

Supports for Aspiring, Early Career and Experienced Administrators

COSA Winter Conference
Friday, January 25th- 3:00-4:00
Salishan, OR

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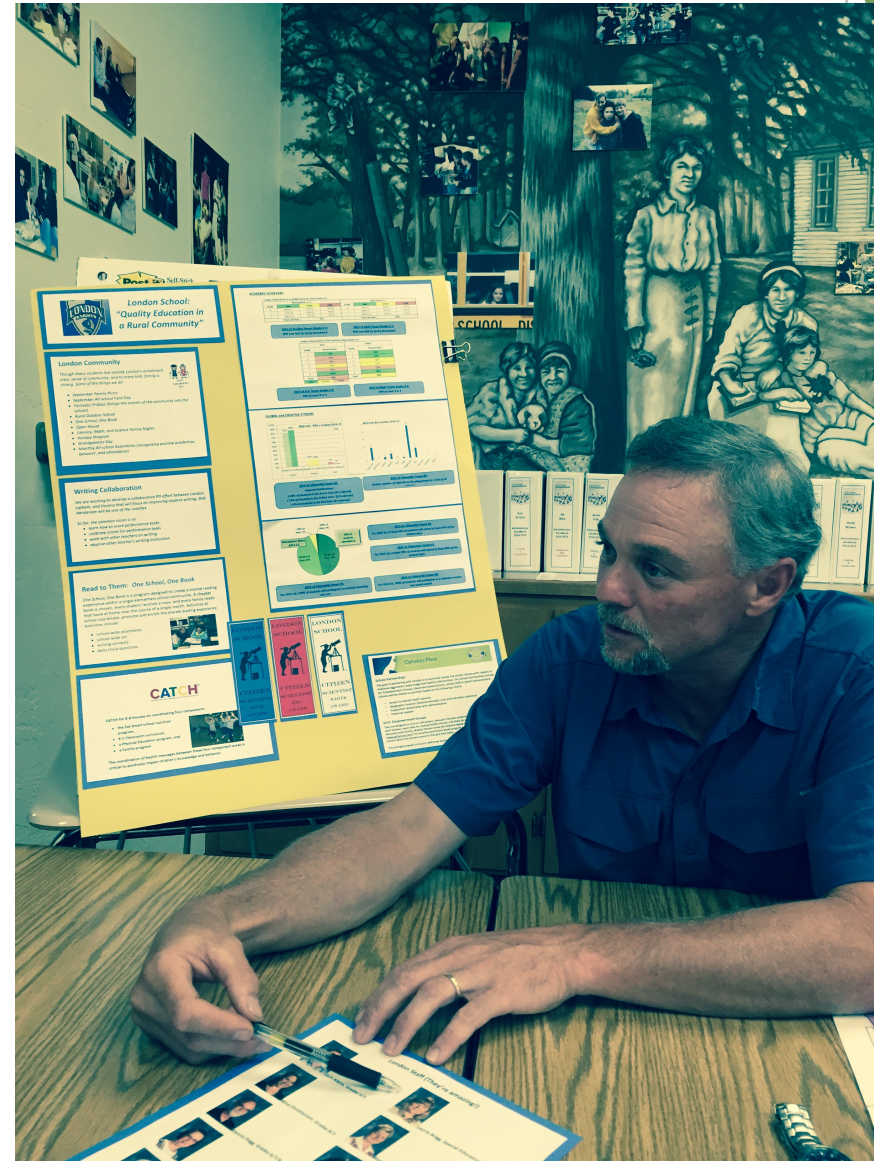
Andy Dey, Director of Secondary Education, Eugene 4J



Impact on Student Achievement

- The quality of school and district leadership is second only to the quality of classroom instruction in impacting student achievement.
- There is a positive .24 correlation between district leadership and student achievement.
- They also found a positive .19 correlation for the longevity of a superintendent and the effect they have on the average academic achievement of students in the district.

(T. Waters, R. Marzano, 2006)



Leadership Impact on Teacher Retention

- ▶ The Learning Policy Institute (2016) stated in their “Policies to Slow the Teacher Exodus” that a key strategy was to invest in the development of high quality principals.
- ▶ In the 2018 TELL survey results, 27% of respondents identified “school leadership” as the aspect of their teaching conditions that most affected their willingness to keep teaching at their school. Time during the work day and managing student conduct were the next most often chosen responses at 15% each.

