I provided the Mentor-Coach Principals with a project timeline (Appendix 10). I was able to have them calendar the two cycles of observation together so they would know how to pace the work with their Developing Principals. I spent time defining key terms and concepts so that all of the study participants would have common definitions and frames of reference. We then reviewed the elements of the clinical supervision model as defined by Acheson and Gall (2003). I integrated information from both the ASUSD Teaching and Learning and the Leadership Frameworks to align the mentoring of our work to standards of best practice for supervision of

instruction. I asked that the Mentor-Coach Principals assist the Developing Principals to establish an observational focus with the teacher during the pre-observation conference. The Mentor-Coaches referred to this handout as their “cheat sheet”<sup>10</sup>.

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<sup>10</sup> See Figure 5

Instructional Stems/Ways of Doing	Facilitative Stems/Ways of Being
<p><b>Instructional –</b>            –Would you like more information...            –Would you like to review some options...            –Would you like for me to share some resources...</p>	<p><b>Paraphrasing-</b>            –So...            –Let me make sure I understand...            –In other words...it sounds like...</p>
<p><b>Summarizing-</b>            –You stated that your goal is...            –Let’s review the key points in our discussion...            –Tell me your next steps...            –So this is your homework</p>	<p><b>Clarifying-</b>            –Could you tell me more about...            –Tell me what you might mean by...            –Could you give me an example...            –How is that different from...</p>
<p><b>Transformational-</b>            –Let’s try a role play            –How could we turn that ‘rut’ story into a ‘river’ story?            –What new ‘way of being’ are you willing to try out?</p>	<p><b>Interpretation-</b>            –What you are describing could mean...            –Could it be that what you are saying is...            –Is it possible that ...</p> <p><b>Mediational-</b>            –What criteria do you use to...            –What might happen if...            –How would it look ...            –What is the impact of...on students...</p>
<p><b>Both Instructional and Facilitative</b></p>	<p><b>Collaborative-</b>            –In what ways can we collaborate to generate solutions to this problem?</p> <p><b>Consultative-</b>            –How can I assist you in analyzing the problem from your perspective?</p>

**Figure 5-Blended Coaching Questioning Stems**

I then explained the importance of maintaining their journals and how to utilize the digital recorders provided them. Mentor-Coach Principals were asked to digitally record all of the sessions with their Developing Principals. In that way, Mentor-Coaches could better focus on the mentoring and coaching techniques during their sessions. Mentor-Coach Principals were then asked to listen to the recorded sessions and journal a narrative of their interactions with the

Developing Principals. They also recorded the Developing principals' interactions with the teachers.

One of the activities included in the Day-One training with the Mentor-Coaches was to practice establishing an observational lens by watching a lesson on video. The video was of a teacher being coached through a math lesson. The Mentor-Coaches were asked to simulate the experience as if they were actually working with the teacher on the video. By providing this experience, I was able to calibrate all of the Mentor-Coaches observation skills. As a group, we also were able to establish the instructional lens that we would have provided to this teacher. We collaborated to develop substantive feedback that would be 'shared' in a post-observation conference. The Mentor-Coaches practiced with one another along with the videotaped lesson.

#### *Mentoring and Coaching*

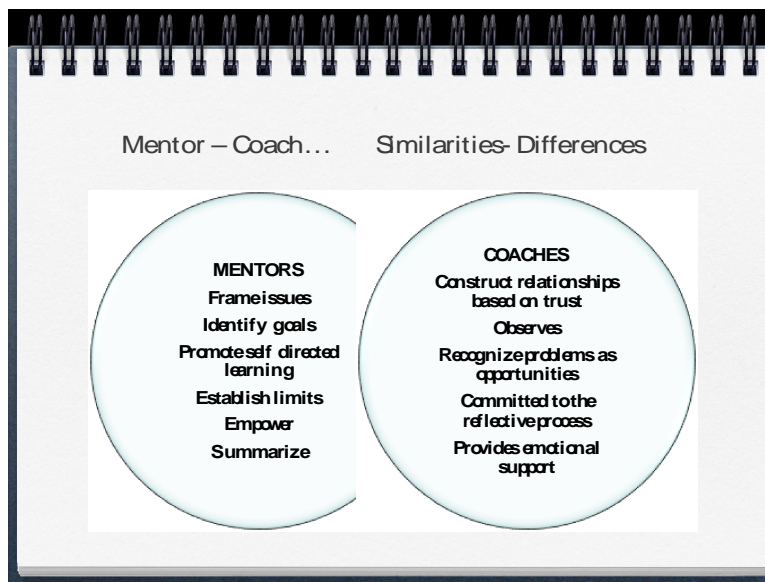
There are distinct differences in the roles of both mentors and coaches. A key component in the Mentor-Coach professional development I conducted was to establish the similarities and differences between mentors and coaches. Two of the Mentor-Coaches in the study had extensive backgrounds in serving as both mentors and coaches during their careers. They added rich insight to this part of the professional development. As a group, it was determined that mentors provide expertise and tend to lead by example. Coaches may or may not have expertise, but their interactions promote reflection through probing and questioning. With both mentors and coaches it is imperative to establish a trusting non-evaluative relationship with the colleague.

#### *Design a Plan of Action for Working with the Developing Principals*

The established plan for all of the Mentor-Coaches working in the initial phases of the project was to collaboratively formulate strategies that would promote a trusting relationship

with the Developing Principals. We discussed ways that a Mentor-Coach and Developing Principal might start in the process. We also established a commitment sheet outlining agreed-upon norms for the mentor-coaching relationship (Appendix 13). It was important to emphasize trust, confidentiality and the non-evaluative approach to providing feedback.

*The Blended Coaching Model*



**Figure 6- Mentor-Coach Training Slide- Mentor and Coach Comparison**

Blended Coaching was selected as the method by which the Mentor-Coaches would work with the Developing Principals. Several studies cite Blended Coaching techniques as effective when working with new principals because it serves two purposes (Bloom. 2003; Simkins et.al, 2006). Blended Coaching provides the Developing Principal feedback about the “ways of doing” or the instructional side of coaching, which, for the purposes of this study is the Mentoring side of the model. The “ways of being”, or the facilitative, is represented on the right side of the model providing the coaching technique. We discussed that there are various situations in which the coach provides growth opportunities for the Developing Principal. Some coaching support



was done through questioning and self-reflection. Other coaching support came from direct teaching and guidance. Both proved to be equally beneficial to the Developing Principal. The power of this mentor-coaching model rested in the coach's ability to develop trust, the ability to listen carefully and ascertain which strategies are most appropriate in any given situation.

During the professional development, we viewed the videotaped lesson used in the first session to craft both kinds of feedback to the teacher that included role playing of active listening, paraphrasing, clarifying, interpreting, instructing, summarizing and transforming.

I used a chart with statement stems and questions that would assist them with various coaching techniques (See Figure 5).

During the role-plays, each Mentor-Coach simulated the principal working with the teacher, as well as them simulating how they, as the Mentor-Coach would provide feedback to the Developing Principal.

The Mentor-Coach Principal team was then trained by me on the Blended Coaching model (Bloom, 2005; Bloom, et al., 2003).

### **Project Overview with the Developing Principals**

#### *Selection of Developing Principals*

The second group of principals selected for the study was the Developing Principals. Ten Developing Principals were needed for the study. The superintendent was provided the characteristics of the Developing Principal according the criteria outlined by the Kearney report.

All Developing Principals, sometimes known as mid-career principals (i.e., those with three to 30 or more years on the job), benefit from ongoing high-quality professional learning tied to their individual leadership growth and enhanced professional

performance (Kearney, 2010).

I also explained that for the purposes of this study, I did not want mid-career principals in the study that were either so far advanced in their years as a principal that they have become cynical. We then agreed that he would identify only those Developing Principals who had between three to seven years of experience as a site administrator. The Superintendent provided me the names of principals who fit our criteria for the Developing Principals from 11 elementary schools, five secondary schools and one special education school. I selected the one special education center principal for my study first. I then put the five names of the secondary principals into a container and pulled out one to be the secondary principal in my study. I then placed the names of the 11 elementary principals provided by the Superintendent and pulled out three names. I called each principal and explained the project according to the designed protocol (Appendix 8). Only one of the principals selected to be a Developing Principal declined to participate in the study. She stated that health reasons precluded her from being able to participate. Developing Principals participated in a one and half-hour project orientation to review the logistics of the program, define the role of the Mentor-Coach and to review the protocols for journaling their experiences and perceptions throughout the study (Appendices 14 and 15).

<i>Table 2- Developing Principals Demographic Information</i>					
<b>Developing Principals</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Age</b>	<b>Years as a classroom teacher</b>	<b>Years as a site administrator</b>
<b>Maggie</b>	Female	Af. Am	51	<b>17</b>	<b>6</b>
<b>Paula</b>	Female	Asian	48	<b>11</b>	<b>3</b>
<b>Deborah</b>	Female	Af.Am	42	<b>10</b>	<b>5</b>
<b>Susan</b>	Female	DTS <sup>11</sup>	49	<b>11</b>	<b>5</b>
<b>Lauren</b>	Female	Af.Am	44	<b>10</b>	<b>8</b>
<b>Christopher</b>	Male	Croatian	41	<b>7</b>	<b>5</b>
<b>LaVerne</b>	Female	Af. Am	36	<b>7</b>	<b>3</b>
<b>Ruth</b>	Female	White	58	<b>18</b>	<b>3</b>
<b>Brian</b>	Male	White	45	<b>7</b>	<b>6</b>
<b>Christal</b>	Female	Latina	41	<b>12</b>	<b>3</b>

*Matching Mentor-Coaches to Developing Principals*

I determined the matches according to the information that I had on each person. In some cases I had considerable background on the participants in the study outside of the demographic information, and in other cases I had little to no background on them.

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<sup>11</sup> Declined to state

Table 3 – Mentor Coach/Developing Principal Rationale for Matching

Mentor-Coach Principal	Developing Principal	Rationale for Matching
<b>Asa</b>	Maggie	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• some similar history at the same school</li> </ul>
<b>Asa</b>	Paula	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Were Assistant principals at the same time</li> </ul>
<b>Ellery</b>	Deborah	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Both highly collaborative</li> </ul>
<b>Ellery</b>	Susan	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Ellery is very positive, Susan needed some encouragement in current assignment</li> </ul>
<b>Martha</b>	Ruth	<ul style="list-style-type: none"> <li>• Special Ed Center Principals</li> <li>• Established rapport</li> </ul>
<b>Martha</b>	LaVerne	<ul style="list-style-type: none"> <li>• Martha is very supportive and highly experienced in the culture of the District.</li> <li>• Martha is eldest member of the study</li> <li>• LaVerne has the desire to be well established in the District.</li> <li>• Youngest member in the study</li> </ul>
<b>Shawn</b>	Lauren	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Established rapport</li> </ul>
<b>Shawn</b>	Christopher	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Established Rapport</li> </ul>
<b>Austin</b>	Brian	<ul style="list-style-type: none"> <li>• Austin is secondary, Brian has a K-8 school</li> <li>• Brian would like to someday be a secondary principal</li> </ul>
<b>Austin</b>	Christal	<ul style="list-style-type: none"> <li>• Middle school background</li> <li>• Established rapport</li> </ul>

Developing Principals were provided with the names of their Mentor -Coaches during the project orientation.

### **Qualitative Methods**

Qualitative research methods used in this study included a Research Team to help guide the process, interviews, observations and focus groups with Mentor-Coach and Developing Principals to create opportunities to gain insight from the meta-cognition of Mentor-Coach Principals and Developing Principals (Creswell, 2009). Qualitative research provided the opportunities to formulate and ask the types of questions that allowed respondents to share their thinking about the mentor-coach and coaching processes that had an impact in the way they perceived improved performance.

Post-observation interviews provided opportunities for Mentor-Coach Principals to elaborate on Mentor-Coach coaching methods and aligned strategies for coaching leadership standards used to guide the work with their Developing Principals.

Throughout the course of the research, the Mentor-Coach Principals met as a group to discuss, interpret, and analyze each other's Mentor-Coaching sessions. These meetings occurred monthly, after the Mentor-Coach Principals conducted their first cycle of observations with their Developing Principals. The interviews, observations of Mentor-Coaches engaged with their Developing Principals, and group meetings will be used to inform the design of a robust professional development model for other Local District 8 principals and for other districts to replicate. The perceptions of the Mentor-Coach and Developing Principals along with the journals and meeting transcripts allowed triangulation of the data to render conclusions.

I conducted one-on-one interviews (Appendix 17) with the Mentor Principals at the onset and at the conclusion of the study. In the pre study interview, my objective was to get as much information about the principals' background, education, length of experience, and a sense of their experience in coaching relationships from the past. By doing this in one-on-one interview, I was able to gain trust and commitment to the study, acquire insights from participants that can help shape the coaching activities that are the core of the study.

Throughout the course of the study, the principals maintained a journal reflecting on their interactions when they are working in the coaching / mentee role. The journals were the core data used to code perceptions of the Mentor-Coach and Developing Principals. Information about their perceptions of the Mentor-coaching experiences of each provided me the opportunity to compare the perceptions of each group.

I conducted semi-structured focus groups separately with just the Mentor-Coach Principals ( Appendix 18 and 19) and with the Developing Principals . Subsequent to their training, met with the Mentor-Coach Principals two times in a focus group. The first was conducted after the first observation cycle prior to the second observation cycle. (Appendix 21) I was sure to code some of their data prior to the group meeting to use that information to inform how the questions were structured. The focus group also allowed for some clarifications in procedures and reinforced some of the Blended Coaching techniques. The second Mentor Coach focus group was held after the second cycle of observations was completed. I also met with the Developing Principals in two focus groups of five each at the end of the study (Appendix 20). These interviews provided additional information for me to get at perceptions

and experiences with the coaching model. These focus group meetings gave me an opportunity to ascertain group impressions of the process.

At the end of the last observation cycle, I surveyed both groups. (Appendix 22)

Collecting this information allowed me to triangulate the data based on the perception of the Mentor and Developing principals to learn whether the coaching relationship had a noticeable impact in the perceptions of the teachers of the Developing principals.

### *Kaleidoscope Survey*

At the onset of the study, I administered the Kaleidoscope Survey (Appendix 16). Each of the 15 principals were provided with a test set. They were asked to respond to what they most appreciate while at work, how they preferred to receive work-related information, what they most enjoyed at work and what they least liked at work. While the Kaleidoscope measures perceptual, organizational and temperament style this study only examines the temperaments of Mentor-Coaches and Developing principals.

### **Role Management: Credibility and Trustworthiness**

I presented myself to the Mentor-Coach Principals as both a Mentor-Coach and graduate student. When we did the training on the coaching model I believe that serving as a peer and collaborator enhanced the design of the coaching model, having done this work for over two decades. Getting feedback that is clear, concise and not influenced by the principals' or teachers' desire to give me the answers they might think that I want, rather than getting unbiased feedback must be a consideration for me working in an area that is familiar to me as a LDH principal.

In the initial phases of the project, I spent a great deal of time assuring the participants

that this is a non-evaluative process. In the current climate of Value-Added Evaluation, bargaining units are cautioning their constituencies against participation in anything that approximates evaluation. The emphasis on the role that the Mentor-Coach coaching will have in the scope of the study may have strengthened the incentive to participate in the study.

Because I have worked as a practitioner in the same district for nearly 30 years, I had to constantly monitor and guard the influences of my own biases. To assist me in this area, I used digital recording devices, both video and audio to later transcribe the work in which I am directly involved. By doing so, I was able to reflect on the number of times and ways that I interject my own voice and adjust accordingly (Coghlan & Brannide, 2007).

### **Ethical Considerations and Commitments**

I established clear criteria for selecting the participants for the study. This was done through letters of introduction, letters of intent, memorandum of understandings with all of the individuals involved in the study. Included in those documents were assurances of confidentiality. I made sure that all participants know that I treated the information disclosed during the study with the utmost care, confidentiality and security. I asked of them to do the same, and not discuss any of the information, questions and findings that they may encounter during the course of my study. Also, embedded in those documents were clearly defined roles and expectations. In outlining what I wanted and what I expected, I could ensure a more purposeful and cleaner study.

The Local District Superintendent did not have knowledge of how principals participated



in the study. Researcher's data collection, trainings for this study, interviews, focus groups and surveys were conducted **outside** of the scheduled work days and work hours. I conducted scheduled meetings after 4:30 on weekdays, Saturdays and furlough days only. Volunteers for this study were provided assurances prior to their participation in the study. This study did not conflict with the duties and responsibilities participating volunteers.

### Signed consent

Signed consent was obtained from each research participant, who signed and dated a written consent form. There were minimal risks associated with the interventions in this research.

All participants in the study had a clear understanding of the roles and nature of the study.

The only risk that could occur would be to the Developing principals, should the Mentor principals to the superintendent or evaluator of the Developing principal breach confidentiality.

The Mentor principals attended a two-day training on coaching strategies, which includes detailed information regarding the significance of confidentiality in the mentor coach relationship. Should a breach in confidentiality occur, participants affected by that breach would be dismissed from the study.

### Confidentiality

Most of the study occurred in public schools in Local District H of the Angels of the Southland Unified School District. The study took place in behind closed doors of offices, classrooms and conference rooms in various schools.

### Security of Materials

Data collected from this study were analyzed by password-protected personal computers

and stored in locked file cabinets in my home. All data sources obtained from the study were destroyed after the coding and analysis.

### **Data Collection Methods**

Information from the two groups was obtained through interviews, observations and focus groups and open-ended questionnaires. The information was transcribed and coded utilizing Microsoft Word Software. Based on the data and input from interviews and focus groups, a differentiated professional development plan was designed by Mentor-Coach Principals for use with the Developing Principals group. The outcome from this work was a set of learning experiences, coaching and Mentor-Coaching points and techniques to be used with Developing Principals to encourage and create the conditions for Developing Principals to strengthen specific skills as instructional leaders.

### **Data Analysis Methods**

According to Merriam, in qualitative research, “it is the preferred method to collect and analyze simultaneously” (Merriam, 2005) . To do data analysis consistent with grounded theory, I transcribed and coded my own data and allow themes and categories to emerge from the coded data (Merriam, 2005). Transcribing notes was done after each observation, interview and focus group. Through this process, I was better able to manage the development of my research, formulate better questions, and write my findings more efficiently.

Collecting different forms of data from various participants, in several phases of the study allowed for themes and categories to naturally emerge. This method provided me with multiple

ways of triangulating data, which promoted rich descriptions of the perceptions of the principals throughout the study.

The journal entries of both the Mentor-Coach and Developing Principal will be compared and analyzed. Using this approach for the study, provided opportunities to observe outcomes of the Mentor-Coach coaching process.

### **Summary**

The role of the principal in public education is one of the most demanding in the K-16 educational pipeline. Over three decades of research identifies a strong positive correlation among transformative instructional leadership of the school principal and the impact their skills have on student achievement. There is little evidence nationwide that a deliberate, methodical course of action exists for assessing the skills of principals. Nor is there strong consistent, substantive, and ongoing support for principals to address their strengths and weaknesses once those skills are assessed in a non-threatening learning environment.

In this chapter, I outlined why a qualitative action research study would be important for assessing Developing Principals and training Mentor-Coach Principals to work them. This action research study provided one Local District within the Angels of the Southland Unified School District with a model for principal professional development. The outcomes from this study may also serve the greater community of those who provide training and supervision for public school principals.

## **Chapter 4 Findings**

### **Introduction**

The purpose of this study was to examine a process for Mentor-Coach Principals to assist Developing (mid-career) Principals, with three or more years of experience, at becoming effective instructional leaders. Using the 2010 West Ed conceptual model referenced in chapters one and two (Kearney 2010), the Local District H Superintendent<sup>12</sup> identified two groups of principals to participate in this study. The first group was identified as highly effective according to the West Ed conceptual framework. Those principals from the Local District participated in this study as Mentor-Coaches. The other group of principals identified by the Local Superintendent using the same conceptual model participated in this study as Developing (mid-career) Principals.

This study sought to design and implement a curriculum and coaching model by which Developing (mid-career) Principals could be provided with targeted mentoring and coaching aimed at refining their instructional supervision skills. As referenced in chapters one and two mentor-coaching in most school districts throughout the country, are provided only to novice principals. This study sought to determine the impact that Mentor-Coaches could have by providing targeted assistance to refine performance in instructional supervision in skills of Developing (mid-career) principals.

Mentor-Coach Principals modeled Blended Coaching strategies while working with their partnered Developing Principals. Mentor-Coaches collaborated, observed, mentored and coached Developing principals as they worked with their teachers. Mentor-Coaches and Developing

principals focused specifically on establishing a focused lens by which to observe lessons and strategies to aimed at assisting Developing Principals provide actionable feedback to teachers during pre and post-observations conferences.

### **Structure of the Mentor-Coaching Model**

In order to provide opportunities for the Mentor-Coaches to observe Developing Principals in the context of their work with teachers, I established the cycle for observations based on the clinical supervision model of instruction. Clinical supervision (Acheson2003) by definition is a cyclical process composed of three parts.

Developing Principals had the option of selecting the teachers that they chose to observe. In most cases, Developing Principals selected teacher who were scheduled to be evaluated through the STULL<sup>13</sup> and would be willing to have two administrators in the room during an observation lesson. The Developing principal conducted the pre-observation conference with the teachers to plan for what would be observed during a scheduled lesson observation. After the lesson was observed, the Developing principals conducted a post observation conference with the teacher to share findings, analyze with the teacher what occurred during the lesson and provide the teacher with actionable feedback to inform instructional practice.

For the purposes of this study, I defined an observation cycle between the Mentor-Coaches and Developing Principals to include a discussion between the Mentor-Coach and Developing Principal about the teacher's lesson plan prior to meeting with the teacher. The pre-observation conference held between the Developing Principal and their teacher was conducted

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<sup>13</sup> The 1971 Stull Bill is part of the California Education Code that requires all certificated employees be evaluated according to a set of uniform assessment criteria.

as the Mentor-Coach observed the conference. A feedback discussion was held between the Mentor-Coach and Developing Principal immediately following the pre-observation conference. The Mentor-Coach and the Developing Principal observed the lesson together and then held a debriefing and planning session prior to the post-observation conference with the teacher. A post-observation conference between the Mentor-Coach and Developing Principal was then held with the teacher after which a reflective feedback conference between the Mentor-Coach and the Developing Principal was conducted. This cycle provided an opportunity for the Mentor-Coach to observe, ask probing questions and provide the Developing Principals with timely feedback on their performance with their teachers.

