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UC Berkeley LEADERSHIP PROGRAMS

IMPACT REPORT

FLYING WITH OUR OWN WINGS: THE ESSENTIAL ROLE OF LEADERS IN SUPPORTING PEDAGOGICAL MENTORING

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EXECUTIVE SUMMARY

School leaders play a critical role in setting the conditions, providing ongoing support, and modeling a learner stance in order to optimize teacher professional development and ultimately improve pedagogical practice. An analysis of the implementation of a pioneering peer coaching and mentoring initiative in Santiago, Chile offers a unique opportunity to deepen our understanding about the role leaders play in supporting, sustaining, and scaling professional learning for teachers.

In 2017, the Principal Leadership Institute, one of the Leadership Programs of the Graduate School of Education, entered a two-year partnership with Centro de Desarrollo de Liderazgo Educativo (CEDLE) at Universidad Diego Portales in Chile to design one of the first peer mentoring and coaching initiatives in the country. During the pilot year, the Pedagogical Mentoring program was implemented in five schools with 15 mentor teachers and leaders. Because Pedagogical Mentoring was a new method of professional development for the Chilean schools that participated in the project, we can learn a great deal from the Chilean educators' novice perspectives about what it takes to develop a sustainable model of peer mentorship and about the power and potential of peer coaching to support school improvement efforts.

Our analysis confirms that school leaders, including principals and teacher-leaders, contributed greatly to the successful implementation of this initiative as well as the reciprocal learning for all participants. Although peer mentoring and instructional coaching are not new concepts in the United States, our work can be informed by focusing on the role of leaders in executing these professional development efforts. This investigation of the specific leadership actions carried out by Chilean educators in an early attempt to implement Pedagogical Mentoring provides a new lens through which to understand the conditions necessary to foster a successful coaching model in the United States that is designed for long-term, sustainable impact.

FLYING WITH OUR OWN WINGS: THE STORY OF ESCUELA OSCAR BONILLA

After spending the morning discussing the Pedagogical Mentoring initiative with teachers, staff, and administrators of Escuela Oscar Bonilla, a K-8 school located in the Puente Alto district in Santiago, Chile, principal Ximena stood up to address the staff and guests assembled around a large wooden table in the small school library. She described how grateful she was for her staff's full participation in the Pedagogical Mentoring project as well as how much they had all learned together through this collaborative effort. She reflected on the fact that as a leader, she is constantly learning too. She ended her talk by pointing out that they are now well-positioned to scale this peer mentoring work school-wide and continue ongoing training at their site with additional teachers. In addition, she celebrated the fact that the staff now did not have to rely solely on the mandated teacher evaluation system, but rather had a new method to examine and improve their own practice. In her words, "We are flying with our own wings now!" The room erupted with cheers from teachers and staff, who shared their school leader's sense of pride and accomplishment.

INTRODUCTION

The Principal Leadership Institute (PLI) has a history of collaborating with international partners in order to deepen our understanding about school improvement initiatives in the United States and beyond. Beginning in 2016, PLI was invited to serve as an advisor to CEDLE as part of a Chilean national educational investment focused on improving the preparation and support of school and district leaders. Funded by the Chilean Ministry of Education, PLI supported the design and training of the Pedagogical Mentoring program as one of CEDLE's key initiatives. The goal of this project was to build capacity within Chilean schools to engage in peer mentoring and provide job-embedded, ongoing professional development in order to improve teacher practice and impact student outcomes.

Implementing the Pedagogical Mentoring initiative in Chilean schools presented a unique challenge due to Chile's history of punitive teacher evaluation systems and the recent focus on national standardized test scores as a measure of school effectiveness (Yancovic, Vargas, & Barrios, 2016). Chilean teachers are accustomed to external evaluators observing their classroom practice utilizing a rubric of pre-determined skills that is often disconnected from the specific learning needs of individual teachers. The evaluation system currently in place lacks validation and legitimacy from teachers because it presents a very narrow notion of the role of teachers, which in some cases does not align with what educators conceive of as good teaching. According to Chilean teachers, the punitive impact of the evaluation system also triggers emotional stress, anxiety, job insecurity, anger, and fear (Santelices, Taut, Araya, &



The Chilean flag prominently displayed at the front of Escuela Oscar Bonilla

Manzi, 2013). The Pedagogical Mentoring initiative sought to shift the focus and ownership of professional learning back into the hands of the Chilean teachers, making them the drivers of their own improvement. Through Pedagogical Mentoring, teachers were empowered to identify their own areas of growth, challenged to reflect on their practice, and encouraged to use each other as thought-partners to arrive at innovative solutions to best serve their students.

