

Principal Mentor Scope of Work

- Plan for and conduct two on-site mentoring sessions per month (or as the contract specifies)
- Sessions should allow sufficient time for the mentoring cycle and bring cohesion to the program requirements. Therefore, the Mentor and client should regularly partner in the following activities:
 - Planning with the client or teams (leadership, grade level, district) (Beyond the 90-Day Plan this may be a mentoring plan for needed learning)
 - Examining data (observational, student performance, teacher artifacts) (Practicing the DDI habits and integration of content learning)
 - Classroom Instructional Practice Review (CWTs, full observations) (Instructional Supervision habits that are interim to the IR visit)
 - Feedback Conversations (Principal to teachers & Mentor to client) and Reflective Practices (Think Alouds, Journaling) that formulate future actions
- Review the Behavioral Event Interview (BEI) Leadership Competencies with the client and:
 - Create a mentoring plan customized for focused client growth
 - Coordinate the competency strength/growth areas with the 90-Day Plan
 - Review the District Readiness Assessment (DRA) for contextual challenges and supports for the 90-Day Plan
- Assist the client in facilitating the process to submit each 90-Day Plan.
 - This task includes involving stakeholders in looking at data, utilizing the Root Cause Analysis process, selecting targeted actions, identifying how to monitor for evidence of progress, and accountability checkpoints.
 - (The Mentor may be more involved with the early plans and then move to a gradual release as the school team learns & practices a short-cycle mindset.)
- Facilitate a triangulated alliance meeting with the Principal, Supervisor and Mentor to articulate the Mentoring Focus as well as support and accountability actions expected. The alliance meeting will be revisited before each new 90-Day plan.
- Reinforce content learning and application of instructional leadership practices from required texts: Leverage Leadership, and Driven by Data, these are the “4 Levers” of Data-Driven Instruction, Observation & Feedback, Staff & Student Culture, and Talent Management.
- Develop with the client, daily/weekly habits that monitor for evidence of progress and serve as accountability checkpoints. The monitoring support & accountability short cycle observation and feedback cycles will be used to identify learning needs based on observational data collected and will be aligned with the Implementation Rubric (IR). The implementation data will be used formatively to help the mentor and client agree upon a monthly mentoring focus and possibly uncover professional learning needs at the site.
- Interact with the client during non-mentoring session weeks via telephone, Skype/Video Conference, or email with both parties participating in the communication

Required Qualifications

- Possess a Master's Degree or higher in education or related fields.
- Sign and commit to the Code of Ethics
- Ability to travel to LEA and school sites, both locally and overnight
- Knowledge in LEA and/or site leadership in school turnaround and/or significant school improvement efforts.
- Previous successful experience with supporting evidence will be required to be provided in the application.
- Ability to work effectively with ADE, LEAs and schools through:
 - Participation in monthly and quarterly meetings

- Timely completion and submission of reports
 - Responding to all requests for information in a timely manner
- Developing an exit strategy plan wherein service and capacity are embedded in the LEA and/or school, allowing Supporting Partner to exit and school performance to be maintained

Deliverables

- Plan for and conduct two on-site mentoring sessions per month
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- Participation in monthly and quarterly meetings
- Developing an exit strategy plan wherein service and capacity are embedded in the LEA and/or school, allowing Supporting Partner to exit and school performance to be maintained.
- Responding to all requests for information in a timely manner
- Submit a monthly Mentoring Plan to the Lead Mentor electronically. A template will be provided and will allow the Mentor to see the trajectory of the work with the client.

Knowledge and Skills

- Coaching continuum and/or cognitive coaching
- School Improvement principles including the continuous improvement cycle Action planning
- Turnaround Leadership Competencies
- Adult learning theory
- Effective Classroom Instruction & Best Practices, including evidence based strategies, practices and programs
- Instructional Supervision & Leadership Indicators using evidence based strategies and practices
- Balanced assessment systems
- The Change Process
- Organizational Culture
- Effective and strategic questioning
- Provoking thinking in another person
- Promoting and monitoring actions of others
- Collecting and analyzing data
- Demonstrating observation and diagnostic skills
- Creating rapport & trust between yourself and the person mentored
- Writing and operationalizing SMART Goals
- Facilitating team processes such as Root Cause Analysis
- Making connections and demonstrating systems thinking
- Conducting “hard conversations”
- Evidence based school structures i.e. MTSS, PLCs, data driven instruction, observation and feedback, intentional planning, shared leadership, effective communication strategies

For more information please contact either

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