

Building a System to Grow, Support &
Sustain School Leadership



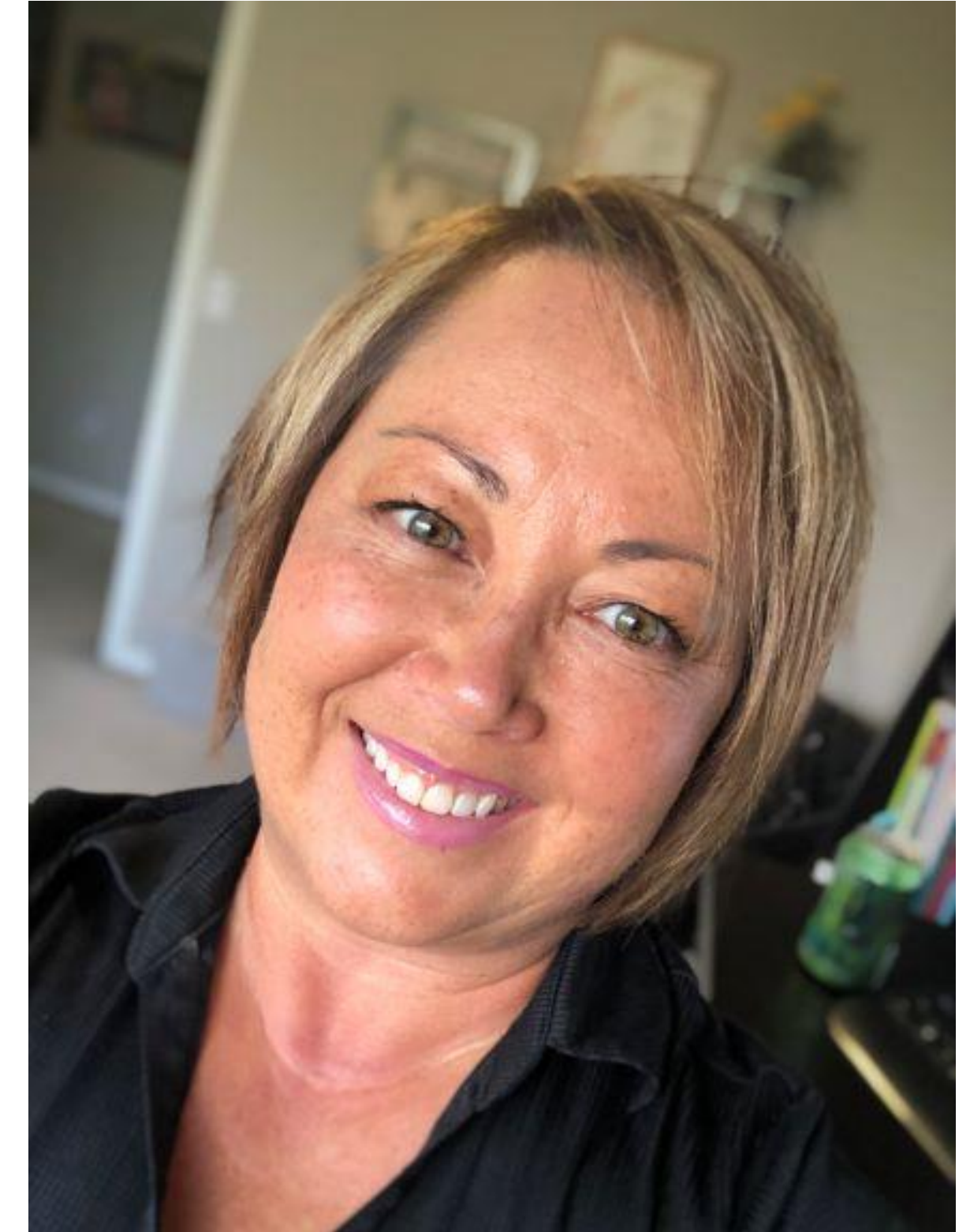
Gina Yonts

Associate Director
School Improvement Liaison-OSSI
Principal Induction/Mentoring
Program
Professional Learning Team
Middle Level GLLC Lead



David Kennedy

Executive Director of School
Improvement
Battle Ground Public Schools



Mira Gobel

Assistant Superintendent of
Schools and SEL
Pasco School District #1

AWSP Mission:

Grow, Support & Sustain
School Leadership



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PRINCIPAL PATHWAY



GROW...

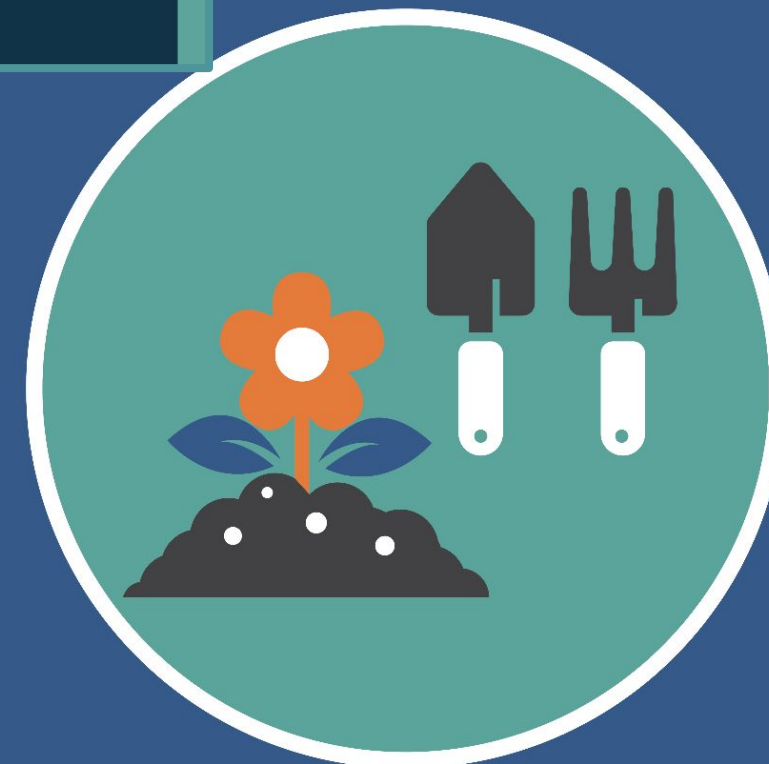


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SUPPORT...