PEDAGOGICAL MENTORING DESIGN

The Pedagogical Mentoring program design was informed by decades of research in the United States that highlights the importance of collaborative professional learning opportunities for teachers in order to improve outcomes for students (Mulford & Silins, 2011; Youngs & King, 2002; Clement & Vandenberghe, 2001). Furthermore, it is supported by the well-documented strategy of peer mentoring as a method of improving teacher practice (Forbes, 2007; Joyce & Showers, 1982; Rauch & Whittaker, 1999; Manouchehri, 2001), and literature on effective instructional leadership (Blase & Blase, 2000). Early research on instructional leadership encourages leaders to engage in instructional dialogue with teachers that supports risk-taking on the part of teachers as they experiment with new pedagogical strategies (Blase & Blase, 2000). In addition, literature on the importance of teachers engaging in reflective practice (Landry et al., 2009; Bransford et al., 2000; Elmore, 2002) as well as maintaining a sense of autonomy (Ryan & Deci, 2000) aligns well with the Cognitive Coaching model (Costa et al., 2014), which emphasizes teachers analyzing their own practice and developing their own solutions with the help of a peer coach.

The Pedagogical Mentoring initiative consisted of four modules of professional learning for teachers in Santiago, Chile. Participants included school teams of three Mentors:



Future Mentors and Co-Mentors examine the concept of interdependencia at the Pedagogical Mentoring training

two teacher-leaders and one school administrator (principal). Five school teams attended each of the modules described below. In addition, CEDLE identified a cadre of Co-Mentors (experienced school teachers and leaders) to serve as support-providers to the Mentors throughout the course of this project. Co-Mentors were trained separately in advance of the start of the Pedagogical Mentoring project, and also attended each of the training modules alongside their assigned school teams.

MODULE 1: Introduction to Pedagogical Mentoring

Participants examined the contexts, conditions, and challenges of developing teacher practice in Chilean schools. This Module also introduced a variety of teacher observation tools designed to help participants build their capacity for conducting classroom observations.

MODULE 3: Practicum

Mentors worked with volunteer teachers (Mentees) to engage in full coaching cycles, including pre-observation meetings to establish teacher goals and areas of focus; classroom observations; and post-observation meetings to help teachers reflect on their practice. While engaging in the on-site practicum, Mentors continued to meet with their Co-Mentors, who made regular site visits to the schools to offer support for the project implementation.

MODULE 2: Instructional Coaching

This three-day training focused on the fundamentals of Cognitive Coaching, techniques of classroom observation and data collection, and how to engage in coaching conversations. Participants practiced writing mediative questions designed to push teachers to think deeply about their practice. Module 2 culminated in school teams engaging in planning with their assigned Co-Mentors regarding how the project would be implemented at their individual school sites.

MODULE 4: Final Reflection

Participants reconvened to reflect upon how the implementation went at their sites and discuss how to continue the work as a long-term, sustainable improvement initiative.



CEDLE staff and Co-Mentors Esteban Dinamarca, Carolina Cuéllar, Paulina Leiva, Pamela Fuentes, Marco Saavedra, Patricia González, Ivonne Rosales, César Maldonado Díaz, and María Jesús Espinosa (left to right) at the Pedagogical Mentoring training

Including principals as Mentors and inviting them to be trained alongside their teacher-leaders was a critical component of this program design. During Module 2, the school teams worked collaboratively to understand the methods of Cognitive Coaching, engaged in coaching simulations, and reflected upon the particular contextual factors of their school sites that would impact the implementation of peer coaching. Having principals working side by side with teachers in support of professional learning represented a shift from traditional, rigid hierarchical relationships in which school leaders

primarily occupy a position of authority. In this project, principals were expected to grapple with the new coaching methodology along with their teacher-leaders, and embody the role of Mentors themselves, offering non-evaluative instructional support to teachers who voluntarily became Mentees. This expanded conception of coaching, which recognizes the value of leaders engaging in peer mentorship relationships with teachers, is recommended by researchers as a way to optimize coaching outcomes in schools (Moody, 2019).

