

## **Introduction to the SAM Leaders Professional Learning Program -- Provider Description and Benefits**

### **1. Professional Learning in the 21<sup>st</sup> Century**

- The challenge before you as educational leaders is markedly unchanged in terms of what parents want, that is, they want their child/children to have a future tied to engagement in school and a future career—simply, they want success for their child/children. This is a very large and daunting challenge considering the complexity of your roles as educational leaders and what is asked of you.

### **2. Professional Standards for Educational Leaders 2015:**

- The revised standards now called the Professional Standards for Educational Leaders now encompass 10 Domains and contain 83 actions or performance area. The standards are student centered and can facilitate positive student learning and outcomes.
- The 10<sup>th</sup> domain speaks to School Improvement which states, “effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.”
- As mentors/coaches, our role is to help offer guidance as you work in the different performance areas contained in the standards.

### **3. Utilizing the Power of SAM Leaders Professional Learning Program -- provider description and benefits:**

**First, we need to look at what constitutes a good relationship between your mentor/coach and you. In looking at the importance of this relationship, Penny Loretto’s look at successful coach-protégé relationship offers up some key tips.**

*Key to this relationship is knowing that it is a two-way street and communicating frequently requires both individuals in the relationship to vest fully. It is easy to get lost in the tyranny of the in-out box, the challenges of the day, et cetera. As coaches, we will always:*

- **Willingly Share Skills, Knowledge, and Expertise**

As coaches, we remember our beginnings in the field and fully understand the time it takes to be a successful administrator. We are willing to put in the time and commitment to share information. Making use of our collective experiences can save you time, guide you to a resource, or you can allow us do some of the leg work while you continue with daily tasks.

- **Demonstrate a Positive Attitude and Acts as a Positive Role Model**

The position as an educational leader is a very visible one and you do not have the luxury of losing it. Again, we have made mistakes as you will, but through a collaborative relationship, we can assist by presenting as positive role models who are not in your life to judge.

- **Take a Personal Interest in the Mentoring Relationship**

Just as in teaching, turnover rates are too high for educational leaders. This turnover is alarming and detrimental to students. As mentors/coaches, we will take our responsibilities seriously as we care deeply about your success. Ultimately, our goal is to help you advance your knowledge, skills, and competencies, as your work with the many complexities of your educational leadership position.

- **Value Ongoing Learning and Growth in the Field**

If you are a first time school leader or new to your district, ongoing learning and growth is key to meeting the actions and performances contained in the professional standards. One of our goals as mentors/coaches is to direct you to research or information that is relevant and reflects best practice while saving you time and energy. We are life-long learners, too.

- **Provide Guidance and Constructive Feedback**

A cornerstone to the relationship is providing you with the best possible guidance and feedback---personal growth occurs when we have open, honest communication about individual strengths and weaknesses as related to your role as an educational leader. This is a professional relationship and communication will be held in confidence.

- **Value the Opinions and Initiatives of Others**

As mentors/coaches, we will value your work and your opinions while remaining open to other decisions/actions they can be brought from others. There are different paths leading to success, and we will be solid sounding boards.

Source: <https://www.thebalance.com/top-qualities-of-a-good-mentor>, Penny Loretto, 2017

- **Organizational Benefits**

As reported by the National Policy Board for Educational Administration (2005), “the high turnover rate of educational leaders’ nationwide points to the complexities, responsibilities, and relentless pressures of the job, and such turnover derails improvement efforts necessary for students regardless of one’s longevity as an educational leader (National Policy Board for Educational Administration, 2015). Organizational benefits are many but include:

- Mentoring/coaching programs can play a lead role in lessening turnover through a decrease in job frustration, assistance in navigating critical issues, and help keeping a healthy focus.
- Save the employer time—everyone in the district has a job and the mentor/coach can allow people to focus on their respective jobs.
- Demonstrates that the district cares about your success, which contributes to loyalty, performance, and overall success.

**Summary of Key Benefits:**

1. Paring with a knowledgeable and experienced educational leader who can assist in many areas,
2. Having the opportunity to join a cohort of educational leaders who can be a part of your career network,
3. Access to an on-line resource center that can serve as an invaluable tool as you embark on School Improvement in your district,

4. Allowing you to integrate faster into your role knowing that you have a mentor/coach behind you—graduate school does not necessarily provide for some of the real-life experiences that will come your way.
5. Allowing you to focus on target goals/personal goals, while continuing your own professional development with a “personalized fitness trainer,” further developing your skills in leadership, school/building governance, communications, teamwork, et cetera, as well as your own self-awareness. These value-added skills help move your district and student learning,
6. Ongoing opportunities for o face-to-face PD, and.....



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