

Principal Mentoring Plan

(Working Copy)

District:

Essential Components:	Our plan looks like this, <i>or</i> We do not have a plan in place, but our ideal is this:	Please describe the challenges you foresee and/or resources you will need to implement your plan:
<p>Mentor Selection Criteria</p> <p>. Skills, Experiences, Traits</p> <p>. Appointment Process</p>	<ul style="list-style-type: none"> • Mentors will have more than 3 years of experience as building principal • “Strengths finder” on possible mentors • Need to determine who is going to be involved in selection of mentor • “Match.com” for mentors/mentees • Look for common traits but room for growth for both individuals • Reflective individual • Good analyst • Experienced at grade level • Knowledgeable re/ school improvement process • Understands systems improvement and implementation • Commitment – can provide the time!!! • Knows community • Team mentoring – Teacher Leader and Administrator on mentoring team • Deep knowledge of contemporary research on teaching and learning • Someone who wants to be a mentor • I would suggest that all principals and assistants be mentored 	<ul style="list-style-type: none"> • Funding for person at the district level who can oversee the development and implementation of the plan • Small district, \$need money, \$5,000/yr. • Isolation • Time release • Finding for ??? • The biggest challenge is finding trained mentors. There are two universities in our community and they can be a resource.
<p>Training of Mentors</p> <p>- Mentor competencies</p> <p>- The development and needs of new principals</p> <p>- The development of the mentoring</p>	<ul style="list-style-type: none"> - Do an assessment to determine need - Use NAESP competencies - Building relationships/trust - Allow for reflection, sharing of ideas, discussion, pros + cons of actions, solutions - Effective communication: Making statements, conversations - Continuous improvement – effective change 	<ul style="list-style-type: none"> - List of resources: <ul style="list-style-type: none"> • People knowledgeable in specific areas • “experts” - “We have some great people, but they get drafted for everything! - Look for benchstrength – semi-retired administrators, solid administrators with some years of exper., Time/locations – make it easy and workable.

<p>relationship</p> <ul style="list-style-type: none"> - Cognitive Coaching 	<ul style="list-style-type: none"> - Co-training with mentee for common vocabulary and experiences - Now to mentor/coach - Sustained and continuous training - High quality-research based - Use Univ. expertise when possible - Mediation training - Brokering Experiences for Mentee - Cognitive coaching - Ongoing training on teaching and learning - District needs to focus on relational learning/mentoring. 	<ul style="list-style-type: none"> - Small district, \$5,000/yr, isolation - Time is the greatest challenge. Principal mentor program needs to support principals, not add to their plate.
<p>Agreements</p> <ul style="list-style-type: none"> - Non-evaluative relationship between mentor and mentee. - Confidentiality - Regular Schedule of Contacts (face to-face, phone, video-conferencing) - Shared Activities - Review/Revise Agreement at regular intervals - Compensation for Mentoring - Timeframe (i.e., duration, closure, celebration) 	<ul style="list-style-type: none"> - Keep it simple. This project should not add work for either party. - Mentors collaborate using professional literature and/or structures from organizations (SREB, etc.) as foundation - Schedule set between parties – perhaps a log generated to keep record - Time for weekly interface - Hotline (this is WNMU recommendation) - Reassign mentors when things go south in relationship - Incentives - Expectations and paperwork - Mediation training - Contract in place - I would like to see our district use an agreement similar to the one in this training (Principal mentor induction). - Monetary compensation is not the best, although recognition is important. Professional development credit for efforts is a good idea. 	<ul style="list-style-type: none"> - Time - Geography - Needs of individuals – varied experience levels in various areas - Unique aspects of school site - Those not selected will feel neglected. - In our district, compensation may be the “honor and recognition of their good work”. - As always, it is not the form, it is the action required that is challenging. Forms are easy. Action is difficult. - Finding qualified mentors in an isolated district or spread-out district is a challenge.
<p>Professional Development for Principals</p> <ul style="list-style-type: none"> - Competency-based (HOUSSE-P) - District/Charter specific - Level-specific 	<ul style="list-style-type: none"> - Coordinate with NMSU, Univ. of Phoenix, etc. - School improvement initiatives - Effective instructional models - Variety of locales: <ul style="list-style-type: none"> o Local, regional state o Tech-based for delivery o Stress management 	<ul style="list-style-type: none"> - Small district - \$\$10,000/year - Isolation <ul style="list-style-type: none"> o Distance learning, o Equipment and connectivity at all schools - Instructional models and not up on current research-based practices

<p>Professional Development for Principals</p> <ul style="list-style-type: none"> - Competency-based (HOUSSE-P) - District/Charter specific - Level-specific - Problems/Needs-based (Differentiates throughout the curriculum and support for effectiveness and efficiency) - Problems/needs based (individualized). 	<ul style="list-style-type: none"> - Coordinate with NMSU, Univ. of Phoenix, etc. - School improvement initiatives - Effective instructional models - Variety of locales: <ul style="list-style-type: none"> o Local, regional state o Tech-based for delivery o Stress management - Standards connected to curriculum/instruction/methods/assessment - Data informed instruction decision making - Set of readings - Subscriptions to Ed. Week (incentive?) - More individualized PD by school. Needs based concerns. 	<ul style="list-style-type: none"> - Small district - \$\$10,000/year - Isolation <ul style="list-style-type: none"> o Distance learning, o Equipment and connectivity at all schools - Instructional models and not up on current research-based practices <ul style="list-style-type: none"> o Team building o PLCs o Conflict management o Professional standards for principals o Grade/age relevance - Distances between schools will take some effort for individualized training.
<p>Identification of Roles and Responsibilities (e.g., Record-keeping/documentation, administrative, fiscal, human resource, programmatic)</p> <ul style="list-style-type: none"> - District/Charter - District/Charter Supervisor - Mentor - Mentee 	<ul style="list-style-type: none"> - Periodic evaluation by both parties on the productiveness and pitfalls of relationship - Provide an easy safe haven (way out) for poor matches. - Awareness of district-wide workings/doings - Extra "hats" to be worn. - Procedures and Infrastructure - Scheduler-coordinator - Timelines - Logistics/System - Commitment - Central Office Guidelines - Mentee needs to be open and reflective, to listen 	<ul style="list-style-type: none"> - Small district - \$\$\$?? - Isolation - Asking districts and communities to make even minimal changes requires courage and taking risks.