EARLY IMPACTS OF PEDAGOGICAL MENTORING IN CHILE

In 2018, the pilot year of implementation, several positive impacts related to teacher reflection and practice emerged as a result of the Pedagogical Mentoring initiative. In addition, factors contributing to and detracting from the implementation were analyzed. According to program participants across the five implementation sites, factors that facilitated Pedagogical Mentoring included voluntary participation by the Mentors and Mentees; the explicit focus on teaching and learning; the emphasis on reflection; the role of the leadership team at the school sites; and the role of Co-Mentors as peer guides. In addition, participants acknowledged factors that hindered the implementation, including interruption of the coaching cycles due to schedule conflicts; limited dissemination of Pedagogical Mentoring in the school community; and assimilation of the values embedded in the Chilean teacher evaluation system, which proposes a model of teacher professional development substantially different from that of the Pedagogical Mentoring project. The data evidenced that

the school leaders influenced most of the factors that facilitated the development of the project, as well as the ones that hindered it.

EARLY IMPACTS OF PEDAGOGICAL MENTORING IN CHILEAN SCHOOLS

1. Teachers engaged in reflection about their practice and identified areas of growth.
2. Teachers reported actual shifts in their pedagogical practice.
3. School sites prepared to scale and sustain the work.

Each of these initial impacts occurred to varying degrees at the schools where Pedagogical Mentoring was implemented. This impact report focuses primarily on the outcomes at one K-8 school, Escuela Oscar Bonilla, located in the Puente Alto district in Santiago, Chile, where the Pedagogical Mentoring initiative quickly gained momentum and began to expand in scope due largely to the intentional support of the school leader. Often, school reforms have limited impact on teacher practice or lose steam soon after being introduced (Cuban, 1990). However, at this site, teachers engaged in deep reflection on their professional areas of growth during the pilot year and were eager to share about how peer coaching led to concrete improvements in pedagogy. Describing the classroom dilemma she chose to focus on with her Mentor coach, one Mentee teacher recounted, “My challenge was that I wanted all students to participate in the activity because usually it’s just some students that engage. . . . But I want and expect that all of them participate. . . . And we [my Mentor and I] concluded that I am the one who guides the students so I am the one who has to ask questions. But we also concluded that the students can also ask each other and answer to each other as well. So, it doesn’t have to be me giving the answers, but also their classmates can give them answers to what we are trying to find out.” Several teachers echoed this Mentee’s reflection as they grappled with how to increase student engagement and refine their questioning techniques. In addition, some teachers focused on the relational aspects of teaching, such as how to foster a positive classroom climate in order to improve classroom management. Discussing classroom observation data with Mentors allowed teachers to reflect on how their pedagogical decisions were adding to or detracting from the climate of the classroom.

As a result of the early impacts of the Pedagogical Mentoring initiative, Escuela Oscar Bonilla was able to begin the process of scaling this work school-wide as the teaching staff began taking ownership of their professional learning. Once the positive word began to spread among the staff about this work, additional teachers expressed interest in being trained as Mentors and in being coached by Peer Mentors. Teachers who did not have natural grade-level partners to collaborate with, like the preschool teacher who often worked in isolation, were excited for the opportunity to work with a Mentor who would engage in discussions about their practice. The demand was so high at Escuela Oscar Bonilla that the principal had to create a waiting list for interested teachers. This is significant in the Chilean context, where teacher efficacy is primarily measured through external evaluation tools required by local districts.

The Pedagogical Mentoring initiative represented an opportunity for this staff to, according to principal Ximena, “fly with their own wings,” because teachers could use this new form of professional learning as a complement to the required external evaluation, and begin to identify the areas of instructional practice that were most relevant to their own growth and development. Reflecting on the classroom observations traditionally conducted by an external evaluator, one Mentee described, “Someone came to your classroom, with a prescription, and they said this is what you do right and this is what you don’t do right and this you have to improve. But it was external, it came from the outside, and many times I did not agree.” Teachers welcomed the shift from external evaluation to more authentic teacher-led professional learning. The opportunity to determine their own focus for professional learning contributed to the successful pilot-year implementation of this reform effort.