At the beginning of the study I asked the Developing Principals how often they used the clinical supervision process in the work that they do with teachers. All of the principals in the study said that they did use the clinical supervision model at some points during the school year. When specifically asked how often they used the model, they all said that they use the model for formal observations during the STULL evaluation process once every other year, or as deemed necessary by the site administrator.

Only two of the ten Developing Principals said that they consistently used the process for informal classroom observations. All of the principals reported that they do conduct regular informal classroom visits, but they all agreed that they do not always provide the teachers with face-to-face feedback from those visits on a consistent basis. The majority of the principals said that they had a difficult time fitting the post-observation conferences into their day. Only one admitted that it was difficult to have the ‘hard conversations’ with teachers. The same principal went on to share that it was easier to have the conversations when things were positive, but when

they saw something that needed improvement, they had a difficult time conducting the conferences.

The study used journals, interviews, focus groups, questionnaires and open-ended surveys to collect qualitative data. The data were coded, analyzed and organized around emerging themes that addressed the focus questions of this study. The emerging themes were also correlated to the theoretical framework and concepts discussed in chapter two.

In this chapter, I discuss the Action Research Study findings with details that support and explain each finding. I document the range of experiences that illustrate the work done between Developing Principals with Mentor-Coaches. The study sought to answer two specific questions.

1. According to Developing Principals, what impact, if any, do Mentor-Coach Principals have in assisting Developing Principals refine their skills observing instruction, providing substantive feedback to teachers and conducting pre- and post-observation conferences?
2. According to Mentor-coaches and Developing principals, what content, methods, and activities were effective or ineffective in the mentor coaching process? How are their perspectives similar or different?

Finding 1: When Mentor-Coaches modeled, provided clear and immediate feedback, listened carefully and asked probing questions, the Developing Principals were able to emulate those techniques when conducting instructionally focused conferences with their teachers during pre and post observation conferences.

When the Mentor-Coach and Developing Principals had an established, trusting rapport and the Developing Principals demonstrated openness to the feedback process done within observation cycles, the Developing Principals emulated those same behaviors when working with their teachers.

An observation cycle between the Mentor-Coaches and Developing Principals included a discussion between the Mentor-Coach and Developing Principal about the teacher's lesson plan prior to meeting with the teacher; a pre-observation conference held between the Developing Principal and their teacher as the Mentor-Coach observed the conference; a feedback discussion held between the Mentor-Coach and Developing Principal immediately following the pre-observation conference; the Mentor-Coach and the Developing Principal observed the lesson; a debrief and planning session between the Mentor-Coach and Developing Principal prior to the post-observation conference with the teacher; a post-observation conference between the Mentor-Coach and Developing Principal; and a reflective feedback conference between the Mentor-Coach and the Developing Principals after the post-observation conference with the teacher.

When the Developing Principal interacted with the teachers, the Mentor-Coach was, in most cases, a silent observer of the Developing Principal's interactions with the teacher. When the Mentor-Coach and Developing Principal were alone, those moments were key junctures at which time the Mentor-Coach interacted with the Developing Principal using the opportunity to ask questions and provide feedback.



## **Blended Coaching Techniques**

As mentioned in chapters 2 and 3, the Mentor-Coaches when working with the Developing Principals, used Blended Coaching techniques. The Developing Principals were not trained on nor were they told that the Blended Coaching techniques were being used. However, when Mentor-Coaches used the strategies from the Blended Coaching model to promote reflection among the Developing Principals, the Developing Principals, in turn, emulated those techniques when working with their teachers during pre and post-observation.

### *Active Listening*

Planning for the pre-observation conference with the Mentor-Coach impacted the Developing Principals. Both the Mentor-Coaches and Developing Principals perceived that the Developing Principals were more attentive to the responses of the teacher when they utilized active listening techniques. They were aware of the amount of time they spent listening in comparison to the time they spent talking. Developing Principals also reported that when they spent time actively listening during a post-observation conference, they felt better prepared to ask probing questions that would promote more teacher reflection. Mentor-Coach Shawn reported the perceptions of how he shared active listening strategies with his Developing principals

Shawn- “I asked a series of question to each of the Developing Principals about the importance of listening and speaking during the conferences with their teachers. I then used consultative questioning to let them know that it was important to listen about 70% of the time and to speak only 30% of the time when they are working with their teachers in conference. I called it the 70/30 rule...”

This same mentor was then able to see the impact of the effective listening reminder as he observed one of his Developing Principals during a post-observation conference held with a teacher.

Shawn- “Christopher also reflected that he utilized the 70/30 communication strategy: administrator talking 30% of the time and teaches 70% of the time, which I offered in our first observation cycle. He listened more in the second session than in this first cycle and noted that the comfort level was better because this teacher was able to share more, which provided the space for sharing and reflecting.”

Christopher, one of the Developing Principals that worked with Shawn recounted the impact that Shawn had on him.

Christopher- “I believe that the impact that my Mentor-Coach had on me as I reflected on the post-conference is that it really made me think about allowing the teacher to talk more in the conference. When I tried to use the 70/30 rule, I noticed that the teacher was able to say some of the things I would have said. I think is better for the teacher to see the areas of growth for themselves.”

### *Probing Questions*

Within the observation cycle the Mentor-Coach and Developing Principals were able to analyze, discuss, provide feedback, ask questions and plan the types of questions that could be used to probe the thinking of the teachers during pre and post observation conferences.

Asa- “ During the conversation with my Developing Principal, I began using the facilitator coaching techniques such as paraphrasing and paraphrasing with interpretation.”

The Mentor-Coach then observed the Developing Principals' interaction with her teacher and reported that,

Asa- “Without telling the teacher what to do, she (the Developing Principal) reflected on my questions and posed the same kind of questions that assisted the teacher to decide on her own how she was going to modify her teaching strategies based on two of the mediation or facilitative questions I had posed to her...I modeled the questioning for my Developing Principal and she mentioned she would try to use the same type of questioning feedback to other teachers in the future. Maggie said this all on her own and this made me feel very proud of her.”

Deborah, one of the Developing Principals, commented on the impact that asked probing questions had on the quality of responses had on the teachers during a post observation conference.

Deborah- “I began the post-observation conference with asking the teacher , ‘What was the purpose of the lesson?’ The teacher very clearly stated the purpose and very interestingly also shared that she had different objectives for some students who actually were advanced and she wanted to extend the learning for them. □ I used probing questioning techniques to help her to reflect on how she met her goals. The teacher used effective questioning to guide the lesson and the majority of the lesson was interactive or problem based... I was then able to see that when I, as the principal, use probing questions, I promote thinking in the teachers, who then use probing questions, which promotes thinking of the students!”

Another example of how Developing Principals were impacted by asking probing questions learned Mentor-Coaching was reported by La Verne.

LaVerne- “I think my Mentor-Coach just asked questions. And she led me to reflecting to see, you know, something that was missing in that lesson...However, after my conversations with her, I’m reflecting and I’m thinking, “Hmm. OK, what can I do differently?” or “Did this teacher really get it? How am I going to go back in there and give them more support and guidance?” So she is probing my thinking but I can’t be...I don’t know exactly how she’s doing it.”

### *Feedback*

Eight of ten Developing Principals said that getting the feedback from the Mentor-Coaches was an invaluable part of the process. The eight were able to make the connection that teachers would need the same kind of immediate feedback, to make gains in their practice.

LaVerne- “My Mentor-Coach provides me with immediate feedback. Every time I met with the teacher and my Mentor-Coach [it] made the teacher feel comfortable. After the teacher left, I would reflect with my Mentor-Coach, which in turn would help me to think of more questions that I would ask the teacher before we have the observation. ...I realized that have to be approachable. The only way my teachers are going to get better is if I make them feel comfortable to try new strategies and reflect with them and provide them feedback and support. They need to know that I believe that they can make a difference for children and that is my job in responsibility to make them better.”

In one case, the Developing Principal was able to make the connection between the work that was done with her teachers regarding questioning and feedback, and how it translated into the practices of the teacher with her students.

Deborah- “I felt that the questions I was able to pose during the pre- and post-conferences were more meaningful with the support of the Mentor-Coach...After the teacher left, my Mentor-Coach further gave me feedback. She shared what she liked about our conference and gave professional journals to reference as well. This was a positive experience and helpful in my role in conducting meaningful but critical conversations.”

Finding 2: Having the clinical supervision protocol and establishing a focused lens for lesson observation with a Mentor-Coach had an impact on the quality of the conferences held between Developing Principals and their teachers.

Seven of ten Developing Principals expressed the importance of maintaining the structure and protocols established in the clinical supervision observation process. They observed that the opportunities to conduct all parts of the cycle were important for the growth of the teachers.

Christopher- “As a Developing Principal I truly benefited from this experience. Being guided through the observation of instruction with my Mentor-Coach including the pre- and post-conferences was invaluable because you had to take the time and think about the process, think about what you saw and how you would assist the teacher and or how this informs your leadership. I have to admit, that I didn’t always use the formal parts of

holding a conference before, but now I see how important it is to improve what the teachers are doing in the classroom.”

### *Preparing for the Pre-Observation Conferences*

Prior to meeting with the teacher, Mentor-Coaches and Developing Principals read over the lesson plans. They used this time to plan for how they will establish the lens of lesson observation with the teacher. Four of the five Mentor-Coaches reported that establishing a focused lens for lesson observation had an impact on the quality of feedback that the Developing Principals were able to provide to their teachers.

Shawn- “ In a pre-conference, which is key to ask questions that will allow the teacher to describe the sequence of the lesson, the goals of the lesson and what are the expected learning outcomes. It is key to let the teacher answer the questions to insure that they know the lens that we will be observing the lesson through.”

Austin- “Through the Blended Coaching model, I was able to assist the principal in determining which questions to ask of the teacher. She decided that she would have the teacher tell her about anything you want me to focus on during my observation. This allows the teacher to highlight something that they are working on or in areas they are trying to get better on. It also establishes a lens for our observation.”

Deborah- “I’ve used clinical supervision techniques in the past, and even took classes on the facilitative conversation model, but I was not in a setting where I could see it modeled for me. Watching the Mentor-Coach do it was the most important part. I watched her do

the questioning techniques and how she guided and probed the thinking of the teacher. That had a real impact on how I was able to conduct my pre- and post-conferences with teachers.”

Seven of the ten Developing Principals agreed that the power of collaborating with the Mentor-Coach helped them to follow the structure of the observation cycle. Mentor-Coaches were important to the Developing Principals helping them to guide their thinking on how the Developing Principals would establish a focused lens with the teacher during the pre-observation conference. The Mentor-Coaches were also able to guide the Developing Principals on this issue as they went into the post-observation conference.

Lauren- “Before the conference, Shawn and I discussed what I wanted to accomplish from the conference. We discussed how it was important for the teacher to reflect, and provide guiding questions so that the teacher has a clear sense of purpose for the lesson. It is also important that there be a lens for our observations. I kept this in mind as I spoke with my teacher.”

Christopher- “My Mentor-Coach helped me to see that different teaching situations will determine both our lens as well as our targeted purpose for visiting classrooms . This is valuable because it frames some of the work for the conference I conducted after our conversation.”

Deborah- “The instructional [foci] I discussed with my Mentor-Coach were the same points that I discussed in working with my teachers. It has helped her in becoming a

more reflective teacher in order to improve student learning and become aware of student needs. Establishing a focused lens for both of us will help in the process.” □ □

Five of the ten Developing Principals expressed the importance of having the Mentor-Coaches see the instructional program and delivery through “another set of eyes.” Having the Mentor-Coaches there was a form of feedback for the Developing Principals as they were able to receive validation for their observations.

Maggie- “We looked at the lesson plan for the teacher who would be observed. We formulated questions to ask the teacher. I explained to Asa that we would be observing our new small-group system with our intervention teacher pushing in. I wanted his impression of how it was working and my suggestions for how he might see what I see.” When the Mentor-Coaches modeled feedback strategies for the Developing Principals, they were able to, in turn, use those same strategies in their work with their teachers.

Deborah – “Having a Mentor-Coach Principal observe lessons with me was like having an experienced and successful elbow coach assisting me in helping a teacher to improve her pedagogy, as well as assisting me in having a keener eye in observing the instructional practices of teachers. Of course, the ultimate outcome is increasing student achievement.”

The second question this study sought to answer was:

According to Mentor-Coaches and Developing Principals, what content, methods, and activities were effective or ineffective in the mentor-coaching process? How are their perspectives similar or different?



Finding 3: Both Mentor-Coaches and Developing Principals perceived that collaborating as peers had an impact in the quality of feedback provided to teachers during pre-observation, observations and post-observation conferences.

Two of the five Mentor-Coaches established highly collaborative relationships with their Developing Principals. The Developing Principals felt so comfortable with the Mentor-Coaches that they invited the Mentor-Coach to collaborate with them in pre-observation, observation and post-observation conferences.

Asa and Maggie

Asa- “Maggie asked me to collaborate with her in this cycle as we observed and analyzed the lesson. Maggie shared with me how she's trying this new differentiated instructional model with kindergarten, involving her kindergarten teachers. This is what we are going to see and she thought that our collaborating on the observations would give the teacher better feedback.”

Maggie- “I asked Asa to collaborate with me when we observed the new IWT model in kindergarten. I told Asa that I wanted him to pay particular attention to the time management of the teacher during the lesson. Since this was a new way for the teacher to conduct IWT, I thought this would be a great thing for him to observe. The teacher seemed appreciative of getting the feedback from two principals.”

Shawn, Lauren and Christopher

In the second observation cycle, two of the Developing Principals in conjunction with the Mentor-Coaches, decided to collaborate to observe the same lesson. The Mentor-Coach asked each of them to observe the teacher's lesson through a specific lens and then collaborate with one another during the pre- and post-observation conference to provide the teacher with specific feedback. The Mentor-Coach and both Developing Principals perceived this to be highly effective for themselves and for the teacher they observed. The teacher got good insight from two principals and the principals were able to gain from watching the techniques of the other. The Mentor-Coach was able to facilitate a collaborative feedback conference with both of the Developing Principals.

Shawn- "The exchange between the three of us during the post-observation conference was powerful. I was able to ask Lauren and Christopher questions that got them to think about how they would work with the teacher, and they were able to, in turn, probe the thinking of the teacher. This process helped them and helped the teacher improve practice. This cycle was far better than the first and the first was great. We could have talked for many more hours but, of course, Lauren, Christopher and I had other commitments. This discussion and the entire process was enriching and empowering."

Lauren- "I got to watch Christopher do his part during the pre- and post-conference. That was awesome! That actually was a, you know, it was...you know, because of the circumstance that it happened but I actually think that that was a super valuable thing, to watch a colleague do his conference with my teacher. I was watching his style and his

way. And it was like, “Oh!” And he pushed a little more, I felt, than I do, you know. He was kinda like, “Well, well what else did you see? Well, what else did you think? What could you...?” His style was...I was like, “Oh...OK!” You know. So I thought that that was really interesting, to watch another colleague conference with a teacher.”

Christopher- “Lauren and I saw each other at principals’ meeting. I said, “You know what? That was kinda cool! You know, when I get my school up and running, we should get together some time and just, you know, walk some rooms together, whatever.” And she was like, “Definitely!” You know, so we...we like the camaraderie of the trio of us was nice.”

### ***Other Findings***

Both Mentor-Coaches and Developing Principals perceived that building rapport, establishing trust and being open were essential for a successful Mentor-Coaching relationship.

I initially approached my research thinking that the findings from this study would hone in on instructional supervision moves, which would, in turn, provide a model for how to best identify ways for principals to better compare teaching moves to a standard of best practice according to the Teaching and Learning Framework while being coached by a mentor. The data from this study does provide strong evidence that nearly all of the participating principals perceived that mentor-coaching had an impact on the way that Developing Principals performed pre-classroom conferences observations and post-observation conferences. However, most of the Developing Principals consistently referenced how they valued the time that the Mentor-Coaches invested in establishing the relationship with them prior to engaging in the observational

activities. Both the Mentor-Coaches and the Developing Principals saw the establishment of the relationships, rapport and trust as fundamental to the mentor-coaching process.

When I matched the Mentor-Coaches with the Developing Principals, I did so based on limited information that I had. Mentor-Coaches and Developing Principals who had a previously established relationship all felt that the bonds from those relationships were foundational to the work done for this study.

#### Asa and Maggie

Asa participated in the study as one of the Mentor-Coaches. He leads his high performing elementary school with warmth, intelligence, strong sense of purpose and humor. Maggie is one of the Developing Principals matched to work with Asa. Asa and Maggie were intentionally matched because they had worked together in the past. Both Maggie and Asa spoke of the warmth and personal exchanges that took place in their initial meeting. Asa and Maggie both perceived that trust and rapport was essential in the work that they were to do in the study. They each perceived that having known one another prior to the study was an asset to the work that was done in this study.

Asa- “ I've known Maggie for over 10 years and we already have a good relationship. She seems excited that I'm assigned to her and can't wait to learn from me.”

Maggie- “We began chatting about old times at Virginia Road, catching up on each other's families. We already have a relationship so we didn't have to get to know each other. Again, we were both happy to work together and have a chance to share and learn

from each other. I know as a Developing Principal I welcome suggestions, constructive criticism and sharing. I told Asa to please feel free to speak his mind with me. I trust him and his opinion.”

### Shawn and Lauren

Shawn is a Mentor-Coach with a strong elementary background and has been the principal of primary and early pre-school education centers. The superintendent selected him because of his continued success in supervising ten pre-school principals. Shawn is known for being very positive and forthright. I matched him with Lauren because of the interest she expressed to me in being more straightforward in her approach with teachers during pre- and post-observation conferences. Lauren also stated that it was the familiarity that she had with Shawn and his work that helped her to be open to the process.

Shawn- “I am happy to be working with Lauren. She is very honest in the way that she approaches her job and I know that I can be a support to her in the work. It is good that we already have a working relationship, because it makes it that much easier to get down to the real work of this project. We don’t have to spend the time getting to know each other. I think that I will be able to say what I need to say with a level of understanding that it will be heard in just the right way. I know that we will have a powerful experience.”

Lauren- “So, I instantly felt comfortable with the process because I felt comfortable with the people. I think if it had been a mentor, I didn’t know [if] the anxiety level would have been a little higher because it’s like, “Oh boy. Is this somebody who I’m gonna’ have to carry...?” You know, but it was good to know that you have to have a trust level. So I think having people that make good teams is very important.”

In the cases where there was not a previously established relationship, some of the Mentor-Coaches spent time investing in rapport-building activities with their Developing Principals. Both Mentor-Coaches and Developing Principals found those initial rapport-building experiences to be important for subsequent work that they did for the study.

#### Austin and Christal

Austin has been a highly successful middle school principal for the past six years. He leads with warmth and thoughtfulness and is strategic in how he makes decisions. The superintendent recently selected him to be a principal leader in Local District 8. Christal is currently a middle school principal. I matched Austin with Christal solely on their middle school experiences. Prior to this study, Austin and Christal knew each other casually as administrators in the same Local District. They each saw the strength of establishing a relationship prior to starting the process of formal classroom observations.

Austin- “ I held conversations about their (Developing Principals’) background. Some questions about... kids, marriage. Where’d you go to college? Some of those getting-to-

know-you type of questions. And then I narrowed it down to, how do you like the job? How are things going? What are some of your challenges?”

Christal- “I met with Austin today for much longer than I thought we were and it was a very positive experience. I tend to trust easily and say exactly what I think when I trust. What I liked about our conversation is that it gave me a safe place to talk about my practice.”

### Ellery and Deborah

Ellery is known throughout ASUSD as a highly successful elementary principal who runs a school where many teachers and principals are happy to send their own children. Ellery has an extensive background in mentoring and coaching principals. Her strength is in teambuilding and tapping into individuals’ strengths to shore up their weaknesses.

Deborah, as a Developing Elementary Principal, sees herself as needing what Ellery has to share about curricular content and pedagogy. They had no prior relationship. I saw them as a strong match solely on the basis of their backgrounds.

Ellery- “ So that first email kind of just built them up and got them excited about the work ahead. I let them know that we would have meetings when we would go and walk their schools and get a feel of the climate and culture at their individual sites.”

Deborah- “The first visit with my Mentor-Coach was in October [when] we walked classrooms together. I was able to talk freely about the professional development needs of

teachers, goals and other issues. As we walked to the classrooms, my coach shared ideas. I gained a lot from just walking classrooms and having her listen and ask questions.”

### Martha and Ruth

Martha has been a principal of a special education center for the past 20 years. She is well respected in the field for her vast experiences working in the area of special education.

Ruth is relatively new to being a principal of the other special education center in Local District H. I matched Martha with Ruth solely on the basis on their similarity in assignments.

Martha- “I wanted to talk with you about my visit with Ruth at her school. I was really looking forward to seeing her in this setting and to walk the school with her, taking in all the changes. I am very happy I went there for this walk-through. I feel that getting these areas straightened out will assist in making her feel more relaxed and more secure within herself.”

Ruth- “Looking forward to working with my Mentor-Coach for this project. She has already help me so much since I have been in this position... Martha called me first thing this morning to set up a date to meet with me at my school, to walk the campus with me! Looking forward to Martha's visit. Eager to share my school with Martha and to ask her advice.”



In one case in the study, it was important for the Mentor-Coach to spend more time on rapport-building experiences when there were fewer apparent commonalities that existed between the Mentor-Coach and the Developing Principal.

#### Martha and LaVerne-

Martha came into the study as the Mentor-Coach with the greatest number of years as a site administrator. She is calm, personable and knowledgeable in leading her school. LaVerne was the youngest principal in the study. I matched Martha with LaVerne for that reason. Martha understood right away that she would have the work of winning LaVerne's trust and did a number of rapport-building activities to establish trust with LaVerne.

LaVerne was the youngest principal in the study with a strong desire to be an effective principal. Although, LaVerne was very open to being a participant in the study, she questioned being matched with a mentor that she did not already know.

Martha- "I was able to arrange to meet with both Developing Principals for lunch on the day of Principals' Meeting. I told them lunch would be on me...I made arrangements with each Developing Principal for, first of all, a walk around their schools, then a second appointment for the pre-conference visit..."

LaVerne- "Martha made contact with me at principals' meeting. She told me that she was looking forward to meeting with me today. She was friendly, assuring and she smiled. I'm looking forward to our lunch date. Martha bought lunch. That was such a nice gesture I felt as though this would be the start of something good... I received a money

tree in a card from Martha. That was so thoughtful. I had a very tough day. It felt good to know that someone was thinking about me enough to send me something special.”

