Mentors of Induction Phase
Principals Training
Trainer’s Preparation Guide
2013
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Acknowledgments

Induction phase principals will benefit from effective mentoring that supports their learning, retention and ultimately student growth and achievement. Therefore, this resource is provided for Georgia districts to support the professional learning of principal mentors.

The Georgia Department of Education’s (GaDOE) Principal Mentor Modules were developed and written with the thoughtful contributions of the Design Team:
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Trainer Preparation Checklists

General Preparation

1. Review the materials.

   - Insert the needed information onto PowerPoint Slide numbers 1, 55, 89, 124, and 178 (e.g., presenters, location, date) directly in this training’s PowerPoint file.

   - Optional: Print the notes pages of the PowerPoint slides to review the material. This way, you can make written notes on the pages, add your own anecdotes and examples, and highlight content as needed. In class, you can also use this printout as a Facilitator’s Guide.

   - Review the entire PowerPoint presentation and the trainer’s notes in the slides’ notes pages.

   - Mark up the presentation with your own notes. Add your own anecdotes, examples, demonstrations, or practice exercises; highlight content; note key points; or add additional content. If you have printed out the slides and notes pages, use the page margins and the trainer’s notes area to record these notes.

   - Walk through all activities multiple times to ensure understanding of the directions and logistics.

   - Rehearse your delivery of the material, using the slides and all materials and resources, several times.

   - Be fully prepared to help volunteers use all skills covered in this training in a simulated situation. You should be able to help them plan for the session, as well as direct them to move through the GROWS process while actively listening and using strategic questioning.

   - Be prepared for the Activity: Fishbowl in Session 4. You should scope out participants early in Session 4 (or in previous sessions that will also be attending Session 4) that might have more experience with strategic questioning and be best-suited to handle the “on stage” feeling of a fishbowl activity. When asking for volunteers, if someone does not volunteer right away, you might want to invite these individuals specifically, although ultimately it should be their choice.

   - Be prepared to demonstrate and facilitate Judy Ringer’s centering practice (in the Critical Conversations section in Session 5).

   - Be prepared to demonstrate how to coach versus mentor in typical situations that would require teaching or training to help meet goals versus situations that call for listening and questioning to encourage growth (in the Coaching section in Session 5).

2. Prepare the materials and resources.

   - Check each video file to ensure they are accessible and working.

   - Print out all copies as directed under Materials Preparation on page 5.

   - Ensure all items listed on the Resources List beginning on page 9 are available for each day of training.

   - Organize your materials and resources according to when you will need them.
3. Prepare for participants.


- Optional: If possible, source the song, *I'm Forrest, Forrest Gump*, from the Forrest Gump soundtrack. This will be used for the activity, *Reflection: The Science of Mentoring* in Session 3. Otherwise, make arrangements for a similar song, player, and amplification.

4. Inquire about your training site ahead of time.

- Mailing address, contact person with phone number

- Size of room to determine number of participants and space to work in small groups

- Availability of audio-visual equipment

- Availability of overhead projection system

- Availability of flipcharts with pads

- Table and chairs: One table for leader (in front), one for materials, enough tables for the number of participants to sit in groups of about five, and one for coffee and breaks

- Wall space for your posters and flipcharts

- Nearby restaurants that might make good options for lunch after training has ended

5. Prepare the training space.

- Visit the training space ahead of time if possible and begin thinking about how to stage the room. Note kitchen and bathroom accommodations. Also ensure you understand how to control the room temperature, adjust the lighting, adjust window shades, and so on.

- On the day before a training session:
  - Create a suitable room arrangement. See Recommended Training Setup below.
  - Stage all print materials, equipment, and other training resources in the room.
  - Arrange for refreshments (e.g., coffee, juice, and rolls, soda, cookies, “layer cake!”).
Georgia Department of Education  
Mentors of Induction Phase Principals Training

☐ Ensure the YouTube link is easily accessible and working: Go to http://www.youtube.com/watch?v=gwOMfb-AQk (If link doesn’t work, search Dr. Dialogue, Darth Vader, YouTube)

☐ Projection system

☐ On the day of a training session:
  ☐ Set up the refreshments.
  ☐ Ensure a comfortable room temperature (about 70 degrees).
  ☐ Test all equipment and make sure you have all of your materials organized for efficient distribution.
  ☐ Leave the PowerPoint slide presentation on the Welcome slide to greet participants as they enter.

Materials Preparation

ALL SESSIONS MATERIALS PREPARATION

Prepared Flipcharts

☐ Prepare the following flipcharts and post when indicated:

  ☐ Parking Lot—Write “Parking Lot” at the top and tape the flipchart to the wall near front of room before each session begins. This will be a place to capture participants’ questions and issues that are not directly related to the training but may need to be followed-up at a later time.

  ☐ Expectations—Label at top and tape to a wall near the front of the room before each session of training begins. This will be used during Session 1 to capture participants’ expectations and will be revisited throughout as their expectations are addressed. Use for all sessions.

  ☐ Abbreviations—Label at top and list abbreviations commonly used in training on a flipchart and post.

Activity: Card Deck of IPP Situations

☐ Look for the ready-to-print Card Deck of IPP Situations on page 48 below.

☐ Print one copy on colored paper for every one table of participants there will likely be in a typical session.

☐ Cut along dotted lines and laminate as cards.

☐ Rubber band each deck.

☐ Place one deck on each table in training, to be used throughout all sessions.

SESSION 1 MATERIALS PREPARATION

Handout: GA DOE Principal Induction Guidance

☐ Look for this ready-to-print handout on page 15 below.

☐ Print one copy (single or double-sided) per participant. Staple each.
Handout: Leadership Assessment of Performance Standards
☐ Look for this ready-to-print handout on page 41 below.
☐ Print one copy (single or double-sided) per participant. Staple each.

Content Presentation Activity: The Mentoring Journey
☐ Look for the ready-to-print Mentoring Journey sheets on page 27 below.
☐ Beginning with page 28, print one front-and-back copy of each Mentoring Journey sheet so that the graphic is on the front and the text is on the back of each sheet. The first sheet should contain the green sign with page #1 of text on the back.

Handout: Mentoring Performance Checklist
☐ Look for this ready-to-print handout on page 44 below.
☐ Print one copy (single or double-sided) per participant, preferably on pastel paper. Staple each.

Icebreaker: Packing for the Mentoring Trip—Picture Cards
☐ Look for this ready-to-print sheet on page 40 below.
☐ Print out 5 copies.
☐ Cut along the dotted lines.
☐ Laminate each picture card.
☐ Place 1 copy of each picture card in each of 5 brown lunch bags so that each bag contains 10 different cards.

