ALABAMA NEW PRINCIPAL

MENTORING PROGRAM

ANPMP

APLDS

Alabama Principal Leadership Development System

ALABAMA NEW PRINCIPAL MENTORING PROGRAM MENTEE PROGRAM MATERIALS

Alabama Principal Leadership Development System

CONTENTS

CODE OF ETHICS FOR NEW PRINCIPAL MENTEES

Purpose

The primary goal of the Alabama New Principal Mentoring Program (ANPMP) is to assist beginning principals in making a successful transition into school administration, leading to increased effectiveness and retention in the position. Mentoring is the cornerstone of the program: therefore, the conduct of the mentor and protege and the integrity of the mentor/protégé relationship are of the utmost importance in the success of the ANPMP. The purpose of the Mentee Code of Ethics is to clarify ethical responsibilities and standards of accountability for the mentee and clarify the proper role and function of the mentee.

Respect

- I will respect my mentor's integrity and individuality.
- I will show sensitive regard for my mentor's moral, social, and religious standards, as my mentor will show regard for mine.
- I will respect my mentor's time and abide by our mutually agreed upon time boundaries.

Confidentiality

- I will respect the rules of confidentiality regarding the mentor/protégé relationship.
- I shall disclose confidential information to my mentor only when a compelling professional purpose is served or when required by law to prevent a clear and immediate danger to someone. Compelling professional purpose can be defined as anything that severely threatens another's emotional well-being.
- I will respect my mentor's privacy and confidentiality and refrain from disclosing information about my mentor to colleagues and superiors.
- I will take precautions to ensure that correspondence relating to our communication is secure from public inspection and not shared inappropriately.

Power/Gain

- I will not use the relationship with my mentor to private advantage.
- I will not view my role as being inferior to my mentor.

Competence

- I will accept the goal of the mentoring relationship as supporting the development of my leadership, which is aligned with the Alabama Standards for School Leadership.
- I will participate in activities and reflections proposed by my mentor to grow my leadership competencies in the 5 Domains of Principal Effectiveness.

Relationship

- I will do my part to establish and maintain appropriate professional relationship boundaries.
- I will avoid a dual relationship (e.g., business or intimate) with the mentor that could impair professional judgment, compromise the integrity of the mentoring program, and/or use the relationship for personal gain.
- I will always be mindful of the importance of serving as a role model in my school and acting as an advocate for students.

Termination of Relationship

If I encounter difficulty in relating to my mentor, or there is any concern about the nature of our mentoring relationship, I will report this to the CLAS Mentor Coordinator. I understand I may be assigned another mentor.

Relationship with School District

I understand that I am a representative of my school district and should always attempt to support the mission of the local district where I serve and reflect the values and standards for which it stands. I will be committed to excellence in leadership.

Conflict of Interest

I will not be evaluated by my mentor. I understand that my mentor may submit reports on common concerns of new principals and formative assessments on the Alabama New Principal Mentoring Program will be conducted, but my mentor will not contribute to any evaluation of me in my district.

Adapted from the Code of Ethics for the Alabama New Teacher Mentor Program (ALSDE) for use in the context of the Alabama New Principal Mentoring Program

