

**New Mexico Leadership Institute District/Charter Principal Mentoring Program
Essential Components**

**Breakout Discussion Notes
July 31, 2009**

Mentor Selection Criteria:

- Mentor team: teacher leader + principal
- Successful – progressive – evidence establishes goals and meets them
- Organizational Systems
- Identify # years of experience
- Instructional knowledge
- Reflective Practitioner
- Analytical skills
- Adult learning
- Relational Skills
- Knowledge of culture and community
- Experience specific to setting – aligned
- Experienced (3-5 years at least) at same level (elementary, mid, high) if available – Another group wrote “Disagree – needs to be longer . . .)
- Committed person – can commit time and focus
- Currently employed or recently retired (or has kept current)
- Respected ***Instructional Leader***
- Good communicator (oral/written) and people skills
- Understands data
- Understands systems improvement and implementation
- Willing to mentor, not “directed” to mentor
- Can provide the time
- Geographically close
- Technology
- Understands theory, research
- Broad range of experiences, diverse schools, skills, background (Sp.Ed.)
- Commitment to own learning
- Support and involvement of all levels of leadership (superintendent role is also critical to success. . .)
- Pedagogical content knowledge

Training of Mentors:

- PALS program (NAESP) or that structure
- Problem-solving strategies
- Cognitive coaching
- Where and from whom to get information at District/state level – district policy and procedures.
- Santa Cruz mentor training NCT
- Communication skills, questioning techniques

- Community Involvement
- Facilitation skills
- Common professional readings/authors
- Criteria for being a mentor
- If using expertise of retired principals, need formal training of mentors on updated policies and procedures, data, etc.
- ***Sustainable and continuous***
- Training in ethics, confidentiality
- Conflict mediation
- Seek outside resources – within the state and nationally (don't re-invent the wheel)
- Training based on needs (cyclical)
- Building relationships/closing relationships
- Completion of documentation – how to
- Information/knowledge of district goals and expectations for mentoring
- Utilize existing principals (exemplary) and former principals serving in other capacities
- High quality, research-base with evidence of improvement
- Co-training mentor and mentee
- Time made available for training (during the day is good.)
- Use university expertise when possible
- Training in adult learning techniques
- PLC for mentors

Agreements:

- Time frame (less than 3 years?)
- Responsibilities
- Confidentiality between partners
- Contractual obligation with mentee and mentor (with legal terminology and an agreement to focus on obligations . . .)
- District responsibilities toward the mentorship
- Availability of mentee and mentor - TIME
- District resources for communication (video conferencing, electronic communication)
- Consider including incentives
- Commit to professional development for the mentee
- Must support domains of Principal competencies (HOUSSE)
- Commitment
- **HOT LINE**
- Reassign mentors when things go south in relationship (District role to support this)
- Participation commitment
- Trust – joint development of plan
- Goals and outcomes – *focus to learn and grow*
- Alignment with school vision/mission/PDP/EPSS
- Streamlined – doesn't become a burden – simple procedures developed

- Expectations
- Collaborative
- **Non-evaluative**
- Two-way
- Dispute resolution (compatibility survey)
- Consistent vocabulary (mentee vs. protégé, vs. new principal, etc)
- Ability to “know self” and facilitate connections to other mentors (finding best match for areas where mentee needs support)
- Brokering relationships (Similar to facilitating connections).

Professional Development and Training of New Principals:

- Local, regional and state
- Teach based for delivery
- Collaboratively planned – district and universities
- Connects standards, instructional methodology, assessment, curriculum alignment
- Data analysis to inform decisions about instruction (How to read and interpret data)
- Instructional leadership – up-to-date research based
- Team building, PLCs
- Transforming vision into action, leads to results
- Conflict management
- Walk-through best practices to inform instructional alignment to standards
- Professional standards for principals
- Staff evaluation
- Parental involvement/community involvement
- Communication with the community/parents
- Facilitating groups – team building leadership – relationship based.
- Includes professional development required for teachers (Be Present!)
- Child development – so data-analysis is age/grade level relevant
- Technology tools
- Time management to ensure focused classroom visits
- Stress management
- Understanding systems improvement to prevent “burnout”
- Knowledge of districts procedures and policies
- PED calendar
- Competencies/HOUSSE evaluation system
- Current research on teaching and learning
- Ability to create purposeful communities
- Focus to change – how to monitor and facilitate change, and sustain change
- Analyze and prioritize responsibilities
- Budget
- Understand existing culture of school/district
- Training is based on best-practice adult learning principles.
- Complex systems management

- Compliance issues
- Information dissemination
- Evaluating staff/teacher effectiveness and determining best PD
- Visionary Process – HOTS
- Expectations for application of PD after training

Roles and Responsibilities:

○ **District/School:**

- Ensure mentors are trained
- Promote and incentivize project (find funding, even provide a Starbucks card so mentor and mentee can bring each other coffee!)
- Risk-free environment
- Develop district mentoring plan
- Funding
- Clear goals, expectations and measures (evaluation of the plan by data collection)
- Training and deployment
- **Mentor assignment/system and procedures**
- Way to assess strengths and needs
- Mediation/intervention

○ **Supervisor**

- Oversee plan
- Set up meetings for all mentors/mentees
- Scheduler/coordinator - timelines

○ **Mentor**

- Coach
- Trust building
- Structure learning
- Consultant
- Scaffolds learning
- Brokers experiences
- The “go to” person
- Keep current
- Technology skills
- Builds on successes
- Reflective practitioner
- Reciprocal relationship and communication
- Timelines
- Able to help co-assess strengths and needs of mentee (together with mentee).
Agrees to bring in outside resources, expertise beyond mentor’s capabilities or knowledge

○ **Mentee**

- Asks questions
 - Not shy
 - Takes responsibility for own learning
 - Risk
 - Share knowledge, expertise, reflective
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- Confidentiality between partners

Agreements not assigned to a particular entity or to everyone:

- Documentation, recordkeeping and analysis
- Reflection
- Communication and collaboration of all involved (mentor, mentee, district/charter)