Optional Flipchart: Mentoring Model
☐ Prepare one flipchart as a reminder of the mentoring model: “Mentoring is like a layer cake: A foundation of ‘facilitation (listening/questioning)’ on the bottom; ‘trust and relationship’ in the middle; and ‘professional development’ on top!”
☐ Post at the break station (with slices of layer cake, if possible).

Flipchart: Orientation and Relationship-Building
☐ Do not label the flipchart, but create two labeled columns. Label the first column “Orientation” and the second column “Relationship-Building Strategy.”
☐ In the first column, record into rows the typical events in an initial orientation with an IPP:
  - Greeting
  - Relationship Definition
  - Confidentiality
  - Expectations
  - Common Language
  - Getting To Know You/Light Topics
  - Meeting Plans And Preferences
SESSION 2 MATERIALS PREPARATION

Content Presentation Activity: Active Listening Station sheets
☐ Look for the ready-to-print Active Listening Stations sheets found on page 50 below.
☐ Print 1 copy of each Station sheet.
☐ Paste each set of Station sheets onto a single flipchart. Note that each set of sheets is numbered 1-5. If there are two or three sheets in a set, they should all be pasted onto one flipchart with the content going at the top, and the Reflection or Practice enrichment exercises going on the bottom.
☐ Determine where around the room the five different stations will be placed, which will allow posting of the flipcharts and room for people to gather around and complete a quick activity.
☐ When it is time for the activity, or just before, have an assistant post each flipchart around the room to form “stations” where content for each active listening technique will be covered via the flipcharts. The content sheets should be posted at eye level for easy reading of the content and so that the content will be naturally read first, before the Reflection or Practice exercises.

Energizer: The Art of Mentoring
☐ Set up the graffiti wall before training begins:
  ☐ Post a double-wide length of art paper horizontally across a wall. Use tape or other resource for posting.
  ☐ Record prompts in black marker onto one end of graffiti paper, such as “Mentoring as an Olympic sport;” “Fun with mentoring;” “If mentoring were an animal;” These are just a few ideas.
  ☐ Place all drawing supplies (e.g., markers, crayons, paint, stickers, magazine cut outs, tape, other creative materials suited for this activity) nearby the wall.
☐ Set up the Beatnik Poetry station:
  ☐ Record the fill-in-the-blank poem onto a single piece of flipchart paper and post in the “Beatnik Poetry” station: The mentor. A person of _____: who tries____; who knows ________; who feels____; who will _______. The mentor.
  ☐ Place 3 or 4 thick black markers at the flipchart.
☐ Set up the music station:
  ☐ Set up either a boom box or a cell phone with speakers with jazz/other music playing.
Prepared Flipchart: Mentoring Session Plan

☐ Prepare a flipchart page (or several pages as needed) entitled, “Mentoring Session Plan.” Copy the questions from Participant’s Guide page 27 onto the flipchart. Leave blanks on the flipchart (just as they are given on the actual worksheet) for the fishbowl volunteers to record their plans for a mentoring session.
Resources List

The following lists all equipment, supplies, and materials needed for each session of training.

All Sessions

- For materials preparation: White and colored papers for photocopying handouts and materials
- 1 computer to be used by trainers with internet access, and loaded with all electronic files, including the PowerPoint presentation
- Projection system
- 1 Participant’s Guide for each participant
- 2 flipcharts (repositionable flipcharts are recommended)
- 1 flipchart stand
- Prepared flipcharts
  - Parking Lot
  - Expectations
  - Abbreviations
- 1 roll of masking tape
- 1 box of thick, dark-colored markers per table
- 1 table or podium for trainer
- Pens and pencils for participant use
- Name tags or name tents for each participant
- Refreshments
- Sign-in sheets, if needed
- 4 different colors of sticky notes, with four stacks of each color
- Timer to time activities
- 1 per table: Card Deck of IPP Situations, each deck rubber-banded
- 1 per person: Handout: Mentoring Performance Checklist
Session 1

“All Sessions” resources listed above, plus:

- 1 per person: Handout: GA DOE Principal Induction Guidance
- 1 per person: Handout: Leadership Assessment of Performance Standards
- 1 set of Mentoring Journey sheets, printed double-sided
- 5 large brown lunch bags each containing copies of Packing for the Mentoring Trip picture cards
- Optional: Slices of layer cake available for participants at the break to reinforce the mentoring model (as resources and logistics allow).
- Optional: If the layer cake (above) is possible, one prepared and posted flipchart at the break station as a reminder of the mentoring model: “Mentoring is like a layer cake: A foundation of ‘facilitation’ on the bottom; ‘trust and relationship’ in the middle; and ‘professional development’ on top!”
- Prepared flipchart: Orientation and Relationship-Building (with 2 columns)

Session 2

“All Sessions” resources listed above, plus:

- 5 Flipcharts: Active Listening Station flipchart pages to be posted
- 3 Stations: The Art of Mentoring Energizer:
  - Long sheet of art paper from a roll (about 16 feet)
  - Various drawing supplies such as colored markers, colored chalks, pastels if available
  - Flipchart paper
  - 3 or 4 thick black markers
  - Boom box, cell phone with speakers, or other device to play music
  - Jazz music or any type of upbeat music will do (either a CD, mp3, Pandora, or other source)
- Video files:
  - Video #1: Basic Listening (Getting to Know You segment only)
  - Video #2: Basic Listening (showing segments of an entire orientation)
  - Video #3: Active Listening

Session 3

“All Sessions” resources listed above, plus:

- Music, preferably the song, I’m Forrest, Forrest Gump, from the Forrest Gump movie soundtrack, or similar mood-setting instrumental
Session 4

“All Sessions” resources listed above, plus:

☐ Video #5: The GROWS Model II
☐ Prepared flipchart: Mentoring Session Plan

Session 5

“All Sessions” resources listed above, plus:

☐ Video #6: GPB Coaching Conversations
# Mentors of IPPs Training Agenda

**ESTIMATED DURATION OF ALL SESSIONS COMBINED: 18 HOURS**

## Session 1: Role of the Mentor
**Estimated Duration: 3 hours, 30 minutes**

### ROLE OF THE MENTOR

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>15 min.</td>
<td>Welcome, Introductions, and Benefits of Mentoring</td>
</tr>
<tr>
<td>20 min.</td>
<td></td>
<td>Overview</td>
</tr>
<tr>
<td>25 min.</td>
<td></td>
<td>Icebreaker</td>
</tr>
<tr>
<td>2 hours, 15 minutes</td>
<td>35 min.</td>
<td>Spirit of Mentoring</td>
</tr>
<tr>
<td>10 min.</td>
<td></td>
<td>BREAK</td>
</tr>
<tr>
<td>60 min.</td>
<td></td>
<td>Relationship Building</td>
</tr>
<tr>
<td>30 min.</td>
<td></td>
<td>Orientation and Contact</td>
</tr>
<tr>
<td>15 minutes</td>
<td>15 min.</td>
<td>Review and Homework</td>
</tr>
</tbody>
</table>

## Session 2: Active Listening
**Estimated Duration: 3 hours, 30 minutes**

### ACTIVE LISTENING

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>10 min.</td>
<td>Welcome Back, Session Overview, Review of Homework</td>
</tr>
<tr>
<td>3 hours, 5 minutes</td>
<td>5 min.</td>
<td>What It Is</td>
</tr>
<tr>
<td>10 min.</td>
<td></td>
<td>Purpose</td>
</tr>
<tr>
<td>1 hour, 15 min.</td>
<td></td>
<td>Techniques</td>
</tr>
<tr>
<td>20 min.</td>
<td></td>
<td>BREAK + Energizer: The Art of Mentoring</td>
</tr>
<tr>
<td>1 hour, 15 minutes</td>
<td></td>
<td>Techniques cont.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>15 min.</td>
<td>Review and Homework</td>
</tr>
</tbody>
</table>

## Session 3: The GROWS Model
**Estimated Duration: 3 hours, 30 minutes**

### THE GROWS MODEL

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>10 min.</td>
<td>Welcome Back, Session Overview, Review of Homework</td>
</tr>
<tr>
<td>20 min.</td>
<td></td>
<td>Reflection: The Science of Mentoring</td>
</tr>
<tr>
<td>2 hours, 35 minutes</td>
<td>5 min.</td>
<td>Purpose</td>
</tr>
<tr>
<td>50 min.</td>
<td></td>
<td>Acronym</td>
</tr>
<tr>
<td>10 min.</td>
<td></td>
<td>BREAK</td>
</tr>
<tr>
<td>1 hour, 30 min.</td>
<td></td>
<td>Listening through the GROWS Model</td>
</tr>
<tr>
<td>25 minutes</td>
<td>25 min.</td>
<td>Review and Homework</td>
</tr>
</tbody>
</table>
### Session 4: Strategic Questioning

**Estimated Duration: 4 hours**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Welcome Back, Session Overview, Review of Homework</td>
</tr>
<tr>
<td>3 hours, 30 minutes</td>
<td>What It Is</td>
</tr>
<tr>
<td>35 min.</td>
<td>Types of Strategic Questions</td>
</tr>
<tr>
<td>1 hour</td>
<td>Questioning Through the GROWS Model</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Review and Homework</td>
</tr>
</tbody>
</table>

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### Session 5: Special Situations

**Estimated Duration: 3 hours, 30 minutes**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Welcome Back, Session Overview, Review of Homework</td>
</tr>
<tr>
<td>2 hours, 50 minutes</td>
<td>Critical Conversations</td>
</tr>
<tr>
<td>80 min.</td>
<td>Coaching Conversations</td>
</tr>
<tr>
<td>10 min.</td>
<td>BREAK</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Review</td>
</tr>
</tbody>
</table>

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Dr. John D. Barge, State School Superintendent
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Handout: Georgia Department of Education
Principal Induction Guidance

Introduction

Within Georgia’s Race to the Top (RT3) grant, the Great Teachers and Leaders Project focuses on increasing the overall effectiveness of Georgia’s teachers and leaders, a critical factor in increasing student growth and achievement. This guidance informs, encourages, and supports districts in implementing high-quality principal induction, a cornerstone of such reform. The Principal Induction Guidance provides an effective induction program and requires an investment from all stakeholders to ensure principal effectiveness.

Rationale

Sustained improvement in student learning rarely occurs without a great principal. Principal leadership is second only to teaching among school-based factors that influence student learning. Principals create cultures of high expectations not only for student learning, but for adult learning. Successfully building an enduring school culture that yields high performance from students and teachers is complex work, rooted in relationship building and effective organizational practices. Principals who do not do this well are more likely to preside over high rates of teacher turnover, which is correlated with lower student achievement.

Learning to be a great principal not only takes time during the early years of a principal’s career, but can be discouraging and overwhelming. In Georgia, the average tenure of principals in their current schools is only 3.5 years. At the same time that Georgia’s students need great principals most, Georgia’s principals are leaving the job more rapidly than elsewhere in the nation. This guidance provides districts with a roadmap for arresting principal turnover by providing continuous high-quality induction support to early career principals (ranging from one to three years, depending on individual needs).

Structure of Guidance

This guidance addresses six domains of high-quality principal induction: 1) Roles and Responsibilities; 2) Leadership and Organizational Structures; 3) Orientation; 4) Mentoring; 5) Ongoing Performance Assessment; and 6) Program Evaluation. Guidance is clarified by components. Some components are required while others are suggested.

Guidance Development

This principal induction guidance was developed as a component of Georgia’s Race to the Top initiative. A cross-disciplinary team – including teachers, instructional coaches, early career and experienced principals, district leaders, university faculty, education organization staff and state agency leaders – was convened multiple times over a period of several months. The team worked collaboratively to distill research on effective induction and principal mentoring into guidance that is meant to be flexible and accommodating of the wide range of districts and district needs in Georgia. At the same time, this guidance paints an inspirational vision of the type of support new principals must receive.

High quality principal induction can stop the exodus from the principal’s office, maintain continuity in improvement efforts for teachers thus encouraging teachers to stay and strive to get better, ultimately leading to sustained improvements in instruction and student learning, over time and at scale.
Induction Phase Principal
The induction phase principal is defined as a principal who has been hired or appointed into a new permanent position in any Georgia school. Principals are considered to be in the “induction phase” until they successfully complete the district induction program. The district induction program will be tiered to provide differentiated support based on the individual’s needs.

Principal Induction Support Team
The Principal Induction Support Team is comprised of the immediate supervisor or designee, a mentor, and when possible, an external support agency representative (i.e., higher education, regional educational service agency, or district specialist).

Principal Induction Plan
The Principal Induction Plan is developed collaboratively with the induction phase principal and the Principal Induction Support Team to drive the professional learning of the induction phase principal. The plan will be based on the district’s and/or school’s teaching and learning goals, identified developmental needs, prior preparation and experiences, and assessment results.