Co-Mentor Paz Gonzalez Vallejos (far left) collaborates with Mentors during the Pedagogical Mentoring training

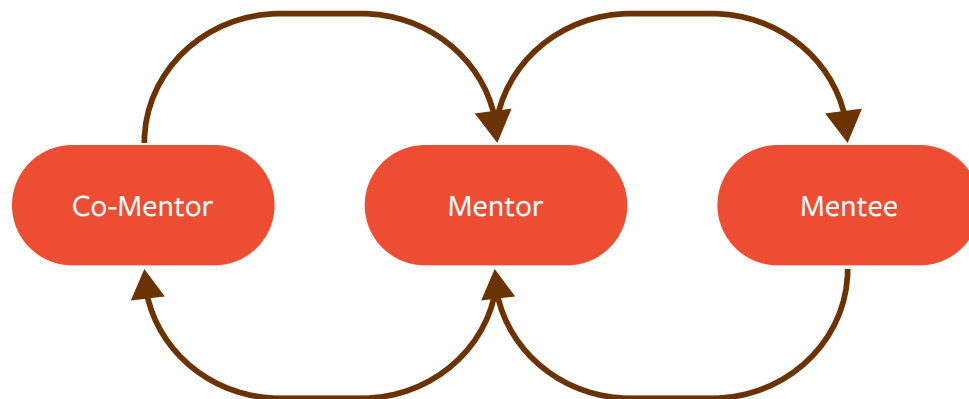
RECIPROCAL LEARNING PROCESS: UNINTENDED BENEFIT

In addition to teacher reflection on practice, shifts in pedagogy, and the interest in expanding the program, the participants at Escuela Oscar Bonilla also experienced an unintended benefit as a result of engaging in Pedagogical Mentoring. As Figure 1 illustrates, the professional learning that occurred for Mentors, Co-Mentors, and Mentees was bidirectional and reciprocal. The Pedagogical Mentoring project was designed with the goal that Co-Mentors would support the learning and development of Mentors, and that Mentors would in turn support the learning of Mentees. In addition to this intended outcome, participants revealed that learning also occurred in the other direction: after engaging in instructional dialogue with Mentees, Mentors were inspired to reflect on their own teaching practice. Similarly, Co-Mentors reported reflecting on and applying concepts such as the Cognitive Coaching habits of mind to their coaching practice as a result of engaging in instructional dialogue with Mentors. Essentially, the Pedagogical Mentoring initiative served to cultivate a

culture of reflective practice and ongoing professional learning at the school site. As one Co-Mentor shared, “I think I learned the same things as the Mentors: to be more conscious, to be flexible, to develop my own states of mind to help them to develop theirs and their Mentees’. In the end, the learning process with a frame like this one is very circular. Like a virtuous circle, one is compelled to develop in oneself what you want to promote in others.”

This aspect of the Pedagogical Mentoring program is particularly important for long-term sustainable improvement at a school site. The ability to continually build capacity among staff members ensures that instructional improvements will be spread across the teaching staff. As one Mentor described, “We as Mentors also learn to improve our own practices through the conversations in the Mentor meetings, because based on what the teachers say, you also reflect on your own practices. You also [learn] the ideas that the teachers develop. You continuously reflect.”

FIGURE 1: RECIPROCAL LEARNING PROCESS



IMPLICATIONS FOR COACHING AND PEER MENTORING IN THE UNITED STATES

Our work with teachers and leaders in Chile has several implications for practice in the United States and beyond. Analyzing the role that the school leader played in ensuring the successful implementation of the Pedagogical Mentoring initiative can help to inform the continual efforts to design professional learning opportunities for teachers that are sustainable and have direct impact on instruction.

In the United States, peer coaching and mentoring have been a long-standing improvement effort (Forbes, 2007). However, there has been little research on how leaders create the conditions for successful peer coaching and mentoring. Previous studies have documented that

principals’ active engagement in coaching initiatives as well as public endorsement of the content expertise of instructional coaches is positively correlated with teacher participation in coaching (Matsumura et al., 2009). In addition, researchers note that when principals ensure that the work of coaches aligns with the school vision and when coaches are supported in terms of time and resources, an instructional coaching model can serve as an effective way to practice distributed leadership (Jorissen et al., 2008). Recently, researchers have begun to recommend an expanded conception of coaching, which involves the school leaders not only facilitating the coaching process but also participating as coaches themselves (Moody, 2019).

