



WASA MENTOR  
ACADEMY



# Welcome!

March 11, 2018

Session 3

# Facilitators

- Jeanne Harmon, Consultant; Former OSPI Educator Effectiveness Director
- Michael Nelson, Superintendent, Enumclaw School District
- Helene Paroff, Assistant Executive Director, WASA
- Andy Wolf, Assistant Executive Director, WASA



# Introductions

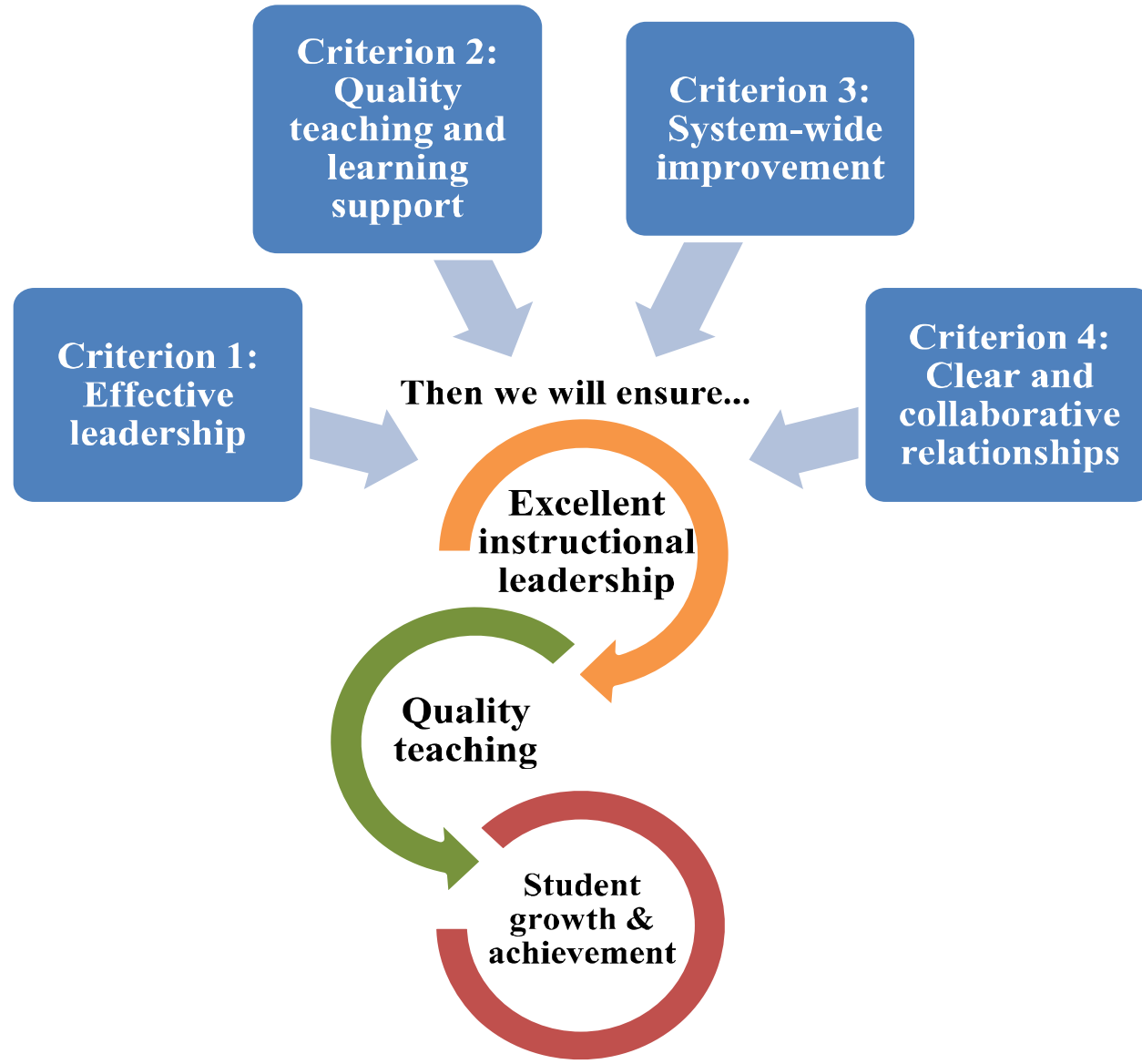
Being a mentor is like a \_\_\_\_\_  
because \_\_\_\_\_.