Mentee Signature: _____

Date: _____

THE MENTORING CONSTELLATION

Mentor

Occasional Mentor

Occasional Mentor

Ally

Confidant

Occasional Protégé

Occasional Protégé

Protégé
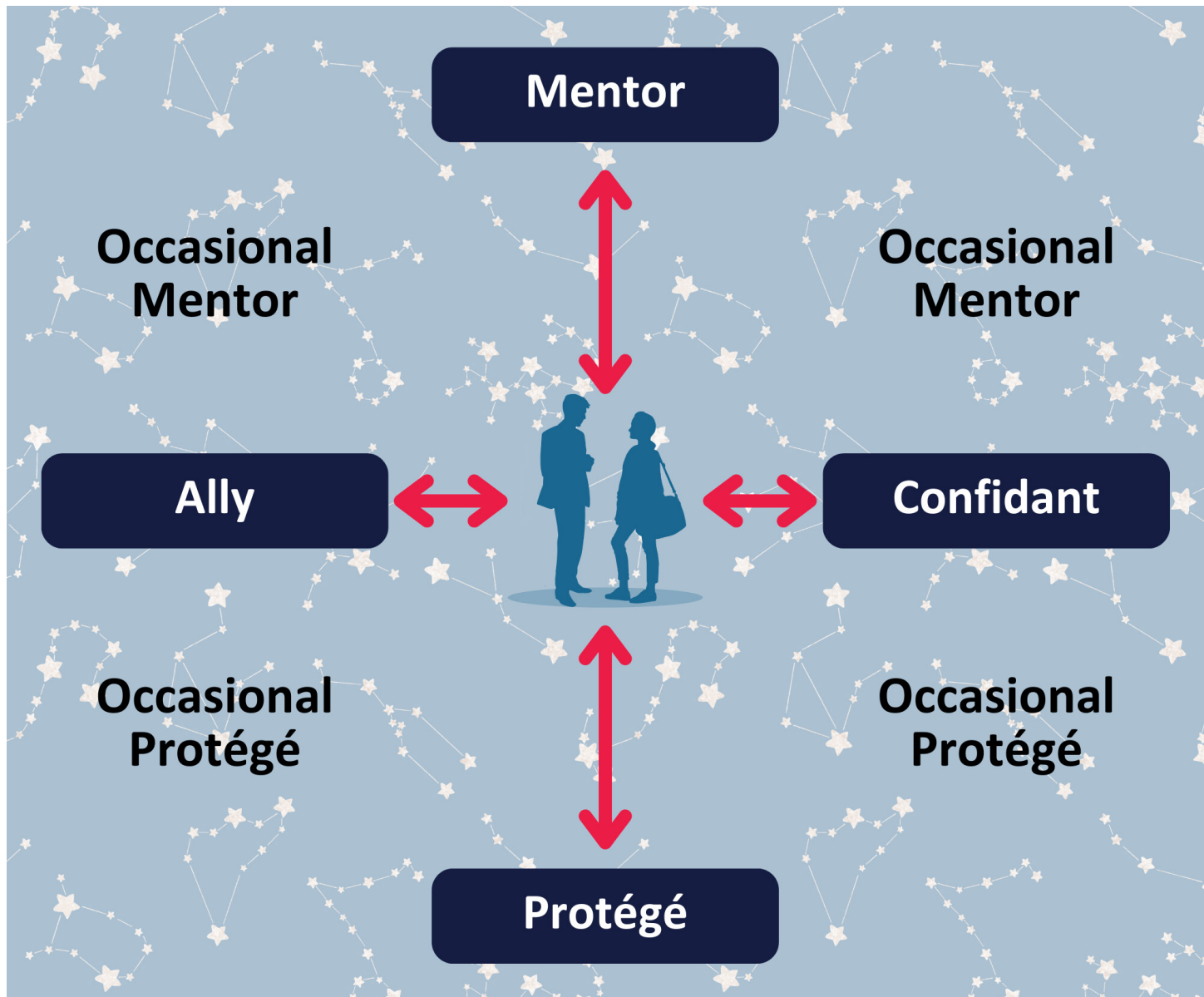
MAJOR EVENTS IN MY LIFE TIMELINE

Professional and Personal Timeline

	Age	
	41+	
	34-41	
	28-34	
	21-28	
	14-21	
	1-14	

ANIMAL PERSONALITY ASSESSMENT

Place the number on each blank that describes you in the following ways. Total score should equal 100.