Mentor
A mentor is highly committed to supporting the personal growth of the induction phase principal. The mentor provides guidance, shares knowledge and experiences, and supports the induction phase principal in making a positive impact on student growth and achievement.

Coach
A coach supports the performance of the induction phase principal in reaching a specific goal(s).

Endnotes


Overview
The induction guidance and domains collectively provides for an effective induction program and requires an investment from all stakeholders to ensure principal effectiveness. The development of induction phase principals must be strengthened by the roles and responsibilities of the Georgia Department of Education, higher education, district level personnel, mentors, and the induction phase principals.

Georgia Department of Education

Required Components
1. Work closely with districts to support and monitor the implementation of induction guidance.
2. Provide guidance for the recruitment and selection of mentors.
3. Identify and disseminate best district practices in induction.
4. Coordinate regional informational sessions (support groups) for mentors and induction phase principals.
5. Coordinate data collection to support evaluation of induction programs.
6. Establish overarching competencies which identify success factors of induction phase principals demonstrating success in raising student growth and achievement which may include but are not limited to:
7. Understanding of school and classroom practices.
8. Ability to work with teachers to design improvement strategies.
9. Provide necessary support for staff to carry out improvement strategies.
10. Develop mentor training modules for use by districts.

Higher Education

Required Component
1. Partner, collaborate, and engage, serving as a resource, with school districts to design, support, and enhance the induction process.

District Level

Required Components
1. Ensure the school environment is conducive for the induction phase principal’s professional growth and development.
2. Establish, implement, and support a quality principal induction program.
3. Communicate clear goals and expectations of a quality principal induction program.
4. Articulate roles and responsibilities of all stakeholders in the induction process.
5. Serve on the Principal Induction Support Team (designated district level administrator).
6. Design and implement an initial mentor training program to meet the needs of the district.
7. Outline the components and processes to evaluate the effectiveness of the principal induction program.
8. Provide the resources needed to implement and sustain a quality principal induction program.
10. Identify current and/or retired principals as potential mentors.
11. Establish a transparent mentor/mentee matching process.
12. Create opportunities for a supportive relationship between the mentor and the induction phase principal (e.g. time, location, etc.).
13. Provide and support ongoing professional learning aligned to the needs of the induction phase principal in order to meet the desired outcomes of the principal induction plan.
14. Develop and honor a culture of collegiality among new and veteran principals and mentors.
15. Actively support and communicate with the principal on a regular and consistent basis.
16. Evaluate the effectiveness of the principal induction program based on data collected.
17. Create an intervention process when the mentor/mentee relationship is ineffective.

Mentor

**Required Components**
1. Commit to the mission, vision, and goals of the induction program.
2. Provide professional, individual support to the principal through collaboration and effective communication.
3. Coordinate/facilitate interventions and professional learning experiences to guide growth and development of the induction phase principal.
4. Serve on the Principal Induction Support Team.
5. Successfully complete the initial and ongoing mentor training programs.

Induction Phase Principal

**Required Components**
1. Understand an effective induction program relies on the willingness of the induction phase principal to be open and candid concerning his/her needs for positive growth and development.
2. Participate in all facets of the induction program to ensure principal effectiveness that will have a positive impact on student achievement.
3. Serve on the Principal Induction Support Team.
Overview
A collaborative culture of support and organizational structures that promote success are established for the induction phase principal. The following guidance identifies the district’s responsibilities for establishing a supportive environment.

Guideline 1
District leaders foster a culture of collaborative learning to support the induction phase principal.

**Required Components**
1. Ensure an appropriately matched mentor who provides support for professional growth and learning.
2. Articulate high expectations pertaining to ethical behavior and conduct in accordance with the Georgia Code of Ethics for Educators.
3. Develop, implement, and evaluate a formal plan for regular interaction and communication among principals and district administration.
4. Envision and promote mentoring and coaching as a critical strategy for implementing school improvement initiatives that focus upon student learning.

**Suggested Components**
1. Encourage the induction phase principal to be innovative for the purpose of increasing student achievement.
2. Provide opportunities and encouragement for induction phase principals to contribute to and be involved in system-level decisions.

Guideline 2
District leaders ensure induction principals and their mentors are provided appropriate resources.

**Required Components**
1. Provide professional learning for the induction phase principal and mentor.
2. Allot time for collaboration between the induction phase principal and mentor.
Overview
An effective induction program recognizes the importance of creating a systematic process for the recruitment, selection, and training of qualified mentors who provide support for induction phase principals.

Guideline 1
The mentors will be recruited and selected based on established mentor guidance.

Required Components
1. The Georgia Department of Education (GaDOE) provides guidance for the recruitment and selection of mentors.
2. The district will establish mentor recruitment and selection criteria.

Suggested Components
1. The district develops a pool of qualified mentors.
2. The district's recruitment and selection process includes: committee selection and an application process with references.
3. Mentors are paired with an induction phase principal based upon comparable administrative experience.
4. Mentors are located in proximity to the induction phase principal.

Guideline 2
Training programs required of all mentors are differentiated, flexible, and research based.

Required Components
1. All stakeholders in the Principal Induction Program will be apprised of their respective roles and responsibilities.
2. The principal mentor training program designs are differentiated based on the mentor’s needs and skill level.
3. Topics for learning are based on a needs assessment and/or collected data.
4. The modality of delivery and scheduling of the mentor training will be flexible to meet the diverse needs of mentor.

Suggested Components
1. Mentor professional learning may include the following components:
   a. Induction program overview
   b. Roles and responsibilities
   c. Needs of new principals
   d. District policy manual/procedures
   e. Review of current federal policy
   f. Time management
   g. School-wide discipline
   h. Teaching adult learning theory
   i. Mentoring methods (i.e., peer observation, conferencing, modeling, observing, coaching etc.)
Guideline 3
The district shall provide clearly defined expectations for mentors.

Required Components
1. Mentors serve a non-evaluative function that fosters open and safe communication.
2. Mentors collaborate in the development of the Induction Phase Principal’s Induction Plan.
3. Mentors provide timely, constructive feedback at regular intervals.
4. Mentors participate in ongoing professional learning.
5. Mentors provide sustained support throughout the induction process. Support should be provided for no less than a full year.
6. Mentors provide support aligned to the Induction Phase Principal’s Induction Plan.
7. Provide or support the provision of appropriate coaching.

Suggested Components
1. Mentors serve as an advocate for induction phase principals.
2. Mentors gather and share resources with the induction phase principal.