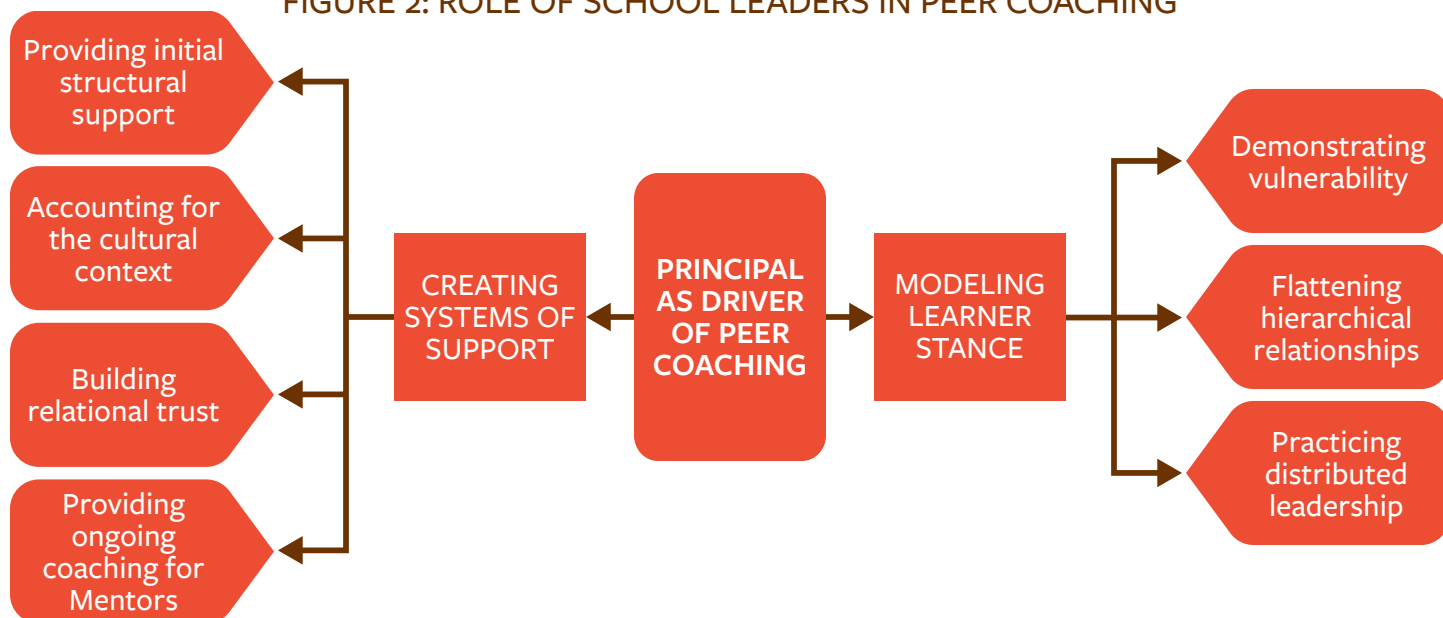


As a result of our work in Chile, we learned that when school leaders are the drivers of peer coaching and mentoring initiatives, they can leverage their ability to support their teachers in tangible and sustainable ways. Figure 2 outlines the ways that principals can enact this role as the driver of a coaching and mentoring initiative by intentionally creating systems of support and modeling a learner stance for their teachers. These efforts are essential in not only establishing the conditions for successful implementation, but also sustaining the work over time. As the driver of a reform initiative, the principal sets the tone and expectations for the teachers, while also empowering

them to take an active role in the implementation. Leaders must simultaneously leverage their positional power to create necessary ongoing systems of support, while also demonstrating vulnerability by modeling a learner stance.

Each of these leadership moves is predicated upon the principal's ability to assess their school's readiness to engage in collaborative practices such as peer mentoring. Figure 2 details the essential role a principal plays in the design and support of a job-embedded professional learning initiative such as Pedagogical Mentoring.