SUSTAIN!



PRINCIPAL INDUCTION



Understanding and Addressing Principal Turnover

“To understand why excessive turnover exists, researchers have investigated the relationship between principal turnover and various features of the principalship; which principals are most likely to leave; and which schools are more vulnerable to principal turnover.”

Understanding and Addressing Principal Turnover, NASSP & Learning Policy Institute, March 2019

“A central finding of the evaluation of the Principal Pipeline Initiative was that the six participating districts were able to sustain their pipelines well after their grants from the Wallace Foundation ended...working toward sustainability from the start.”

Principal Pipeline Sustainability Guide, Wallace Foundation & Policy Studies Associates, May 2023



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AWSP Principal Induction Pilot Members



AWSP Mentoring Refresh Committee

- Dr. Kurt Hatch, UW Tacoma
- David Kennedy, Director of School Improvement, BGSD
- Dr. Victor Vergara, ED Equity & Public Relations, ESD
- Dr. Kyle Kinoshita, UW
- Cameron Grow, Principal, Lincoln Middle School, PSD
- Mira Gobel, Asst. Supt. of Schools & SEL, PSD
- Dr. Angela Brooks, ABR Consulting LLC
- Cathy Lendosky, Director of Teacher & Leadership, KSD
- Dr. Timmie Foster, College Readiness Supervisor, OSPI
- Beth Wallen, Educational Consultant, CEL/OSPI



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TPEP Standards for Beginning Principal Induction



- Hiring
- Orientation
- Mentoring
- Professional Learning
- Feedback & Formative
Assessment for Growth
- Induction Program
Assessment



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AWSP Resources

- Standards for Beginning [Principal Induction](#)
- District Induction Audit form
- The School Leader Paradigm/Equity Guide

Wallace Foundation Resources

- [Principal Pipeline Sustainability Guide](#)
- [Principal Pipeline Self-Study Guide for Districts](#)
- [Strong Pipelines, Strong Principals](#)

The research is clear...supporting school leaders happens in **collaborative spaces**, with **representation of school leaders** assisting, and the **involvement of school community** and through a cycle of continuous improvement.



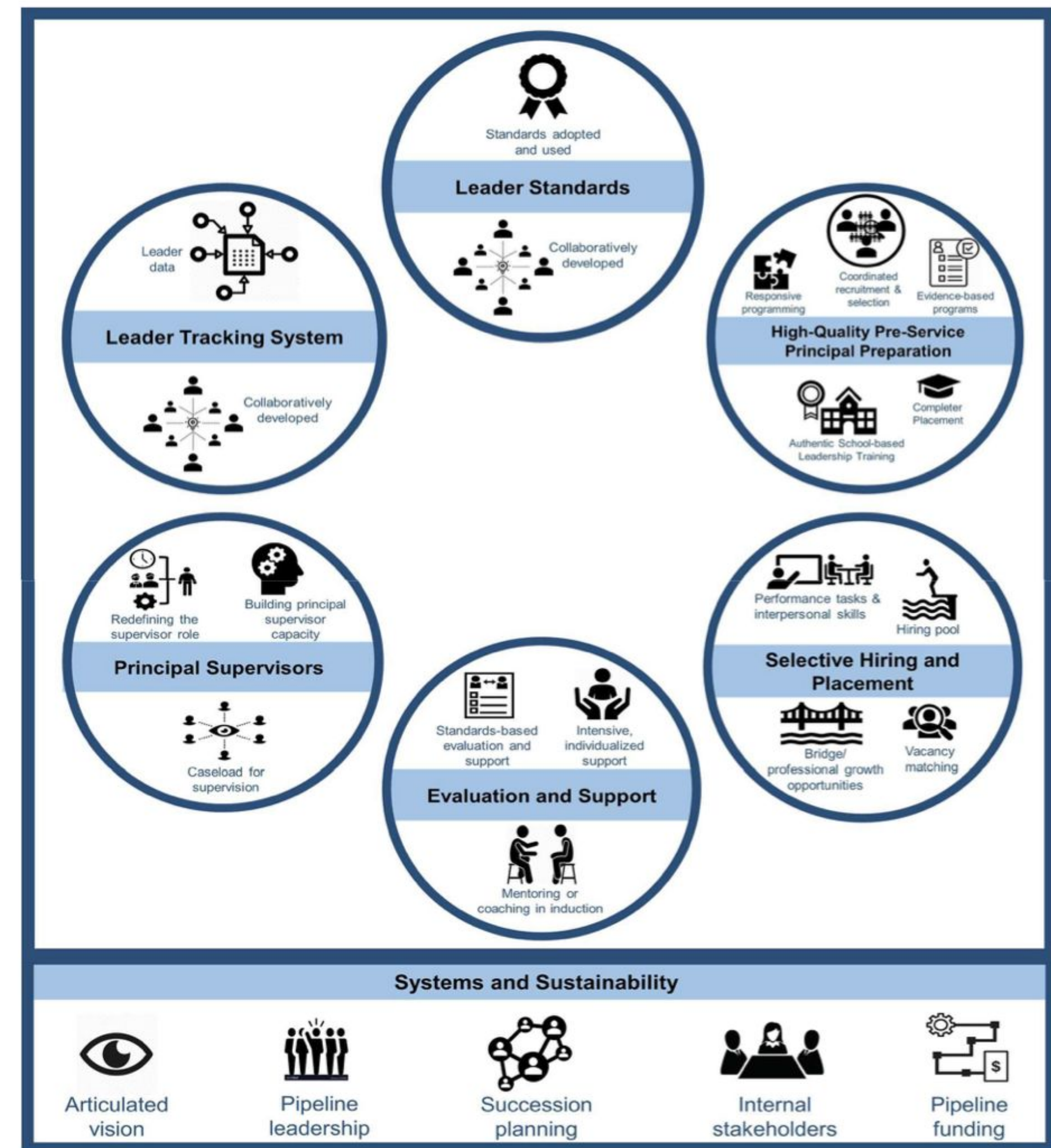
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Domains of Comprehensive Program of Support