4 = Describes you the most
3 = Describes you next to most

2 = Describes you next to least
1 = Describes you the least

A. _____ Likes Authority
B. _____ Likes Instruction
C. _____ Initiator
D. _____ Indecisive

A. _____ Enjoys Challenges
B. _____ Predictable
C. _____ Spontaneous
D. _____ Enjoys Routine

A. _____ Takes Charge
B. _____ Reserved
C. _____ Mixes Easily
D. _____ Adaptable

A. _____ Persistent
B. _____ Consistent
C. _____ Visionary
D. _____ Gives In

A. _____ Action-Oriented
B. _____ Deliberate
C. _____ Creative – New Ideas
D. _____ Non-Demanding

A. _____ Independent
B. _____ Sensitive
C. _____ Group-Oriented
D. _____ Warm & Relational

A. _____ Adventurous
B. _____ Analytical
C. _____ Takes Risks
D. _____ Even-Keeled

A. _____ Controlling
B. _____ Controlled
C. _____ Popular
D. _____ Tolerant

A. _____ Determined
B. _____ Practical
C. _____ Energetic
D. _____ Avoids Confrontation

A. _____ Productive
B. _____ Perfectionist
C. _____ Infectious Laughter
D. _____ Patient

___ Total Score for Category A (LION)

___ Total Score for Category C (OTTER)

___ Total Score for Category B (BEAVER)

___ Total Score for Category D (GOLDEN RETRIEVER)

ANIMAL PERSONALITY TEST INTERPRETATION

Listed below are the characteristics of each temperament…

Animal	Temperament
	Lion (Choleric/Dominance) **Strengths**: Visionary, practical, productive, strong-willed, independent, decisive **Weaknesses**: Cold, domineering, unemotional, self-sufficient, unforgiving, sarcastic *Lions are extroverts who are task-oriented. They are leaders partly because they enjoy being in control. They love a challenge and expect people to follow them and do things their way. They make decisions quickly without showing any fear. They have to be careful that they don't come across as arrogant and unyielding.*
	Otter (Sanguine/Influence) **Strengths**: Outgoing, responsive, warm, friendly, talkative, enthusiastic, compassionate **Weaknesses**: Undisciplined, unproductive, exaggerates, egocentric, unstable *Otters are extroverts who are people-oriented. They love to talk, and they're the life of the party. You know it when they walk into a room because they make their presence known, often speaking or laughing loudly. They are fun and spontaneous, playful and enthusiastic. On the downside, they tend to be disorganized, chronically late, and have difficulty focusing on tasks. They despise details.*
	Golden Retriever (Phlegmatic/Steadiness) **Strengths**: Calm, easy-going, dependable, quiet, objective, diplomatic, humorous **Weaknesses:** Selfish, stingy, procrastinator, unmotivated, indecisive, worrier *Retrievers are introverts who are people-oriented. They are kind and compassionate. They like security and enjoy a small group of close friends. They make others feel welcomed and loved. They are great listeners and are loyal friends. They avoid conflict and change, preferring to keep the status quo. They can be stubborn, and they don't like to try new things.*
	Beaver (Melancholy/Compliance) **Strengths**: Analytical, self-disciplined, industrious, organized, aesthetic, sacrificing **Weaknesses**: Moody, self-centered, touchy, negative, unsociable, critical, revengeful *Beavers are introverts who are task-oriented. They are organized, and they love the details, always asking lots of questions. They finish what they start. They can be very creative and inventive. They like order and predictability. They have to be careful not to be too critical of others or expect others to live up to their high personal standards.*

ANIMAL PERSONALITY ASSESSMENT
DISCUSSION QUESTIONS
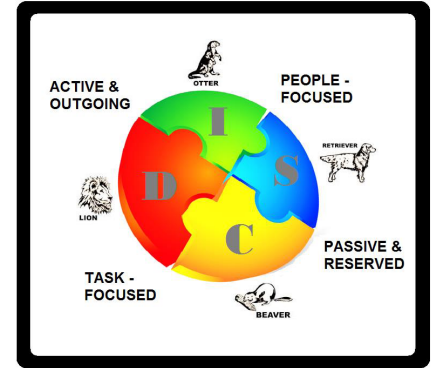
1. Share with each other what your dominant animal personality is.

   _____

   _____

   _____

   _____

2. Each of you: Point out characteristics from the description of your animal that really pertain to you. Give an example of each from your day-to-day or regular behavior.