Guideline 4
Mentor accountability is addressed through multiple measures to include: self-assessments, student achievement, induction phase principal feedback, and/or district level data.

Required Components
1. Districts collect and analyze mentor self-reflection data to determine effectiveness of the mentor.
2. Districts collect and analyze induction phase principal data including principal feedback to help determine the effectiveness of the mentor.
Overview
Quality orientation programs enable induction phase principals to become familiar with the school, the school district, and Georgia's educational initiatives, and support their professional, social, and emotional needs.

Guideline 1
Orientation needs to begin as soon as possible after the induction phase principal is hired, and must be provided to all induction phase principals.

Guideline 2
Orientation includes state, district, school level, and community expectations.

Required Components
1. Description of district mission, vision, values, and goals.
2. Introduction to the required curriculum.
3. Relevant district information such as student population, school locations, organizational chart, safe school policies and procedures, and grading guidelines.
4. Identification of available ongoing supports and resources (i.e., curriculum/program staff).
5. Schedule of induction and professional learning activities.
7. In-depth explanation of the purpose and structure of the Teacher Keys (TKES) and Leader Keys (LKES) Effectiveness Systems.
8. Information regarding school law and the Georgia Professional Educators Code of Ethics.
9. Information on internal processes (as appropriate to the district) such as budgetary processes, facility, safety, staffing, etc.
10. Guidelines for federal programs, federal grants, and Title programs.
11. Description of state, district, and school organizational charts.
12. School staffing policies and procedures.

Suggested Components
1. Orientation may be differentiated based on:
   a. Years of experience of the induction phase principal.
   b. Whether the induction phase principal comes from within the district or outside the district.
   c. When the induction phase principal was hired.
2. Provide a reference guide of terminology and acronyms used in the district.
3. Collaborate with human resources to ensure necessary policies and procedures have been communicated.
Overview
On-going performance assessment is a cycle that may continue for up to two years. Upon hiring an induction phase principal, the Principal Induction Support Team is created, a diagnostic assessment is conducted, an induction plan developed, and evidence of growth toward mastery of the Leader Assessment of Performance Standards (LAPS) is collected. The induction phase principal, along with the Principal Induction Support Team, reviews multiple sources of data to revise the induction plan for the second year.

Guideline 1
Each induction support principal is supported by a team to include at a minimum a mentor, immediate supervisor, and, when possible, an external support agency representative (i.e. higher education, regional educational service agency, district specialist).

Required Components
1. The Principal Induction Support Team is formed at the direction of the immediate supervisor or designated district level administrator for all induction phase principals when hired and/or appointed.

Guideline 2
Diagnostic assessment(s) will be administered to determine the specific professional learning needs of the induction phase principal. This process is designed to include the standards identified in the Leader Assessment of Performance Standards (LAPS).

Required Components
1. Diagnostic tools/processes include, but are not limited to, a self-assessment, an interview, and/or
2. other sources previously determined by the Principal Induction Support Team.
3. The data from the diagnostic assessment(s) will be used to guide the individual induction plan.

Guideline 3
An induction plan will be developed by the Principal Induction Support Team for each induction phase principal.

Required Components
1. Professional development goals will be based on the induction phase principal’s assignment, district and/or school teaching and learning goals, identified developmental needs, prior preparation and experiences, or assessment results.
2. The school data will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the induction phase principal’s performance.
3. The plan will drive the professional learning of the induction phase principal.

Suggested Component
1. The plan could include work with the mentor, observations of other principals, professional learning opportunities and readings.
Guideline 4
Assessments will follow the process outlined in the Leader Keys Effectiveness System (LKES) Evaluator Handbook.

Required Components
1. The induction phase principal’s progress is regularly assessed by observations, reflective conversations, and analysis of student data, all of which is documented.

Guideline 5
The induction phase principal uses assessment data results to inform and adjust the professional growth plan.

Required Components
1. The induction phase principal, guided by the Induction Phase Principal Support Team, will use the diagnostic assessment results, the induction plan, evidence to support each component of the induction plan, and an overall reflection summary to guide professional learning.
2. The induction phase principal, guided by the Induction Phase Principal Support Team, will use the reflection to guide professional learning and next steps for year two in the process.
Program Evaluation

Overview
Districts establish a systematic approach to evaluate the effectiveness of all aspects of principal induction programs.

Guideline 1
Program evaluation should be designed to address elements incorporated within the district induction program.

Required Components
1. The principal induction plan informs the program evaluation design.
2. The program evaluation design is developed concurrently with the design of the district induction program.
3. The program evaluation design evaluates intended goals and the impact on student growth and achievement.

Guideline 2
Data collected as part of the program evaluation supports continuous program revision as well as assesses overall program quality.

Required Components
1. Program evaluation includes a cycle of: data collection, analysis of the data, and action based on the analysis, and it occurs within the framework of continuous improvement.
2. Program evaluation captures evidence of fidelity of implementation.
3. Program evaluation captures evidence of expected impact of the induction program. Sources of evidence will include components of the Leader Keys Effectiveness System.
4. Analysis of evidence should be included as a part of the program evaluation. Evidence includes participant reactions, participant growth, changes in practices and dispositions, and the impact of change as compared to the expected outcomes of the induction program.

Guideline 3
The district level systematically shares evaluation findings with stakeholders for the purpose of accountability, decision-making, and continuous improvement (no components).
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*Teacher and Principal Induction Guidance: http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx
The Mentoring Journey Sheets

Print one double-sided copy of each sheet. The graphic should be printed on the front and the text on the back.

NOTE: These Mentoring Journey Sheets are numbered beginning with page “1.” (See the bottom of the text side of each sheet). This departs from the numbering of the Trainer’s Preparation Guide overall, and is intended to help participants line up and present in the proper sequence for the activity.
Beginning/Anticipation of What Lies Ahead
The Beginning Phase of the Mentoring Journey: Anticipation of What Lies Ahead

- The beginning phase of the mentoring journey is easy to discern. Although a big green sign did not mark its commencement, your decision and your preparation to become a mentor has.
- In the beginning, there is always an “anticipation” of what lies ahead. It is the start down a road, the horizon perhaps appearing to graduate toward a single point in the far-off distance.
- It is down this road that you will light another’s torch with your own, so that—when you reach that distant end, when all lines converge into that single point—your mentee will carry on having been the better for your presence along the way.
Beginning/Anticipation of What Lies Ahead
In the beginning phase of mentoring, is it quite common for the IPP to...