- Leader Standards
- High-Quality pre-service principal preparation
- Selective hiring & placement of principals
- On-the-job evaluation & support
- Principal Supervisors
- Leader Tracking Systems
- Systems & Sustainability

Wallace Foundation, May 2023



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District Self Study & Planning Areas

- Financial Planning
- Partnerships
- Staff & Community Involvement
- District policies and procedures
- Continuous improvement and evaluation
- Communications

The Wallace Foundation, May 2023



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Battle Ground Public Schools

Our Journey with Principal Induction Standards



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Principal Induction Stakeholder Team

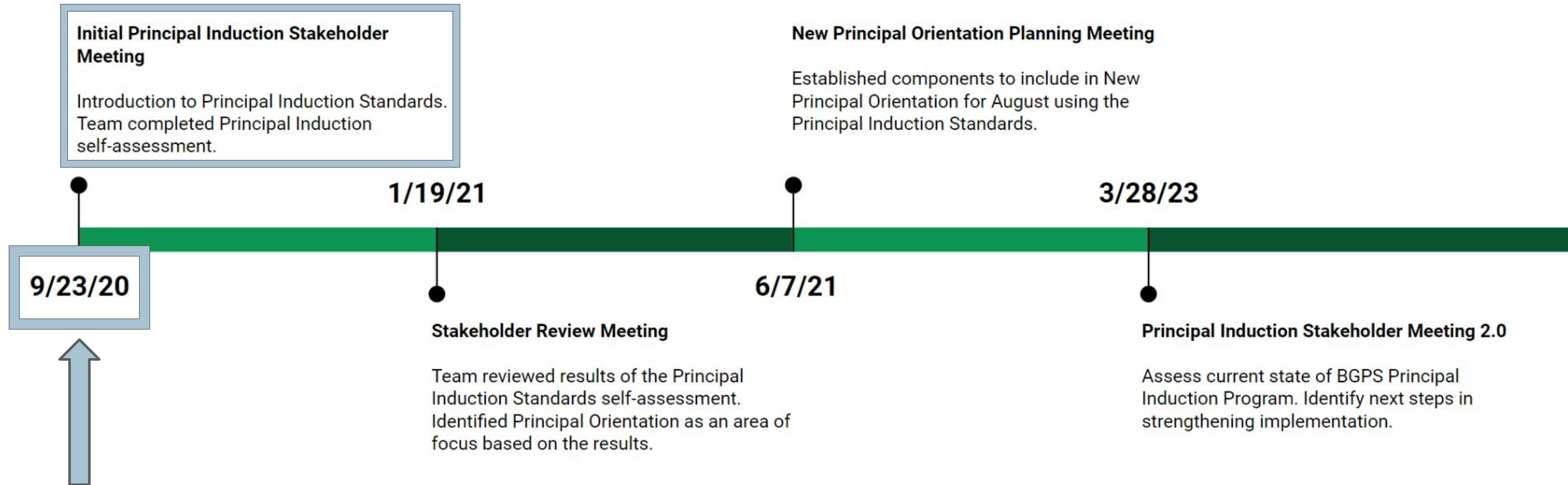
Name	Role/Department
Laurie Sundby	Mentor
Angela Knight	Principal (Primary)
Nick Krause	Principal (Middle)/Mentor
Charb Gorde	Principal (HS)
Ben Ziegler	Assistant Principal
Kevin Palena	Principal Association President
Michael Michaud	TL
Luke LeCount	TL
Travis Drake	TL
David Kennedy	TL
Michelle Reinhardt	HR
Stephanie Watts	HR
Lynnell Murray	Director of Federal Programs
Shelly Whitten	Dept. Supt.



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BGPS Principal Induction Stakeholder Timeline



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BGPS Principal Induction Standards

Hiring <i>(Michelle, Stephanie)</i> <i>3 key elements 16 descriptors</i>	Orientation <i>(Mike, Ben)</i> <i>5 key elements 36 descriptors</i>	Mentoring <i>(Laurie, Nick)</i> <i>4 key elements 23 descriptors</i>	Professional Learning <i>(Luke, Charb)</i> <i>4 key elements 17 descriptors</i>	Feedback and Formative Assessment for Growth <i>(Travis, Angela)</i> <i>4 key elements 19 descriptors</i>	Induction Program Assessment <i>(Shelly, Kevin)</i> <i>2 key elements 13 descriptors</i>
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9/23/20



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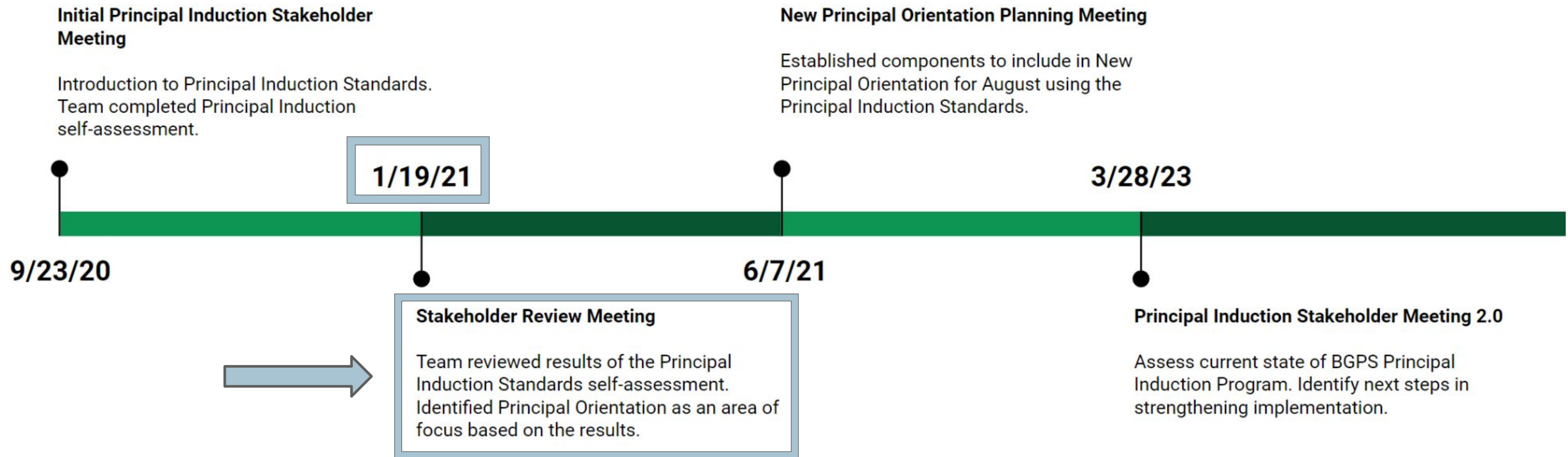
Self-Assessment 1.0: Feedback and Formative Assessment for Growth 9/23/20