   _____

   _____

   _____

   _____

3. Principal: Describe how you think your staff would see the evidence of your animal personality in your leadership ways.

   _____

   _____

   _____

   _____

4. Each of you: With the personality you possess, what characteristics do you have to watch out for that do not always serve you well?

   _____

   _____

   _____

   _____

5. Principal: Based on the best strengths of your identified personality, where do you think your leadership of the school will shine brightest?

   _____

   _____

   _____

   _____

IDENTIFYING CORE VALUES

Begin the process of identifying your core values by reading each item on the list and giving each a score of **1 - Very important**, **2 - Important**, or **3 - Not that important**. There are spaces at the bottom to add values that are not on the list that are important to you.

After scoring each item, **circle 10-15 that are the most important** to you.

Score	Value
_____	Accountability: Taking responsibility for one's actions, decisions, and their consequences.
_____	Adaptability: Being flexible and able to adjust to changes and challenges.
_____	Authenticity: Being true to oneself, genuine, and transparent in actions and interactions.
_____	Balance: Maintaining harmony and equilibrium in life by managing responsibilities, relationships, and personal interests effectively.
_____	Beauty: Having a deep appreciation for the visual, auditory, and tactical aspects of one's surroundings.
_____	Collaboration: Working effectively with others to achieve common goals and successes.
_____	Compassion: Showing empathy and understanding towards others' challenges and suffering.
_____	Courage: Facing fears and challenges with bravery and determination.
_____	Creativity: Thinking innovatively, exploring new ideas, and expressing oneself artistically.
_____	Curiosity: Having a strong desire to learn, explore, and discover new things.
_____	Empathy: Understanding and sharing the feelings of others, putting oneself in their shoes.
_____	Empowerment: Supporting and enabling others as they strive to reach their full potential.
_____	Enjoyment: Finding pleasure, relaxation, and fulfillment in leisure activities and hobbies.
_____	Excellence: Striving for high standards and quality work in all endeavors.
_____	Exploration: Trying new experiences, hobbies, and interests to broaden perspectives and enhance life satisfaction.
_____	Fairness: Striving to be just and impartial in dealing with others.
_____	Faith: Believing in and practicing spiritual or religious beliefs that provide meaning, purpose, and guidance.
_____	Generosity: Selflessly sharing resources, times, and compassion with others.
_____	Gratitude: Feeling and expressing appreciation for people and things in our lives.
_____	Growth: Pursuing continuous learning, skill development, and advancement in personal and professional goals.
_____	Honesty: Being truthful and transparent in all interactions and communications.
_____	Independence: Being self-supportive and able to make my own decisions.
_____	Innovation: Embracing creativity and new ideas.

Score	Value
_____	Integrity: Acting with honest and moral principles even when no one is watching.
_____	Kindness: Being friendly, considerate, and showing goodwill towards others.
_____	Loyalty: Remaining faithful and committed to people, organizations, and values.
_____	Open-mindedness: Being receptive to new ideas, perspectives, and experiences.
_____	Patience: Demonstrating calmness and tolerance in difficult or challenging situations.
_____	Perseverance: Persisting in achieving goals despite difficulties or obstacles.
_____	Resilience: Having the ability to bounce back from challenges, setbacks, and adversity.
_____	Respect: Treating others with consideration, dignity, and recognizing their worth.
_____	Responsibility: Taking ownership of one's actions, obligations, and commitments.
_____	Safety: Prioritizing the physical, emotional, and mental well-being of self and others.
_____	Self-care: Looking after one's own health and well-being.
_____	Self-discipline: Exercising control over one's impulses, emotions, and behaviors.
_____	Service: Making a positive impact by helping others; contributing to the community.
_____	Spirituality: Connecting with things bigger than oneself.
_____	Teamwork: Collaborating effectively with others towards shared goals and objectives.
_____	Tolerance: Accepting and respecting differences in opinions, beliefs, and cultures.
_____	Trustworthiness: Being reliable, dependable, and worthy of others' trust.

Clarifying Core Values

Look at the 10-15 core values you have circled. Place them in one or both categories on the chart below, then number the values to prioritize them.