“Other” TELL Survey Results

- ▶ 23% of respondents felt Oregon’s HIGHEST PRIORITY to strengthen recruitment, preparation, induction, advancement and support of educators was to “support ALL novice teachers and administrators with induction and mentoring supports during their first two years”.
- ▶ 70% of respondents reported that the “additional support they received as a new teacher was important in their decision to continue teaching at their school”.

NYC Leadership Academy Findings

“New York City principals who have worked with leadership coaches for at least five years remained at their schools twice as long as the national average, improved their ability to supervise staff, distribute leadership, communicate, and lead with resilience.”

8 Policy Changes to Support Principals

- ▶ Make coaching a part of new principal induction
- ▶ Offer coaching beyond the first two years
- ▶ Budget coaching into per-pupil expenditure
- ▶ Take advantage of ESSA flexibility
- ▶ Provide principals with ongoing, non-evaluative thought partner
- ▶ Re-envision the principal supervisory role as supportive, not just evaluative
- ▶ Develop coaching skills and monitor progress to ensure success

Percentage of Novice Educators Served

- ▶ In 2017-18, only 25% of school districts received state mentoring grants for teacher and administrators.
- ▶ 34% of novice teachers were served and 15% of novice administrators.
- ▶ 3.6% (5/139) of new superintendents have been served with state supported grants since 2012.

Governor's/EAC Recommendations

Governor's Council

- ▶ Consider other forms of support that may be appropriate for administrators and their individual context.
- ▶ Ensure all new administrators are coached on equity driven practices.
- ▶ Identify the unique needs of novice administrators and how to best provide support.
- ▶ Provide mentoring for all novice administrators.

EAC Listening Sessions

- ▶ Consider a tiered system of supports for novice teachers and administrators differentiated by individual need and school/district context using survey data when available to guide practice.
- ▶ Maximize the resources that COSA, OALA, L4L, etc. have developed to redesign supports for novice administrators.

Early Career Educators Served Since 2007

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Beginning Teachers	975	622	425	323	408	983	1,172	1,183	1,127	1,164	?
Beginning Principals	53	80	28	59	47	97	45	65 (62)	64 (45)	60 (82)	? (56)
Beginning Principal Mentors	22	34	19	18	24	50	20	30	24	24	?
Beginning Central Office Admin	NA	NA	NA	NA	NA	NA	NA	49 COA 45 SP (94)	61 COA 39 SP (100)	66 COA 28 SP (94)	65 COA 42 SP (107)
Beginning Supts	0	0	0	21 (*)	0 (14)	0 (15)	2 (13)	1 (22)	1 (25)	1 (18)	? (32)
Beginning Supt Mentors	0	0	0	17 (*)	0 (0)	0 (0)	2 (0)	1 (0)	1 (0)	2 (0)	? (35)

RED = those served in one of COSA's programs.

* = COSA partnered with Parkrose SD to provide these supports with a state level grant.

Administrator Pipeline

Experienced Administrators

Experienced administrators are asking for coaching and support on a variety of important topics. The jobs are so diverse, ever-changing and multi-faceted. Keeping ahead of the issues is a challenge. Moving into a superintendent role requires a different set of skills and areas of expertise. There is a need for an emphasis on systems and the ability to plan and lead a bigger vision for a district.

Early Career Administrators

We are seeing first and second year administrators shocked by the enormity of their job. The greatest need is access to quality, experienced coaches/mentors. Currently mentors are provided on a haphazard basis depending on the district, region, grant funding, etc. It is easier to connect assistant principals and principals to mentors as they have colleagues within their own school or district. Much more difficult for superintendents.

Aspiring Administrators

Adequate internships are critical at this level. Full year internships for the PreAl with at least a half-time release is showing great results. This pilot was possible through support from Chalkboard. A promising practice at the superintendent level is bringing in the new superintendent a year early as the assistant superintendent, working side-by-side, daily with the current superintendent for a full year. COSA is offering an aspiring superintendent seminar series new this year.



How effective are your principals?



<https://www.surveymonkey.com/r/GROWPrincipals2019>

The G.R.O.W. Coaching Method

GOAL: What do you want to achieve or accomplish?

Resistance: Define the status quo. Assess the context. Identify the obstacles and look for opportunities to move through the resistance.