- KEY ELEMENTS OF QUALITY PRACTICE:
- The **AWSP Leadership Framework and the WA State 8 Criteria** guide beginning principal development and growth and are used for continuous formative assessment and feedback.
 - Evaluators and mentors provide **conversations and feedback** using learning-focused coaching to guide reflection and goal setting to advance leadership skills.
 - **Reflection** guided by the AWSP Leadership Framework and the WA State 8 Criteria serves as a tool to support principal growth.
 - **Examining evidence of leadership** provides the foundation for goal setting and efforts to improve leadership practices.

Key Elements and Descriptors: Feedback and Formative Assessment for Growth	Program Assessment Evidence to support assessment
<p>Key Element: AWSP Leadership Framework and WA State 8 Criteria</p> <p>Beginning principals receive:</p> <p>D a. Ongoing training on the AWSP Leadership Framework, including application of the framework in unique contexts (e.g., Planning Principal, Alternative Learning Environments, Special Projects). <i>Done through ESD 1st year</i></p> <p>D b. Formative feedback aligned to the AWSP Leadership Framework. <i>Principals could have a process for what this might look like</i></p> <p>D c. Support in setting student growth goals, collecting and analyzing evidence of student learning, gathering evidence of teacher practice and promoting a growth minded system. <i>-Mentors could help here</i></p> <p>U d. Assistance with learning technology involved in the evaluation process. <i>-Don't have process for this</i></p> <p>U e. <u>Support in creating professional growth plans that move them to increasingly higher levels of performance on the 8 Leadership Framework Criterion.</u> <i>-Don't do this</i></p> <p>School and district leaders and mentors</p> <p>D f. Understand that expertise is developed gradually over time, that the evaluation system is intended to guide growth, and that it allows principals to demonstrate Basic levels of performance in the early years of their career (RCW 28A.405.100). <i>Create a process or best practice for principal evaluators</i></p> <p>D g. Help beginning principals to connect leadership skills, professional development, and other initiatives to the AWSP Leadership Framework. <i>-Mentoring, pd w/ AWSP, ESD</i></p>	<p>Unaware-<u>Developing</u>-Refining-Sustaining and Integrating</p>



BGPS Principal Induction Stakeholder Timeline



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“They (induction stakeholder team) notice they missed some important pieces and may focus on errors or gaps. This can lead to a temptation to rapidly add more to their program than they can effectively manage or sustain.”

AWSP Principal Induction Standards, P. 8



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BGPS Principal Induction Standards

Hiring <i>(Michelle, Stephanie)</i> 3 key elements 16 descriptors	Orientation <i>(Mike, Ben)</i> 5 key elements 36 descriptors	Mentoring <i>(Laurie, Nick)</i> 4 key elements 23 descriptors	Professional Learning <i>(Luke, Charb)</i> 4 key elements 17 descriptors	Feedback and Formative Assessment for Growth <i>(Travis, Angela)</i> 4 key elements 19 descriptors	Induction Program Assessment <i>(Shelly, Kevin)</i> 2 key elements 13 descriptors
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1/19/21

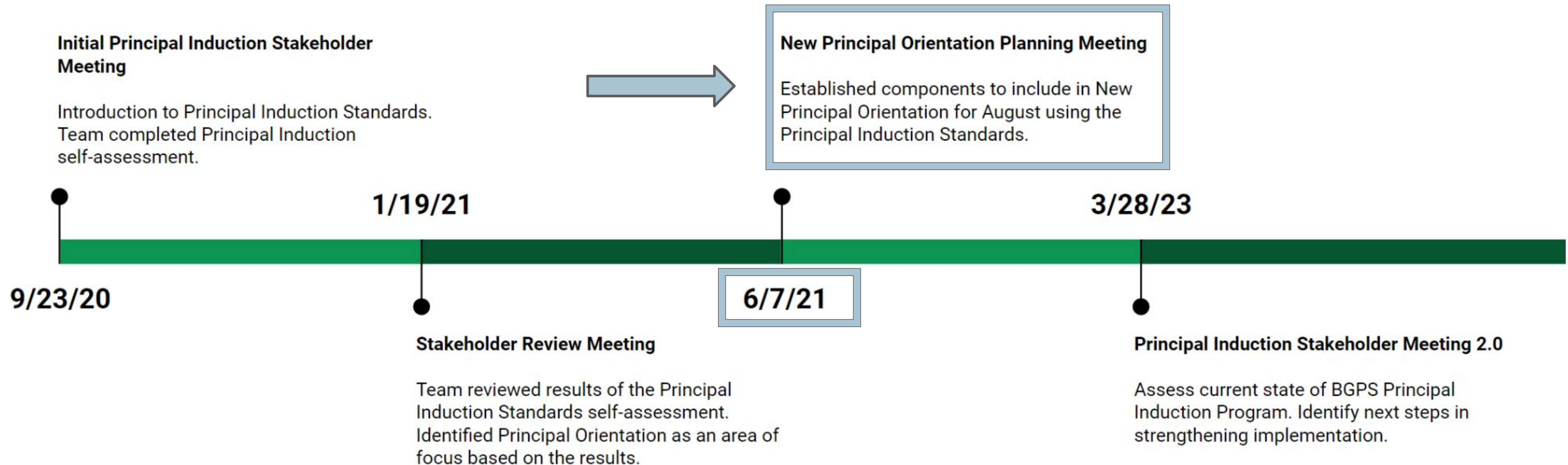
22 Key elements + 124 descriptors



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BGPS Principal Induction Stakeholder Timeline