Personal	Professional

Examine the top values in each category, comparing and narrowing the list until you identify your top three values.

My Core Values
1.
2.
3.

Reflect on your core values.

How do my core values align with my goals, aspirations, and sense of purpose?

_____
_____
_____
_____
_____
_____

How are my values challenged or affirmed in everyday life?

_____
_____
_____
_____
_____
_____

Application: What Does the Leader Value?

Read each example and note the values demonstrated by the leader in each. Underline key phrases or words that reflect the leader's core values.

Example A: Adapted from an essay appearing in a city newspaper, written by a new school leader

> "Let us dare to be remarkable! "Remarkable" is not a word that most people would use to describe our school that is not performing up to standards. Instead, they would make excuses for why the school is not meeting expectations. They will claim it's because our children are poor, come from single-parent families, and live in deteriorating neighborhoods. Let us dare to be remarkable rather than make or even accept those kinds of excuses. Our children can achieve as much as their peers around the state, nation, and world. It is our job to provide them with the instruction, tools, and encouragement they need to do it. We must expect high levels of achievement from our students and not give up on them if they do not meet our expectations at first."

Example A: Values demonstrated by the leader

_____

_____

_____

_____

_____

_____

Example B: Excerpt from the Weekly Wrap Memo from the principal of a high school

> "Coaches, please remember that athletes must be supervised at all times. Locker rooms should be locked when athletes are on the practice field. No athletes should be allowed in the building unless they are being supervised in the locker rooms. Also, no cleaning shoes on the school walls and no wearing of cleats in the building. Coaches and sponsors must supervise athletes until they are picked up. REMEMBER – ATHLETES ARE YOUR RESPONSIBILITY UNTIL THEY ARE PICKED UP!"

Example B: Values demonstrated by the leader

_____

_____

_____

_____

_____

Example C: Note to parents sent by the principal

"Dear Parents:

You MUST pick your child up promptly any time we have an away field trip. The field trip buses return after the regular buses have left. If you do not, your child will be placed in after-school daycare, and you will be charged $5 per hour for childcare."

Example D: Note to parents sent by the principal

"Dear Parents:

Thank you for your support in promptly picking up your child any time we have an away field trip, and the field trip buses return after the regular buses have left. This enables us to provide more educational opportunities for our students and provides a safer environment for all the young people in our schools. Thank you for your cooperation in this matter."

Examples C & D: What common value is indicated in each example?

_____

_____

_____

_____

_____

_____

Examples C & D: What does the tone of each note convey about the principal?

_____

_____

_____

_____

_____

_____

Values Audit – I Believe, Therefore, I Will…

Core Value Example (Self-Care)	Therefore, I will	Strategies
I believe that to give of my best as a leader, I must lead a balanced life.	Take care of myself by paying attention to my own physical, emotional, and spiritual needs on a regular basis.	• Exercise at the gym 3 mornings a week at 5:30 • I will not do schoolwork on Sundays • I will take my lunch instead of eating cafeteria food • I will take mini-vacations 4 times a year • I will tell my staff when I am experiencing overload so they may see my human side and how I cope with stress healthily.

Core Value Example (Empowerment)	Therefore, I will	Strategies
I believe that my staff is motivated by hearing that they are competent, hardworking, and dedicated to moving children forward	Tell individuals on staff just how effective they are and how much they are appreciated.	• Make a chart with all staff names on it to keep track of when I praise, send notes, etc. to insure everyone gets noticed. • Write 3 positive notes a week to staff. • Make personal contact with first year teachers weekly – noticing at least one excellent thing at each drop-in visit! • Call the significant other of one teacher a month (if applicable).

Core Values Identification and Action Plan

I believe/value	Therefore, I will	Strategies

DATE: _____

THE PERMA MODEL

The PERMA model of well-being, developed by positive psychologist Martin Seligman, consists of five domains that contribute to a person's overall happiness and fulfillment. Here is a description of each domain:

Positive Emotions:
Positive emotions refer to feelings of joy, happiness, gratitude, love, and contentment. These emotions not only feel good but also have various benefits for our well-being. Cultivating positive emotions can enhance resilience, improve relationships, and increase overall life satisfaction.