# WASA's Commitment

- Support mentors as they seek to assist incoming superintendents to become strong evaluators of principals and other leaders within their system.
- Create a cadre of skilled mentors available to support incoming superintendents across the state become effective systems leaders.
- Improve the ability of incoming superintendents to support the professional growth of all school-level leaders in the district.
- Increase the ability of mentors and mentees to effectively use Washington's eight leadership criteria in school leader supervision.





# WASA/OSPI Initiative Goals and Accomplishments

- What we hoped to achieve in this series
- What we will report on
- How you can help us with data today

Your  
mentee's  
growth as a  
leader

Your growth  
as a leader

Your  
mentee's  
growth

Your  
growth as  
a mentor



# Our commitment to you

- Honor expertise in the room
- Active learning
- Flexible, responsive
- Useful skills
- Have fun





# **N**ORMS

- Pausing
- Paraphrasing
- Posing questions
- Putting ideas on the table
- Paying attention to self and others
- Presuming positive intentions
- Pursuing a balance between advocacy and inquiry

-Adapted from [www.adaptiveschools.org](http://www.adaptiveschools.org)



PATRICK LENCIONI

BEST-SELLING AUTHOR OF *THE FIVE DYSFUNCTIONS OF A TEAM*

THE  
ADVANTAGE



WHY ORGANIZATIONAL HEALTH  
TRUMPS EVERYTHING ELSE  
IN BUSINESS

*When it comes to  
teams, trust is all  
about  
vulnerability.*

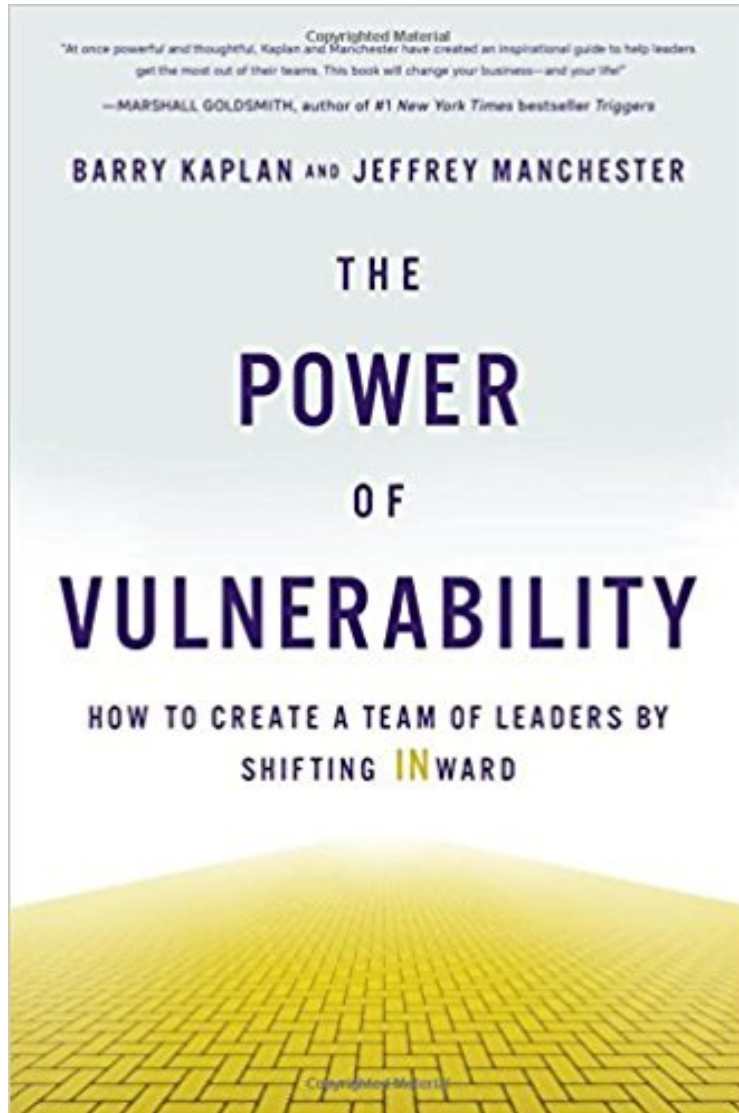
-Lencioni



**DARING**  
**GREATLY**  
It's not the critic who counts.  
BRENE BROWN  
Ph.D., LMSW

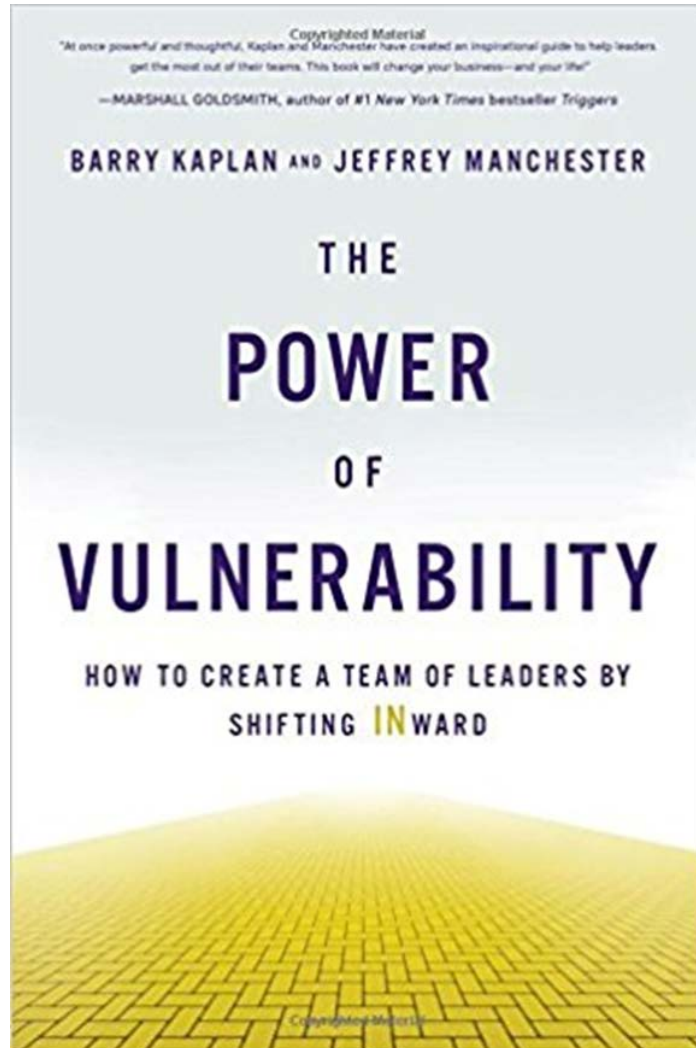