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Principal Induction Stakeholder Team Action Plan - Orientation

Spring 2021

Key Element →

Relationships: McQuiston, Waters

Collective bargain agreements BGEA, PSE - share highlights and unique BG components	HR - Shelly, Michelle	Early August	List of highlights - easy access reference guide or videos for future reference	
Key players introduction meeting (DO, payroll, HR, TL, transportation, food services)	David	Early August		
Create document with DO job title and pictures, transportation, food services)	David, Lindsay	June	Updated as needed (living document)	
Highlight AWSP mentoring logistics, Prof. Learning supports (Calendar)	Travis	Early August	Mentor/mentee check-ins	

Key Element →

CIA: Drake, Whitten

Identify where CIA resources are located and who the support staff (district office) would be for that particular area	Each relevant department	August	End of year survey to determine effectiveness; monthly PLC discussion	
In an orientation, or in an intentional approach through operation meetings and/or K-12, we go through each component (Sped, testing, ELL, etc.)	Each relevant department	August as well as monthly at the appropriate (most relevant) time; or via video trainings for "Just in Time" access	End of year survey to determine effectiveness; monthly PLC discussion	
Support with in-building structure to	Principal setting this	August meeting at the	September PLC	



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BGPS New Principal Orientation

DRAFT: New Principal Orientation 2021-22

August 4, 2021

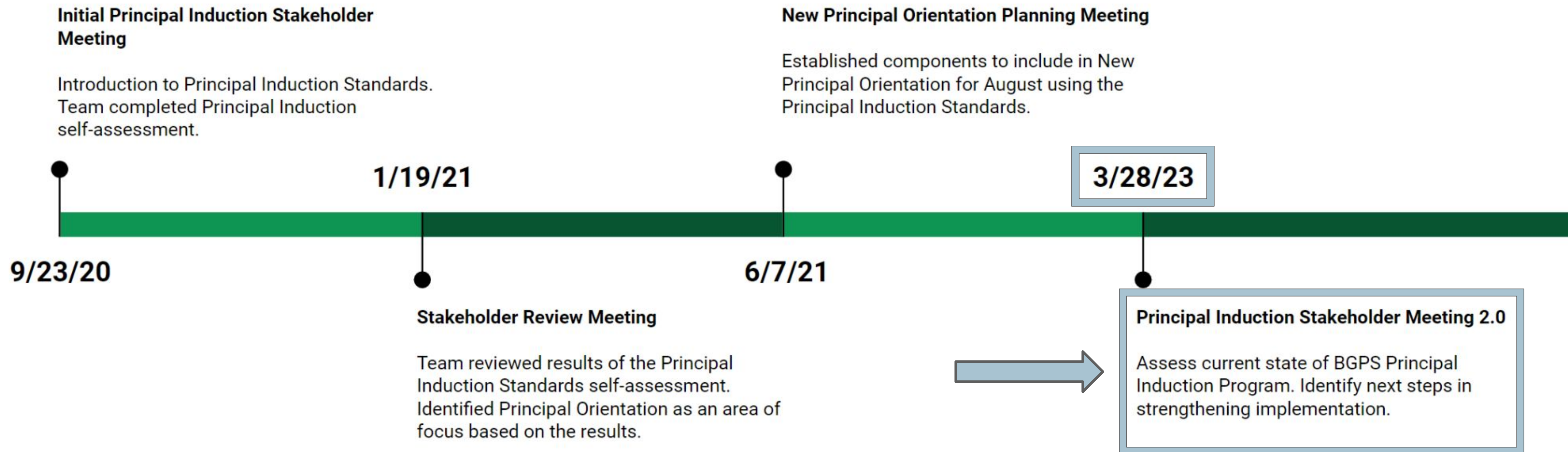
Time	Content	Presenter
8:30-9:00	Introductions/District Overview <ul style="list-style-type: none"> Demographics Schools School Board 	Principal Assoc. Pres./David
9:00-10:00	Coherence Discussion <ul style="list-style-type: none"> Coherence Book for each participant Denny's visual Coherence Goals and Programs Equity Utilize intro materials from initial presentation 	Denny/Mike/Angela/David
10:00-10:15	BREAK	
10:15-11:00	Essential Standards/Teacher Clarity Playbook/PLC <ul style="list-style-type: none"> Review ES documents on shared drive Review TCP process (<i>book per participant</i>) PLC model overview 	David
11:00-11:30	Curriculum + Assessment Overview (<i>differentiated</i>) <ul style="list-style-type: none"> Primary - Allison Secondary - Dave BGPS Assessment Pyramid 	Dave/Allison
11:30-11:45	District Personnel Overview (Directors, etc.) <ul style="list-style-type: none"> Reference document on who to call 	Shelly
11:45-12:15	LUNCH	Dave
12:15-1:00	Human Resources <ul style="list-style-type: none"> BGEA + PSE Contract Highlights Hiring practices 	Michelle
1:00-1:30	Parent Communication Resources <ul style="list-style-type: none"> Tips for effective communications Blackboard Connect Translation services 	Rita
1:30-2:00	Principal Mentoring Program <ul style="list-style-type: none"> Mentors - 40/hr year 1 + 20/hr year 2 Confidentiality AWSP Launch/Build Networks Meet with mentor to discuss 100 day plan 	David + mentor team
2:00-2:15	BREAK	
2:15-3:00	Evaluation <ul style="list-style-type: none"> Procedures/timelines eVal system Evaluation expectations 	Angela
3:00-3:30	PBIS/SEL Overview	Mike 



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BGPS Principal Induction Stakeholder Timeline



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3-28-23 Agenda & Learning Intentions

- 1:30-1:40 Framing the Work
- 1:40-2:10 Principal Induction Standards Self-Assessment 2.0
- 2:10-2:30 Identify areas of need
- 2:30-3:00 Develop Principal Induction Plan of Action for 2023-24

Learning Intentions:

Participants will develop a deeper understanding of identified areas for improvement to our BG Principal Induction Program based on our self-assessment scores from the AWSP Principal Induction Standards.