Conversely, when Mentor-Coaches and Developing Principals were unable to spend time engaged in rapport-building activities, Mentor-Coaches and Developing Principals perceived little impact on the Developing Principals. There was little evidence that their Mentor-Coaches, when holding pre-observation, observations and post-conferences, influenced Developing Principals.

Two of the five Mentor-Coaches perceived that the mentor-coaching relationship had little impact on the Developing Principal. When describing the relationship, the Mentor-Coaches have a different perception of what occurred than did the Developing Principals, although logistical issues were used to explain the breakdown between both the Mentor-Coaches and the Developing Principals.

#### Asa and Paula

Asa and Paula initially seemed to be a compatible match. They have known one another professionally having worked in same Local District for several years. Both Asa and Paula are elementary principals of schools with similar demographics. Asa is a highly successful principal who has led his school to receive the California Distinguished Award two times during his tenure. Paula is assigned to an underperforming school, and aspires to lead her school in the same way. Paula was an eager participant in the study. Each explains that logistics were an obstacle in the process.

Asa- “ I met for the first time with Paula today during our break and our principals’ meeting. She cut the conversation short because she left her planner in the car. When I wanted to speak to her at other times during the day she was either on the phone or running to another task... She did jot down my e-mail and will send me the date we can meet next week. Paula respects me, but I see that I will have to establish trust with her in order for her to open up to me. I accept this challenge... I feel Paula is carrying a lot on her plate and the last thing I want her to do is not to trust me. I feel I’m positively working towards building that trust with her, and I’m looking forward to visiting her school and assisting her in any way I can.”

Paula- “Due to the fact that I have to attend to a teacher dismissal case, ... it was very challenging to find a date to conduct the observations. However, Mr. Asa was very patient and understanding with me. After a few email exchanges, we were able to conduct the pre-conference, observation, and debrief.”

#### Austin and Brian

Austin seeks to have a total K-12 experience as a principal leader. Brian is the principal of a K-8 school. Brian is also seeking to gain more expertise as a secondary administrator. It was for those reasons that I partnered them. They each saw that the process lost its impact due to the number of logistical challenges that impacted the continuity of the overall process.

Austin- “ I think that in the first cycle, I sorta’ lost the momentum with Brian. I had to reschedule a few times and he had booked the observations next to an important IEP, so

we never really had the kind of quality time to talk the way I did with my other principal. I don't know if the work we did together had a real impact."

Brian- "Austin and I scheduled to meet this morning at 8 AM to go over the observation project. Something happened in traffic [and] Austin ended up arriving late for the meeting. Unfortunately, I was scheduled to sit in a very contentious IEP at 8:30. The long and short of it, he ended up coming here late. So we only had a chance at that time to just touch briefly and set a date for when we were gonna' meet with the teacher."

#### Ellery and Susan

Ellery is well recognized for her ability to build morale and team spirit among her faculty and students. That is an area where Susan has reported that she could use some expertise. They seemed to be a good match for those reasons. In this case, the Mentor-Coach and Developing Principals' perceptions were in stark contrast. It was the only case in which this occurred.

Ellery- "I walked into the office of Susan's school and I was asked to wait. Somehow I did not feel the love. As I waited, I looked around in the main office and I was very disappointed to see a huge fish aquarium with lights bubbling water and no fish. I did not like that it made me feel a sense of incompleteness. Besides, the secretaries did not seem friendly either. Finally, Susan walked out with a smile on her face and she was happy to see me. After I let her vent, I asked her what did she like about her job and her school. The majority of teachers are pushing back on the instructional initiatives that would move the school forward. She made several statements to say that the school is capable of

moving forward, but not with her. She believes she is not the administrator for this school.”

Susan- “Marsha embodies the ideas of the power of positive attitude which inspires me as a principal. We have been even had our initial meeting yet I feel she has already had an impact on me. She is a classic example of leading by example with her enthusiasm, positive attitude and inspiration!”

Having a prior relationship seemed to accelerate trust-building between the pairs, but in the cases where the participants had not previously known each other, they were generally able to build trust over time (with three exceptions).

When I initially made the pairings I did use some intuition in creating the pairs. The findings in seven cases reinforced my intuitions.

### **The Kaleidoscope Profiles**

The Kaleidoscope Profile was administered during the initial part of the study with each of the study participants. Outcomes from the profiles provided information on the Keirsey temperament scale. According to Keirsey (1979) there are two distinct temperament types that are attracted to the field of education. Those types, Intuitive Feeler (NF) and Sensing Judge (SJ) are discussed in detail in chapter two. According to the Keirsey temperament inventory, all 15 of the study participants, with one exception, fell into one of those two temperament types. I administered the inventory at the beginning of the study, but the Mentor-Coaches and

Developing Principals were not matched according to the temperament types. The temperaments of Mentor-Coaches and Developing Principals were not compared or analyzed until the end of the study.

Patterns emerged from the data that suggests that similarity in temperaments may have an influence on the impact and effectiveness of the mentor-coaching relationship. The data seems to suggest that there is relationship between the temperament type and the perceived impact that the Mentor-Coach had on the Developing Principals of like temperament.

Table 4- Mentor Coach / Developing Principals Temperaments and Perception of Impact

Mentor by Temperament Type	Mentor's perception of impact on Developing Principal	Developing Principals by Temperament Type	Developing Principals' perception of impact
<b>Asa- NF/SJ</b>	Perceived impact on Maggie	Maggie- NF	Perceived impact from mentor-coaching
	Perceived little/no impact on Paula	Paula-SJ	Perceived little to no impact from mentor-coaching
<b>Ellery- NF</b>	Perceived impact on Deborah	Deborah- NF	Perceived impact from mentor-coaching
	Perceived little/no impact on Susan	Susan-SJ	Perceived little to no impact from mentor-coaching
<b>Shawn- NF/SJ</b>	Perceived impact on Lauren	Lauren-SJ	Perceived impact from mentor-coaching
	Perceived impact on Christopher	Christopher- NF	Perceived impact from mentor-coaching
<b>Martha- SJ</b>	Perceived impact on Ruth	Ruth-SJ	Perceived impact from mentor-coaching
	Perceived impact on LaVerne	LaVerne-SJ	Perceived impact from mentor-coaching
<b>Austin- NF</b>	Perceived little/no impact on Brian	Brian- SP/NF	Perceived little to no impact from mentor-coaching
	Perceived impact on Christal	Christal- NF	Perceived impact from mentor-coaching

Asa and Shawn scored equally as an SJ and NF.

## **Summary**

Data from journals, focus groups, interviews, open-ended and a published temperament inventory show that mid-career principals are responsive to mentor-coaching by highly effective principals, especially when trust and rapport have been adequately established. Mentor-Coach Principals were able to impact the ability of Developing Principals to successfully conduct reflective pre- and post-observation conferences emulating the techniques modeled by their Mentor-Coaches. Specifically, Developing Principals utilized the Blended Coaching skills during pre- and post-observation conferences with their teachers, which include active listening, asking probing questions, and providing honest and timely feedback.

Data also suggests Mentor-Coach and mid-career principals may work well when they are aligned by like temperaments according the measures on the Keirsev temperament inventory.



## **Chapter Five Discussion and Recommendations**

### **Introduction**

The current student achievement gap can be attributed, in part, to the perceived and actual shortage of highly qualified principals prepared to be effective instructional leaders (Kearney, 2010). Most school districts do not offer consistent targeted professional development programs for mid-career principals that will develop principals' skills in the supervision of instruction. This study was designed to examine how a mentor-coaching model would impact mid-career principals in the refinement of supervision skills.

Qualitative data collected from this study indicate that Mentor-Coach Principals can have a positive impact on Developing (mid-career) Principals when the mid-career principal is open to the mentor-coaching process. Results from this study indicate that when there was trust and openness between the Mentor-Coaches and the Developing Principal, Mentor-Coaches were able to provide opportunities to model techniques that were beneficial to the mid-career principal. Developing Principals who were open to the mentor-coaching process experienced opportunities to discuss ways of observing instruction according to established clinical supervision protocols for lesson observation, emulated strategies modeled by the Mentor-Coach Principals and asked probing questions during pre and post lesson observation conferences with teachers.

The Developing Principals who were open to the mentor-coaching process capitalized on the relationship by planning and collaborating with their Mentor-Coaches. As a result of their openness to the mentoring process, the quality of the mentor-coach relationship

had an impact on the quality of the actionable feedback that the Developing Principals provided their teachers during pre- and post-lesson observation conferences. Mid-career principals who benefitted most from mentor-coaching relationships were found to be those with temperaments similar to their mentor-coaches according to the Keirsey Temperament Scale. Age, race, gender and common professional background did not seem to be significant factors in determining the quality of mentor/mentee relationships. Similarity in temperament, however, appeared to be a critical factor in the establishment of an open rapport between the Mentor-Coaches and Developing Principals.

### **Recommendations**

*Recommendation 1- Establish a viable mentor-coaching model for mid-career principals' professional development.*

Based on findings from this study, most principals in the Developing stages (three years or more experience) of the principalship have a strong desire to collaborate with a Mentor-Coach in an authentic setting, with the goal of providing actionable feedback to teachers. Decades of professional literature support the assertion that both mentoring and coaching have an impact on how people learn new skills. This research project distinguished itself by demonstrating that Mentor-Coaches had a perceived impact on the instructional supervision skills of mid-career principals with whom they worked. This study demonstrated a need for a Mentor-Coach relationship that extends beyond the typical one to two years in the beginning phase of a principal's career.

Districts should consider aligning resources for professional development to compensate Mentor-Coach Principals to work with both Novice and Developing Principals, in lieu of typical one-size-fits-all professional development configurations.

*Recommendation 2 – Establish conditions in a school making it possible for principals to follow established clinical supervision protocols for classroom observation with specific emphasis on providing actionable feedback to teachers.*

All of the principal participants in this study indicated the importance of following the established clinical supervision protocols for classroom observation. They perceived a benefit in following the clinical supervision protocol, which place a specific emphasis in establishing a goal for observations with the teacher. They also perceived the benefit in planning for and providing immediate actionable feedback to teachers in post-observation conferences. Nearly all of the principals in this study indicated that the time demands of the operational side of the job as principal were the primary reason for not adhering to the clinical supervision protocol. Having a Mentor-Coach provided a level of accountability for the Developing Principals to conduct the full cycle of observations.

Districts must examine and give priority to the principal serving as the instructional leader of the school site. Administrative reorganization often happens when a new superintendent is appointed to a school district. One such example happened during the spring of 2012 in Angels of the Southland Unified School District. The 2012 reorganization of Angels of the Southland Unified School District, the superintendent and chief academic officer separated the instructional support unit from the parent and operational units within the District. Such a

separation of responsibilities is strongly recommended for site-level administration. This would ultimately insure the consistent focus and implementation of essential instructional supervision practices by freeing up time principals use to address operational issues to attend to tasks related to the supervision of instruction, teacher and personal professional development.

*Recommendation 3- Provide ongoing collaborative professional development opportunities for highly effective principals to formally mentor and coach Developing Principals in authentic settings.*

The findings from this study speak to a need for districts to provide multiple opportunities for principals to collaborate, network and problem-solve in authentic settings. The Mentor-Coaching model provides an effective, low cost option for most districts. Establishing formal Mentor-Coach partnerships with principals in small, level-alike groups that are geographically and/or demographically similar may be a practical and viable option especially in larger districts.

Promoting teacher collaboration has its origins in the work done by Barth, *Improving Schools from Within* (1986) and with Eaker and DuFour's work on *Professional Learning Communities* (1998). Both Mentor-Coaches and Developing Principals expressed the value of having the opportunity to collaborate with a peer in a non-threatening, non-evaluative setting. Mentor Coaches and Developing Principals engaged in collaboration serve as a foundational model for the growth and sustenance of consistent professional development of mid-career principals.

Placing the Highly Effective Principals in Mentor-Coaching roles provides opportunities to expand the leadership capacity within the system. Establishing Mentor-Coaches and giving them the responsibility to work with Developing Principals serves to broaden the pool of possible candidates to serve as future Principal Leaders and Directors.

*Recommendation 4- Emphasize and monitor factors related to the emotional intelligence, temperament and adult learning*

Schools need strong and emotionally healthy individuals who are capable of leading by example through collaboration and consensus building. Data from this study indicate that compatibility of temperaments is an important factor in the Mentor-Coaching relationship. Data also indicated that the ability to be able to relate well with a peer was essential in maximizing opportunities for gaining insight provided by the Mentor- Coach principal.

Mentor-Coaches and Developing Principals in this study were not matched according to their temperament types. However, at the conclusion of the study, the temperaments of the Mentor-Coaches and Developing Principals were compared according to Keirsey Temperament Ratings. Though not a large enough sample to make a definitive claim, data from this study indicate that there was a relationship to openness and the willingness to share with people of similar temperament types.

As stated in chapter four, Developing Principals who had the same temperament as their Mentor-Coaches, seemed to emulate the strategies modeled for them by their Mentor-Coaches when conferencing with their teachers. The Developing Principals who had different temperament types from their Mentor-Coach principals did not emulate the strategies in their

teacher conferences. The same principals reported that they did not gain from the mentor-coaching experience, allowed operational constraints to interfere in the times allocated for conferencing their teachers and were provided much less narrative about the experience than those who benefitted from the process. Additionally, their Mentor-Coaches perceived them as busy, unapproachable, and not engaged in the process Mentor-Coaching.

An option for principals to have an ongoing, objective method of examining how their temperament impacts school culture is through the use of a 360 Assessment. Results from most 360 assessments provide in-depth of perception in all aspects of the school leaders' job performance from multiple perspectives. Anonymous questionnaires regarding the performance measures of the school leader is provided to teachers and the principals' immediate supervisor. The results are compared to the school leaders' self-assessment. The feedback reports provided from 360 assessments rank the overall performances of the principal as seen through the eyes of their teachers, supervisor in comparison to the self-assessment. Reports from a 360 assessment should be seriously considered when establishing goals for Mentor-Coaches and Developing Principals. Other factors such as race, socio-economic class and gender biases are also items that can be identified using a 360 assessment.

Once Districts establish a way to approach matching Mentor-Coaches with Developing Principals, there should also be structures in place to revisit pairing to ensure that each member of the pair is maximizing the experience.

## **Implications for School District Leadership**

### *Mentor-coaching*

Throughout this study there was evidence to support that the presence of a Mentor-Coach available to observe the interactions of Developing (mid-career) Principal with their teachers during pre and post-observations was important in improving the quality of feedback conferences with teachers. Mentor-coaching provided an opportunity for Developing Principals to receive validation confirming how they were supervising their teachers. The feedback cycle that is referenced in the clinical supervision model, stops short of opportunities to provide feedback and reflective opportunities for the instructional supervisor, which in most cases is the principal. This study found that pre- and post-observation conferences held while collaborating with a Mentor-Coach Principal, provided rich, deep insights for the Developing Principal, who in turn emulated similar strategies when conferencing with their teachers.

During the study Mentor-Coaches modeled and shared specific structures and techniques for the Developing Principals to emulate when they conducted pre- and post-observation conferences with teachers. For the purposes of this study, Mentor-Coach principals received six hours of training prior to working with the Developing Principals. The training combined mentoring with coaching techniques specific to the Blended Coaching Model (Bloom 2005). Blended Coaching techniques provided learning opportunities and a structured model for the Developing Principals to follow when conferencing with teachers. I felt it important to demonstrate through this study the importance of training the Mentor-Coaches. The Mentor-Coaches were specifically trained in both instructional and facilitative strategies. Each of the strategies provided opportunities for the Developing Principal to receive support specific to their

assignment and provided them opportunities to reflect based on the probing and questioning techniques modeled by the Mentor-Coach. In turn, the Developing Principals were able, in most cases, to use those same techniques in the work they did with their teachers. Finding one of this study demonstrates that pre and post-observation conferences held while collaborating with a Mentor-Coach Principal, provided rich, deep insights for the Developing Principal, who in turn emulated the same strategies when conferencing with their teacher.

#### *Pre-observation Mentor-coaching*

Acheson and Gall describe the planning/pre-observation conference of clinical supervision as the opportunity for the supervisor to act as the diagnostician of the teacher (2003). The better the Developing Principals get at comparing classroom observations to the standards of best practice as identified in the Teaching and Learning Framework<sup>14</sup>, the more precise is the lens for observing, and providing feedback to the teacher. Findings from this study affirm that it was important to Developing Principals to have a Mentor-Coach observe this process.

Prior to meeting with the teacher for the pre-observation conference, Mentor-Coaches and Developing Principals met to discuss the strategy that the Developing Principals would use to start the pre-observation conference. In doing so, the Mentor-Coach was afforded the opportunity to probe the principals' thinking regarding the lesson using Blended Coaching techniques. This provided a model for the Developing Principal and allowed the Developing Principal to better prepare questions for the pre-observation conference. The process of probing and formulating specific questions for the pre-observation with the Mentor-Coach helped the Developing Principal establish a structured lens for classroom observations. The study showed that the Mentor-Coaches were important to the Developing Principals in helping to establish

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<sup>14</sup> Refer to Appendix Item 2



clear objectives for the pre-conference. As a result, the Developing Principals were able to provide a clear structure for the teacher to discuss what was to occur in the lesson.

Once the pre-observation was held, the Mentor-Coaches used Blended Coaching techniques to again probe, question and provide feedback for the Developing Principal. This was not a belabored process. In many cases, Mentor-Coaches and Developing Principals were able to meet just minutes following the teacher preconference to get feedback and prepare for lesson observation. The debrief after the pre-conference afforded a quick and efficient way of solidifying the thinking of the Developing Principal.

#### *Post-observation Mentor-coaching*

After the lesson observation and prior to meeting with the teacher the Mentor-Coach and the Developing Principal debriefed the lesson. It was essential for this to occur within a very short time after the lesson and prior to the post-observation conferences. Data from the study indicate that there were three specific incidences where the Mentor-Coaching did not have an impact on the Developing Principal. In all three of those occurrences time, scheduling or other circumstances precluded the Mentor-Coach from debriefing with the Developing Principal. In all other instances in the study, the debriefing between the Mentor-Coach and the Developing Principal proved to be highly impactful for how the post-observation was conducted with the teacher.

The immediacy of feedback is important for two reasons. First, the debriefing provided the Mentor-Coach opportunities to validate what the Developing Principal observed during the lesson. The Developing Principal had opportunities to reflect on what was observed

in the lesson according to the established clinical supervision protocols. Immediate debriefing provided an opportunity for the Developing Principal, to internalize Blended Coaching strategies used by the Mentor-Coach in preparation for their post observation conference with the teacher. The debriefing process was not time-consuming. In most cases, Mentor-Coaches and Developing Principals were able to debrief just outside of the classroom following the lesson observation. Structuring the conversation and questions in this way had an impact on the quality of pre- and post-conference for most of the principals in the study.

*Established clinical supervision protocols in the instructional supervision cycle*

Although the clinical supervision model has been the standard of best practice in the District and was known by all of the principal participants, all of the principals admitted that they did not always utilize all portions of the clinical supervision protocol, even during formal evaluation observations. Clinical Supervision protocols for lesson observation outlined in this study allowed opportunities for principals to more closely examine their practice as instructional supervisors. Developing Principals in the study reported that they gained deeper insight into supervision of instruction by following a lesson observation protocol requiring that they plan questions for the pre- and post-observation and a focused lens for lesson observation. Eight of the ten Developing Principals expressed the importance of having someone, by their side to validate their observations and comparisons to best practice as invaluable in sharpening their skills as instructional leaders.

Both Mentor-Coaches and Developing Principals agreed that preparing for pre- and post-observations conferences allowed for rich conversations and opportunities for teacher

reflection in the lesson debriefs. In the cases when the Mentor-Coaches and Developing Principals observed the same teacher in the second cycle of lesson observations, both saw very rich impact that the lesson protocols had on teacher reflection.

### *Principal Collaboration*

One of the stronger findings from this study was the collaboration that occurred between the Mentor-Coach and the Developing Principal at each juncture of the clinical supervision cycle. Both Mentor-Coach and the Developing Principals saw the power of collaborating on developing goals for and questions for the pre- and post-observations. Both sets of principals spoke to the value of simultaneously viewing a lesson and debriefing immediately following.

Mentor-Coaches and Developing Principals each expressed the value of having the opportunity to collaborate with a peer in a non-threatening, non-evaluative setting. They were able to see the impact that their discussions had on the reflective conferences held with the teacher. In one instance a principal even spoke to the impact by saying,

“My Mentor-Coach reflects and collaborates with me. I then reflect and collaborate with my teacher. As a result, my teacher is questioning, and pushing her students to collaborate with one another. We are all connected by collaborating!”

### *Interpersonal Skills and Styles related to the Temperament of School Leaders*

Findings from this study indicate that relationships matter in the way that the Developing Principal receives mentor-coaching. In seven of the ten Mentor-Coach

and Developing Principal matches, there was strong evidence from both the Developing Principals and the Mentor-Coaches that connected trust, relationship-building activities and openness to the impact that the Mentor-Coaches had on the Developing Principals. This outcome validates that teaching and learning, even on the level between adult peers, is best done in the context of a healthy, trusting relationship.

Many important decisions made on behalf of schools includes considerations of interpersonal skills of the leaders. Such considerations are made, but little is written about such them. Teachers and principals make decisions about collaborative teams and groups based on the temperament of the participants. Similarly, principals and superintendents make determinations about placing the ‘right’ personnel in the ‘right’ departments and grade levels at the ‘right’ schools. Very little however is written about the actual process by which those temperaments are assessed, measures or matched, or what makes the ‘right’ match.

Data from this study suggests that relationships and the ability to establish oneself as an well-adjusted participant in a trusting relationship had an impact on the ability to make the kinds of insights needed to be a reflective educator. The ability to establish and maintain healthy relationships is essential as a leader and a learner.

Interpersonal skills, emotional intelligence and temperament are areas that have not been well quantified for educators. One of the ISSLC standards refers to dispositions that identify the need for the administrator to be able to shape the vision of the school with all stakeholders. Another standard outlines the performance of the standard requires that the administrator be able to assess the culture and climate of the school on a regular basis. In the context of the standards, however, there is no discussion of how to perform those tasks. There is

no indication of the kind of interpersonal skills, temperament or level of emotional intelligence it will take the administrator to achieve those standards at a proficient level.

Findings from this study indicate that having a Mentor-Coach with whom to collaborate is a way that Developing Principals can reflectively process how what they do and say has an impact on instruction and on the relationships in their school.