*Vulnerability is our most  
accurate measurement of  
courage.  
Brene Brown*





*When we take that leap of faith to trust the process, then all of a sudden amazing conversations begin to happen. Life-changing, team-changing, organization-changing connections and engagement occur.*

-Kaplan and Manchester



# *Embrace Authenticity: The New Boss Lets Others Be Leaders*

pages 65 - 74



- Select and read a quote.
- Others respond to the quote.
- Person who picked the quote gets the last word.



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# Short Write: Mentor Growth .... Focus on Self

- In what ways has participation in this program prompted changes in your thinking about....
  - Your willingness to be seen as vulnerable and authentic
  - Your responsibility to contribute to the growth of colleagues
  - Your eagerness to be a continuous learner
  - Your leadership in your own school district







- Mentors balance support and challenge while facilitating professional vision
- Goal is to move novice to expert



# Mentoring Role

- Think about your most successful mentoring moments.
- How did the dialogue set your mentee up for success?
- How did your CHOICES help your mentee grow?



Your mentee's growth as a leader

Your growth as a leader

Your mentee's growth

Your growth as a mentor



# Short Write: The Mentoring Relationship

- Draw two pies..... Estimate % time spent in Consulting, Collaborating, Coaching ... in the Fall ... and now
- What examples can you relate about how your mentoring relationship has evolved?
- What evidence do you see that your mentee is moving from novice to expert?