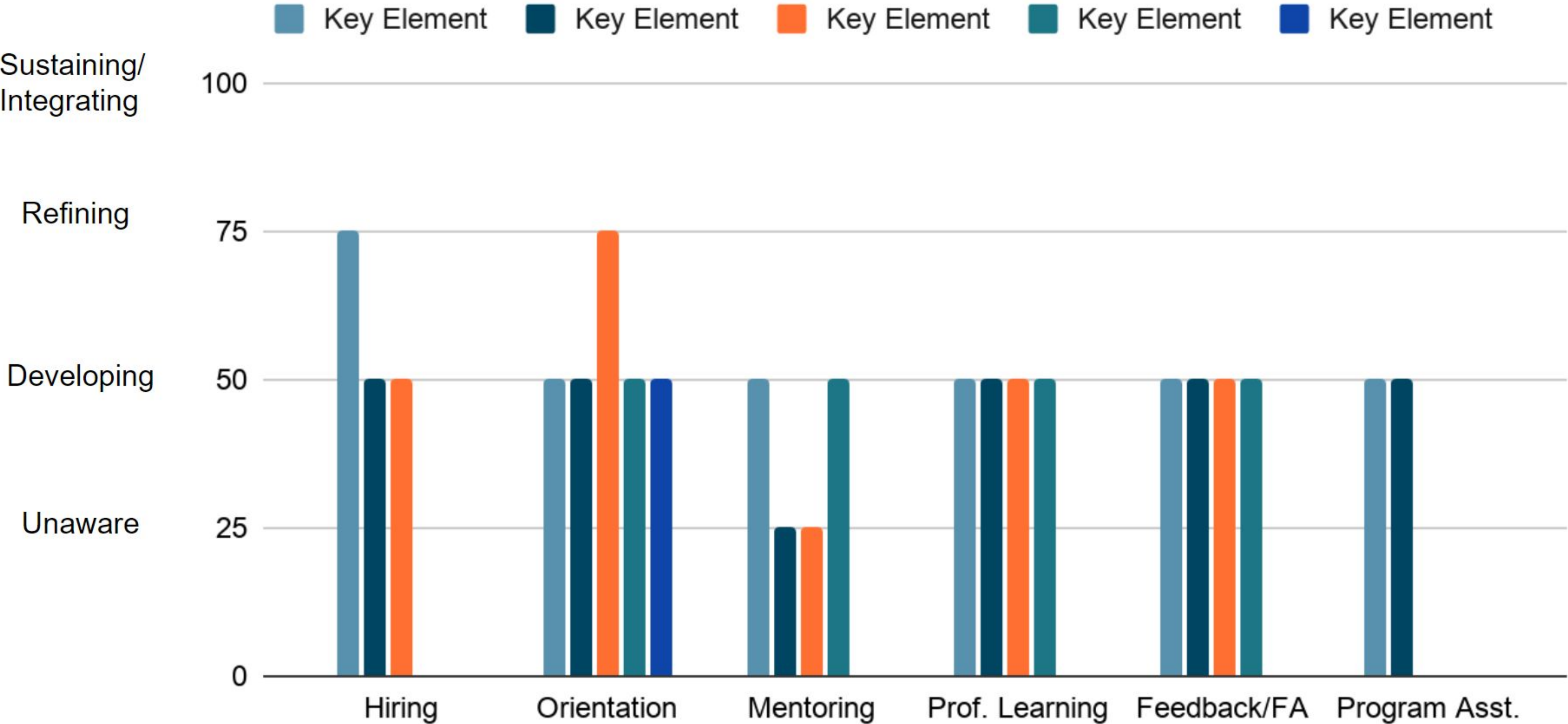
Participants will develop a specific action plan for 2023-24 school year to address identified areas for improvement to our BG Principal Induction Program relative to the AWSP Principal Induction Standards.



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Principal Induction Standards - BG Self-Assessment 2020-21



