



**Department of  
Education &  
Workforce**

# PRINCIPAL CHAT – NEW PRINCIPAL PANEL

April 10, 2024



**Ohio** Principal  
Leadership **Supports**

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*Strong Principals, Strong Schools*

# Today's Agenda

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- Welcome and Introductions
- General Updates from the Department
- **New Principal Panel** – Facilitator: **Mark Jones, OAESA**
- Q & A
- Next Chat – May 8, 2024



Department of  
Education &  
Workforce

# Leadership Supports Webpage

- Administrative Calendar
- Resources
- [Schooladmin@education.ohio.gov](mailto:Schooladmin@education.ohio.gov)



## Ohio Principal Leadership Supports

*Strong Principals, Strong Schools*

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **"Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership."**



Administrative  
Calendar



Educator  
Licenses



Professional  
Development



Associations



Higher  
Education



Resources



Ohio

Department  
of Education

# The Right to Read

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## The Right To Read Clips and Conversation

Education leaders are invited to attend a presentation on the documentary, **The Right to Read**, which addresses the importance of literacy as a civil right. Join us as we view portions of the film, hear a panel conversation, and discuss Ohio's commitment to implementing instruction grounded in the science of reading throughout our state's classrooms.

**Wednesday, April 17**  
**9:45-11:30 a.m.**  
**Hilton Columbus/Polaris**

Ohio Governor Mike DeWine and Stephen Dackin, director of the Ohio Department of Education and Workforce, will provide opening remarks. A panel discussion, moderated by Dr. Melissa Weber-Mayrer, chief of literacy at the Ohio Department of Education and Workforce, will feature:

- **Kareem Weaver**, Producer
- **Dave Jackson**, Superintendent, Northridge Local Schools
- **LaMonica Davis**, Principal, Akron Public Schools
- **Dr. Angela Chapman**, Superintendent, Columbus City Schools

### About the Film

The Right to Read shares the stories of an NAACP activist, a teacher, and two American families who fight to provide our youngest generation with the most foundational indicator of lifelong success: the ability to read.



# Ohio Leadership Advisory Council

## Professional Learning Series

### **Leading the Littles: Intention, Engagement, and Outcomes**

**April 12, 9-10:30 a.m.**

**Presenter:** Wendy Grove, Ohio Department of Children and Youth

Explore three areas of leadership in early childhood, including intention, engagement, and outcomes. The first part of the session will provide the link between intent and the importance of understanding standards, curriculum, and assessments. Engagement will be discussed in the second part of the session, focused on the leaders' role in creating safe, healthy, and developmentally appropriate experiences centered in play. The session will finish with an overview of how data can and should be used to drive leadership decisions about programming, instruction, and resources. [Register Now: Leading the Littles: Intention, Engagement, and Outcomes](#)

<https://ohioleadership.org/news-and-events/professional-learning-series>

# Ohio Leadership Advisory Council

## Professional Learning Series

### **Shared Leadership Practices to Support the Ohio Improvement Process**

**April 25, 9-10:30 a.m.**

**Presenter:** Dr. Paul Kish, Director of Curriculum and Instruction and Lynne Stark, Principal, Vincent Elementary, Clearview Local Schools

Clearview Local Schools was recently awarded the 2023 Outstanding District of the Year by OLAC and BASA. Join members of the Clearview administrative team as they share the systems and structures they are using to support the Ohio Improvement Process. The leadership framework that they have established is characterized by shared leadership, collaboration, and open dialogue. Learn more about their District Leadership Team (DLT) meeting process and how it scaffolds to support the work of Building Leadership Teams (BLTs) and Teacher-Based Teams (TBTs) in the district. Their “Relationships First” motto serves as the foundation for school improvement. [Register Now: Shared Leadership Practices to Support the Ohio Improvement Process](#)

<https://ohioleadership.org/news-and-events/professional-learning-series>

# Ohio Leadership Advisory Council

## Professional Learning Series

### **Become an OLAC Facilitator**

**May 10, 9-10:30 a.m.**

**Presenter:** OLAC Team

From the beginning, the Ohio Leadership Advisory Council's goal has been to provide educators – no matter their role – with the structures and resources they need to develop shared and effective leadership at every level. OLAC is proud to offer free resources to support your personal or team's professional learning. By becoming a certified OLAC facilitator, you will be able to share these resources with others and demonstrate how to integrate them into their leadership and instructional practices. Become familiar with and gain working knowledge of the OLAC website, latest resources, evaluation tools, and more. [Register Now: Become an OLAC Facilitator](#)

<https://ohioleadership.org/news-and-events/professional-learning-series>



# Ohio Leadership Advisory Council

## Professional Learning Series

**Become an OLAC Facilitator**

**May 10, 9-10:30 a.m.**

**Presenter:** OLAC Team

### Evaluation Crosswalks for Superintendents, Principals & Teachers

Evaluation season is upon us and the Ohio Leadership Advisory Council (OLAC) evaluation crosswalks for superintendents, principals, and teachers are great resources to support the process. The crosswalks include an overview of each standard and indicator, questions to guide your conversations, and supporting resources. Listen to how Tim Sies, Superintendent at Clermont Northeastern Schools uses them in this [short video](#).