Temperament and emotional intelligence will be particularly crucial to coming generations of educational leaders. In his book *The Trophy Kids Grow Up*, Alsop describes the characteristics of the generations following the “Baby Boomers” (1946-1964). He refers to these two groups as GenXers (1965-1979) and the Millennials (1980- 2001). He describes the Baby Boomers’ characteristics as workaholic, idealistic, competitive, loyal. Millennials and GenXers are known to be very different in the workplace. Millennials in the workplace particularly are seen as entitled, wanting to meet their own needs in lieu of others. They will tend to not invest time or energy into anything that is not personally fulfilling (2008). Time and energy will need to be spent keeping Millennials engaged in personally fulfilling learning activities, or else they will seek other careers. Once the Millennials become fully represented in the current teaching and administrative ranks, mentor-coaching will have a place in helping to foster the relationships required to be probing and reflective.

Our next generation of school leaders will be those who have been impacted by technology...texters instead of talkers, videos instead of board games... play dates, instead of playing in one’s own neighborhood. The relationships, trust and emotional intelligence are those aspects of the job that that cannot be quickly formatted. It will be essential for members of our profession to build capacity among colleagues through collaboration with peers

## **Limitations of Study Implications for Future Study**

### *Sample Size*

With a limited sample of 10 pairs of principals and mentors, it is not reasonable to generalize my findings to all mid-career principals.

### *Personal Bias*

Personal bias is invariable likely? when researching one's own organization. I believe that despite the multiple safeguards and personal awareness of the likelihood that bias could occur, it was difficult to refrain from relying on my own assumptions and inferences.

### *Teacher Perceptions*

I chose to focus this study on the relationship between principals, so I was not able to capture the teachers' perceptions of the process, or whether this observation model impacted teacher practice. One of the limitations of this study was that there was no indication of how the teachers perceived the Developing Principals' technique during the pre and post-observation conferences. Insights and perceptions from the teachers might have proved to be valuable to both the Developing and Mentor-Coach Principals. Mentor-Coaches and Developing Principals might have been able to use the teacher perceptions to develop goals for their work. A redesign of this study would include the perceptions of the teachers to compare with the perceptions of the Mentor-Coaches and the Developing Principals.

Developing Principals had the option of selecting the teachers that they chose to observe. In most cases, Developing Principals selected teacher who were scheduled to be evaluated through the STULL process and would be willing to have two administrators in the

room during an observation lesson. Having willing teacher participants as opposed to having a wider selection of teachers who were to be observed may have been a limitation in the study.

Another limitation may have been that most of the Developing Principals choose different teachers to observe during cycles one and two. If I were to repeat the study, I would have asked the Developing principal to observe the same teacher for both cycles, In that way, the participants were consistent throughout the study. I then could have asked both the Mentor-Coaches and Developing Principals about their perceptions of the teachers' application of the feedback received from the pre- and post-observation conferences.

### *Studies in Schools*

Conducting research in a school setting poses challenges, given the nature of working with time-impacted professionals. Mentor-Coaches in this study were all acting principals and principal leaders. This was a constraint to the study. In some instances, the Mentor-Coaches had to delay or postpone a scheduled visit to attend to problems and emergencies on their own campuses. In other cases, the Developing Principals had to attend to unforeseen incidents and emergencies that took time away from the mentor-coaching process. In three cases in this study, continuous interruptions and scheduling problems precluded the mentor-coaching relationship to adequately form.

### *Permission to Assess using a 360 Assessment*

In the original design of this study, I sought to use the VAL-ED 360 Assessment to pre- and post-test the Developing Principals. Reports generated from the 360 would have provided Mentor-Coaches an opportunity to establish clearly defined goals for each of their

Developing Principals and I may have been able to determine impact based on pre- and post-assessment.

### **Lessons Learned**

The current economy places financial limitation on comprehensive solutions to the problem of preparing effective public school principals. This study could offer a low impact, cost? viable solution to assist local school agencies develop practical programs for principal professional development. The Mentor-Coaching model can equip both Novice and Developing Principals with knowledge, skills, behaviors and competencies necessary to effectively lead schools.

Priority should be placed on targeting those skills and essential principal competencies that have the greatest impact on student achievement. According to Seashore, Leithwood, Wahlstrom and Anderson (2010) the most essential skills leading to principals' efficacy are their abilities to establish an emotionally safe school culture, demonstrate and model their own instructional skill set, provide teachers with focused clear feedback on lessons and best practice. This Action Research Project sought to answer important questions and provide viable solutions to a vital issue.

Mentoring and coaching promote trust and belief in the ability of others. That is the core of our work. Foundational relationships sustain our profession, replicating the best of ourselves in future generations of educators.



## APPENDICES

### **Appendix 1**

#### **ISLLC Standards for School Leaders**

##### **Standard 1**

*A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

##### ***Knowledge***

The administrator has knowledge and understanding of:

1. Learning goals in a pluralistic society
2. The principles of developing and implementing strategic plans
3. Systems theory
4. Information sources, data collection, and data analysis strategies
5. Effective communication
6. Effective consensus-building and negotiation skills

##### ***Dispositions***

The administrator believes in, values, and is committed to:

1. The educability of all
2. A school vision of high standards of learning
3. Continuous school improvement
4. The inclusion of all members of the school community
5. Ensuring that students have the knowledge, skills, and values needed to become successful adults
6. A willingness to continuously examine one's own assumptions, beliefs, and practices
7. Doing the work required for high levels of personal and organization performance

##### ***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members
2. The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
3. The core beliefs of the school vision are modeled for all stakeholders
4. The vision is developed with and among stakeholders

5. The contributions of school community members to the realization of the vision are recognized and celebrated
6. Progress toward the vision and mission is communicated to all stakeholders
7. The school community is involved in school improvement efforts
8. The vision shapes the educational programs, plans, and activities
9. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
10. Assessment data related to student learning are used to develop the school vision and goals
11. Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
12. Barriers to achieving the vision are identified, clarified, and addressed
13. Needed resources are sought and obtained to support the implementation of the school mission and goals
14. Existing resources are used in support of the school vision and goals
15. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

## **Standard 2**

*A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

### ***Knowledge***

The administrator has knowledge and understanding of:

1. Student growth and development
2. Applied learning theories
3. Applied motivational theories
4. Curriculum design, implementation, evaluation, and refinement
5. Principles of effective instruction
6. Measurement, evaluation, and assessment strategies
7. Diversity and its meaning for educational programs
8. Adult learning and professional development models
9. The change process for systems, organizations, and individuals
10. The role of technology in promoting student learning and professional growth
11. School cultures

### ***Dispositions***

The administrator believes in, values, and is committed to:

1. Student learning as the fundamental purpose of schooling
2. The proposition that all students can learn
3. The variety of ways in which students can learn

4. Life long learning for self and others
5. Professional development as an integral part of school improvement
6. The benefits that diversity brings to the school community
7. A safe and supportive learning environment
8. Preparing students to be contributing members of society

### ***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. The school is organized and aligned for success
2. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
3. Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
4. The school culture and climate are assessed on a regular basis
5. A variety of sources of information are used to make decisions
6. Student learning is assessed using a variety of techniques
7. Multiple sources of information regarding performance are used by staff and students
8. A variety of supervisory and evaluation models is employed
9. Pupil personnel programs are developed to meet the needs of students and their families
10. All individuals are treated with fairness, dignity, and respect
11. Professional development promotes a focus on student learning consistent with the school vision and goals
12. Students and staff feel valued and important
13. The responsibilities and contributions of each individual are acknowledged
14. Barriers to student learning are identified, clarified, and addressed
15. Diversity is considered in developing learning experiences
16. Life long learning is encouraged and modeled
17. There is a culture of high expectations for self, student, and staff performance
18. Technologies are used in teaching and learning
19. Student and staff accomplishments are recognized and celebrated
20. Multiple opportunities to learn are available to all students

### **Standard 3**

*A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

### ***Knowledge***

The administrator has knowledge and understanding of:

1. Theories and models of organizations and the principles of organizational development
2. Operational procedures at the school and district level

3. Principles and issues relating to school safety and security
4. Human resources management and development
5. Principles and issues relating to fiscal operations of school management
6. Principles and issues relating to school facilities and use of space
7. Legal issues impacting school operations
8. Current technologies that support management functions

### ***Dispositions***

The administrator believes in, values, and is committed to:

1. Making management decisions to enhance learning and teaching
2. Taking risks that improve schools
3. Trusting people and their judgments
4. Accepting responsibility
5. High-quality standards, expectations, and performances
6. Involving stakeholders in management processes
7. A safe environment

### ***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. Knowledge of learning, teaching, and student development is used to inform management decisions
2. Operational procedures are designed and managed to maximize opportunities for successful learning
3. Emerging trends are recognized, studied, and applied as appropriate
4. Operational plans and procedures to achieve the vision and goals of the school are in place
5. Collective bargaining and other contractual agreements related to the school are effectively managed.
6. The school plant, equipment, and support systems operate safely, efficiently, and effectively
7. Time is managed to maximize attainment of organizational goals
8. Potential problems and opportunities are identified
9. Problems are confronted and resolved in a timely manner
10. Financial, human, and material resources are aligned to the goals of schools
11. The school acts entrepreneurially to support continuous improvement
12. Organizational systems are regularly monitored and modified as needed
13. Stakeholders are involved in decisions affecting schools
14. Responsibility is shared to maximize ownership and accountability
15. Effective problem-framing and problem-solving skills are used
16. Effective conflict resolution skills are used
17. Effective group-process and consensus-building skills are used
18. Effective communication skills are used
19. There is effective use of technology to manage school operations
20. Fiscal resources of the school are managed responsibly, efficiently, and effectively

21. A safe, clean, and aesthetically pleasing school environment is created and maintained
22. Human resource functions support the attainment of school goals
23. Confidentiality and privacy of school records are maintained

#### **Standard 4**

*A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

#### ***Knowledge***

The administrator has knowledge and understanding of:

1. Emerging issues and trends that potentially impact the school community
2. The conditions and dynamics of the diverse school community
3. Community resources
4. Community relations and marketing strategies and processes
5. Successful models of school, family, business, community, government and higher education partnerships

#### ***Dispositions***

The administrator believes in, values, and is committed to:

1. Schools operating as an integral part of the larger community
2. Collaboration and communication with families
3. Involvement of families and other stakeholders in school decision-making processes
4. The proposition that diversity enriches the school
5. Families as partners in the education of their children
6. The proposition that families have the best interests of their children in mind
7. Resources of the family and community needing to be brought to bear on the education of students
8. An informed public

#### ***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. Community youth family services are integrated with school programs
2. Community stakeholders are treated equitably
3. Diversity is recognized and valued
4. Effective media relations are developed and maintained
5. A comprehensive program of community relations is established
6. Public resources and funds are used appropriately and wisely
7. Community collaboration is modeled for staff
8. Opportunities for staff to develop collaborative skills are provided
9. High visibility, active involvement, and communication with the larger community is a

priority

10. Relationships with community leaders are identified and nurtured
11. Information about family and community concerns, expectations, and needs is used regularly
12. There is outreach to different business, religious, political, and service agencies and organization
13. Credence is given to individuals and groups whose values and opinions may conflict
14. The school and community serve one another as resources
15. Available community resources are secured to help the school solve problems and achieve goals
16. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

### **Standard 5**

*A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.*

#### ***Knowledge***

The administrator has knowledge and understanding of:

1. The purpose of education and the role of leadership in modern society
2. Various ethical frameworks and perspectives on ethics
3. The values of the diverse school community
4. Professional codes of ethics
5. The philosophy and history of education

#### ***Dispositions***

The administrator believes in, values, and is committed to:

1. The ideal of the common good
2. The principles in the Bill of Rights
3. The right of every student to a free, quality education
4. Bringing ethical principles to the decision-making process
5. Subordinating one's own interest to the good of the school community
6. Accepting the consequences for upholding one's principles and actions
7. Using the influence of one's office constructively and productively in the service of all students and their families
8. Development of a caring school community

#### ***Performances***

The administrator:

1. Examines personal and professional values
2. Demonstrates a personal and professional code of ethics
3. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
4. Serves as a role model
5. Accepts responsibility for school operations

6. Considers the impact of one's administrative practices on others
7. Uses the influence of the office to enhance the educational program rather than for personal gain
8. Treats people fairly, equitably, and with dignity and respect
9. Protects the rights and confidentiality of students and staff
10. Demonstrates appreciation for and sensitivity to the diversity in the school community
11. Recognizes and respects the legitimate authority of others
12. Examines and considers the prevailing values of the diverse school community
13. Expects that others in the school community will demonstrate integrity and exercise ethical behavior
14. Opens the school to public scrutiny
15. Fulfills legal and contractual obligations
16. Applies laws and procedures fairly, wisely, and considerately

### **Standard 6**

*A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

### ***Knowledge***

The administrator has knowledge and understanding of:

1. Principles of representative governance that undergird the system of American schools
2. The role of public education in developing and renewing a democratic society and an economically productive nation
3. The law as related to education and schooling
4. The political, social, cultural and economic systems and processes that impact schools
5. Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
6. Global issues and forces affecting teaching and learning
7. The dynamics of policy development and advocacy under our democratic political system
8. The importance of diversity and equity in a democratic society

### ***Dispositions***

The administrator believes in, values, and is committed to:

1. Education as a key to opportunity and social mobility
2. Recognizing a variety of ideas, values, and cultures
3. Importance of a continuing dialogue with other decision makers affecting education
4. Actively participating in the political and policymaking context in the service of education
5. Using legal systems to protect student rights and improve student opportunities

## *Performances*

The administrator facilitates processes and engages in activities ensuring that:

1. The environment in which schools operate is influenced on behalf of students and their families
2. Communication occurs among the school community concerning trends, issues, and potential changes in the environment which schools operate
3. There is ongoing dialogue with representatives of diverse community groups
4. The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
5. Public policy is shaped to provide quality education for students
6. Lines of communication are developed with decision-makers outside the school community.



Appendix 2

**Standard 1: Planning and Preparation**  
**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

*Elements: Knowledge of content and the structure of the discipline, Knowledge of content-related pedagogy*

Teachers provide evidence of their knowledge of content and pedagogy through their performance in the classroom. They must have sufficient command of the subject to guide student learning. They must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going, collaborative learning to reflect 21<sup>st</sup> Century skills and learners.

Elements	Ineffective	Developing	Effective	Highly Effective
<p><i>Knowledge of Content and the Structure of the Discipline</i></p> <p><i>Knows the discipline and how the subjects within the discipline relate and integrate with one another [e.g. understanding how algebra, geometry, trigonometry are related in the discipline of mathematics]</i></p> <p><i>PC, A, and observation</i></p>	<p>In planning and practice, teacher makes content errors, or does not correct errors made by students.</p>	<p>Teacher is familiar with the important concepts in the discipline and the content standards associated with the grade level or course, but may display lack of awareness of how these concepts or standards build upon and relate to one another or to 21<sup>st</sup> Century skills</p>	<p>Teacher displays solid knowledge of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates these concepts and standards to one another and to 21<sup>st</sup> Century skills.</p>	<p>Teacher displays extensive knowledge, application, and analysis of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates concepts and standards to one another, to other disciplines, and to 21<sup>st</sup> Century skills.</p>
<p><i>Knowledge of Content-Related Pedagogy</i></p> <p><i>Uses pedagogical content knowledge to plan instruction in the particular subject area</i></p> <p><i>PC, A</i></p>	<p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the student with only surface connections to 21<sup>st</sup> Century skills.</p>	<p>Teacher’s plans and practice reflect familiarity with a wide range of effective research-based pedagogical approaches in the discipline, appropriate technology and of 21<sup>st</sup> Century skills.</p>	<p>Teacher’s plans and practice include a wide range of effective research-based pedagogical approaches in the discipline, including authentic application, use of appropriate media, technology, and 21<sup>st</sup> Century skills.</p>

**PC = Professional Conversation; A= Artifacts**

**Standard 1: Planning and Preparation**  
**Component 1b: Demonstrating Knowledge of Students**

*Elements: Knowledge of students' skills, knowledge, and language proficiency; Knowledge of how children, adolescents, or adults learn; Knowledge of students' special needs; Knowledge of Students' interests and cultural heritage*

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century skills in the planning and preparation of their lessons.

<b>Elements</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i></p> <p><i>Uses information about students' academic strengths and needs in planning</i></p> <p><i>PC, A</i></p>	<p>Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, and/or does not indicate that such knowledge is valuable.</p>	<p>Teacher recognizes the value of tracking students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.</p>	<p>Teacher recognizes the value of tracking students' skills, knowledge, and language proficiency, and displays this knowledge for groups of students in order to determine growth over time.</p>	<p>Teacher tracks understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information, including information from parents, in order to determine growth over time for each student.</p>
<p><i>Knowledge of How Children, Adolescents, or Adults Learn</i></p> <p><i>Plans lessons based on current, proven research regarding how students learn</i></p> <p><i>PC, A</i></p>	<p>Teacher displays little or no knowledge of the developmental characteristics of the age group, or of how these students learn.</p>	<p>Teacher displays partial knowledge of the developmental characteristics of the age group, but his/her knowledge of how students learn is limited or outdated.</p>	<p>Teacher's knowledge of how students learn is accurate and current, reflecting an accurate understanding of the typical developmental characteristics of the age group. Teacher applies this knowledge to the class as a whole and to groups of students.</p>	<p>Teacher displays Current, extensive, and subtle understanding of how students learn, including exceptions to the general patterns, and how 21<sup>st</sup> Century skills apply, and then applies this knowledge to individual students.</p>
<p><i>Knowledge of Students' Special Needs</i></p> <p><i>Knows which students have special needs and plans instruction to accommodate for those needs</i></p> <p><i>PC, A</i></p>	<p>Teacher's displays little or no awareness of the importance of knowing students' special learning or medical needs, and such knowledge may be incomplete or inaccurate.</p>	<p>Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.</p>	<p>Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources and applies this knowledge to individual students.</p>	<p>Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources, including parents, and applies this knowledge to individual students, advocating for those students.</p>
<p><i>Knowledge of Students' Interests and Cultural Heritage</i></p> <p><i>Uses students' interests and cultural heritage to plan instruction that will engage students</i></p> <p><i>PC, A</i></p>	<p>Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.</p>	<p>Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.</p>	<p>Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for groups of students.</p>	<p>Teacher recognizes the value of understanding students' interests, family and cultural heritage, and displays this knowledge for individual students.</p>

**Standard 1: Planning and Preparation**  
**Component 1c: Establishing Instructional Outcomes**

*Elements: Value, sequence, and alignment and clarity, Suitability for diverse learners*

Teaching is goal directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. The outcomes should be clear and related to what it is that the students are intended to learn as a consequence of instruction. [FFT pg 51] 21<sup>st</sup> Century outcomes must be included, as students must also learn the essential skills such as critical thinking, problem solving, communication and collaboration. Teacher collaboration strengthens this process.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Value, Sequence Alignment, and Clarity</i></p> <p><i>Selects and writes clear outcomes that are important to the discipline, follow a sequence of learning and are aligned to national, state, and/or local standards</i></p> <p><i>PC, A</i></p>	<p>Instructional outcomes are either not stated, or are stated as activities, rather than as student learning. Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the content area, nor do they include language objectives or a connection to a sequence of learning, or suggest viable methods of assessment</p>	<p>Instructional outcomes are unclear or consist of a combination of outcomes and activities, representing moderately high expectations and rigor. Learning expectations are aligned with important grade level content standards, include language objectives, and some outcomes suggest viable methods of assessment. There is at least some connection to a sequence of learning and to 21<sup>st</sup> Century skills.</p>	<p>Most instructional outcomes are clearly stated, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and suggest viable methods of assessment. They are connected to a sequence of learning and align with 21<sup>st</sup> Century skills.</p>	<p>All instructional outcomes are clearly stated in terms of student learning outcomes, represent high expectations and rigor, focus on important grade level content standards and academic language objectives, and permit viable methods of assessment. They are connected to a sequence of learning both in the discipline and across disciplines and align with 21<sup>st</sup> Century skills.</p>
<p><i>Suitability for Diverse Learners</i></p> <p><i>Outcomes are planned so that they are appropriate and differentiated for all students in the class</i></p> <p><i>PC, A</i></p>	<p>Instructional outcomes are not suitable for the class, or are not based on any assessment of student learning.</p>	<p>Most instructional outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Most of the outcomes are suitable for all students in the class, and are based on multiple assessments of student learning.</p>	<p>Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</p>

**PC = Professional Conversation; A = Artifacts**

**Standard 1: Planning and Preparation**

**Component 1d: Designing Coherent Instruction**

*Elements: Standards-based learning activities, Instructional materials, technology, and resources, Purposeful instructional groups, Lesson and unit structure*

Teachers translate instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21<sup>st</sup> Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media. Teachers should plan collaboratively to strengthen the design process. Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. They persistently search for appropriate 21<sup>st</sup> Century resources that can inform their teaching, including collaborating with other educators. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective	Developing	Effective	Highly Effective
<p><i>Standards-Based Learning Activities</i></p> <p><i>Activities are designed to engage students in cognitively challenging work that is aligned to the standards</i></p> <p>PC, A</p>	<p>Learning activities are not suitable for students or for instructional purposes, and are not designed to engage students in active intellectual activity.</p>	<p>Fewer than half of the learning activities are suitable for students or for the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation to meet diverse student learning needs.</p>	<p>All of the learning activities are suitable for students or for the instructional outcomes, and most represent significant cognitive challenge, and awareness of 21<sup>st</sup> Century Skills with some differentiation to meet diverse student learning needs.</p>	<p>Learning activities are highly suitable for diverse learners and directly support the instructional outcomes. They are designed to engage all students in high-level cognitive activities that reflect 21<sup>st</sup> Century Skills, and are differentiated, as appropriate, to meet the needs of individual learners.</p>
<p><i>Instructional Materials, Technology, and Resources</i></p> <p><i>Plans lessons that use resources that will promote high levels of learning and student engagement in the classroom environment</i></p> <p>PC, A</p>	<p>Teacher is unaware of resources for classroom use available through the school, district, or Internet, or materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.</p>	<p>Teacher displays <i>some</i> awareness of resources available for classroom use through the school, district, or Internet. Some materials, technology, and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</p>	<p>Teacher displays awareness of resources available for classroom use through parents, the school or district, the community and the Internet. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.</p>	<p>Teacher’s knowledge of resources for classroom use is extensive and informs communication with students, including those available through parents, the school or district, the community, local universities and the Internet. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology. Students participate in selecting or adapting materials.</p>
<p><i>Purposeful Instructional Groups</i></p> <p><i>Groups are purposely designed to enhance student cognitive engagement</i> PC, A</p>	<p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p>	<p>Instructional groups are purposefully varied as appropriate to the students and based on instructional outcomes.</p>	<p>Instructional groups are purposefully varied as appropriate to the students and based on instructional outcomes effective student interaction, and student choice.</p>
<p><i>Lesson and Unit Structure</i></p> <p><i>The lesson/unit is logically designed to allow students sufficient time to achieve the learning outcomes</i></p> <p>PC, A</p>	<p>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</p>	<p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.</p>	<p>The lesson or unit has a clearly defined, logical structure around which activities are organized, and which anticipates student difficulties or confusion. Progression of activities is even, with reasonable time allocations.</p>	<p>The lesson or unit structure is clear and logical, allowing for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of 21<sup>st</sup> Century learners. The progression of activities is highly coherent with appropriate time allocations.</p>

PC = Professional Conversation; A = Artifacts

**Standard 1: Planning and Preparation**  
**Component 1e: Designing Student Assessment**

*Elements: Aligns with instructional outcomes, Criteria and standards, Design of formative assessments, Analysis and use of assessment data for planning*

Teachers plan and design lessons that reflect an understanding of their disciplines, including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines and design on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time. Teachers should engage in collaborate design and analysis of assessments to strengthen assessment systems and to ensure equitable assessments for students.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<i>Aligns with Instructional Outcomes</i> <i>Assessments are purposefully and tightly aligned to the learning outcomes</i> <i>PC, A</i>	Formal and informal assessments are not aligned with instructional outcomes.	Some of the instructional outcomes are aligned with the formal and informal assessments, but many are not.	All the instructional outcomes are aligned with purposefully selected formal and informal assessments; assessment methodologies may have been adapted for groups of students.	All formal and informal assessments are purposefully selected and tightly aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
<i>Criteria and Standards</i> <i>Criteria for the assessments are clear and reflect the standards and outcomes being taught</i> <i>PC, A</i>	The proposed assessment approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear to students.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<i>Design of Formative Assessments</i> <i>Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge.</i> <i>PC, A</i>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Formative assessments are designed to highlight student strengths and gaps related to some content, skills or standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills, and/or mastery of standards.	Formative assessments are purposefully designed to determine student strengths and gaps in content knowledge, skills and mastery of standards, and includes student as well as teacher use of the assessment information.
<i>Analysis and Use of Assessment Data for Planning</i>  <i>Teacher uses assessment data to determine next steps in instruction.</i> <i>PC, A</i>	Teacher rarely and/or ineffectively uses multiple measures of student growth including formative and summative data that may include student work, to demonstrate student learning. Teacher does not analyze or use assessment data to designing future instruction.	Teacher inconsistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses some assessment data to plan for future instruction for the class as a whole.	Teacher consistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher analyzes and uses assessment data to plan future instruction for groups of students, including re-teaching and re-assessment if necessary.	Teacher consistently uses multiple measures of student growth including both formative and summative data including student work to demonstrate a high level of student learning. Teacher disaggregates and analyzes assessment data and uses information to plan future instruction for individual students, including re-teaching and re-assessment if necessary.

