



**School Practitioner  
Listserv**



A Weekly Community of Practice Network  
for Sharing and Interchange

**August 25, 2014**

**Request**

**>Needed: Info about coaching/mentoring new staff**

**For Your Consideration**

**>Rethinking one-time presentations in  
working for systemic change**

**Featured Center Resource**

**>Toward improving school community collaboration**

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**Please forward this to a few colleagues you think might be interested.  
The more who join, the more we are likely to receive to share.**

**For those who have been forwarded this and want to be part of  
the weekly exchange, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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## **R**equest

### **Needed: Info about coaching/mentoring new staff**

"This year, we have two school counselors who will be year-long mentors with brand new school counselors. I want to make sure our mentors feel supported in their role of knowing how to encourage strengths and growth of their mentees, how to use cognitive coaching strategies, but more importantly, know what good mentoring best practices are.

## **L**istserv Participants

This colleague wants to learn about resources others have used to guide coaching and mentoring. What's used in local schools to coach and mentor new staff (e.g., teachers, administrators, student support staff)? When you started in your position, what was most helpful to you? Please share. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## **I**nitial Responses from Colleagues

To "prime-the pump," we reached to a few folks and got back the following:

(1) "... not only did we have full-time mentor positions that were grant-funded ... we also had group meetings where all of the new counselors for the school hung out with each other and asked questions in small groups. These meetings were held monthly and gave them opportunities to connect to other new counselors and get support from more experienced ones."

(2) "There definitely is a need for practical resources related to mentoring new school counselors. I know that the NC School Counselor Association developed a voluntary mentoring program – you might reach out to them to find out what they do and what info they provide to mentors: <http://www.ncschoolcounselor.org/page-1535576> . Also, Delaware has a lot of resources online: [http://www.doe.k12.de.us/infosuites/staff/ntmentor/counselor\\_cycle1.shtml](http://www.doe.k12.de.us/infosuites/staff/ntmentor/counselor_cycle1.shtml)

## **C**enter Response

Coaching and mentoring all new staff is a great way to integrate them into the school community. Moreover, there is a great deal of interest in such practices as a cost-effective component in staff retention. (Remember, we are losing fifty percent of teachers in their first five years on the job.)

With specific respect to supporting new counselors, here are some recent resources:

(1) "Inducting the Transformed School Counselor Into the Profession" by C. Jackson, B. Snow, S. Boes, P. Phillips, R. Stanard, L. Painter. & M. Wulff. Published online: (24 Jun 2010). [http://www.tandfonline.com/doi/abs/10.1207/s15430421tip4103\\_6#U\\_VsyjN0xwE](http://www.tandfonline.com/doi/abs/10.1207/s15430421tip4103_6#U_VsyjN0xwE)

Provides an overview about the importance and impact of the induction phase for graduates of TSCI programs and provides a rationale for strengthening the involvement of counselor educators in the process. Includes a review of literature and further discussion on (a) current practices in practicum and internship, (b) the

mentoring process and supervision experiences, (c) the need to develop onsite supervisors, (d) the need for novice counselors to develop relationships with the various stakeholders, and (e) the continuing need for professional development for practicing school counselors.

- (2) “First-Year School Counselors: Examining the Benefits of Informal Support and Mentoring” by A. Milsom & H. Kayler in the *Journal of School Counseling*, 6 (2008). <http://eric.ed.gov/?id=EJ894778>

New professionals can benefit from support and mentoring as they transition into their jobs, and research suggests that school counselors often do not receive formal mentoring from other school counselors. In this qualitative study, seven first-year school counselors were asked to keep journals during their first year and to reflect on their experiences, challenges, and supports. Results suggested that school counselors experience support and mentoring in numerous ways even in the absence of formal mentoring programs. Recommendations for establishing informal support networks are provided.

- (3) “Mentoring Programs for First-Year Elementary School Counselors: An Exploratory Study” by S. Armstrong, R. Balkin, R. Long, & C. Caldwell in the *Journal of School Counseling*, 4 (2006). <http://eric.ed.gov/?id=EJ901155>

This exploratory study examined the importance of a mentoring program using a purposeful sample of 16 first-year elementary school counselors. A qualitative analysis revealed the importance of support that participants received from their mentors and mentoring cohort group. Participants also indicated an increase in self-efficacy as a result of the mentoring program. Implications for counselor induction and preparation are discussed

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## **F**or Your Consideration

### **Rethinking one-time presentations in working for systemic change**

Like many of you, we get frequent invitations to do a one-shot presentations for staff development, conference keynotes, summits, etc. Often, we find the purpose of the invitation is mainly to fill a speaker spot, with the hope our presentation will be greeted positively by the audience.

The problem with this is that our goal is not simply to make a good one-time presentation; our Center’s work aims at mobilizing systemic change activity.