<https://ohioleadership.org/news-and-events/professional-learning-series>

# MESSAGE FROM OAESA AND OASSA

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Now is the time to join your professional organization!

- [OAESA Membership](#)
- [OASSA Membership](#)

## Upcoming Events

- [OASSA Instructional Leadership](#), June 13, Conference Center at OCLC
- [OAESA Professional Conference and Trade Show](#), [June 17-18](#), Hilton Easton
- Grant-funded [Inclusive Instructional Leadership](#) Opportunities

# OHIO STANDARDS FOR PRINCIPALS | 2018

 <b>Leadership</b>	<b>Standard 1: Mission, Vision and Core Values</b>	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	<b>Standard 2: Ethics and Professional Norms</b>	The effective educational leader acts ethically and according to professional norms.
	<b>Standard 3: School Improvement</b>	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 <b>Learning</b>	<b>Standard 4: Curriculum, Instruction and Assessment</b>	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	<b>Standard 5: Professional Capacity of School Personnel</b>	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 <b>Culture</b>	<b>Standard 6: Equity and Cultural Responsiveness</b>	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	<b>Standard 7: Community of Care and Support</b>	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	<b>Standard 8: Meaningful Engagement of Families and Community</b>	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 <b>Management</b>	<b>Standard 9: Strategic Staffing</b>	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	<b>Standard 10: School Operations</b>	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

# BEGINNING

# ADMINISTRATORS ACADEMY

## *BAM MENTORING PROGRAM*

- OH Principal Chat
- April 10, 2024



# OVERVIEW OF BEGINNING ADMINISTRATORS ACADEMY (BAM)

## Program Objectives:

- Build capacity for first and second year building administrators to help them hone their skills, enhance their practices, redefine their roles and exercise effective leadership;
- Work with a mentor for goal-setting based on the Ohio Standards for Principals (2018);
- Engage in critical reflection and feedback with a mentor throughout the school year to help the building administrator navigate the OPES 2.0 process.



# BEGINNING ADMINISTRATORS ACADEMY (BAM)

## Program Details:

- Engagement in critical high quality professional development sessions;
- Coaching by trained mentors who will focus on the administrator's individual needs;
- Feedback on performance and technical assistance in such areas as communication, team building, instructional leadership, family engagement, time management and the use of data to improve student achievement.

# BAM PROGRAM BENEFITS

- Paid 1-year professional membership in OAESA or OASSA
- Trained mentor for a 2-year period
- Paid registration to the OAESA/OASSA Beginning Administrators Academy (BAA) professional development events in September and December in year one
- Paid registration for the OASSA/OAESA Annual Professional Conference in the first or second year in the program
- Access to a 360 feedback tool with coaching support for the OPES 2.0 evaluation process; Book study with mentor, with provided textbook aligned with BAM Program professional learning outcomes
-  A \$195.00 voucher for a PD event hosted by either OAESA or OASSA.

# BAM PARTICIPANTS

- 175 veteran administrators registered to participate as mentors
- 139 completed Mentor Training and were assigned a mentee(s)
- 204 new administrators registered to participate as mentees



# MENTOR/MENTEE MATCHING

- Divided Mentors and Mentees into OAESA and OASSA groups
- Located each individual on a large map of Ohio
- Paired individuals geographically by level, avoiding any intra-district assignments

# TRAINING

- Leadership Immersion Institute (2 Day In Person in late July or early August, or Virtual Training during the school year)
- Conducted by trainers from NAESP
- Accepted 31 into additional training for National Mentor Certification



# APPLICATION PROCESS

- Mentors completed a registration form by using a QR code provided through OAESA or OASSA.
- Mentees were offered several methods to register, including paper applications, online applications, or registering by phone.

# PILLARS, PRACTICES, AND PRIORITIES FOR EFFECTIVE PRINCIPALS

## PRINCIPAL PILLARS

- **Build Culture**
- **Empower People**
- **Optimize Systems**



# MENTOR COMPETENCIES

## **1. An effective mentor sets high expectations for self-development in high quality professional growth opportunities.**

- a. Demonstrates adult learning practices through professional growth activities
- b. Practices professional learning that increases mentor effectiveness

## **2. An effective mentor has knowledge of and utilizes mentoring and coaching best practices.**

- a. Utilizes effective oral and written communication skills
- b. Applies effective listening skills and provides constructive feedback
- c. Communicates a clear vision; Understands and practices adult learning theory

## **3. An effective mentor is active in instructional leadership.**

- a. Is grounded in national, state, and local student outcomes, common core standards, and curriculum goals
- b. Keeps current on educational and leadership issues through participation in professional organizations, and on-going learning



# MENTOR COMPETENCIES

## **4. An effective mentor respects confidentiality and a code of ethics in the mentor protege relationship.**

- a. Demonstrates a confidential and trusting environment
- b. Encourages open and reflective conversations in collaboration with protege

## **5. An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.**

- a. Conducts action research in collaboration with protege through a growth model
- b. Utilizes assessment information to adjust the mentoring process as needed
- c. Maintains a reflection portfolio

## **6. An effective mentor fosters a culture that promotes formal and informal mentoring relationships.**

- a. Engages in professional outreach activities
- b. Acknowledges and supports the need for mentoring and coaching



# MENTORING VS. COACHING

*Questioning and Feedback is at the core of Mentoring.*

Coaches work in a technical way to improve performance or specific behaviors.