FIGURE 2: ROLE OF SCHOOL LEADERS IN PEER COACHING



Principals Creating Systems of Support

School improvement initiatives such as peer coaching and mentoring require explicit support from the school leader in order for teachers to incorporate these practices into their already busy work schedules. On a logistical level, this can look like allocating non-teaching time for Mentors to meet with their Mentees, conduct classroom observations, and facilitate post-observation conferences. In addition, principals have the ability to utilize their deep knowledge of the professional culture of their school context to assess the readiness of their community to engage in peer mentoring. Our work in Chile confirmed that in schools like Escuela Oscar Bonilla where an established culture of collaboration and relational trust has been cultivated by the principal, an initiative predicated upon peer support is more likely to be accepted, embraced, and promoted by the school community.

The teachers at Escuela Oscar Bonilla benefited from a supportive principal who provided job-embedded time for them to collaborate, practice, and refine their coaching technique, as well as plan for coaching sessions. These ongoing opportunities for professional learning enhanced the Mentors' ability to implement peer coaching. In

Providing Ongoing Coaching for Mentors

A unique aspect of the Pedagogical Mentoring project in Chile was its multi-tiered support design. Similar to peer mentoring programs in the United States (Jarvis et al., 2017), teachers who were being mentored received support from their colleagues through peer mentoring to engage in reflective practice. However, in the Chilean model of Pedagogical Mentoring, the mentor leaders and mentor teachers benefited from an additional layer of support. Each school was assigned a veteran educator to serve as a Co-Mentor throughout the duration of the initiative. Co-Mentors met with Mentors each month to act as thought-partners, assisting the Mentors in their developing understanding of how to apply abstract concepts of Cognitive Coaching to their practice. Co-Mentors were present during the initial training modules of the Pedagogical Mentoring, which allowed them to develop a sense of trust with the school teams. They continued the relationship throughout the pilot year of implementation, making regular site visits to support the peer mentoring project.

The Co-Mentor tiered support model was facilitated by the school principal, who ensured that Mentor teachers were

“[The principal] supported, for example, the incorporation of this model in the Plan for School Improvement, which gave us Mentors time to meet; we had time to train other Mentors, and we also had time to do classroom observations. . . . So [the principal] played a fundamental role. In other words, to have a principal engaged, that also understands this approach, facilitates the process.”—Mentor ”

addition, principal Ximena included Pedagogical Mentoring as an official part of Plan for School Improvement, Chile's version of the School Site Plan, signaling to the municipality that this initiative was a priority and was aligned with the school-wide vision. This leadership move also provided critical structural resources, such as time and space, to develop the project. One Mentor explained, “[The principal] supported, for example, the incorporation of this model in the Plan for School Improvement, which gave us Mentors time to meet; we had time to train other Mentors, and we also had time to do classroom observations. . . . So [the principal] played a fundamental role. In other words, to have a principal engaged, that also understands this approach, facilitates the process.”

Although school leaders clearly played an integral role in the successful implementation of the Pedagogical Mentoring initiative, an additional layer of support also contributed to the ongoing learning and development of the Mentors and Mentees: the Co-Mentors.

provided adequate time to meet with their Co-Mentors in order to plan for and reflect upon coaching conversations. This ongoing interaction helped to build the confidence of the Mentors, who were learning to enact their roles as coaches in support of their colleagues. This significant investment of resources is one way that leaders can signify to their staff their full commitment to a Pedagogical Mentoring initiative as an innovative form of professional learning.

This model supports the idea that professional learning should never be a one-time experience (Lyons & Pinnell, 2001). Rather, teachers are far more likely to implement a new strategy if they are offered a system of ongoing support. In addition, the model aligns with recent research, which recognizes the need to support those who are supporting teachers. Moody (2019) emphasizes the importance of instructional coaches being included in the equation of ongoing support as they develop their practice.



The Co-Mentor/Mentor/Mentee model implemented in Chile is an example of this tiered system of support in action.

Internalizing abstract concepts, like the states of mind that are critical to Cognitive Coaching, takes time and practice. The Chilean teachers and leaders felt supported to learn these concepts and had time and space to become confident in their ability to apply the concepts through the help of the Co-Mentors. One Mentor shared, “After [the initial training], we still had some confusion in some specific aspects. For instance, I did not know the states of mind, what were the most precise questions that we could ask, and she [my Co-Mentor] clarified many points. . . . I think the continuous support by the Co-Mentor gave us much more confidence and security to implement this, to carry out the project with the teachers.”