**PC = Professional Conversation; A = Artifacts**

**Standard 2: The Classroom Environment**  
**Component 2a: Creating an Environment of Respect and Rapport**

*Elements: Teacher interaction with students; Student interactions with one another; Classroom climate*

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people. [FFT p. 64]

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Teacher Interaction with Students</i></p> <p><i>Teacher interacts with students in a way that projects respect and creates a safe and supportive learning environment</i></p> <p><b>CO</b></p>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p>	<p>Teacher's interactions with students reflect genuine respect, caring, and cultural understanding, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.</p>
<p><i>Student Interactions with One Another</i></p> <p><i>Students relate to one another in a respectful, polite manner that promotes a positive learning environment for all students</i></p> <p><b>CO</b></p>	<p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Student interactions are generally appropriate but may reflect occasional displays of disrespect from a few students.</p>	<p>Student interactions are consistently polite and respectful.</p>	<p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.</p>
<p><i>Classroom Climate</i></p> <p><i>The classroom environment is "safe" and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i></p>	<p>Students do not feel free to share their ideas or opinions. Student mistakes are ridiculed by the teacher or other students.</p>	<p>Some students feel free to share their ideas or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.</p>	<p>Most students feel free to share their ideas or opinions and take risks in learning. Student mistakes are treated as learning opportunities by the teacher.</p>	<p>All students feel free to share their ideas and take risks in learning. Student and teacher mistakes are treated as learning opportunities, by the teacher and all students.</p>

**CO = Classroom Observation**

**Standard 2: The Classroom Environment**  
**Component 2b: Establishing a Culture for Learning**

*Elements: Importance of the content, Expectations for learning and achievement, Student ownership in their work, Physical environment*

A “culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general “tone” of the class. A culture for learning implies high expectations for all students and classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others. [FFT p. 67]

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Importance of the Content</i></p> <p><i>Teacher links content to students’ lives, essential questions, or long-term goals.</i></p> <p><i>CO</i></p>	<p>Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Teacher makes no attempt to link content to students’ lives or essential questions.</p>	<p>Teacher communicates importance of the work but with little conviction or links to real-world application and only minimal apparent buy-in by the students.</p>	<p>Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Teacher links content to students’ lives, essential questions, or long-term goals.</p>	<p>Students demonstrate through their active participation, curiosity, and taking initiative that they value the content’s importance. Teacher and students link content to real-world applications, essential questions, and long-range goals. Teacher and students make content culturally relevant and applicable to students’ lives.</p>
<p><i>Expectations for Learning and Achievement</i></p> <p><i>Teacher has clear and high expectations about what is expected of students in order for them to learn and achieve</i></p> <p><i>CO</i></p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Learning objectives are not made clear to students, or are not linked to standards.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Teacher has uneven expectations regarding which students can learn and achieve. Objectives are either inconsistently related to standards, unclear, or not regularly posted.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Teacher has clear and high expectations about what is expected of students in order for them to learn and achieve, including effort and hard work. Objectives are related to standards, clear, posted, and in language that students understand (for all students, including English learners).</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students set their own goals and monitor their own progress toward achieving mastery of standards. There is a celebration of growth and achieving personal bests. Teacher models his/her struggles with his/her own learning.</p>
<p><i>Student Ownership of Their Work</i></p> <p><i>Students demonstrate ownership</i></p>	<p>Teacher does not insist on high quality work from students; emphasis is on task completion. Students do not</p>	<p>Teacher pushes students to do good work but students invest little of their energy into its quality. Only a few students’</p>	<p>Teacher insists on high quality work and students accept the expectation. Students demonstrate the value they</p>	<p>Teacher insists on high quality work and students internalize the expectation. Students demonstrate the value they place on their work</p>



<p><i>of their work and share their learning with others</i></p> <p><b>CO</b></p>	<p>own the work or see its value. Minimal student work is posted around the classroom and it is not linked to standards.</p>	<p>best work is displayed or presented. Posted student work is not linked to content standards.</p>	<p>place on their work by sharing their work with the teacher, parents, and peers. Students demonstrate ownership of their work and share their learning with others. Most students' best work is displayed or presented with links to content standards.</p>	<p>through willingness to revise, attention to detail, showing innovation, flexibility, and originality. Students share their work with the teacher, parents, peers, and larger audiences. Students' best work is displayed or presented with links to content standards, and, with opportunities for students to show how their work has progressed over time, and/or reflection on what they would change.</p>
<p><i>Physical Environment</i></p> <p><i>The classroom is designed to ensure safety and all students' access to learning. Classroom furniture and technology are arranged and utilized to facilitate high-level learning and interaction for all students.</i></p>	<p>The classroom is unsafe, or learning opportunities are inaccessible for some students. The physical environment impedes student learning, or teacher makes little or no use of physical resources and available technology to support student learning or interaction.</p>	<p>The classroom is safe and essential learning is accessible. The teacher occasionally uses the physical environment or available technology, but with limited effect on student learning or interaction.</p>	<p>The classroom is safe and accessible. The physical environment and available technology support student learning and interaction.</p>	<p>The classroom is safe and accessible. Both teacher and students use the physical environment and available technology easily and skillfully to advance student learning and encourage student collaboration.</p>

**CO = Classroom Observation**



**Standard 2: The Classroom Environment    Component 2c: Managing Classroom Procedures**

*Elements: Management of routines, procedures, and transitions, Management of materials and supplies, Performance of non-instructional duties, Management of parent leaders, other volunteers and paraprofessionals*

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year. A hallmark of a well-run classroom is one in which students are able to work independently and where differentiated instruction occurs. Another important aspect of the classroom relates to how a teacher handles transitions between activities. Effective teachers make efficient use of time in their management of non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc. and are familiar with and successfully execute school emergency procedures.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Management of Routines, Procedures, and Transitions</i></p> <p><i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time. CO</i></p>	<p>Transitions are chaotic, with much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.</p>	<p>Only some transitions are efficient, resulting in some loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.</p>	<p>Transitions occur smoothly, with little loss of instructional time. Students use efficient, previously learned routines with minimal direction from the teacher.</p>	<p>Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure. Instructional time is maximized.</p>
<p><i>Management of Materials And Supplies</i></p> <p><i>Materials and supplies are distributed/available to students in a way that does not interrupt instructional time CO</i></p>	<p>Materials and supplies are handled inefficiently or have not been prepared in advance, resulting in significant loss of instructional time.</p>	<p>Some materials are prepared in advance, but there is some loss of instructional time while the teacher accesses or gathers materials or supplies. Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</p>	<p>Materials are prepared and gathered in advance of the lesson. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Students assume responsibility when directed by the teacher.</p>	<p>Materials are strategically prepared and gathered in advance of the lesson. Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</p>
<p><i>Performance of Non-Instructional Duties</i></p> <p><i>Any non-instructional duties are performed while students are engaged in productive work CO</i></p>	<p>Considerable instructional time is lost in performing non-instructional duties.</p>	<p>Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.</p>	<p>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</p>	<p>Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</p>
<p><i>Management of Parent Leaders, other Volunteers and Paraprofessionals</i></p> <p><i>Volunteers and/or paraprofessionals have clear roles that promote student learning CO</i></p>	<p>Parent leaders, volunteers and/or paraprofessionals have few clearly defined duties and are idle most of the time.</p>	<p>Parent leaders, volunteers and/or paraprofessionals are productively engaged during portions of class time but require frequent direction from teacher</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks and that they are productively and independently engaged in during the entire class.</p>	<p>Teacher provides parent leaders, volunteers and/or paraprofessionals with clear direction regarding tasks in advance of the class; they are productively and independently engaged during the entire class, and make a substantive contribution to the classroom environment.</p>



**Standard 2: The Classroom Environment    Component 2d: Managing Student Behavior**  
*Elements: Expectations for behavior, Monitoring of student behavior, Response to student behavior*

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping bounds. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold the agree-upon standards of conduct. [FFT. pp. 71-73]

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Expectations for Behavior</i></p> <p>Behavior expectations are clear to all students and parents</p> <p>CO</p>	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are. Teacher does not model expectations.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them. Teacher usually models expectations.</p>	<p>Standards of conduct are clear to all students and parents. Teacher always models expectations.</p>	<p>Standards of conduct are clear to all students and parents, and appear to have been developed with student participation. Teacher and students always model expectations.</p>
<p><i>Monitoring of Student Behavior</i></p> <p>The teacher monitors student behavior throughout the class</p> <p>CO</p>	<p>Student behavior is not monitored, and teacher is unaware of what the students are doing.</p>	<p>Teacher is generally aware of student behavior but may miss the activities of some students.</p>	<p>Teacher is alert to student behavior at all times.</p>	<p>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.</p>
<p><i>Response to Student Behavior</i></p> <p>The teacher responds to behaviors in a way that promotes student dignity and does not disrupt the learning</p> <p>CO</p>	<p>Teacher does not acknowledge appropriate behaviors. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</p>	<p>Teacher occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.</p>	<p>Teacher recognizes and appropriately reinforces positive behavior and has a clear and consistent system for addressing negative behavior or rule-breaking. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p>	<p>Teacher encourages student choice and seeks to understand underlying reasons for negative behavior. Teacher and students regularly acknowledge appropriate behaviors. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</p>

**CO = Classroom Observation**

**Standard 3: Instruction    Component 3a: Communicating With Students**

*Elements: Expectations for Learning, Directions and Procedures, Explanations of Content, Use of Academic Language*

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, model and expect the use of academic language, and use multiple strategies to explain content to meet diverse student learning needs.

Element	Ineffective	Developing	Effective	Highly Effective
<p><i>Expectations for Learning</i> <i>The learning expectations are communicated clearly to all students</i>  <i>CO</i></p>	<p>Teacher’s expectations for learning are unclear to students. Learning expectations are not aligned to content standards, language objectives, 21<sup>st</sup> Century skills, and/or assessment criteria and/or do not meet the needs of all students. Teacher has high expectations for very few students. Students are unable to communicate the learning expectations.</p>	<p>Teacher’s explanation of the instructional purpose is uneven. Learning expectations are tenuously connected to content standards, language objectives, 21<sup>st</sup> Century skills and/or assessment criteria and meet the needs of all students. Teacher has high expectations for most students. Students are able to communicate the learning expectations but are unclear about the purpose of the learning.</p>	<p>Teacher’s explanation of the instructional purpose is clear to students and parents, including where it connects to broader learning. Learning expectations are aligned with grade level content standards, language objectives, 21<sup>st</sup> Century skills, and assessment criteria and meet the needs of all students. Students are able to communicate learning expectations and their purpose to parents and peers. Teacher has high expectations for all students.</p>	<p>Teacher’s purpose of the lesson or unit is clear to students and parents, including where it connects to broader authentic learning, linking that purpose to student interests. Learning expectations are deeply aligned with grade level content standards, language objectives, 21<sup>st</sup> Century skills and assessment criteria and meet the needs of all students. Students are able to communicate learning expectations and their purpose to parents, peers, and the larger community. Students hold high expectations for themselves.</p>
<p><i>Directions and Procedures</i> <i>All directions and procedures are clearly communicated to students</i>  <i>CO</i></p>	<p>Teacher directions and procedures are confusing to students. Teacher does not adapt directions for English learners or special needs students.</p>	<p>The clarity of teacher directions and procedures is inconsistent. Teacher clarifies directions when prompted by student questions or confusion. Teacher slightly adapts directions for English learners or special needs students.</p>	<p>Teacher directions and procedures are clear to students. Teacher checks for student understanding of directions and attends to possible student misunderstandings. Most students can articulate, paraphrase, and/or demonstrate directions. Teacher adapts directions for English learners or special needs students, and utilizes realia and visuals as needed.</p>	<p>Teacher directions and procedures are clear, complex, complete, and anticipate possible student misunderstanding or misconceptions. Teacher has multiple ways to check for student understanding of directions. Students can articulate, paraphrase, and/or demonstrate directions. Teacher and students adapt directions for English learners or special needs students, by utilizing realia, visuals, technology, and peer</p>

				support as needed.
<p><i>Explanations of Content</i></p> <p><i>The content is explained in ways that can be understood by all students</i></p> <p>CO</p>	<p>Teacher's explanation of the content is unclear, inaccurate, or confusing, or uses inappropriate language. Teacher does not adapt content explanations for English learners or special needs students.</p>	<p>Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow at times. Few connections are made to 21<sup>st</sup> Century skills. Teacher slightly adapts content explanations for English learners or special needs students.</p>	<p>Teacher's explanation of content is clear, accurate, appropriate, and connects with students' prior knowledge and experience and 21<sup>st</sup> Century skills. Teacher attempts a gradual transition from teacher-directed to student-directed learning. Teacher adapts content explanations for English learners or special needs students.</p>	<p>Teacher's explanation of content is clear, accurate, innovative, and connects with students' prior knowledge and experience and 21<sup>st</sup> Century skills. Students contribute to explaining concepts to their peers. Teacher uses a variety of strategies to adapt content explanations for English learners or special needs students.</p>
<p><i>Use of Academic Language</i></p> <p><i>Academic language is used to communicate and deepen understanding of the content</i></p> <p>CO</p>	<p>Teacher rarely uses academic language and does not expect students to do so.</p>	<p>Teacher occasionally uses academic language and encourages students to do so.</p>	<p>Teacher models and instructs on correct use of academic language and provides structured opportunities for students to incorporate academic language in speaking and/or writing.</p>	<p>Teacher models and students correctly use academic language in speaking and writing without prompting. Teacher and students acknowledge student use of academic language and clarify subtle differences in meaning.</p>

CO = Classroom Observation

**Standard 3: Delivery of Instruction – Component 3b: Using Questioning and Discussion Techniques**

*Elements: Quality and Purpose of Questions, Discussion Techniques, Student Participation*

Effective teachers design questions that provide cognitive challenge and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Quality and Purpose of Questions</i></p> <p><i>Questions are designed to challenge students and elicit high-level thinking</i></p> <p>CO</p>	<p>Teacher’s questions are largely closed in nature or not relevant. Questions do not invite a thoughtful response. Questions do not reveal student understanding about the content/concept, or are not comprehensible to most students.</p>	<p>Teacher’s questions are a combination of open and closed questions of both high and low quality, or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept under discussion. Teacher differentiates questions to make them comprehensible for most students.</p>	<p>Teacher’s questions are mostly open-ended and require student thinking. Most questions invite and reveal student understanding about the content/concept under discussion. Teacher differentiates questions to make learning comprehensible for groups of students.</p>	<p>Teacher’s questions challenge students to think and invite students to demonstrate understanding through reasoning. Students themselves formulate many questions to advance their understanding. Teacher differentiates questions to make learning comprehensible for all levels of English learners and special needs students in the class.</p>
<p><i>Discussion Techniques</i></p> <p><i>Techniques are used to ensure that all students share their thinking around challenging questions</i></p> <p>CO</p>	<p>Interactions between the teacher and the students are characterized by the teacher generating all questions and most answers. Discussion is not intellectually challenging or is not comprehensible to most students.</p>	<p>Teacher makes some attempt to use strategies to engage students in genuine discussion with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging. Teacher attempts to differentiate discussion to make it comprehensible to students.</p>	<p>Teacher uses intentional strategies to engage all students in an authentic discussion, stepping aside when appropriate. Students are expected to participate in an intellectually challenging discussion. Adequate time is provided for all aspects of the discussion. Discussion is appropriate for student language levels and consistently differentiated to make discussions comprehensible to all students.</p>	<p>Teacher creates conditions for students to assume considerable responsibility for the success of the discussion; initiating topics and making thoughtful, unsolicited contributions that demonstrate innovative thinking. Through the use of various strategies, students engage in intellectually challenging student-to-student interactions. Teacher and students assist English learners and special needs students in making discussions comprehensible to all students.</p>
<p><i>Student Participation</i></p> <p><i>Techniques are used to ensure all students participate in the discussions</i></p> <p>CO</p>	<p>The teacher and/or a few students dominate the discussion.</p>	<p>Teacher inconsistently engages all students in the discussion, but instructional and questioning techniques result in only limited success.</p>	<p>Teacher attempts gradual release from teacher-directed to student-initiated participation. All students participate when coached by teacher.</p>	<p>Teacher functions as facilitator using instructional and questioning techniques that engage all students in discussion. Students themselves ensure that all voices and ideas are heard in the discussion.</p>

CO = Classroom Observation

**Standard 3: Delivery of Instruction Component 3c: Structures to Engage Students in Learning**

*Elements: Standards-Based Projects, Activities and Assignments, Purposeful and Productive Grouping of Students, Use of Available Instructional Materials, Technology, and Resources, Structure and Pacing*

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge and skills. The ownership of learning transfers from the teacher to the students. Teacher’s effective use of activities and assignments, grouping of students, available instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning and mastery of grade level content standards.