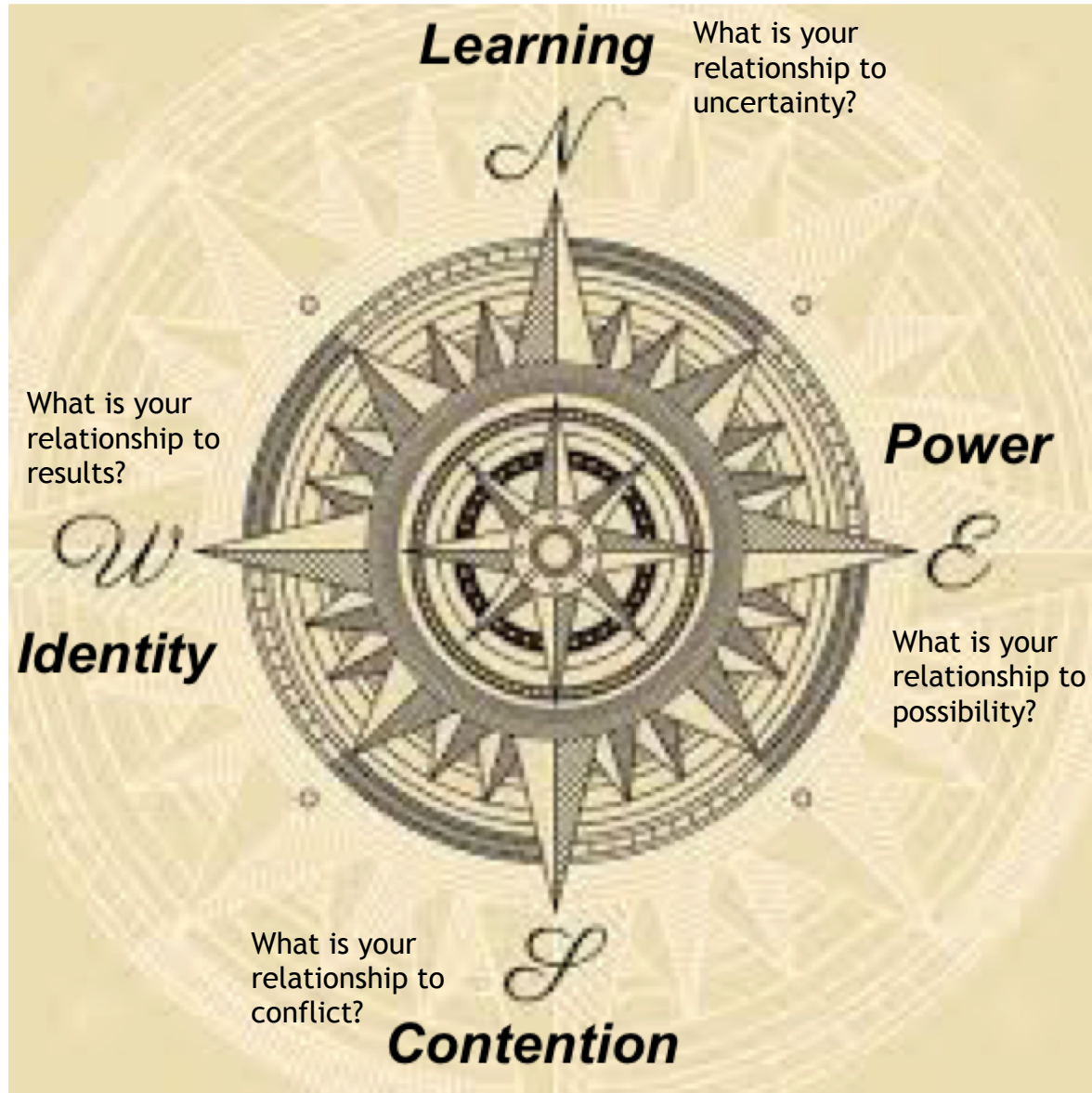
Options & Opportunities: What leadership or management options/actions will help you move through the obstacles to achieve your goal? What opportunities exist?

Will: What will you decide to do next?