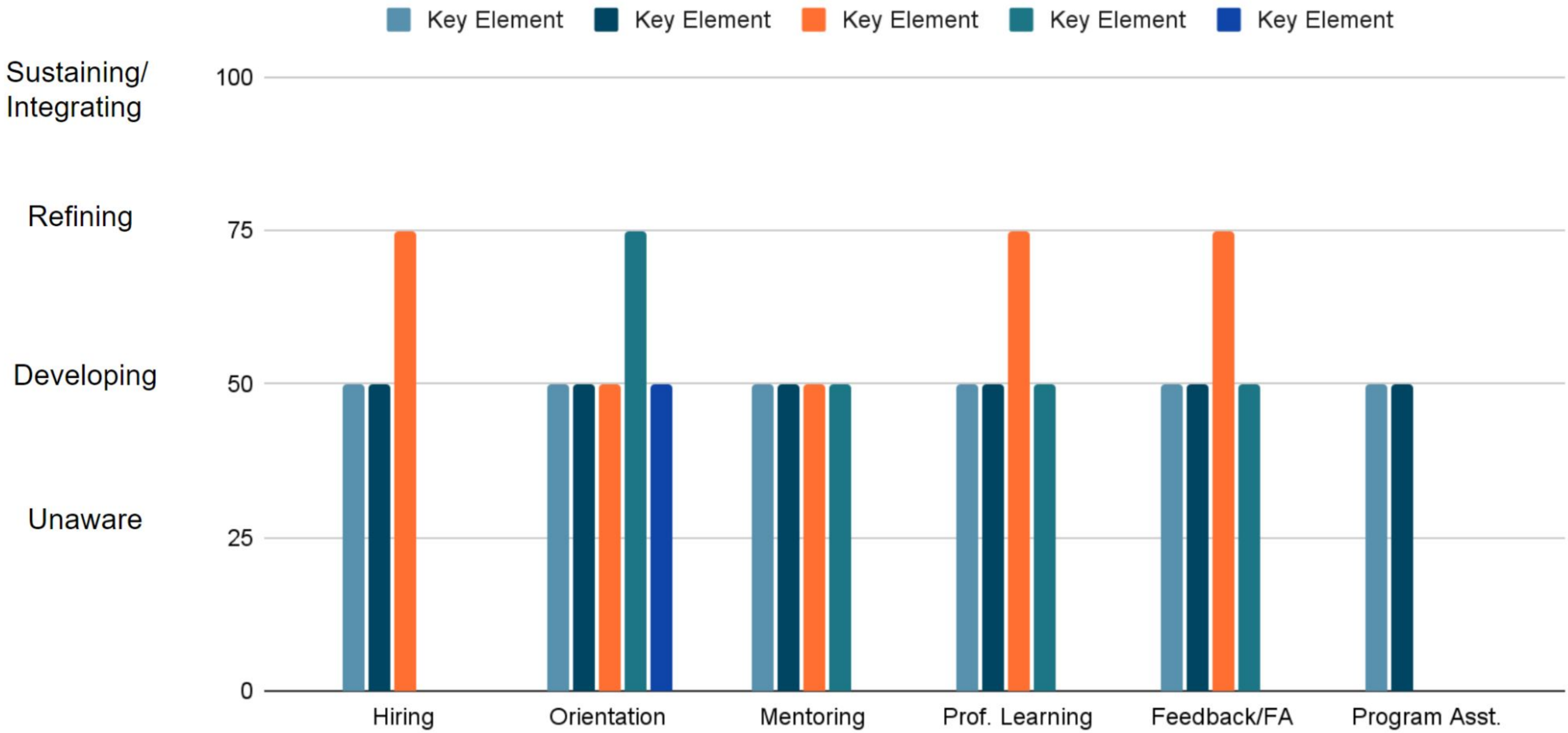
Key Elements	
Sustaining	0
Refining	2
Developing	18
Unaware	2



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Principal Induction Standards - BG Self-Assessment 2022-23



Key Elements	
Sustaining	0
Refining	4
Developing	18
Unaware	0



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Pasco District Story

Aspiring Leadership Academy



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“Leadership is a choice, not a rank.
There are leaders and there are
those who lead.”

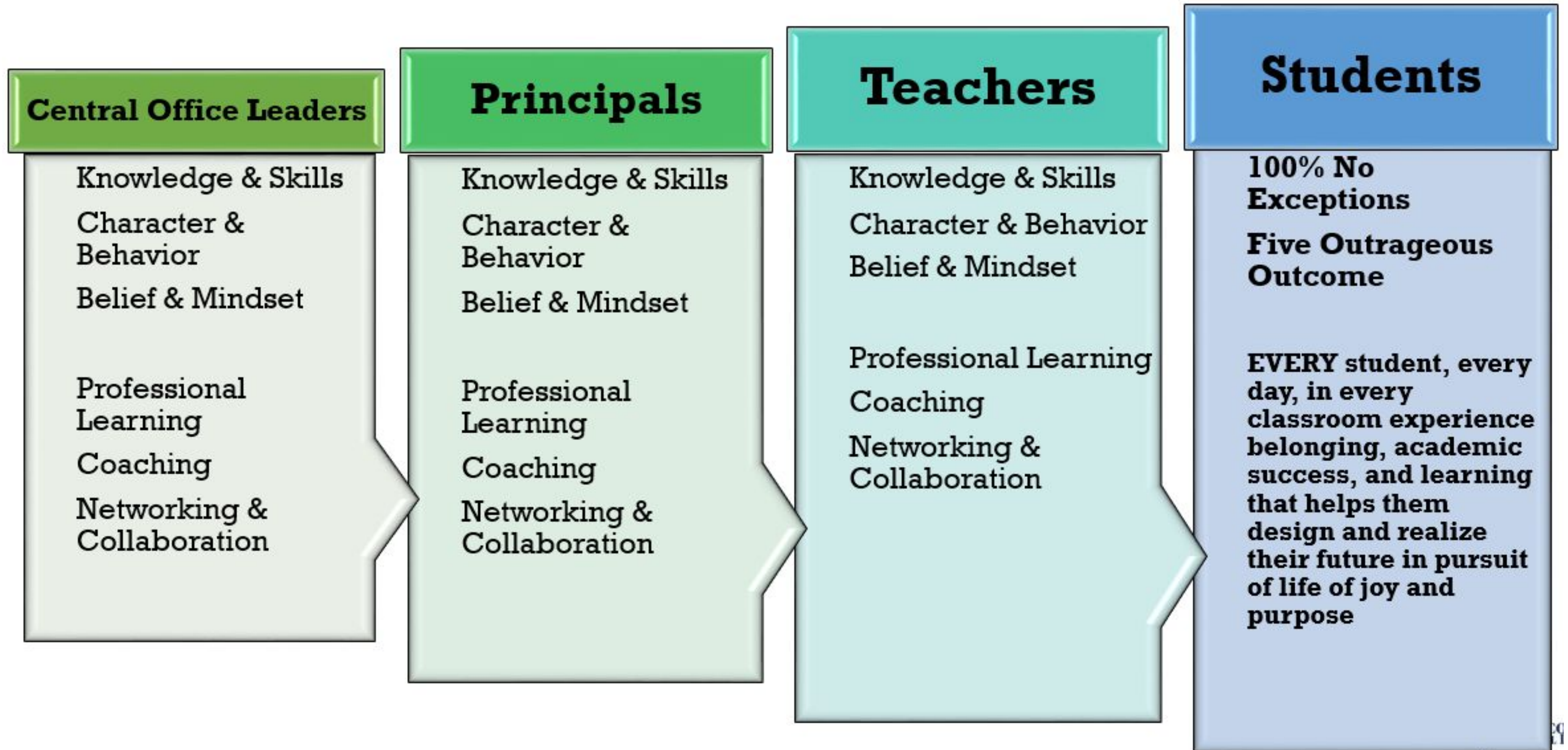
– Simon Sinek



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Leadership Theory of Action



Transformational Leadership

Characteristics

Is a model of integrity and fairness.