Engagement:
Engagement, also known as "flow", is the state of being fully absorbed and immersed in an activity. When we are engaged, we experience a deep sense of focus, concentration, and enjoyment. Engaging activities challenge our skills and provide a sense of purpose, leading to a state of optimal performance and personal growth.

Relationships:
Relationships are fundamental to our well-being. Positive and supportive connections with others provide social support, a sense of belonging, and opportunities for personal growth. Building and maintaining healthy relationships with family, friends, colleagues, and mentors can significantly contribute to our happiness and overall life satisfaction.
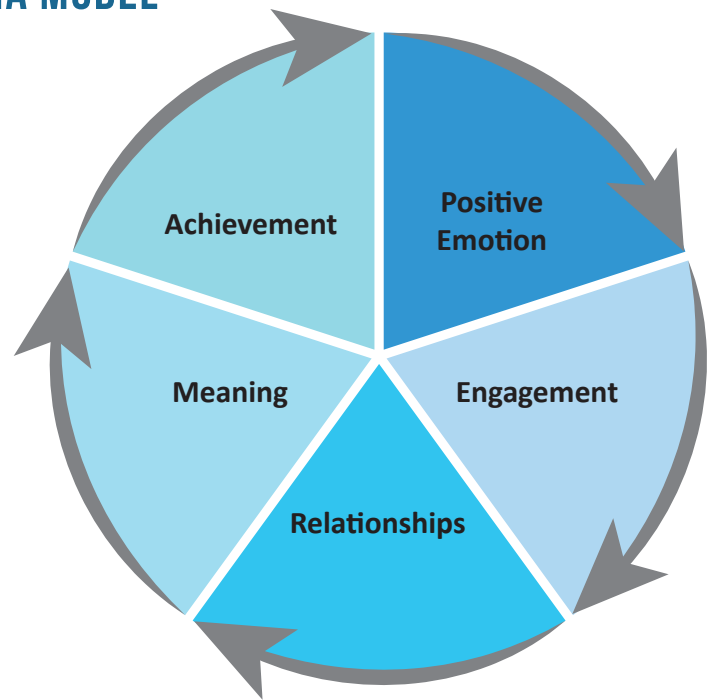
Meaning:
Finding meaning in life involves understanding and pursuing a purpose or a greater sense of significance. It is the belief that our actions and existence have a purpose beyond ourselves. Having a sense of meaning in life provides motivation, direction, and a sense of fulfillment. It can be derived from personal values, contributing to something larger than ourselves, or positively impacting others.

Accomplishment:
Accomplishment refers to achieving goals, mastering skills, and experiencing a sense of achievement. Setting and accomplishing meaningful goals provides a sense of satisfaction and boosts self-confidence, self-esteem, and personal growth. Celebrating accomplishments, big or small, helps to maintain motivation and a positive outlook.

The PERMA model suggests that by focusing on these five domains, individuals can cultivate a well-rounded sense of well-being and lead fulfilling lives.

PERMA Workplace Profiler
Margaret L. Kern, University of Pennsylvania

Measure Overview

In his 2011 book, *Flourish*, Dr. Martin Seligman, Distinguished Professor of Psychology at the University of Pennsylvania and founder of the field of positive psychology, defined 5 pillars of well-being, PERMA (positive emotion, engagement, relationships, meaning, accomplishment). The PERMA–Profiler was originally developed to measure these five pillars, along with negative emotion and health. This version was later created, which adjusts the questions to the workplace context.

P and N = Positive and Negative emotions
Emotions are an important part of our well-being. Emotions can range from very negative to very positive, and range from high arousal (e.g., excitement, explosive) to low arousal (e.g., calm, relaxed, sad). For **Positive emotion**, the PERMA—Profiler measures general tendencies toward feeling contentment and joy. For **Negative emotion**, the Profiler measures tendencies toward feeling, sad, anxious, and angry.