Break

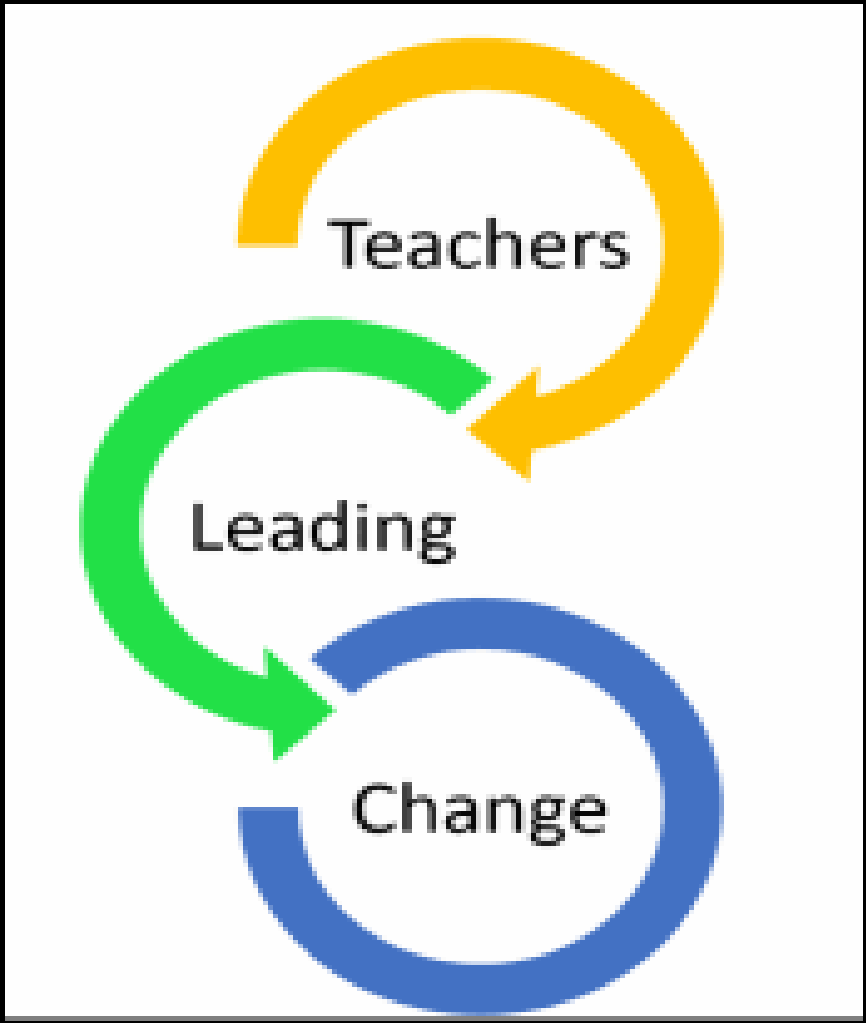


# Marketing your District's Work









# The Parent Voice

Improving Relationships • Raising Achievement



What ideas do you have about  
Marketing your district through the filters  
of students, staff and  
parents/community?



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# Short Write: Mentor Leadership

Think about examples of things you learned here and used elsewhere, or are considering for the future.

- Tools
- Ideas
- Resources
- Strategies



# Non-Verbals (Michael Grinder)

- Non-verbal Intelligence is the ability to recognize, label, predict the effect, and respond to non-verbal patterns of communication.
- facial expressions, voice patterns, gestures, body language (space and orientation) and breathing
- eye contact, eye blink patterns, voice speed, intonation, undulation, frequency and amplitude of gestures



# Waiting for the Insight to Arrive

- Watch Non-verbal Behaviors
  - Moments of sighs, leaning back in seat, eyes looking up and to the left can signal a possible break-through in thought
- Be Careful not to:
  - Rush
  - Lead
  - Fill dead air



# Formulating Key Questions

*What might be some key questions when you observe a significant non-verbal behavior?*





# WA State Leadership Criterion #5

Monitor, assist and evaluate effective instruction and assessment practices



# Role Play: Summative Evaluation



# Triads: 6 minute dialogue/4min debrief

A Mentor

B Mentee

C Observer

# Possible questions: district-level summative data

- What trends do you see?
- Notice any anomalies, discrepancies, or peculiarities?
- In larger districts, look at Elem in the aggregate and compare across; do the same for MS and HS.
- Anything that surprises you? Big changes from last year?
- District leaders can see criterion scores, component/element level scores – what areas are worth exploring further? (SEES reports only D,P, B+5, B<5, U )





Write a fortune to  
someone who will be a  
mentor in the future.



# Fortune Cookie Wrap Up

- Fortune Cookie Warm-Up Developed by Dave Lehman, April 28, 2005.
  1. Give each participant a Chinese fortune cookie; open it but don't read the "fortune" out loud or share it with anyone else.
  2. Think how this "fortune" may relate to you and your work. Jot down notes if you wish as you will be asked to share this.
  3. Do a "go round" where participants one at a time read their "fortunes" and describe how it relates to their work.
  4. Eat the fortune cookie!



# Gather Your Thoughts: Complete the Evaluation

## Questions:

- To what extent did today's session help build or reinforce your skills and/or knowledge?
- To what extent will today's session assist you in having a productive exchange with your mentee?
- What suggestions do you have for next time?



DINNERTIME