Mentors view the whole person, their knowledge, skills, and talents.

Mentors develop rapport and build a supportive, trusting, and collaborative relationship.

Mentors empower the mentee to become a confident,

reflective leader.



# QUESTION EXAMPLES

*What are you planning on doing next?*

*Let's unpack that a bit, what do you think will happen if you do this?*

*What led you to that solution?*

*What could be the positive outcomes, what might be the negative outcomes?*

*What tools or strategies can you use to accomplish that?*

*How do you have a sense of what the staff is thinking?*





# COMMUNICATING FEEDBACK EFFECTIVELY

## SBI Framework

- **Step One: Identify the Situation**
  - Be specific about where and when what you observed took place
- **Step Two: Describe the Behavior**
  - Describe specific actions that you directly observed using neutral nonjudgemental language
- **Step Three: Explain Its Impact**
  - Clearly articulate how the behavior affects the learning community, teachers, students, and school as a whole



# BAM MENTOR TIP SHEET: JANUARY

## IMPORTANT REMINDERS:

- Be sure to log all contacts with your mentees each month. You can document these contacts [here](#).
- Your mentees have now been given access to the [OAESA 360 Feedback Tool](#). You may begin getting questions from them about this tool. Recall that in order for you to assist them with this activity, you have also been given a no-cost one year subscription to this tool. Click [here](#) for login information, and call us at (614) 547-8087 with any questions.
- Your mentees were also provided with a \$175 Voucher to attend additional PD offerings of their choice provided by either OAESA or OASSA. Feel free to ask them which PD event they have or will attend with this voucher, and ask them about the experience.

## KEY TOPICS:

- Chapter 5 from the text provided, *Lead From Where You Are*, by Dr. Joe Sanfelippo. This chapter is about creating the capacity to lead not only in yourself, but also in those you lead.
- OPES 2.0: Domain 3, Culture: Check out the three Standards from this OPES 2.0 Domain [here](#) on pages 27 through 31, and discuss the opportunities that your mentee has had so far working in this area.

## GUIDING QUESTIONS:

- Have you made it through your initial round of teacher observations? How are these observations going, and what aspects of these evaluations are particularly difficult for you?

# BAM MENTOR TIP SHEET: APRIL

## IMPORTANT REMINDERS:

- Be sure to log all contacts with your mentees each month. You can document these contacts [here](#).
- Both you and your mentees have access to the [OAESA 360 Feedback Tool 2.0](#) for one full year. Your access began in October, while theirs began in January. This tool makes a great topic for discussion, especially in terms of providing evidence for their annual evaluation. Click [here](#) for login information, and call us at (614) 547-8087 with any questions.

## KEY TOPICS:

- OTES and OPES evaluations: Have your mentees completed their teacher evaluations, and have they been successful in collecting and documenting evidence for their own OPES evaluation?
- As the spring testing season kicks off, are your mentees prepared to supervise this process?

## GUIDING QUESTIONS:

- As you begin to wrap up this school year, what aspects of your leadership style are you planning to work on for next year? Are these strengths that you intend to enhance, or weaknesses that you want to correct? What lessons about yourself have you learned this year?
- Are you viewed as an effective instructional leader by your staff? What evidence leads you to this belief?



# FUTURE OPPORTUNITIES

- **Mentors can register for 2024-2025 using the QR code below.**



# PANEL DISCUSSION

- **Katie Nowak**, mentor from New Albany-Plain Local; [nowak.3@napls.us](mailto:nowak.3@napls.us)
- **Ja’Niece McAlpine**, mentee from Westerville City; [mcalpinej@Westerville.k12.oh.us](mailto:mcalpinej@Westerville.k12.oh.us)
- **Holly Griffin**, mentor from Eastland-Fairfield JVS; [hgriffin@efcts.us](mailto:hgriffin@efcts.us)
- **Michele Boykin**, mentee from Reynoldsburg City; [michele.boykin@reyn.org](mailto:michele.boykin@reyn.org)
- **Lori Green**, mentor from Groveport-Madison Local; [lori.green@gocruisers.org](mailto:lori.green@gocruisers.org)



# QUESTIONS?

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# NEXT PRINCIPAL CHAT

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- Second Wednesday each month at 9:30 – 10:30am
- May 8
- Focus Topics: Shared Leadership

Contact: [schooladmin@education.ohio.gov](mailto:schooladmin@education.ohio.gov)



# EXIT SURVEY

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