Element	Ineffective	Developing	Effective	Highly Effective
<p><i>Standards-Based Projects, Activities and Assignments</i></p> <p><i>Learning activities cognitively engage students in the lesson</i></p> <p><i>CO</i></p>	<p>Projects, activities and assignments lack rigor or appropriateness. Few or no students are not cognitively engaged. Activities are not linked to content or language standards.</p>	<p>Some aspects of projects, activities and assignments lack rigor or appropriateness for all students, but some students are cognitively engaged. Activities are loosely or inconsistently linked to content or language standards.</p>	<p>Most instructional projects, activities and assignments are rigorous, culturally relevant, and appropriate for most students, and linked to grade-level content and language standards. Most students are cognitively engaged.</p>	<p>Instructional projects, activities and assignments are cognitively engaging and culturally relevant for all students and linked to grade-level content and language standards. Students initiate ideas to enhance their understanding.</p>
<p><i>Purposeful and Productive Instructional Groups</i></p> <p><i>Students are grouped in order to promote productive, cognitive engagement in the lesson</i></p> <p><i>CO</i></p>	<p>Instructional groups do not support student learning towards the instructional outcomes of the lesson. Students not working with the teacher are not productively engaged in learning.</p>	<p>Instructional groups allow some students to support each other as they advance towards the instructional outcomes of the lesson. Group tasks or products are not differentiated. Students in only some groups are productively engaged in learning when unsupervised by the teacher.</p>	<p>Instructional groups support most students in achieving the instructional outcomes of the lesson; groups are purposeful, productive and appropriate for student needs and assignment requirements. Students in some cooperative learning groups productively manage their roles, goals, and use of time. Group structures, tasks or products may be differentiated according to the needs of groups of students.</p>	<p>Instructional groups are purposefully organized to support all students’ in achieving the instructional outcomes of the lesson. Students assist one another in achieving the outcomes of the lesson. Groups are purposeful, flexible, productive and appropriate for student needs and assignment requirements. Students in cooperative learning groups are responsible and accountable for their roles in a team, productively managing their goals and time. Group structures, tasks, products and processes may be differentiated according to language and learning needs of students, and formative assessment data.</p>

<p><i>Use of Available Instructional Materials, Technology and Resources</i></p> <p><i>The materials and resources for the lesson promote cognitive engagement for all students</i></p> <p><b>CO</b></p>	<p>Instructional materials, technology, and resources are inappropriate for the instructional outcome, incorrectly used or do not cognitively engage students.</p>	<p>The use of available instructional materials, technology, and resources is partially appropriate to meet the instructional outcome, meet student needs or cognitively engage some students.</p>	<p>The use of available instructional materials, technology, and resources is appropriate to meet the instructional outcome, meet student needs, and to cognitively engage students. The teacher provides some choice in adapting or creating materials to enhance their learning.</p>	<p>The use of available instructional materials, technology and resources provides multiple strategies to meet the instructional outcome, differentiating for student needs and to cognitively engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning.</p>
<p><i>Structure and Pacing</i></p> <p><i>The lesson is logically structured and allows students the time needed to learn cognitively challenging work.</i></p> <p><b>CO</b></p>	<p>The project or lesson has no clearly defined structure, or the pace of the instruction is too slow, rushed, or both.</p>	<p>The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of the instruction meets the needs of some students.</p>	<p>The project or lesson has a clearly defined structure around which the activities are organized. Pacing of the instruction is intentional, generally appropriate and meets the needs of most students.</p>	<p>The projects or lesson's structure is highly coherent, allowing for on-going student reflection and closure. Pacing of the instruction is intentional, varied, and appropriate for each student.</p>

**CO = Classroom Observation**



**Standard 3: Delivery of Instruction Component 3d: Using Assessment in Instruction to Advance Student Learning**

*Elements: Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring of progress*

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. High quality assessment practice makes students and families fully aware of criteria and performance standards, informs teacher’s instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to advance learning and inform instruction during a lesson or series of lessons.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Assessment Criteria</i></p> <p><i>Students know and understand the criteria by which their learning will be assessed</i></p> <p><i>CO</i></p>	<p>Teacher does not communicate to students the criteria and performance standards by which their work will be evaluated. Teacher does not make assessment criteria comprehensible to English learners or special needs students.</p>	<p>Teacher inconsistently communicates to students the criteria and performance standards by which their work will be evaluated. Teacher occasionally makes assessment criteria comprehensible to English learners and special needs students.</p>	<p>Teacher ensures that students are fully aware of and can articulate the criteria and performance standards by which their work will be evaluated. Teacher makes assessment criteria comprehensible to English learners and special needs students.</p>	<p>Teacher ensures that students are fully aware of and can accurately articulate the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students know and understand which standards they have mastered and which standards they need to continue learning. Teacher and students makes assessment criteria comprehensible to English learners and special needs students.</p>
<p><i>Monitoring of Student Learning</i></p> <p><i>Teachers closely monitor student work and responses in order to understand how students are progressing towards the learning objectives</i></p> <p><i>CO</i></p>	<p>Teacher does not monitor student learning.</p>	<p>Teacher monitors student learning unevenly. Class is assessed as a whole; formative assessments are used infrequently and/or do not inform instruction. Teacher occasionally confers with students about their learning.</p>	<p>Teacher monitors the progress of students, making use of formative, diagnostic, benchmark assessment data to guide instruction and adjust accordingly for subsets of students during lessons or units of instruction. Teacher regularly confers with students about their learning.</p>	<p>Teacher monitors the progress of individual students and uses a variety of formative, diagnostic and benchmark assessment data to adjust and differentiate instruction to meet individual needs during lessons and units of instruction. Teacher and students systematically and frequently confer with the student taking the lead in monitoring personal learning.</p>
<p><i>Feedback to Students</i></p> <p><i>Students receive instructive and timely feedback that will move their learning forward</i></p> <p><i>CO</i></p>	<p>Teacher’s feedback to students is limited, infrequent, irrelevant, and/or inaccurate. Feedback is not aligned to the instructional outcome.</p>	<p>Teacher’s feedback to students is not consistently timely, frequent, accurate, and/or relevant. Feedback may not be aligned with instructional outcome.</p>	<p>Teacher’s feedback to students is timely, frequent, relevant, accurate, and tied to the instructional outcome. Specific feedback allows students to revise and improve their work. Students provide feedback to their peers when directed by the</p>	<p>Teacher’s feedback to students is timely, frequent, specific, relevant, accurate, and tied to the instructional outcome. Students make use of the feedback to revise and improve their work. Students work collaboratively with peers to provide actionable feedback.</p>

<p><i>Student Self-Assessment and Monitoring of Progress</i>  <i>Students have opportunities to assess their own work against the established criteria and monitor their own progress towards achieving the expected learning outcomes.</i></p> <p>CO</p>	<p>Teacher does not provide students opportunities to engage in self-assessment or monitoring of progress against assessment criteria or performance standards.</p>	<p>Teacher provides inconsistent or limited opportunities for students to self-assess or monitor their progress and the results of their work against the assessment criteria and performance standards.</p>	<p>teacher.</p> <p>Teacher provides students with frequent opportunities to self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Teacher directs students to set learning goals.</p>	<p>Teacher provides students with frequent opportunities to reflect on their learning, self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards. Students independently set and modify learning goals and identify methods for achieving their goals based on their self-assessment.</p>
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**CO = Classroom Observation**

**Standard 3: Delivery of Instruction    Component 3e: Demonstrating Flexibility and Responsiveness**

*Elements: Responds and adjusts to meet student needs, Persistence*

Effective practitioners demonstrate flexibility and responsiveness in their classroom. They capitalize on opportunities for student learning by making adjustments to lessons based on assessment of student learning needs, building on students’ interests, and employing multiple strategies and resources to meet diverse learning needs.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Responds and Adjusts to Meet Student Needs</i></p> <p><i>The teacher adjusts the lesson or project in response to the learning needs of the students</i></p> <p><i>CO</i></p>	<p>Teacher does not acknowledge students’ questions or interests and/or adheres rigidly to an instructional plan even when a change is clearly needed.</p>	<p>Teacher attempts to address students’ questions or interests, or to adjust the lesson, although the pacing of the lesson is disrupted. Teacher does not accommodate multiple learning styles in instruction</p>	<p>Teacher successfully addresses students’ questions, interests or learning styles, while maintaining the integrity or intent of the lesson or adjusts the lesson to enhance student learning.</p>	<p>Teacher successfully addresses students’ questions, interests and learning styles. Teacher takes advantage of opportunities, teachable moments to adjust instruction in order to enhance learning, building on student interests spontaneously. Students themselves relate the teachable moment to the intent of the lesson.</p>
<p><i>Persistence</i></p> <p><i>The teacher does not give up on students who may be having difficulty meeting the established learning outcomes</i></p> <p><i>CO</i></p>	<p>Teacher gives up or places blame on other factors when unable to solve student-learning problems. Teacher has high expectations for very few students.</p>	<p>Teacher attempts to solve student-learning problems but effort is ineffective or short sighted. Teacher has high expectations for most students.</p>	<p>Teacher persists in seeking approaches for student-learning problems, drawing on a broad repertoire of research-based strategies. Teacher has high expectations for all students.</p>	<p>Teacher persists in seeking effective approaches for student-learning problems, using an extensive repertoire of research-based strategies and soliciting additional suggestions from colleagues, parents, and the community, maintaining high expectations for all students. Students hold high expectations for themselves.</p>

**CO = Classroom Observation**

**Standard 4: Additional Professional Responsibilities    Component 4a: Maintaining Accurate Records**

*Elements: Tracks progress towards identified learning outcomes, Tracks completion of student assignments in support of student learning, Manages non-instructional records, Submits records on time*

Maintaining accurate records inform interactions with parents, students, and administrators, inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Effective maintenance of instructional records would include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records would include attendance taking, field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance. FFT pp. 94-6

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Tracks Progress Towards Identified Learning Outcomes</i></p> <p><i>Teacher assesses how students are progressing toward the identified learning outcomes</i></p> <p><i>PC, A</i></p>	<p>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Student growth over time cannot be tracked.</p>	<p>Teacher’s system for maintaining information on student progress in learning is rudimentary and only partially effective. Student growth over time is inconsistently or randomly tracked.</p>	<p>Teacher system for maintaining information on student progress is well organized and tracks student progress towards learning outcomes. System allows for tracking student growth over time and communication with parents.</p>	<p>Teacher system for maintaining information on student progress is well organized, efficient, and tracks student progress towards learning outcomes. System allows for tracking individual student growth over time and communication with parents. Students contribute information and interpretation of the records.</p>
<p><i>Tracks Completion of Student Assignments in Support of Student Learning Teacher keeps track of student assignments in support of student learning</i></p> <p><i>PC, A</i></p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is disorganized and/or in disarray.</p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is rudimentary and only partially organized.</p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is organized. Teacher includes methods for communicating information to parents.</p>	<p>Teacher’s system for maintaining information on student progress/completion of assignments is highly organized and efficient. Students participate in maintaining the records and in communicating with parents.</p>
<p><i>Manages Non-instructional Records- Teacher accurately manages records such as health records, book inventories, field trip permission slips, lunch counts, etc. PC, A</i></p>	<p>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher’s records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher maintains an organized system for managing information on non-instructional activities.</p>	<p>Teacher maintains a highly organized system for managing information on non-instructional activities, and students contribute to its management.</p>
<p><i>Submits Records on Time</i></p> <p><i>Teacher submits records within the expected timelines PC, A</i></p>	<p>Teacher’s submission of documents is late, incomplete, or absent.</p>	<p>Teacher’s submission of documents is usually on time and complete, but reminders may be necessary.</p>	<p>Teacher’s submission of documents is always accurate, timely, and complete.</p>	<p>Teacher’s submission of documents is always accurate, timely, complete, and provides contextual details when appropriate.</p>

**PC = Professional Conversation; A = Artifacts**

**Standard 4: Additional Professional Responsibilities    Component 4b: Communicating with Families**

*Elements: Information about the instructional program, Information about individual students, Engagement of families in the instructional program*

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child’s progress and achievement. Communication **should include** personal contact that will establish positive and on-going two-way communications.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Information About the Instructional Program</i></p> <p><i>Teacher informs families about the instructional program in order to be clear about the learning expectations</i></p> <p><i>PC, A</i></p>	<p>Teacher provides little or no information about the instructional program to families. Teacher does not utilize available district technology or any other communication means to enhance parent teacher communication.</p>	<p>Teacher provides required information, but offers little additional information. Teacher minimally uses available district technology or other communication means to enhance parent-teacher communication.</p>	<p>Teacher provides required and additional information on a regular basis to families about the instructional program. Teacher uses available district technology and other communication means to enhance parent-teacher communication.</p>	<p>Teacher provides required and on-going additional information to families about the instructional program. Students participate in preparing materials for their families. Both teacher and students use available district technology to promote two-way parent-teacher communication.</p>
<p><i>Information About Individual Students</i></p> <p><i>The teacher is able to respond to families about the progress of their own child(ren)</i></p> <p><i>PC, A</i></p>	<p>Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Minimal response to parent concerns is handled with no professional and cultural sensitivity.</p>	<p>Teacher adheres to the school’s required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms. Some response to parent concerns is handled with little professional and cultural sensitivity.</p>	<p>Teacher successfully communicates with parents about students’ progress on a regular basis, beyond report cards and parent conference nights, respecting cultural norms and language differences. Teacher is available as needed to respond to parent concerns. Available technology is used to communicate pre and post assessment notification and performance. Teachers communicate available interventions.</p>	<p>Teacher successfully communicates with parents about students’ progress on a regular basis, beyond report cards and parent conference nights, respecting cultural norms and language differences. Response to parent concerns is handled expeditiously and with great professional and cultural sensitivity. Available technology is used to communicate pre and post assessment notification, as well as other academic and behavior information. Teachers communicate available interventions. Students contribute to the design and implementation of the system.</p>
<p><i>Engagement of Families in the Instructional Program</i></p> <p><i>The teacher communicates with families to create a partnership around student learning</i></p> <p><i>PC, A</i></p>	<p>Teacher does not value the role parents play in the achievement of their students. Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</p>	<p>Teacher values the role parents play in the achievement of their students, but attempts to engage families in the instructional program is inconsistent.</p>	<p>Teacher values the role parents play in the achievement of their students. Teacher successfully engages families in the instructional program through technology and/or assignments that involve parent input and home school contacts.</p>	<p>Teacher values the role parents play in the achievement of their students. Teacher frequently and successfully engages families in the instructional program. Students and parents contribute ideas that encourage family participation.</p>

**PC = Professional Conversation; A = Artifacts**

**Standard 4: Additional Professional Responsibilities Component 4c: Demonstrating Professionalism**

*Elements: Ethical conduct and compliance with school, district, state, and federal regulations, Advocacy/intervention for students, Decision-making*

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element	Ineffective	Developing	Effective	Highly Effective
<p><i>Ethical Conduct and Compliance with School, District, State, and Federal Regulations</i></p> <p><i>The teacher exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession</i></p> <p>PC, A</p>	Teacher displays dishonesty in interactions with colleagues, students, parents, the school community, and the public or teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, parents, the school community, and the public. Teacher partially complies with school and district regulations or is inconsistent in modeling a professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality in interactions with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations and models professional demeanor.	Teacher displays high standards of honesty, integrity, discretion, and confidentiality, and takes a leadership role with colleagues, students, parents, the school community, and the public. Teacher supports and fully complies with school and district regulations, models professional demeanor, and takes a leadership role in establishing and articulating such regulations.
<p><i>Advocacy/Intervention for Students</i></p> <p><i>The teacher is aware of students' needs and advocates for all students, particularly those who may be underserved</i></p> <p>PC, A</p>	Teacher is not alert to student needs and contributes to school practices that result in some students being ill served by the school.	Teacher is partially aware of student needs and attempts to address practices that result in some students being ill served by the school.	Teacher is aware of student needs and actively works to ensure that all students receive an opportunity to succeed.	Teacher is aware of student needs and is highly proactive in challenging negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school, seeking out resources as needed.
<p><i>Decision-Making</i></p> <p><i>The teacher is comfortable making informed decisions related to the well being of students and student learning</i></p> <p>PC, A</p>	Teacher makes decisions and recommendations based on self-serving interests	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and collaborates in team or departmental decision-making. Teacher's decisions are based on thorough, genuinely professional, considerations.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

PC = Professional Conversation; A = Artifacts

**Standard 5: Professional Growth Component 5a: Reflecting on Practice**

*Elements: Accurate reflection; Use of reflection to inform future instruction; Selection of professional development based on reflection and data; Implementation of new learning from professional development*

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching as well as the ability to consider multiple perspectives. Other perspectives may include practices such as videotaping, PAR, journaling, action research, student work, etc.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Accurate Reflection</i></p> <p><i>The teacher can analyze practice and student work, to determine what went well and what specific changes would improve the lesson and student outcomes</i></p> <p><i>PC, A</i></p>	<p>Teacher does not know whether a lesson was effective or achieved its goals, or how to measure a lesson's effectiveness and whether it achieved its goals, or profoundly misjudges the success of a lesson.</p>	<p>Teacher has a general impression of a lesson's effectiveness and uses that impression to determine the extent to which instructional goals were met.</p>	<p>Teacher uses criteria to assess a lesson's effectiveness and the extent to which it achieved its instructional goals; the teacher can cite evidence to support the judgment.</p>	<p>Teacher uses specific criteria to assess a lesson's effectiveness and the extent to which it achieved its goals. The teacher cites specific examples from the lesson to support the judgment and provides rationales for instructional choices or possible changes to the lesson.</p>
<p><i>Use of Reflection to Inform Future Instruction</i></p> <p><i>The teacher uses reflection to inform future lessons</i></p> <p><i>PC, A</i></p>	<p>Teacher has no suggestions for what could be improved another time the lesson is taught.</p>	<p>Teacher offers global suggestions for what could be improved another time the lesson is taught.</p>	<p>Teacher offers specific alternative actions to be used another time the lesson is taught.</p>	<p>Teacher offers specific alternative actions to be used another time the lesson is taught. The teacher can justify each instructional option and can predict the probable successes of each different approach.</p>
<p><i>Selection of Professional Development Based on Reflection and Data</i></p> <p><i>The teacher uses reflection and various forms of data to determine professional development needs</i></p> <p><i>PC, A</i></p>	<p>Teacher does not use information from self and peer analysis, or data on student achievement to determine professional development needs.</p>	<p>Teacher uses information from self and peer analysis, or data on student achievement to determine professional development needs.</p>	<p>Teacher uses information from self and peer analysis, along with data on student achievement to determine professional development needs.</p>	<p>Teacher continually uses information from self and peer analysis, along with data on student achievement to determine and prioritize professional development needs.</p>



<p><i>Implementation of New Learning from Professional Development</i></p> <p><i>The teacher implements new learning into the classroom setting and monitors progress towards deep implementation</i></p> <p><i>PC, A</i></p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill or does not implement new learning in the classroom.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher attempts to implement new learning from professional development, with limited success.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which student achievement is positively impacted.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development and tracks the degree to which individual student achievement is positively impacted. Teacher works with peers to deepen implementation.</p>
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**PC = Professional Conversation; A = Artifacts**

**Standard 5: Professional Growth**  
**Component 5b: Participating in a Professional Community**

*Elements: Collaboration with colleagues, Promotes a culture of professional inquiry and collaboration*

Participation in a professional community requires active involvement the promotion of a culture of collaboration and inquiry that improve the culture of teaching and learning. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights and experiences are shared. The goal of the professional community is improved teaching and learning.

<b>Element</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><i>Collaboration with Colleagues</i></p> <p><i>The teacher supports and cooperates with colleagues in order to promote a professional school culture</i></p> <p><i>PC, A</i></p>	<p>Teacher’s relationships with colleagues are negative or self-serving.</p>	<p>Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership roles among the faculty.</p>
<p><i>Promotes a Culture of Professional Inquiry and Collaboration</i></p> <p><i>The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to do so</i></p> <p><i>PC, A</i></p>	<p>Teacher does not value a culture of inquiry and collaboration, resisting opportunities to become involved. Teacher resists attendance at required department, grade-level, school-wide or district-sponsored professional development meetings.</p>	<p>Teacher attempts to promote a school culture of inquiry and collaboration. Teacher participates in department or grade-level meetings as required by the school or district.</p>	<p>Teacher actively promotes a culture of professional inquiry and collaboration. Teacher actively participates in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.</p>	<p>Teacher takes a leadership role in promoting a culture of professional inquiry and collaboration. Teacher initiates or takes a leadership role in professional learning communities, lesson study, teaming, or other inquiry models with colleagues.</p>

**PC = Professional Conversation; A = Artifacts**



## **Appendix 3**

### **California Professional Standards for Educational Leaders**

*Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.*

#### **Standard 1**

*A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision. Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

#### **Standard 2**

*A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community. Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

### **Standard 3**

*A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

### **Standard 4**

*A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

### **Standard 5**

*A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.*

- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of office to enhance the educational program, not personal gain.

- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

## **Standard 6**

*A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance.
- View oneself as a leader of a team and also as a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

*These standards were adapted from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996). Washington, DC: Council of Chief State School Officers. Adaptations were made for the California Professional Standards for Educational Leaders (2001) by representatives from the California School Leadership Academy at WestEd, Association of California School Administrators, California Commission on Teacher Credentialing, California Department of Education, and California colleges and universities. For use with the Descriptions of Practice in Moving Leadership Standards Into Everyday Work, the elements in some of the standards have been reordered by WestEd.*

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## APPENDIX 4- MEMORANDUM OF UNDERSTANDING (MOU)

**To:** Miguel Rodriguez  
Superintendent, Local District H

**Date:** August 2011

**From:** Akida Kissane Long,  
UCLA Doctoral Candidate  
Educational Leadership Program

**Subject:** Memorandum of Understanding with Local District H/  
the Angels of the Southland Unified School District

### **Purpose, Goals and Need for the Project**

Strong and effective schools are the outgrowth from strong instructional leadership of the principal. This research project will examine the result of Mentor-Coach Principals using Blended Coaching techniques with Developing Principals to formulate an action plan to improve skills and practices related to supervision of instruction

The outcomes from this study will inform the development of differentiated learning experiences for principal professional development.

### **Statement of the Problem**

Examination of the literature on the in-service professional development for principals concludes that in most states and districts, ongoing principal professional development is inconsistent, sporadic and not differentiated to meet specific issues faced by practicing principals. Minimal research has been conducted on the effectiveness of principal development programs in connection to principal work performance (Darling Hammond, 2010).

### **Research Questions**

1. According to Developing principals, what impact if any, do Mentor-coach principals, have in assisting Developing principals refine their skills observing instruction, providing substantive feedback to teachers and conducting pre and post observation conferences?

2. According to Mentor-coaches and Developing principals, what content, methods, and activities were effective or ineffective in the mentor coaching process? How are their perspectives similar or different?

**What the project will provide**

The project will provide each participating principal

- Training in Blended Coaching model
- Action plan writing
- Developing Principals will receive ongoing support from a Mentor-Coach Principal
- A report of findings that will inform future design for principal professional development

**What Local District H/ASUSD will provide**

- The Local District will provide a list of names according to the established criteria for both Mentor-Coach and Developing Principal
- Time and location to meet with focus groups

SIGNATURES:

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(Miguel Rodriguez)

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(Akida Kissane Long)



## **APPENDIX 5- Kearney’s Model Stages of Principal Proficiency**

### **Aspiring Principal: Identification and Recruitment**

High-quality teachers are the foundation for developing accomplished principals. Identifying and recruiting teacher leaders, along with others who have demonstrated leadership skill, is key to establishing a strong cadre of principals able to move schools to improve and students to achieve. Recruitment is more than finding sufficient numbers of licensed individuals to fill job vacancies, more than passively collecting sign-ups for the position. Recruiting requires attracting candidates who see themselves being successful in the role of principal and, then, identifying those in the pool who are — or may become — a perfect fit for the work. The recruiting process includes both inviting and persuading skilled and experienced teachers to commit to specific preparation pathways, another certification, and significant leadership responsibilities

### **Principal Candidate: Preparation and Licensing**

It is in this second stage along the principal development continuum, Preparation and Licensing, that principal candidates attain the basic knowledge and skills required by the state to become authorized, or licensed, to work as a site administrator. At this stage, candidates develop the entry-level expertise needed to carry out, at a minimum, the technical tasks required of principals. However, those “entry-level” expectations should reasonably be, what constitutes adequate preparation, and how best to provide it are hotly debated questions.

### **Novice Principal: Induction**

After recruiting and hiring well-prepared beginning principals who show the potential to be successful school leaders, the next step is to make their role more satisfying so they will choose to stay. This stage of principal development, induction, begins when an administrator is selected to work as a principal in a district. Sometimes, experienced principals who move into a new district or who are assigned to a new school within their district are also included in the induction cycle. But it’s first-time principals who are most in need of this support as, during the first two or three years on the job, they undertake the often challenging transition from *preparing* to become a principal to *being* the principal in charge of an entire school community.