E = Engagement
Engagement refers to being absorbed, interested, and involved in one's work, and is a key measure for workplaces today. Very high levels of engagement are known as a state called "flow", in which you are so completely absorbed in an activity that you lose all sense of time.

R = Relationships
Relationships refer to feeling connected, supported, and valued by others in the organization. Having positive relationships with others is an important part of life, feeling good, and doing well. Other people matter!

M = Meaning
Meaning refers to having a sense of purpose in one's work. Meaning provides a sense that your work matters.

A = Accomplishment
Accomplishment can be objective, marked by honors and awards received, but feelings of mastery and achievement are also important. The Profiler measures subjective feelings of accomplishment and staying on top of daily responsibilities. It involves working toward and reaching goals, and feeling able to complete tasks and daily responsibilities.

H = Health
Although not part of the PERMA model itself, physical health and vitality is another important part of well-being. The Profiler measures a subjective sense of health – feeling good and healthy each day.

Use of the Measure

Two versions of the measure are provided below: the first is for presenting the items one screen at a time, or as a full measure as part of a paper questionnaire; the second groups questions together with the same response scales, to reduce the number of pages needed. The questions should be presented in the order noted. The health and negative emotion questions act as filler questions and provide more information; for briefness, the 16 PERMA questions (3 per PERMA domain plus a single overall question) could be used, but we recommend using the full measure.

After registering, the measure is freely available for noncommercial research and assessment (please complete the form at *https://bit.ly/3YZXNS4*). In the future, we will have an online portal for taking the measure and receiving results and insights, but at this point, we cannot provide assistance with administering or scoring the measure.

For commercial purposes, please contact the University of Pennsylvania Center for Technology Transfer

Question Administration

The questions should be presented either with radial buttons or on a slider scale, with only the end points labeled. Note that this is an 11--point scale, ranging from 0 to 10.

	Not at all 0	1	2	3	4	5	6	7	8	9	Completely 10
In general, to what extent do you feel contented?	○	○	○	○	○	○	○	○	○	○	○

Scoring:

Scores are calculated as the average of the items comprising each factor:

Positive Emotion: *P = mean(P1,P2,P3)*

Engagement: *E = mean(E1,E2,E3)*

Relationships: *R = mean(R1,R2,R3)*

Meaning: *M = mean(M1,M2,M3)*

Accomplishment: *A = mean(A1,A2,A3)*

Overall Well-Being: *PERMA= mean(P1,P2,P3,E1,E2,E3, R1,R2,R3, M1,M2,M3,A1,A2,A3,happy)*