This tiered support aligns well with the literature, which contends that developing coaching practice is an ongoing process (Knight, 2008). In addition, we know that high-leverage professional development should be coupled with ongoing coaching support. In the case of Pedagogical Mentoring in Chile, not only were the teachers (Mentees) receiving direct coaching from their peers, but the Mentors were also coached by the Co-Mentors. Instead of expecting the Mentors to internalize what they learned in a three-day training and continually implement it over the course of the school year, the Pedagogical Mentoring design anticipated the need for ongoing support and provided Mentors with the necessary space to practice engaging in effective coaching conversations through the Co-Mentor role.

Principals Modeling a Learner Stance

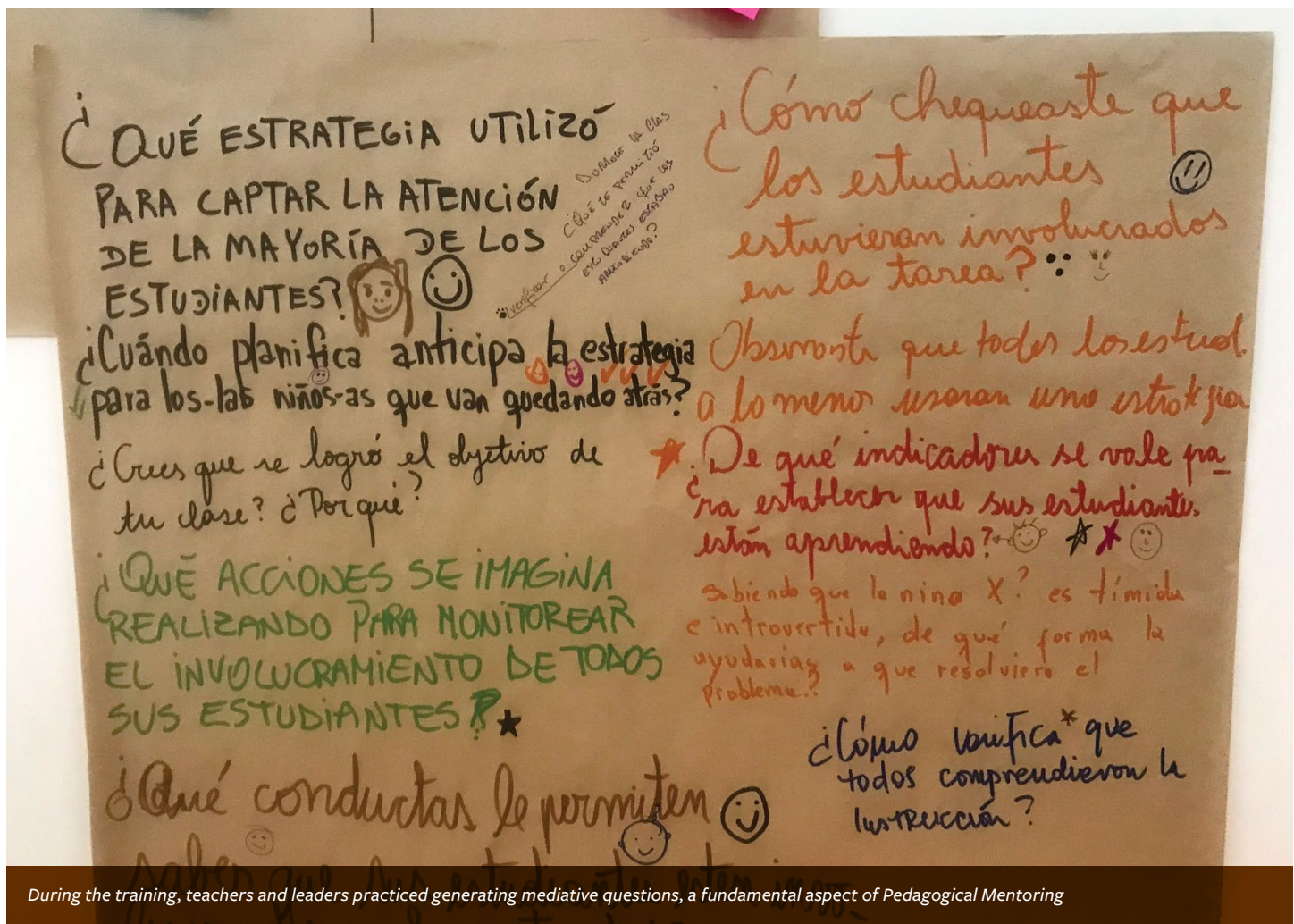
Dana (2009) describes the importance of leaders acting as head learners of their school staff. She posits that when principals model an inquiry stance and engage in continual learning, their staff is encouraged to do the same. In the case of the Pedagogical Mentoring project, the leader as head learner proved to be an effective model for implementation. While attending Pedagogical Mentoring training modules with their staff, principals took risks as they grappled with how to apply the abstract concepts of Cognitive Coaching (Costa et al., 2014) to the particular needs of their teaching staff. This demonstration of leader vulnerability encouraged teachers to be vulnerable as well while trying out this new coaching method.

