

National Association of Elementary School Principals (NAESP)

Mentoring Competencies

Standard One: An effective mentor sets high expectations for self-development in high quality professional growth opportunities.

Strategies:

- Continues adult learning practices and seeks ongoing professional development
- Practices professional reflection and networking

Standard Two: An effective mentor has knowledge of and utilizes mentoring and coaching best practices.

Strategies:

- Utilizes effective oral and written communication skills
- Applies effective listening skills and provides constructive feedback
- Possesses the ability to communicate a clear vision
- Understands and practices adult learning theory

Standard Three: An effective mentor is active in instructional leadership.

Strategies:

- Keeps current on educational and leadership issues
- Participates in professional organizations and local, state, and national events (i.e., conferences, workshops, seminars, etc.)
- Takes a leadership role in the development and study of professional practice.

Standard Four: An effective mentor respects confidentiality and a code of ethics in the mentor-protégé relationship.

Strategies:

- Initiates routine discussions pertaining to confidentiality
- Exhibits trustworthy behavior
- Encourages open and reflective conversations initiated by protégé

Standard Five: An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.

Strategies:

- Conducts action research in collaboration with protégé
- Utilizes assessment information to adjust the mentoring process, as needed
- Maintains reflection portfolio for self and encourages the protégé to do the same

Standard Six: An effective mentor fosters a culture that promotes formal and informal mentoring relationships.

Strategies:

- Engages in professional outreach activities which include the use of technology and networking
- Acknowledges the need for mentoring and coaching throughout the career continuum