- Feel uncertain and anxious
- Mask anxiousness in “bravado”
- Fear “losing face” in front of his or her peers
- Fear you (the mentor), and may hesitate to “open up,” and
- Discover new roles, new relationships, and a whole new environment all at the same time.

Meanwhile, the mentor generally journeys confidently...

- Knowing about the journey
- Having been there before
- Recognizing the importance of letting the IPP explore
- Acting as a guide to shift the IPP away from dangers and quick turns in the road
- Gently urging the IPP to speak of his or her fears, and
- Helping the IPP build on his or her strengths
Middle/Navigating the Twisting, Turning Roads
The Middle Phase of the Mentoring Journey: Navigating the Twisting, Turning Roads

- The middle phase of the mentoring journey is marked by a sense of navigation. The best way to approach the trip: you hold the map, while the Induction Phase Principal drives.
- That is, you as the mentor should:
  - Offer support and encouragement to the IPP
  - Help the IPP focus on the process of solving problems rather than on the problem themselves, and
  - Provide nurturing during difficult times.

It is through this guidance that you will begin to see a sense of independence in the IPP, as he or she takes on the unexpected.
Middle/Navigating the Twisting, Turning Roads
During the middle part of the mentoring journey, the IPP will begin to...

- See patterns in problems
- Relax, while initial fears give way to acceptance
- Gain new perspective on previously difficult issues
- See the mentor as a partner and a colleague
Ending/Moving On…
The Ending Phase of the Mentoring Journey: Moving On…

- At some point, the mentor departs, before the mentee’s own journey is over.
- But the mentor can leave knowing that his or her torch will continue to burn brightly, and affect countless others, for having taken this worthy road.
Ending/Moving On...
Ending/Moving On…

- The trip belongs, after all, to the traveler, not the guide, and the mentor has other promises to keep.
Icebreaker: Packing for the Mentoring Trip

Print 5 copies. Cut along the dotted lines. Laminate each card for future use. Place each set in a separate brown paper lunch bag.

[Images of various items related to the packing for a trip]
Handout: Leader Assessment on Performance Standards Reference Sheet: Performance Standards and Indicators

1. **Instructional Leadership:** The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

   1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.

   1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

   1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.

   1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

   1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.

   1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.

   1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

   1.8 Provides the focus for continued learning of all members of the school community.

2. **School Climate:** The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

   2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

   2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

   2.3 Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.

   2.4 Maintains a collegial environment and supports the staff through the stages of the change process.

   2.5 Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.

   2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures.

   2.7 Develops and/or implements best practices in school-wide behavior management that are effective within the school community.

   2.8 Communicates behavior management expectations regarding behavior to students, teachers, and parents.

3. **Planning and Assessment:** The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

   3.1 Leads the collaborative development of a shared vision for educational improvement and a plan to attain that vision.

   3.2 Implements strategies for the inclusion of staff and stakeholders in various planning processes.

   3.3 Supports the district’s mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.

   3.4 Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district’s strategic plan.

   3.5 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.

   3.6 Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.

   3.7 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.

   3.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

   3.9 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.

   3.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.
### 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

- **4.1** Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
- **4.2** Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- **4.3** Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- **4.4** Identifies potential problems and deals with them in a timely, consistent, and effective manner.
- **4.5** Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- **4.6** Reviews fiscal records regularly to ensure accountability for all funds.
- **4.7** Plans and prepares a fiscally responsible budget to support the school’s mission and goals.
- **4.8** Follows federal, state, and local policies with regard to finances and school accountability and reporting.
- **4.9** Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

### 5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

- **5.1** Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- **5.2** Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- **5.3** Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.
- **5.4** Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.
- **5.5** Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- **5.6** Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.
- **5.7** Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.
- **5.8** Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

### 6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

- **6.1** Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.
- **6.2** Provides support, resources, and remediation for teachers and staff to improve job performance.
- **6.3** Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.
- **6.4** Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation.
- **6.5** Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.
- **6.6** Involves teachers and staff in designing and implementing Professional Development Plans.
7. **Professionalism:** *The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

| 7.1 | Models respect, understanding, sensitivity, and appreciation. |
| 7.2 | Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements. |
| 7.3 | Maintains a professional appearance and demeanor. |
| 7.4 | Models self-efficacy to staff. |
| 7.5 | Maintains confidentiality and a positive and forthright attitude. |
| 7.6 | Provides leadership in sharing ideas and information with staff and other professionals. |
| 7.7 | Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district. |
| 7.8 | Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams). |
| 7.9 | Evaluates the impact professional development has on the staff/school/district improvement and student achievement. |
| 7.10 | Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher. |
| 7.11 | Remains current with research related to educational issues, trends, and practices. |
| 7.12 | Maintains a high level of technical and professional knowledge. |
| 7.13 | Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy. |

8. **Communication and Community Relations:** *The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.*

| 8.1 | Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate. |
| 8.2 | Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources. |
| 8.3 | Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships. |
| 8.4 | Maintains visibility and accessibility to students, parents, staff, and other stakeholders. |
| 8.5 | Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders. |
| 8.6 | Provides a variety of opportunities for parent and family involvement in school activities. |
| 8.7 | Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community. |
Handout: Mentoring Performance Checklist

**Spirit of Mentoring**

- Use active listening and strategic questioning to:
  - Guide reflection
  - Empower principals to make their own decisions
  - Normalize principals’ feelings
  - Build confidence
  - Build trust and relationship
  - Provide a process for problem solving
  - Offer encouragement
  - Teach as needed
  - Encourage reflection
  - Develop the IPP professionally
  - Show listening and respect

**Orientation**

- Enthusiastically greet mentee
- Establish the nature of the relationship
  - One of mutual growth
  - Emphasize the mentor’s commitment to and investment in the IPP’s success
  - Mentor’s roles: F•A•C•T, with an emphasis on Facilitation
- Commit to confidentiality and assert yourself as a trusted advisor
- Outline expectations for both roles (mentor and IPP)
- As needed, establish a common vocabulary.
- Stick to neutral topics at first
  - Getting to know each other
  - Orienting to relevant district topics
- Build toward significant conversations over time

- Discuss how you will work together and the IPP’s preferences:
  - Methods
  - Frequency
  - When
  - Where

**Active Listening**

- Pay attention
  - Intentionally avoid distraction
  - Look at speaker directly
  - Mentally repeat speaker’s words
  - Read speaker’s body language
  - Do not mentally form next statements or rebuttal while the other person speaks
- Avoid interrupting
  - Practice “silence” even during speaker pauses
  - Only speak during speaker pauses to show you’re listening or to reflect speaker’s message
- Show you’re listening
  - Use body language that says “I’m interested”
    - Lean forward
    - Use open, inviting body language
    - Nod occasionally
    - Smile and use other facial expressions
- Use minimal encouragers
  - Yes, OK, Uh huh...
  - Go on, I see, Tell me more...
  - Silence also encourages the other person to speak more
- Re-state (mirror)
Active Listening cont.