Researchers propose that school leaders should actively engage with their teachers when attempting to launch a coaching initiative, for the purposes of establishing a shared vision as well as to support collaborative planning for implementation (Matsumura et al., 2009). However, our work with Chilean school leaders provides an example of principals not only attending Pedagogical Mentoring training modules with their teachers, but also becoming

peer mentors themselves. This required that the principals engage in non-punitive classroom observation and feedback with their teachers and flatten the traditional hierarchy of the school administration and teaching staff in this context.

Engaging in reflection on practice requires teachers to explore their areas of growth in order to make instructional improvements. The principal of Escuela Oscar Bonilla described the importance of reflective practice at all levels. "This is about how we reflect in front of [our] peers when we can make mistakes. . . . There are some leaders, principals, coordinators, and teachers who are leaders in their classroom, who think they are God, who don't think they can make mistakes every day." In an effort to combat this perception that leaders and teachers are infallible, principal Ximena willingly assumed the role of continual learner and encouraged her staff to do the same.

The leader's direct involvement in the Pedagogical Mentoring project in Chile conveyed the message to teachers that the formal evaluation system was not the only way to improve teacher practice. The Chilean school leaders were successful at enacting what is often an



During the training, teachers and leaders practiced generating mediative questions, a fundamental aspect of Pedagogical Mentoring

unrealized vision of the principal as instructional leader. School leaders engaging in peer mentoring alongside their teachers is one way to practice distributed leadership (Spillane et al., 2004), where multiple members of the school staff share responsibility for the collective learning of all teachers. A distributed leadership model allows an initiative like Pedagogical Mentoring to be sustained over time. The principal's full participation in the Pedagogical Mentoring initiative represents a departure from the typical role that school leaders play in support of reform efforts, such as securing adequate resources and motivating teachers to participate (Carlin, 1992). The emphasis on ongoing, formative teacher professional learning served to encourage teachers to take risks in their own pedagogy and continue to develop their practice.

CONCLUSION

Leaders play a critical role in the success of any school-wide improvement effort. When teachers are asked to engage in risky tasks such as opening up their classrooms and exposing their areas of growth, school leaders must make intentional moves to ensure successful and sustainable implementation. Privatizing classroom instruction is

heavily impacted by pre-existing norms within the school system related to teacher evaluation and professional development. Beyond simply securing adequate resources and funding, and identifying willing personnel to participate in the initiative, successful peer coaching and mentoring requires systems of support, a culture of collaboration, an explicit prioritization on the part of the leader, and a leader who is willing to model a learner stance.

The implementation of Pedagogical Mentoring in Chilean schools confirmed what we know about high-quality professional learning as an ongoing, supported practice. It also contributed to our knowledge base about how to design sustainable coaching and mentoring programs in schools, where the leader plays a critical role in implementation and support. Leaders modeling vulnerability by learning a new coaching method and trying it alongside their teachers opens the door for teachers to be vulnerable in their practice as well. School leaders in the United States should incorporate these lessons from the innovative professional learning initiative in Chilean schools as we strive to achieve the common purpose of improving teacher practice and impacting student outcomes.



Entrance of Escuela Oscar Bonilla

CREDITS

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