Sets clear goals.

Has high expectations.

Encourages others.

Provides support and recognition.

Stirs the emotions of people.

Gets people to look beyond their self-interest.

Inspires people to reach for the improbable.

Positional vs. Transformational Leadership

Positional

Results in compliance.

- Directs subordinates.
- Focuses on managing.
- Creates a “do what you’re told” culture.
- Motivates subordinates with carrots and sticks.
- Causes people to frame the work as satisfying the leader.

Transformational

- Results in commitment.
- Empowers subordinates.
- Focuses on inspiring.
- Creates a “do what needs to be done” culture.
- Motivates subordinates with aspirational encouragement.
- Causes people to frame the work as meeting a goal or filling a need.

Principal Leadership

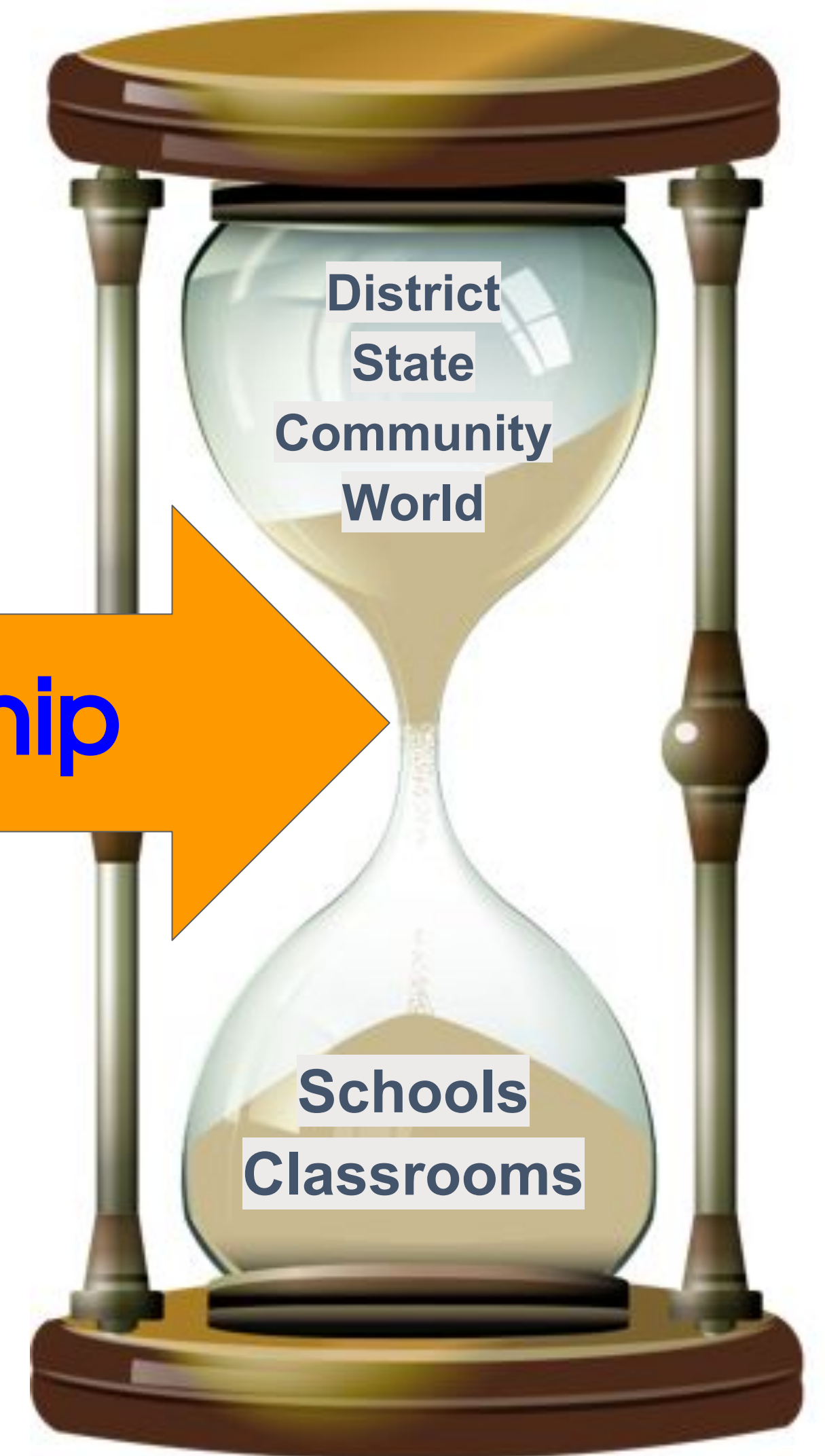
The Principal

Three Keys To Maximizing Impact

By Michael Fullan

- Leading Learning
- Being a District and System Player
- Becoming a Change Agent

Principal Leadership



Aspiring Leadership Academy

What we are working on:

- Knowledge & Skills
- Character & Behavior
- Belief & Mindset

How we are getting there:

- Professional Learning
- Coaching
- Networking & Collaboration

Monthly, 90-minute workshops

- Six Modules
 - Who am I as leader?
 - Understanding and leading people through change process
 - Creating effective teams and building leadership capacity in others
 - Courageous leadership
- Built-in Networking
- Anchored in key research-based leadership books

Intern Project

Coaching by site principals

Next Steps

- Development of Profile of a PSD Leaders
 - Aspiring Leaders
 - Assistant Principals
 - Principals
 - Central Office Leaders
- Teacher Leadership Academy
- Classified Staff Leadership Development