- Ensure understanding through reflection
  - Paraphrase words, feelings, meaning
  - Summarize words, feelings, meaning
  - Question words, feelings, meaning
- Respond appropriately
  - Analyze problem further
  - Advise
  - Consider options
  - Demonstrate what you would do
  - Support change

The GROWS Model

- Goal
  - Focused - Specifically addresses one identified problem
  - Outcome-oriented - What should be
  - Positive - Rather than what you don’t want, state in affirmative language what you do want
- Reality
  - What is NOT going well
  - What IS going well
  - Root causes
- Options (i.e., possible ways to achieve the goal)
  - What you’ve already tried and how each worked
  - Various options and what to consider:
    - Benefits and downsides of each option
    - Likelihood of success for each option
    - Factors which would impact the success of each option
  - Additional options if obstacles were removed
- Way Forward
  - Review all factors and considerations; pick the best option for going forward and achieving the goal

Summary

- Recap the conversation
- Identify next steps and put dates to them
  - List the steps from here to your goal
  - Add end dates/date ranges for each step
  - Include a list of individuals or resources the IPP may need to connect with, in or out of the school system, to carry out the action plan and achieve the outcomes
- Elicit feedback from the IPP

Strategic Questioning

- Open-ended
  - Give the widest possible scope for responding
  - Require more than a “yes” or “no” answer
  - Guide other person into an open frame of mind
  - Repeat or rephrase to give more thinking time
- Probing (Type of open-ended question)
  - Draw out new information and other considerations
  - Elicit a slow, thought-out response
  - Facilitate:
    - Self-reflection
    - Processing of thoughts and feelings
    - Seeing from other perspectives
- Clarifying (Type of open-ended question)
  - Use as a reflective question in active listening
  - Check understanding, review, follow-up; do not provide new “food for thought”
  - Elicit quick, brief answers
- Closed
  - Elicit “yes” or “no” answers
  - Check or confirm information, or reinforce commitment from the IPP
  - Draw the other person out before using open questions
Strategic Questioning cont.

- Concluding
  - Summarize and ask if summary was accurate
  - Check on what will come next

Before a Mentoring Session, Plan Questions

- Anticipate the IPP’s likely concerns and focus for a session. What will he or she most likely need help with?
- Write down strategic questions ahead of time which move through each stage of the GROWS model

- Do a questions check:
  - Think about the “riskiness” of your questions, how the IPP will receive them. Don’t avoid risk, but don’t push the presenter into the “danger zone.”
  - Check your questions for relevance to development, focus, needs
  - Check that your questions are crafted and sequenced to move through GROWS acronym

- Do a self-check:
  - If you have a “right” answer in mind to any of your prepared questions, then delete the judgment, or don’t ask it
  - If you are asserting your own personal agenda, then focus on the IPP’s needs and how to facilitate his/her own thinking and problem-solving

During a Mentoring Session, Use Questions

- Strive for focus, yet remain flexible
  - Ask questions in a sequence from general to specific.
  - Constantly return focus to the IPP’s needs and goal(s).
  - Balance strategic questioning with active listening to move through the GROWS model.
  - Let answers and solutions emerge.
  - Be flexible: Use your plan, but listen for and address IPP’s needs.

Critical Conversations

A conversation in which there will likely be (1) strong emotions, (2) high-stakes, and/or (3) opposing opinions. Stages:

- Inquiry (Partner’s turn to explain)
  - Learn about the other person’s point of view as if you were both from different planets (e.g., how events affect other person; what s/he values; goals)
  - Listen and watch other’s body language
  - Don’t interrupt except to acknowledge
  - Don’t take anything personally
  - Don’t rush things

- Acknowledgment (Honoring and understanding)
  - Reflect back other person’s argument
  - Reflect back other person’s hopes
  - Acknowledge your own defensiveness, if applicable
  - Implies honoring and understanding, though not necessarily agreement

- Advocacy (Your turn to explain)
  - Clarify your position
  - Continue to honor the other person’s position; do not minimize as you explain yours

- Problem-Solving
  - Brainstorm
  - Continued inquiry
  - Build on each other’s possibilities

- If adversarial, create safety
  - Center
  - Re-engage with inquiry
Coaching Conversations

- Ask permission to coach
- Stay focused on needs and goals
- Reinforce for what is meeting or exceeding expectations
  - Specific behavior or attitude
  - Appreciation or praise
- Redirect what needs to change
  - Specific behavior or attitude
  - Specific correction (what is being done now and how vs. what should be done and how)
  - Appreciation or praise
- Provide needed teaching/training
Card Deck of IPP Situations

Print one copy on colored paper for every one table of participants. Cut along dotted lines and laminate as cards. Rubber band each deck and place one deck on each table in training.

- New principal doesn’t know how to make a budget.
- A clique of teachers has started a whispering campaign hinting that the new principal is racist.
- County has teacher dress code. A teacher made an issue of it by exposing a lower back tattoo that should have been concealed.
- New principal is facing a student discipline issue: Cell phones and backpacks.
- There is a picture on Facebook of one of your teachers drinking.
- BOE wants the new principal to endorse a new program that the new principal doesn’t believe in, and the new principal has evidence that it is not effective.
- Students want to start a club that might be politically controversial in the community (e.g., an LGBT club). The board is against it, the parents are mixed, and the students are for it.
- New principal is facing redistricting discontent.
<table>
<thead>
<tr>
<th>New principal is facing issues around opening a new school.</th>
<th>The new principal is trying to put something new in place (e.g., new reading program, PLCs, new walk-through process).</th>
</tr>
</thead>
<tbody>
<tr>
<td>New principal can’t get parents to attend open house or parent-teacher conferences.</td>
<td>The new principal is not worried at all—everything is going great!</td>
</tr>
<tr>
<td>The induction phase principal is doing the bookkeeping for the PTA/PTO.</td>
<td>The new principal faces a sensitive situation: A well-liked teacher is a very poor instructor.</td>
</tr>
</tbody>
</table>
Active Listening Station 1

PAY ATTENTION

Give the speaker your undivided attention. Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. This can be tough, but here are some tips:

■ Be intentional. Intentionally put aside distracting thoughts. Avoid being distracted by environmental factors, such as noises or side conversations.
■ Look at the speaker directly.
■ Repeat the speaker’s words mentally as they are being said. This will reinforce their message and help you stay focused.
■ Note the speaker's body language and interpret what his/her body language is “saying.”
■ Do not form your next statements or mentally prepare a rebuttal while the person is speaking!
Active Listening Station 1 - Enrichment

PAY ATTENTION • REFLECTION WITH A PARTNER

Discuss both points with a partner:

- What are some ideas for better engaging OTHERS when you speak to them?