### **Developing Principal: Continuous Improvement**

In a coherent principal development system, good recruitment, effective preparation options, and supportive induction over their first year or two of work provide novice principals with a solid launch into their career. Once launched, some principals excel immediately, while others develop more slowly. Either way, principals’ need for continued professional growth does not end after one or two years on the job, but continues throughout their careers. With school leadership shown to be a key factor associated with high student achievement in those schools that outperform others with similar student demographics, there is a strong press for ensuring that all principals have skills beyond those identified in minimum licensing requirements. Complex challenges that require long-term effort and the emergence both of new policies and of new research on promising practices, with the ever-changing expectations they bring, dictate that principals extend and continuously recalibrate their knowledge, skills, and performance levels. All developing principals, sometimes known as mid-career principals (i.e., those with 3 to 30 or more years on the job), benefit from ongoing high-quality professional learning tied to their individual leadership growth and enhanced professional performance. While good professional development should result in improved principal performance, one international study indicates that ongoing professional learning for veteran administrators contributes to enhanced morale, professional commitment, and a sense of professional value and personal worth.<sup>3</sup> These, in turn, lead to greater retention of skilled and

experienced leaders, those with maximum capacity for successfully guiding school improvement to raise student achievement. New study results show that schools perform better when guided by experienced principals, which suggests that the commitment to providing long-term, high-quality professional development to mid-career principals is well worth the investment.

**Expert Principal: Highly Accomplished Practice**

Highly accomplished principals are those who exhibit the highest level of performance and successfully lead efforts that result in school improvement and student achievement. The designation of “highly accomplished” denotes a level of expertise judged according to performance level rather than course hours, veteran status, or years of service or seat-time experience. While acknowledging successful principals is not a new practice, extending a standards-based career continuum to include the ongoing development of “highly accomplished” principals is new. Further developing expert principals to become more than “effective,” means pushing their continuous learning into innovations and training and supporting them to work with others, both teachers and other principals, who are coming up the ranks.

## **APPENDIX 6**

### **- Sequences of Project Events and Related Tasks Action Research Project Timeline**

<b>August/September 2011</b>	Obtain a pool of potential study candidates
	Initial Interview of volunteer Mentor-Coach Principals
<b>September 2011</b>	Mentor-Coach Blended Coaching Training
<b>October 2011</b>	Initial Interview of volunteer Developing Principals
<b>Mid-October 2011</b>	Partner Mentor Principal and Developing Principal
<b>Mid-October 2011</b>	Begin study
<b>Mid-October 2011/January 2012</b>	<ul style="list-style-type: none"><li>- Meet Monthly with Mentor Principals</li><li>- Set up observations of mentor coaching sessions with each of their partnered Developing Principal Session</li><li>- Conduct mid-point focus group with Developing Principals.</li><li>- Post-participation interview with Developing Principals</li></ul>
<b>February 2012</b>	Post-participation focus group with Mentor Principals

## **APPENDIX 7**

### **Telephone Script to use for Recruitment to the Study**

Hello- This is Akida Kissane Long, fellow principal in Local District H

I am currently conducting an action research project to fulfill the requirements for my Doctorate at UCLA. My project examines how principals best learn certain skills while working with fellow principals. Your name was randomly selected to participate in the study. Our Local superintendent is fully aware of the study but does not know specifically who will be participating. The results of the study will be used by our Local District to shape the way that principals receive non-evaluative professional support and development. You are under no obligation to do this. Your participation is completely voluntary.

The duration of the project will be from August 2011 to January 2012. In that time you will be getting training and support on how to better supervise instruction. The time you spend away from your school will be minimal. Most of what I want to understand from the study is part of what you do as a principal. Your biggest time commitment will be in journaling your perceptions of the impact that your professional development experiences are having on you as you work with your teachers.

If you think that you would like to be a part of this study, I would like to set up a time to meet with you to go over all of the specifics and to get your consent.

## APPENDIX 8

### LETTER of INTRO TO MENTOR-COACH PRINCIPALS

From the desk of Akida Kissane Long

August 2011

Dear Colleague,

I am sending you this note as a principal colleague and a doctoral student from the UCLA Educational Leadership Program. I am approaching you having received prior approval from UCLA, ASUSD and our Local District Superintendent. Your name was randomly selected from a list of those identified by our local superintendent based on the characteristics of an accomplished principal. When I first started the EdD program, I knew that I wanted to do something that would contribute to enhancing the performance of principals. For the past two years, I have studied the problem of principal professional development. My determination is that more focus for principal professional development should be on differentiated learning using a model for mentor-coaching and coaching. This is not aimed at beginning principals, but what we will call Developing Principals. (Those of our colleagues, who are not novices, but have yet to reach the level of proficiency).

The nature of this research will involve a commitment from you for the next 6 months. Should you agree to volunteer to be part of this study, you will be part of a team of 5 accomplished principals, who will:

- receive training on a principal assessment tool aligned with the national leadership standards
- be trained in a specialized blended coaching model
- design an action plan for Developing Principals
- coach and mentor-coach 2 Developing Principals on an agreed upon action plan
- participate in an ongoing network of Mentor-Coach principals to refine our practice with the Developing Principals
- keep journals and logs of the experience

I have attached a proposed timeline for our project outlining the time commitment.

You are under no obligation to accept. However, if you do accept to participate with the study through its entirety, you will receive my eternal gratitude, acknowledgment in my dissertation, and a \$50 iTunes card. I will be contacting you in the next few days to speak with you specifically about the project. In the meantime, I would like to thank you in advance for your consideration in participating in this pilot research project.

Sincerely,

Akida Kissane Long

### ATTACHMENTS TO MENTOR-COACH LETTER

University of California, Los Angeles

### **CONSENT TO PARTICIPATE IN RESEARCH**

The Use of Mentor Coaching Strategies to Refine Instructional Supervision Skills of Developing Principals

You are asked to participate in a research study conducted by Akida Kissane Long EdD(C) Primary Investigator and Dr. Robert Cooper /Dr. Eugene Tucker Faculty Supervisors, and associates from Educational Leadership Department, at the University of California, Los Angeles. You were selected as a possible participant in this study because of your position as a principal in Local District 8. Your participation in this research study is voluntary.

#### **Why is this study being done?**

*This study is being done to explore the ways in which non-evaluative personnel ( Mentor coach principals) can use various strategies to enhance the instructional supervision skills of mid-career principals*

#### **What will happen if I take part in this research study?**

If you volunteer to participate in this study, the researcher will ask you to do the following:

- *Participate in one-on- one interview*
- *Participate in classroom observations with other principals*
- *Meet with other principals to discuss your practice as either a mid-career or mentor coach principal*
- *Keep a journal regarding your experiences as a study participant*

#### **How long will I be in the research study?**

##### Mid-Career Principals

Participation in the study will last for 12 weeks.

##### Mentor Coach principals

Participation in this study will include

- a two day training in August
- Monthly meetings with for Mentor Coach Team
- at least 1 face-to-face meeting with your assigned principals each month which includes classroom observations and post observation conferences.

#### **Are there any potential risks or discomforts that I can expect from this study?**

*There are no anticipated risks with this study*

### **Are there any potential benefits if I participate?**

You may benefit from the study because you will receive training and support from colleagues which will be confidential and non evaluative.

The results of the research may add to a professional body of knowledge on how to best conduct professional development experiences with principals.

### **Will I receive any payment if I participate in this study?**

You will receive a \$50.00 iTunes gift card for your participation in the study.

### **Will information about me and my participation be kept confidential?**

Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of securing information in a locked file cabinet and using letters and numbers in place of names in the study.

### **Withdrawal of participation by the investigator**

The investigator may withdraw you from participating in this research if circumstances arise which warrant doing so. If confidentiality is in anyway violated or if the tasks for the study are not complied with, you may have to drop out, even if you would like to continue. The investigator will make the decision and let you know if it is not possible for you to continue.

### **What are my rights if I take part in this study?**

You may withdraw your consent at any time and discontinue participation without penalty or loss of benefits to which you were otherwise entitled.

You can choose whether or not you want to be in this study. If you volunteer to be in this study, you may leave the study at any time without consequences of any kind. You are not waiving any of your legal rights if you choose to be in this research study. You may refuse to answer any questions that you do not want to answer and still remain in the study.

### **Who can answer questions I might have about this study?**

In the event of a research related injury, please immediately contact one of the researchers listed below. If you wish to ask questions about your rights as a research participant or if you wish to voice any problems or concerns you may have about the study to someone other than the researchers, please call the Office of the Human

Research Protection Program at (310) 825-7122 or write to Office of the Human Research Protection Program, UCLA, 11000 Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694.

**SIGNATURE OF STUDY PARTICIPANT**

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

**SIGNATURE OF PERSON OBTAINING CONSENT**

In my judgment the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

\_\_\_\_\_  
Name of Person Obtaining Consent

\_\_\_\_\_  
Contact Number

\_\_\_\_\_  
Signature of Person Obtaining Consent

\_\_\_\_\_  
Date



## APPENDIX 9

### OVERVIEW OF DAY 1 MENTOR-COACH PRINCIPAL TRAINING

Local District H Conference Room DAY 1  
Monday, October 17, 2011 4:30-7:30

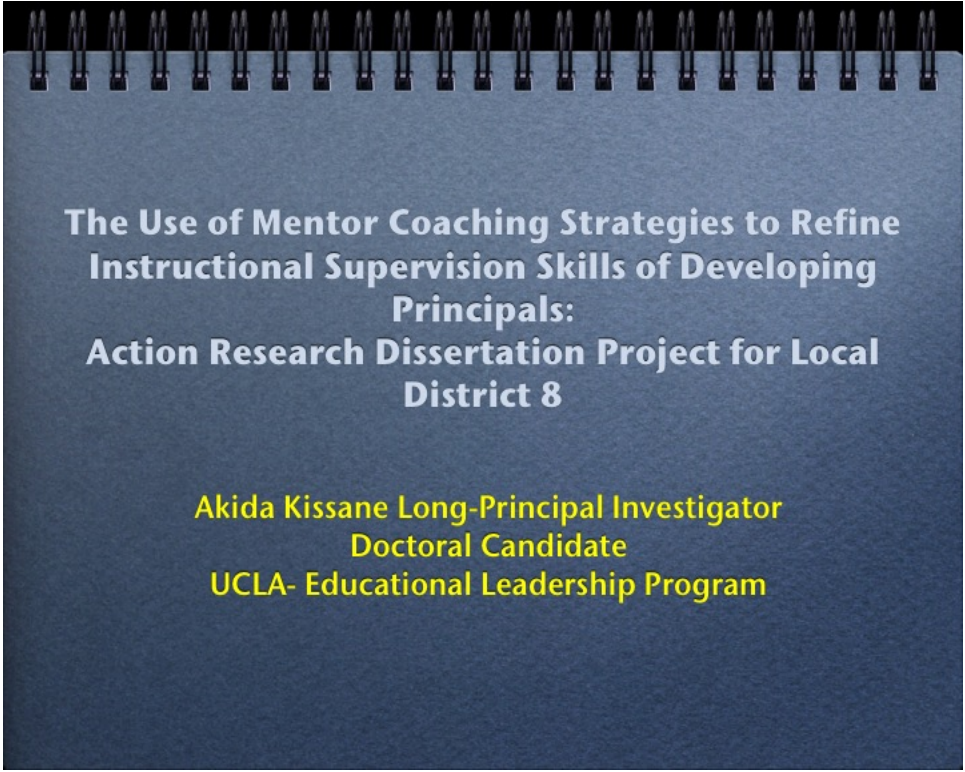
- I. Introductions
- II. Purpose and Overview
  - a. Overview of the Action Research Project
    - i. Audio taping
    - ii. Kearney's Conceptual Model
      - 1. The Mentor-Coach Principal
      - 2. The Developing Principal
  - b. Project Timeline
    - i. Establish Future dates-
      - 1. Developing Principal Action Plan Development
      - 2. Monthly Meetings
      - 3. Visitation Schedule
  - c. Commitments (Appendix 12), forms Journals, Logs

---

#### Activities:

- III. Kearney's Conceptual Model
  - a. Objectives
    - i. Define role of the Principals (Kearney, 2003a)
      - 1. Kearney Conceptual Model
      - 2. Role / Responsibility in the study
    - ii. Define the role of Developing Principal (Kearney, 2010)
      - 1. Kearney's Conceptual Model
      - 2. Role/ Responsibility in the study
- IV. Assessing Learning Centered Leadership
  - a. Objectives
    - i. Analyze core content and key processes as identified in Assessing Learning Centered Leadership
    - ii. Correlate key leadership standards to core content and key processes with ISLLC, Teaching and Learning and Leadership Frameworks and Standards
    - iii. Identify measureable activities that correlate with the identified key processes and core content

## APPENDIX 10- SLIDES FROM DAY 1 MENTOR-COACH TRAINING



The Use of Mentor Coaching Strategies to Refine  
Instructional Supervision Skills of Developing  
Principals:  
Action Research Dissertation Project for Local  
District 8

Akida Kissane Long-Principal Investigator  
Doctoral Candidate  
UCLA- Educational Leadership Program



### Mentor – Coach Meeting # 1

- Objectives
  - Identify the purpose of the study
  - Review project logistics
  - Clarify the roles of the Mentor Coaches
  - Distinguish between mentor and coach
  - Design a Plan of Action when working with Developing Principals

## Mentor Coach Meeting #2

- Objectives
  - Explain the constructs of the Blended Coaching model
  - Align skills used in coaching and mentoring with Blended Coaching model
  - Determine situations when coaching and mentoring skills are used
  - Role play active listening, paraphrasing, clarifying, interpreting, instructing, summarizing and transforming

## The Purpose of the study

### The Problem

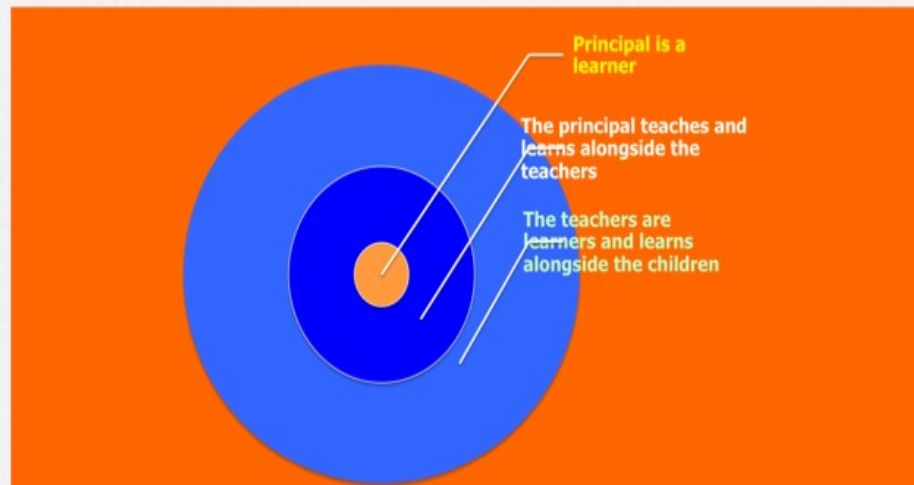
*Our nation's schools are in need of high performing instructional leaders.*

*Our problem is the shortage of administrators who are equipped from principal preparation programs to meet the demands of the role*

*“The demand of the job (the principalship) far exceeds the capacity of most people”*

*- Linda Darling-Hammond*

## Theoretical Framework



## Who are the Principals in this project?

Career Stages – Karen Kearney

*Aspiring Principal: Identification and Recruitment*

*Principal Candidate: Preparation and Licensing*

*Novice Principal: Induction*

*Developing Principal: Continuous Improvement*

*Expert Principal: Highly Accomplished Practice*

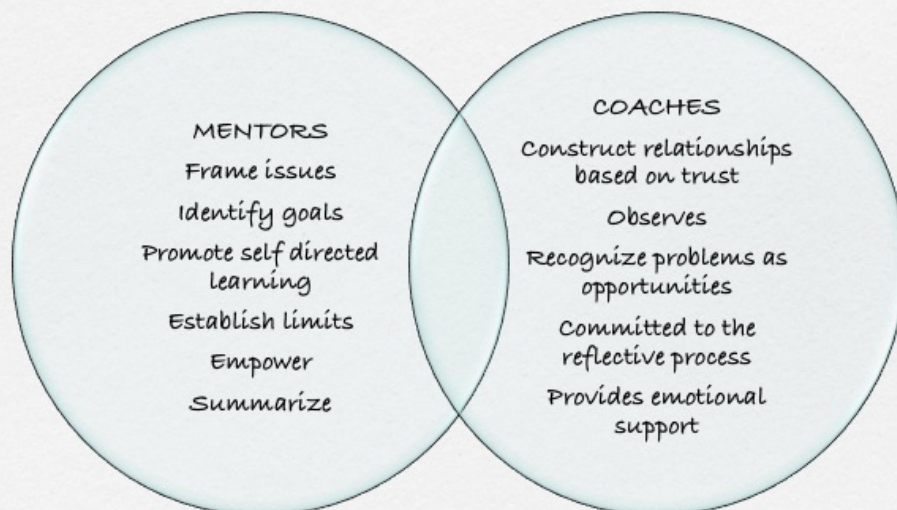


## Roles of the Principals in this Study

*Mentor Coaches design and provide a professional development model aimed at addressing specific, individualized goals generated from an Action Plan designed with the Developing Principals*

### Mentor – Coach...

### Similarities- Differences



What techniques will be used by the Mentor Coaches?



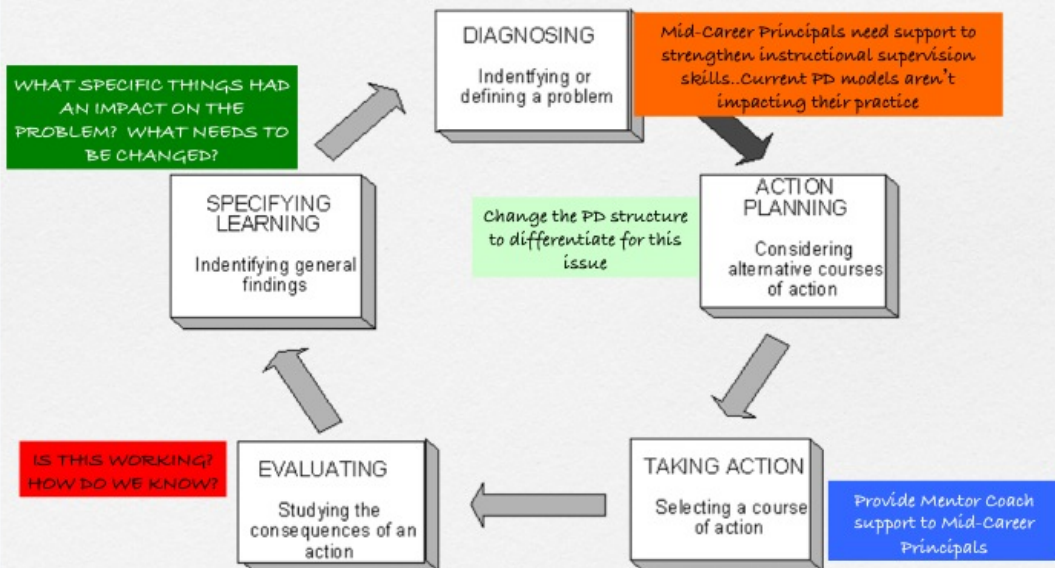
What is the purpose of this study?

Measure the impact that the Mentor Coach has on the Developing Principal to provide substantive feedback to teachers.

## Program Logistics

- Project Timeline
- Mentor Coach Logistics Timeline
  - Establishing rapport/ meeting
  - Setting a schedule to do a pre/ observation/post with two teachers at each school.
- Future dates
- Collecting Data-
  - Journaling/Audio-taping

## What is Action Research?





## What are instructional supervision skills ?

Principals engage in the following activities with the specific purpose of promoting teacher growth by:

- Providing teachers with objective feedback on current state of their instruction
- Diagnosing and solving instructional problems
- Helping teachers develop skill in using instructional strategies
- Helping teachers develop a positive attitude about continuous professional growth

## What are Mentor Coaches doing and observing?

Mentor Coach principals will have two of the following cycles with each of their assigned DEVELOPING principals

- During a Pre-conference
- During an Observation Lesson
- During a Post Conference



## The Pre-conference

### BEFORE THE PRE-CONFERENCE

- Read over lesson plan with Developing Principal
- Determine with the Developing principal what 'instructional lens' they will want to use to observe the teacher
- Provide opportunities for questions that the

### PURPOSE OF THE PRECONFERENCE

#### 1. IDENTIFY THE CONCERNS THE TEACHER IS HAVING ABOUT THEIR INSTRUCTIONAL PROGRAM

- "How is your teaching been going?"
- "Do you find you are having more success in one area than another?"

## THE PRE CONFERENCE

2. IDENTIFY THE INSTRUCTIONAL LENS THROUGH WHICH DEVELOPING PRINCIPALS WILL BE OBSERVING

## EFFECTIVE TEACHING PRACTICES

- |                                                  |                             |
|--------------------------------------------------|-----------------------------|
| • Clarity of delivery                            | • Student engagement        |
| • Variety in the delivery                        | • Student on task           |
| • Enthusiasm in the delivery                     | • Student groupings         |
| • Tone, praise and encouragement in delivery     | • Equity                    |
| • Purposeful standards based planning            | • Classroom management      |
| • Alignment of lesson objectives and assessments | • Curriculum implementation |
| • Organization of lesson                         | • Differentiation           |
| • Questioning techniques                         | • Integration of technology |
| • Addresses multiple cognitive levels            |                             |
| • Discussion methods                             |                             |

## Map of Pedagogical Knowledge



## Post-Pre-conference/ Lesson Observation

- In the video you are about to watch, imagine that you are observing this teacher in the Planning Conference as if you were her Principal.
- During the course of the Pre- Observation Conference, your Developing principal has ascertained from the teacher that she wants to work on student engagement, groupings, equity and differentiation.
- Determine how you will document your observation to provide support for your feedback



## A Newark Math Teacher



How would you coach this teacher?