What we have learned from accepting such invitations is that presentations to foster systemic change should be conceived as part of a strategic plan. And that is what we now discuss with those who invite us to present on our work.

For example, we recently spoke with a colleague who wanted us to come talk to “a group of stakeholders (Schools, City, United Way, etc.) about the power of partnership and collaboration to improve our schools, which will improve the communities and support our youth.” We suggested that rather than using the time for an invited speaker, she should use the meeting to engage participants in ways they led to their owning the work (e.g., the meeting could be a venue for them to plan strategic steps for moving forward). Prior to the

meeting, we suggested she ask the participants to read our Center’s School-Community Partnership guide – <http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf> .

We indicated we would then be pleased to strategically work with them. (See *Distance Coaching and Technical Assistance for Developing a Unified and Comprehensive System of Learning Support* – <http://smhp.psych.ucla.edu/need.htm> .) And, as part of that strategic work, we also indicated that at appropriate learning/teaching intervals we would be pleased to do some presenting (e.g., through webinars; when strategically valuable, on-site).

She thought about it and sent us the following:

“Our attempts at school-community partnerships is not working as well as we know they can, and that’s very frustrating. I manage Youth Programs for the City, we’re a team of 3 working with 28 schools, 135,600 students. We need help, We need to mobilize, we can and should do better!”

"After speaking with you, I have come to the realization that we’ve brought people to speak to groups, but the talks didn’t change the chatter.

You encouraged me to continue to move forward, so here are my next steps:

- Forward a meeting invite to the stakeholders, include a link to the School-Community Partnerships Guide for them to review (I hope it will ignite them as it did me)
- Convene stakeholders, but with a real intent to mobilize, own this work
- Collect questions and or comments from the group to share with you
- Organize conference call(s) with you and the stakeholders
- Engage others
- Introduce the Community Collaborative concept to the Charlotte business community for buy-in and support.”

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## **C**enter Featured Resources **Toward improving school-community collaboration**

Recent years have seen an escalating expansion in school-community linkages. Initiatives are sprouting in a rather dramatic and ad hoc manner. These efforts could improve schools, strengthen neighborhoods, and lead to a marked reduction in young people's problems. Or, such "collaborations" can end up being another reform effort that promised a lot, did little good, and even did some harm.

Critical to the success of schools and communities working together is establishing an *effective school-community collaborative*. And this requires paying particular attention to developing a sound operational infrastructure to steer, lead, and do the work. No one needs yet another meeting that feels like so many where folks just talked and then went away.

## Accessing Online Resources for Improving School-Community Collaboration

Those who want to establish productive collaborations will find a range of helpful resources listed on the center's Quick Find on *School and Community Collaboration* – [http://smhp.psych.ucla.edu/qf/p1201\\_01.htm](http://smhp.psych.ucla.edu/qf/p1201_01.htm)

Center developed documents that can be freely accessed from this Quick Find include:

- >School-Community Partnerships: A Guide
- >Fostering School, Family, and Community Involvement.  
Guidebook in series, *Safe and Secure: Guides to Creating Safer Schools*.
- >Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit
- > Moving Beyond the Concept of Integrated Student Supports
- >Understanding Community Schools as Collaboratives for System Building to Address Barriers and Promote Well-Being
- >Community Schools: Working Toward Institutional Transformation
- >School-Community Collaboration: A Self-study Survey
- >Schools, Families, and Community Working Together:  
Building an Effective Collaborative
- >Community Outreach for Involvement and Support: A Self-study Survey
- >Integrated Student Supports and Equity: What's Not Being Discussed?
- >Safe Students/Healthy Schools: A Collaborative Process.
- >School-Community Partnerships from the School's Perspective.
- >Addressing Barriers to Student Learning:  
Closing Gaps in School/Community Policy and Practice

## Coaching & Technical Assistance for Improving School-Community Collaboration

Our Center works with states agencies, districts, and communities across the country to mentor and coach strategic efforts to plan, implement, and sustain the prototype frameworks developed by the Center. This mentoring and coaching includes regular exchanges and technical assistance over several years. The Center also continuously updates online resource aids to support ongoing work. No fees are attached to the work since most of it can be done via email and phone conferencing.

*Please share relevant resources ideas, requests,  
comments, and experiences!*

Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

**Note: Responses come only to the  
Center for Mental Health in Schools at UCLA for  
possible inclusion in the next week's message.**

**We also post a broad range of issues and responses to the  
*Net Exchange* on our website at**

<http://smhp.psych.ucla.edu/newnetexchange.htm>

**and to *Facebook* (access from the Center's homepage <http://smhp.psych.ucla.edu/>**

**For Recent Previous Postings, see <http://smhp.psych.ucla.edu/practitioner.htm>**