- What can you do so that YOU will be better engaged when others speak to YOU...even if you are distracted, bored, or uninterested with what they are saying?
Active Listening Station 2

**AVOID INTERRUPTING**

It’s difficult *not* to interrupt sometimes. But this is an important skill to master for mentoring. Here are some tips:

- Allow the speaker to finish each point before you speak.
- Do not jump in with your opinion and never interrupt with counter arguments!
- Interrupting is a waste of time. It frustrates the speaker and limits full understanding of his/her message.
- Generally, the only time you should speak during the conversation is when the speaker pauses and you take the opportunity to ensure understanding with reflections, questions, and summaries, or when the speaker is completely finished and looks for a response from you.
- There are times, however, when the speaker pauses and you should practice silence. Silence offers valuable thinking time to the IPP: You don't always have to fill silence with the next question or statement. You should *practice* silence to become more comfortable with it over time.
Discuss both points with a partner:

- Why do you think we are generally “wired up” with the desire to interrupt?

- Given this awareness, what can you decide to do to avoid the temptation to interrupt?
Active Listening Station 3

SHOW YOU’RE LISTENING

Use your verbal and non-verbal/body language to convey you are paying attention. The following gives some good strategies.

- Use body language that says “I’m interested.” Here are some examples:
  - Lean forward
  - Make sure your body posture is open and inviting.
  - Nod occasionally
  - Smile and use other facial expressions

- Use minimal encouragers to imply “please continue” and encourage the speaker to say more:
  - Silence -- say nothing, nod your head to indicate attention and wait for the IPP to continue talking. Expect and anticipate the IPP to say something important.
  - Small verbal cues such as:
    - Yes...
    - Ok...
    - Uh huh...
    - Go on...
    - I see...
    - Tell me more...
  - Question or comment - While nodding and "uh huhing" says you’re listening and interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

- Restating (also known as mirroring) – repeating almost exactly what the speaker says. Mirroring should be short and simple. It is usually enough to just repeat key words or the last few words spoken. This shows you are trying to understand the speaker’s point of reference and acts as a prompt for him or her to continue. Be aware not to over mirror as this can become irritating and therefore a distraction from the message.
Active Listening Station 3-Enrichment

SHOW YOU’RE LISTENING • PRACTICE WITH A PARTNER

With a partner, take turns demonstrating each of the bulleted skills on this flipchart which “show you’re listening.”
ENSURE UNDERSTANDING THROUGH REFLECTION

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions. Reflecting is useful to link the content and feeling components of what the speaker has said. Reflecting echoes back to the speaker his/her content, feelings, the degree or intensity of his/her feelings, and the speaker’s meaning. A skilled listener will be able to detect what the speaker is saying and feeling not only through his/her words, but also through his/her body cues. There are two main forms of reflection:

- You should periodically check for understanding of the other person’s words, feelings, and meaning. This helps you understand. (It also communicates that you are listening).

- You can check for understanding by “Reflecting” back to the other person what you think they have said, feel, or mean.

- There are three types of reflection skills:

  1. Paraphrasing – rephrasing the thoughts and ideas of the IPP as accurately as possible.

  2. Summarizing – This is another way to ensure understanding. Summarizing means to “recap” what someone has just said to you to make sure you got it right, after they have spoken for a while and have given many details.

     Summarizing is recapping in your own words the main points or ideas the speaker has been conveying at the conclusion of his/her set of thoughts. “So, basically what you’re saying is that the problem in a nutshell is XYZ, and you are looking for a diplomatic win-win solution.”

  3. Questioning – This means to “ask a simple clarifying question” about what someone has just said to you to make sure you got it right. Ask questions to clarify certain points. "What do you mean when you say...?" "Is _____ what you mean?" We will talk more about questioning in the next section.
Active Listening Station 4 cont.

ENSURE UNDERSTANDING THROUGH REFLECTION

- You can use these paraphrasing, summarizing, and questioning skills to either reflect the other person’s:
  - Words
  - Feelings, or their
  - Meaning

- Restating almost exactly what another person says shows that you’re listening. This is also known as mirroring. Restating/mirroring is different than paraphrasing, which is an advanced, slightly more difficult, listening skill used to make sure you understand the other person. An example of the difference between restating and paraphrasing is as follows:

  - Speaker: “I just don't understand my boss. One minute he says one thing and the next minute he says the total opposite.”
  - Listener restating: “So, you don't understand your boss. One minute he says one thing, and the next minute he says the total opposite.”
  - Listener paraphrasing: “So, you feel confused by your boss,” or "Sounds like you are saying you feel a little confused by your boss’ behavior," or "What I'm hearing is that you are confused by your boss because he says one thing, but does another."

In conclusion, the more it looks like you’re listening, the more you actually WILL be listening.
Active Listening Station 4-Enrichment

ENSURE UNDERSTANDING • PRACTICE WITH A PARTNER

Choose one reflection skill without telling your partner which you’ve chosen. Then demonstrate it for your partner. Ask your partner to “guess” which skill it was.

Then, switch roles and repeat.
Active Listening Station 5

RESPOND APPROPRIATELY

When you sense that the speaker has completed his/her entire message, then respond.

Assert your response with respect. Treat the other person in a way that you think he or she would want to be treated. Active listening is in fact a model for respect and understanding. You are gaining information and perspective. You add nothing by judging or attacking the speaker.

Response Strategies

Here are some response strategies to choose from as the situation calls:

- Analysis – Inquire about the factors that may be part of the problem.
- Advisement – Direct the IPP into a specific course of immediate and/or long-term action only when clear cut advisement is necessary. However, always ask permission before giving advice.
- Consideration – Explore alternative solutions to the problem by generating options, discussing how to apply each, and considering possible outcomes.
- Demonstration – Actually show the IPP what to do in various situations.
- Support – Discuss what would reinforce and assist behavior change.
With your partner, discuss on-the-job examples of each of the following response strategies you’ve used or seen used:

- Analysis
- Advisement
- Consideration
- Demonstration
- Support