The G.R.O.W. Coaching Ingredients

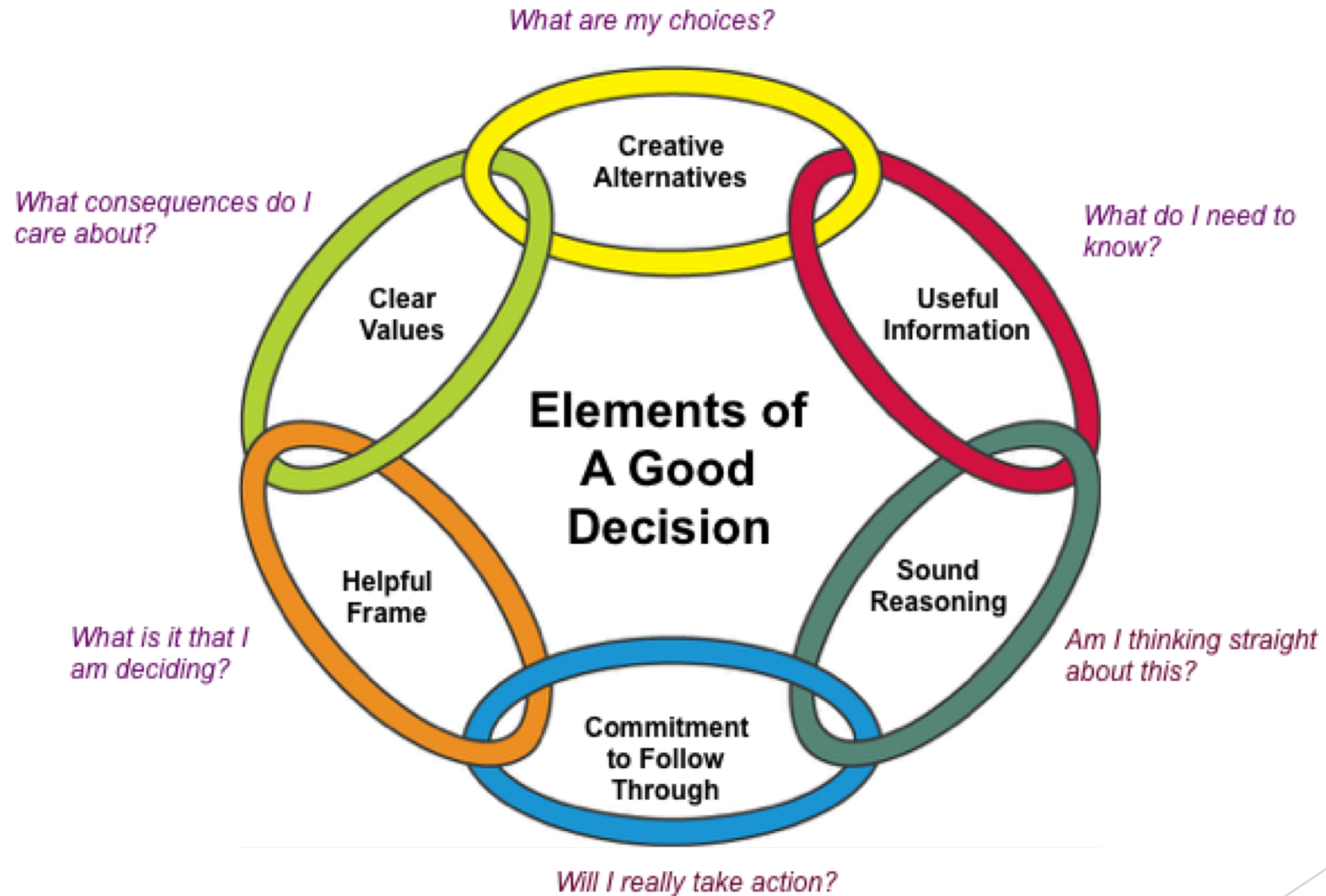
- ▶ **Culture:** How does your district/building/staff/teams feel, get along, and work together? How well do you know and understand yourself, your setting, your staff, students, parents, and peers? The key components of Culture are: *Learning. Contention. Identity. Empowerment.*
- ▶ **Decisions:** What is the quality of your decisions? How do you know you are making good ones? Do you have a framework for making good decisions? If so, can you define the elements of that framework?
- ▶ **Balance:** In what ways do you use leadership and management skills to achieve your goals and get results?

4 Domains of Culture



“Ultimately there are two kinds of schools: learning-enriched schools and learning-impoverished schools. I’ve yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the charts downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners--or they don’t go at all.”
--Roland Barth

Making Quality Decisions



Balancing Leadership and Management

- ▶ **Balance:** In what ways do you use leadership and management skills to achieve your goals and generate results?



Assessing your coaching/mentoring programs (turn and talk)

- ▶ Do you have someone whose job is to develop (coach) your teachers, principals, and your superintendent? Or is the development of these people an “add on” to other things they are doing?
- ▶ Do your programs distinguish between mentoring and coaching?
- ▶ Do you know the method and ingredients of the coaching and mentoring that is happening in your district?
- ▶ What is one thing you can do this spring to improve the quality of coaching and mentoring your key leaders receive?
- ▶ Is a supervisor (boss) the most effective coach/mentor for your people? Why or why not? (What does Google say?)