- *As a group, deconstruct the observation task to determine what it would take to provide this teacher with substantive feedback through the lens of student, engagement, groupings, and differentiation*

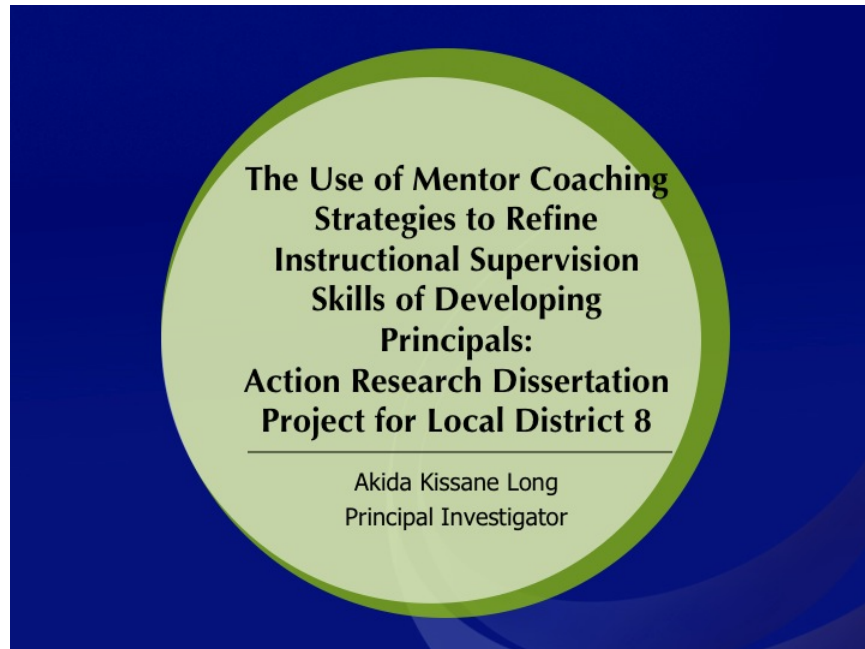
## APPENDIX 11

Overview of Mentor-Coach Principal Training  
DAY 2- Monday, October 24, 2011 4:30-7:30

- I. Review
- II. Health and Welfare
  - a. Questions/ Concerns
- III. Emotional Intelligence (Goleman, 1995 )
  - a. Objectives
    - i. Define Emotional Intelligence
    - ii. Analyze core concepts/ key processes for elements of Emotional Intelligence
- IV. What is a Coach/ What is a Mentor-Coach?
  - a. How are they alike/ How do they differ
    - i. Objectives-
      - 1. Identify the characteristics of a Mentor-coach and a Coach
      - 2. Identify the roles of a Mentor-Coach and Coach
      - 3. Compare the roles and characteristics of Mentor-Coach and Coach
- V. What is Blended Coaching
  - a. Objectives
    - i. Identify the 5 strategies of Blended Coaching
    - ii. Apply specific coaching strategies to varied situations
    - iii. Demonstrate the ability to identify and apply techniques of the 5 coaching strategies
- VI. Confidentiality, Ethics of Coaching
- VII. Next Steps / Future Dates

## APPENDIX 12

### DAY 2 - SLIDES FROM MENTOR COACH TRAINING



The Use of Mentor Coaching  
Strategies to Refine  
Instructional Supervision  
Skills of Developing  
Principals:  
Action Research Dissertation  
Project for Local District 8

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Akida Kissane Long  
Principal Investigator

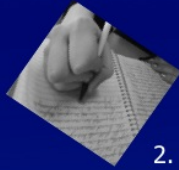
## Review Pt. 1

- **Program Logistics**

- **Future Dates**

- **December 9, 2011-First Cycle with each DP completed**
    - **December 12, 2011-Mentor Coach Focus Group- LD8 Office**
    - **January 27, 2012- Second Cycle with each DP completed**
    - **January 30, 2012- Mentor Coach Focus Group**
    - **June 16, 2012- Graduation Day!!!**

## Journaling Guidelines



1. Include date, time and place of each observation.  
**In order to maintain confidentiality, label your principals in a way that will help you remember them, but do not use their names.**
2. Write a narrative in the first person ( I, we...) of what occurred. ( Use your recording device and listen while you write). It is not necessary to transcribe the recordings. They are to be used to inform your perceptions.
3. Your perspective is what is being measured, so remember to **include all that you think, believe, perceive, intuit, judge and feel.**

## Questions from Last Week...

### Points that you need to review...

- Establishing observation cycles?
- Developing Principal Matches?
- Establishing the lens?
- Recording perceptions?
- Journaling?



## Building TRUST

- Demonstrate a genuine concern for the DP's growth

**Invite and initiate communication between sessions. email/texts are great. Let them know that you are thinking about them.**

- Maintain confidentiality at all times
- Establish your Mentor / Coaching Agreement
  - See the pocket of your Journal...



## Building Trust (cont...)

- Be on time, keep appointments
- Follow up on your DP's action steps
- Be committed
- Champion new behaviors
- Ask permission





## Building TRUST...

- Be present and flexible

–



Cell, texts, email check

- Keep your promises

– Write down what you promise and do it within 48 hours.

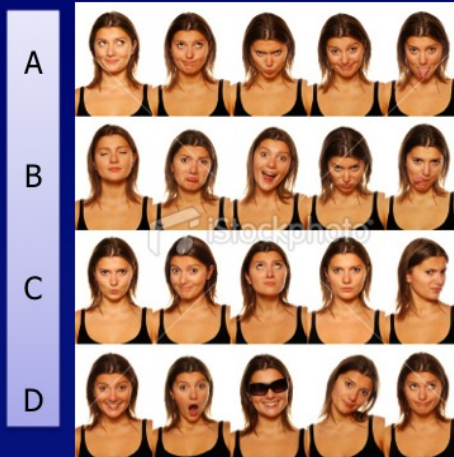
- Be honest

Mentor Coach

7

## Communication is the KEY!

What is being communicated?



Mentor Coaching

8

# Active Listening

- Listening Deeply-Focus on what is being said by the DP
  - Their beliefs, issues, actions, attitudes, interpretations
- Superficial Listening- Is that really listening?
- Objective Listening- Beyond the words...
- Intuitive Listening- Translation...
- Listening for Emotion- Interpretation...



# Direct Communication/Feedback

- Clear feedback
  - Be sincere and avoid sugarcoating comments
  - Focus on the positive attributes before areas of improvement
  - Be descriptive rather than judgmental
  - Focus on Behavior and performance versus the person
  - Turn negative feedback into a new goal or challenge
  - Deliver feedback in an encouraging, supportive manner



# Blended Coaching



Mentor Coaching

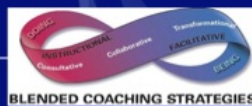
12

## Instructional

## Facilitative

Ways of Doing	Ways of Being
1. Establish criteria for preconference, observation and post conference	1. Brainstorming ideas with your Instructional Team for how to best structure learning for teachers in classroom observations
2. Scripting observable behaviors in the lesson observation	2. Examining all approaches in the way that teachers learn from observed classroom lessons
3. Designing a way to structure teacher feedback conferences.	3. Using the supervision process to uphold high standards and support ongoing professional growth.

Mentor Coaching



13

## Strategies/Moves of Facilitative Coaching

- Paraphrasing
  - So...
  - Let me make sure I understand...
  - In other words...it sounds like...
- Clarifying
  - Could you tell me more about...
  - Tell me what you might mean by...
  - Could you give me an example...
  - How is that different from...



## Facilitative Moves (con't)

- Interpretation
  - What you are describing could mean...
  - Could it be that what you are saying is...
  - Is it possible that ...
- Mediation
  - What criteria do you use to...
  - What might happen if...
  - How would it look ...
  - What is the impact of...on students...





## Strategies/Moves of Instructional Coaching

- Instructional –
  - Would you like more information...
  - Would you like to review some options...
  - Would you like for me to share some resources...
- Summarizing-
  - You stated that your goal is...
  - Let's review the key points in our discussion...
  - Tell me your next steps...
  - So this is your homework...



## Strategies/Moves Instructional Coaching

- Transformational-
  - Let's try a role play
  - How could we turn that 'rut' story into a 'river' story?
  - What new 'way of being' are you willing to try out?



## APPENDIX 13

### LETTER of INTRO TO DEVELOPING PRINCIPALS

From the desk of Akida Kissane Long

October 2011

Dear Colleague,

I am sending you this note as a principal colleague and a doctoral student from the UCLA Educational Leadership Program. I am approaching you having received prior approval from UCLA, ASUSD and our Local District Superintendent. Your name was randomly selected from a list of those identified by our local superintendent as a developing principal.

When I first started the EdD program, I knew that I wanted to do something that would contribute to enhancing the performance of principals. For the past two years, I have studied the problem of principal professional development. My determination is that more focus for principal professional development should be on differentiated learning using a model for mentor-coaching and coaching. This is not aimed at beginning principals, but what we will call Developing Principals

The nature of this research will involve a commitment from you for the next 6 months. Should you agree to volunteer to be part of this study, you will be one of 10 principals from our local district to:

- receive training on a principal assessment tool aligned with the national leadership standards
- work with a Mentor-Coach Principal for the next 18 weeks,
- collaboratively develop a standards-based action plan for you to work on with a
- participate in an ongoing network of Developing Principals to provide input to the professional development model
- keep journals and logs of the experience

I have attached a proposed timeline for our project, outlining the time commitment.

You are under no obligation to accept. However, if you do accept to participate with the study through its entirety, you will receive my eternal gratitude, acknowledgment in my dissertation, and a gift card from Burke Williams.

I will be contacting you in the next few days to speak with you specifically about the project. In the meantime, I would like to thank you in advance for your consideration in participating in this pilot research project.

Sincerely,

Akida Kissane Long

Mentor-Coach/ Developing Principal Commitment

University of California, Los Angeles

### **CONSENT TO PARTICIPATE IN RESEARCH**

The Use of Mentor Coaching Strategies to Refine Instructional Supervision Skills of Developing Principals

You are asked to participate in a research study conducted by Akida Kissane Long EdD(C) Primary Investigator and Dr. Robert Cooper /Dr. Eugene Tucker Faculty Supervisors, and associates from Educational Leadership Department, at the University of California, Los Angeles. You were selected as a possible participant in this study because of your position as a principal in Local District 8. Your participation in this research study is voluntary.

#### **Why is this study being done?**

*This study is being done to explore the ways in which non-evaluative personnel ( Mentor coach principals) can use various strategies to enhance the instructional supervision skills of mid-career principals*

#### **What will happen if I take part in this research study?**

If you volunteer to participate in this study, the researcher will ask you to do the following:

- *Participate in one-on- one interview*
- *Participate in classroom observations with other principals*
- *Meet with other principals to discuss your practice as either a mid-career or mentor coach principal*
- *Keep a journal regarding your experiences as a study participant*

#### **How long will I be in the research study?**

##### Mid-Career Principals

Participation in the study will last for 12 weeks.

##### Mentor Coach principals

Participation in this study will include

- a two day training in August
- Monthly meetings with for Mentor Coach Team
- at least 1 face-to-face meeting with your assigned principals each month which includes classroom observations and post observation conferences.

#### **Are there any potential risks or discomforts that I can expect from this study?**

*There are no anticipated risks with this study*

### **Are there any potential benefits if I participate?**

You may benefit from the study because you will receive training and support from colleagues which will be confidential and non evaluative.

The results of the research may add to a professional body of knowledge on how to best conduct professional development experiences with principals.

### **Will I receive any payment if I participate in this study?**

You will receive a \$50.00 iTunes gift card for your participation in the study.

### **Will information about me and my participation be kept confidential?**

Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of securing information in a locked file cabinet and using letters and numbers in place of names in the study.

### **Withdrawal of participation by the investigator**

The investigator may withdraw you from participating in this research if circumstances arise which warrant doing so. If confidentiality is in anyway violated or if the tasks for the study are not complied with, you may have to drop out, even if you would like to continue. The investigator will make the decision and let you know if it is not possible for you to continue.

### **What are my rights if I take part in this study?**

You may withdraw your consent at any time and discontinue participation without penalty or loss of benefits to which you were otherwise entitled.

You can choose whether or not you want to be in this study. If you volunteer to be in this study, you may leave the study at any time without consequences of any kind. You are not waiving any of your legal rights if you choose to be in this research study. You may refuse to answer any questions that you do not want to answer and still remain in the study.

### **Who can answer questions I might have about this study?**

In the event of a research related injury, please immediately contact one of the researchers listed below. If you wish to ask questions about your rights as a research participant or if you wish to voice any problems or concerns you may have about the study to someone other than the researchers, please call the Office of the Human



Research Protection Program at (310) 825-7122 or write to Office of the Human Research Protection Program, UCLA, 11000 Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694.

**SIGNATURE OF STUDY PARTICIPANT**

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

**SIGNATURE OF PERSON OBTAINING CONSENT**

In my judgment the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

\_\_\_\_\_  
Name of Person Obtaining Consent

\_\_\_\_\_  
Contact Number

\_\_\_\_\_  
Signature of Person Obtaining Consent

\_\_\_\_\_  
Date

## APPENDIX 14

(Adapted from ASCD Mentor-coach/protégé agreement)

This is a commitment between

\_\_\_\_\_ Mentor-Coach Principal and  
\_\_\_\_\_ Developing Principal, established on  
\_\_\_\_\_.

- We will make every effort to really get to know each other, not only as Mentor-Coach/ Developing Principals, but as people.
- Our relationship will be completely confidential.
- When we get together, we will be focused, fully present, and engaged with one another.
- We will recognize and respect each other's experiences, learning styles, values, beliefs and priorities.
- We will honor our commitments to one another. In that way we will:
  - Come prepared
  - Keep our commitments
  - Be on time
  - Fully devote our time together to each other, to addressing today's challenges/ needs and to our mentor-coaching goals
  - ...and if we can't, we will contact our partner in advance of our meeting
- We will be open and honest
- We will recognize that challenges, mistakes and problems are all learning opportunities and will strive to focus on "how we got here" only long enough to avoid returning soon, and focus more on solutions-focused thinking to move forward.

## APPENDIX 15- SLIDES FROM DEVELOPING PRINCIPALS MEETING

# \* Developing Principals' Meeting: Action Research Dissertation Project for Local District H

Akida Kissane -Long  
Principal Investigator

- Identify the purpose of the purpose of the study
- Review project logistics
- Clarify the roles of the Mentor-Coach Principals and the Developing Principals

## \* Project Objectives

- \* Measure the perceptions of the impact that Mentor Coach Principals have on Developing Principals in various instructional supervision activities including
  - \* Providing actionable feedback to teachers during pre and post observation conferences
  - \* Using strategies modeled by Mentor-Coaches
  - \* Establishing an instructional focus during lesson observations

## \* Purpose of the Action Research Study

- \* Kearney's model of Principal Development
- \* LDH superintendent provided the rubric
- \* Random selection
- \* Voluntary participation
- \* Intentional matching



## \* How were you selected for study participation?

- \* According to Developing principals, what impact if any, do Mentor-coach principals, have in assisting Developing principals refine their skills observing instruction, providing substantive feedback to teachers and conducting pre and post observation conferences?
- \* According to Mentor-coaches and Developing principals, what content, methods, and activities were effective or ineffective in the mentor coaching process? How are their perspectives similar or different?



## \* Research Study Questions

- \* According to Developing principals, what impact if any, do Mentor-coach principals, have in assisting Developing principals refine their skills observing instruction, providing substantive feedback to teachers and conducting pre and post observation conferences?
- \* According to Mentor-coaches and Developing principals, what content, methods, and activities were effective or ineffective in the mentor coaching process? How are their perspectives similar or different?



## \* Research Study Questions



- \* Have a meeting with your assigned Mentor-Coach this week to get acquainted and to set dates for observation cycles
- \* Select 2 teachers with whom you have an established rapport and/or are STULLing this year
- \* Get some possible dates for an Observation Cycle that can occur before the second week of December and the third week of January. Plan time to meet with your teacher for
  - \* Pre-observation/ Lesson Observation/ Post Observation
- \* Allow time to meet with your Mentor-Coach before and after each session with your teacher

\* Study Logistics...

- \* Have a meeting with your assigned Mentor-Coach this week to get acquainted and to set dates for observation cycles
- \* Select 2 teachers with whom you have an established rapport and/or are STULLing this year
- \* Get some possible dates for an Observation Cycle that can occur before the second week of December and the third week of January. Plan time to meet with your teacher for
  - \* Pre-observation/ Lesson Observation/ Post Observation
- \* Allow time to meet with your Mentor-Coach before and after each session with your teacher

\* Study Logistics...

- \* Journal all of the interactions you have with your Mentor-Coach Principal.
- \* Complete the first observation cycle by December 9, 2011
- \* I will contact you to exchange journals with you by December 12, 2011
- \* Conduct the second Observation Cycle by January 27, 2012.
- \* Continue to journal all interactions with your Mentor-Coach
- \* Plan to participate in Developing Principals' Focus Group on February 7, 2012

## \* Study Logistics...

- \* Support
- \* Guide
- \* Instruct
- \* Reflect
- \* Consult
- \* Observe
- \* Counsel
- \* Collaborate



## \* Role of the Mentor Coach

Principals engage in the following activities with the specific purpose of promoting teacher growth by:

- \* Providing teachers with objective feedback on current state of their instruction
- \* Diagnosing and solving instructional problems
- \* Helping teachers develop skill in using instructional strategies
- \* Helping teachers develop a positive attitude about continuous professional growth

## \* What are Instructional Supervision Skills

- \* Include date, time and place of each observation.
- \* Write a narrative in the first person ( I we) of what occurred between you and your Mentor-Coach.
- \* Your perspective is what is being measured, so remember to include all that you think , believe, perceive, intuit, judge and feel.
- \* Your written word becomes my data...



## \* Tips on Journaling...



## APPENDIX 16-

### Mentor Coach Logistics and Timeline

November 1-11

- Make an appointment with each of your Developing Principals (DPs)
- Plan to visit in the mid-morning during a school day at the DPs site
- Get to know each other, build rapport walk campus and classrooms, stay for recess or lunch.
  - o Talk about the school and the instructional program
  - o Talk about the teachers and their levels of expertise
  - o Decide which teacher they will use to conduct their pre-observation, observation and post-observation conference.
    - Suggest using a teacher that they are Stalling.
  - o Provide a few dates to the DP for flexibility in scheduling.

November 11-December 15, 2011

- Complete at least one of the two DPs in a complete cycle with a teacher.
- Provide me with the journal / media files of the coaching sessions with the DP

December 5 or 11, 2011

- Meet to discuss / refine the first observation cycle.
- Collect journals from first cycle

Jan 9-27, 2012

- Complete the last of the coaching cycles with DPs
- Provide me with the journal / media files of the coaching sessions with the DP

Jan 30, 2012

- Final meeting / Focus group with Mentor-Coach Principals

## **APPENDIX 17- Questions for 6-week Focus Groups - Mentor-Coach Principals**

1. In a given month how many times have you had face-to-face contact with your Developing Principal?
2. In a given week, how often have you communicated via phone or email? Who initiated the contact?
3. What instructionally focused goals are you working on with your Developing Principal?
4. What type of support have you provided in reaching those goals?
5. What kind of support do you need to provide greater support to your Developing Principal?

## **APPENDIX 18-Questions for 6-week Focus Groups - Developing Principals**

1. In a given month how many times have you had face-to-face contact with your Mentor-Coach Principal?
2. In a given week, how often have you communicated via phone or email? Who initiated the contact?
3. What instructionally focused goals are you working on with your Mentor-Coach Principal?
4. What type of support have you provided in reaching those goals?
5. What kind of support do you need from your Mentor-Coach Principal to receive greater insights into supervising instruction and conducting feedback conferences?

## **APPENDIX 19- Post-Participation Focus Group Meeting Questions**

### **For Mentor-Coach Principals**

- 1.** In a given week, how often did you interact with your Developing Principal? What types of interactions did you have? Who initiated the interactions?
- 2.** What coaching techniques were most effective in working with your Developing Principal?
- 3.** In what ways did you Mentor-Coach your Developing Principal? What topics were most important to them?
- 4.** What technical assistance did you provide the Developing Principals? In percentages, what amount of time did you spend on technical aspects of the job?
- 5.** What was more comfortable for you to do, coach or mentor-coach? Elaborate on your answer.

**APPENDIX 19A- Short Answer questions to be administered immediately following the Focus Group meeting.**

6. What impact, if any, do you perceive to have had on the Developing Principal?
  
7. What growth, if any, did you see over the course of time that you worked with your Developing Principal?
  
8. What benefits, if any, do you perceive this model having in the professional development of principals?
  
9. What impediments, if any, do you perceive this model having on the professional development of principals?
  
10. What changes to the process would you make in creating this model for mentor-coach coaching? What would you do differently for the next training?
  
11. What other observations do you have about the work that you did with your Developing Principal?

## **APPENDIX 20- Post-Participation Focus Group Meeting Questions**

### **For Developing Principals**

**- To be administered immediately following the Focus group session with Developing Principals.**

- 1.** What growth, if any, did you see over the course of time that you worked with your Mentor-Coach Principal?
- 2.** What benefits, if any, do you perceive this model having in the professional development of principals?
- 3.** What impediments, if any, do you perceive this model having on the professional development of principals?
- 4.** What changes to the process would you make in creating this model for mentor-coach coaching? What would you do differently for the next training?
- 5.** What other observations do you have about the work that you did with your Mentor-Coach Principal?

**APPENDIX 21 Data Collection Matrix/ Units of Analysis**

<b>Research Question</b>	<b>Data Collection</b>	<b>Units of Observation</b>	<b>Data Sources</b>
1. According to Developing principals, what impact if any, do Mentor-coach principals, have in assisting Developing principals refine their skills observing instruction, providing substantive feedback to teachers and conducting pre and post observation conferences?	<ul style="list-style-type: none"> <li>-Interviews with Developing Principals</li> <li>-Open-ended surveys</li> <li>- Journals</li> </ul>	<ul style="list-style-type: none"> <li>- Journal entries of the principals</li> <li>-Transcripts from interviews</li> <li>- Responses from open-ended survey</li> </ul>	<ul style="list-style-type: none"> <li>- The Developing Principals' Calendars</li> <li>-Weekly bulletins</li> <li>-Written communication to teachers from principals</li> <li>-Schedules</li> <li>-Principals' coaching logs and journals</li> </ul>

<b>Research Question</b>	<b>Data Collection</b>	<b>Units of Observation</b>	<b>Data Sources</b>
2. According to Mentor-coaches and Developing principals, what content, methods, and activities were effective or ineffective in the mentor coaching process? How are their perspectives similar or different?	<ul style="list-style-type: none"> <li>-Open ended surveys of Mentor-Coach Principals</li> <li>-Interviews with Mentor-Coach Principals</li> <li>- Research Mentor-Coach Principal team meetings</li> <li>-Focus group discussions with Mentor-Coach Principals</li> </ul>	<ul style="list-style-type: none"> <li>-Responses of Mentor-Coach Principals from survey questions</li> <li>-Professional Development session outcomes from Mentor-Coach Research team Monthly meetings</li> <li>- Transcripts from Mentor-Coach Focus groups meeting</li> <li>-Transcript from Mentor-Coach Principals interviews</li> <li>- Journals from Mentor-Coach Principals</li> </ul>	<ul style="list-style-type: none"> <li>-Survey responses</li> <li>- Transcripts from interviews and focus groups</li> <li>-Journals of Mentor-Coach Principals</li> </ul>

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