Negative Emotion: *N = mean(N1,N2,N3)*

Health: *H = mean(h1,h2,h3)*

Loneliness: *Lon (single item)*
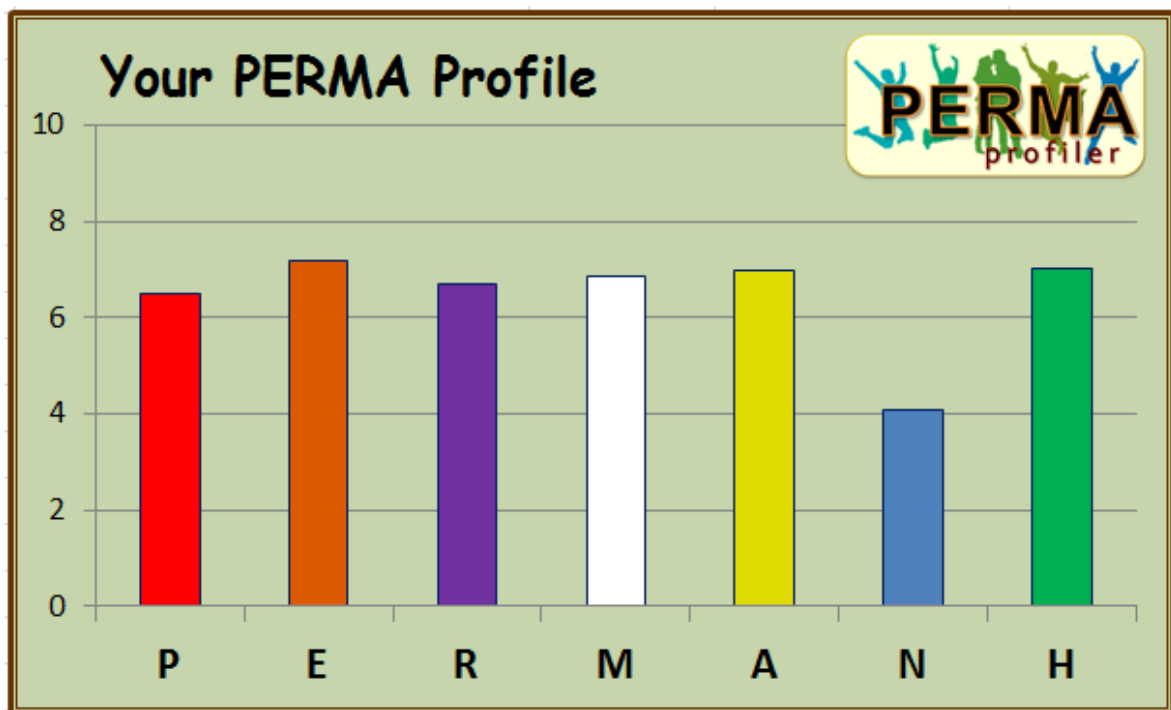
Sample Scoring Presentation
We are working on the best way to display scores. To date, we have used bar graphs.

Copyright © 2013 University of Pennsylvania.
For commercial usage, please contact the Center for Technology Transfer of the University of Pennsylvania

Mentee Program Materials

#	Question	Response Anchors	Label
1	To what extent is your work purposeful and meaningful?	0 = not at all 10 = completely	M1
2	How often do you feel you are making progress towards accomplishing your work-related goals?	0 = never 10 = always	A1
3	At work, how often do you become absorbed in what you are doing?	0 = never 10 = always	E1
4	In general, how would you say your health is?	0 = terrible 10 = excellent	H1
5	At work, how often do you feel joyful?	0 = never 10 = always	P1
6	To what extent do you receive help and support from coworkers when you need it?	0 = not at all 10 = completely	R1
7	At work, how often do you feel anxious?	0 = never 10 = always	N1
8	How often do you achieve the important work goals you have set for yourself?	0 = never 10 = always	A2
9	In general, to what extent do you feel that what you do at work is valuable and worthwhile?	0 = not at all 10 = completely	M2
10	At work, how often do you feel positive?	0 = never 10 = always	P2
11	To what extent do you feel excited and interested in your work?	0 = not at all 10 = completely	E2
12	How lonely do you feel at work?	0 = not at all 10 = completely	Lon
13	How satisfied are you with your current physical health?	0 = not at all 10 = completely	H2
14	At work, how often do you feel angry?	0 = never 10 = always	N2
15	To what extent do you feel appreciated by your coworkers?	0 = not at all 10 = completely	R2

#	Question	Response Anchors	Label
16	How often are you able to handle your work-related responsibilities?	0 = never 10 = always	A3
17	To what extent do you generally feel that you have a sense of direction in your work?	0 = not at all 10 = completely	M3
18	Compared to others of your same age and sex, how is your health?	0 = terrible 10 = excellent	H3
19	How satisfied are you with your professional relationships?	0 = not at all 10 = completely	R3
20	At work, how often do you feel sad?	0 = never 10 = always	N3
21	At work, how often do you lose track of time while doing something you enjoy?	0 = never 10 = always	E3
22	At work, to what extent do you feel contented?	0 = not at all 10 = completely	P3
23	Taking all things together, how happy would you say you are with your work?	0 = not at all 10 = completely	hap

ASSUMPTION HUNT TEMPLATE

Instructions: Both the mentor and the mentee should fill in the open-ended prompts.

List the beliefs that you hold regarding each of the following four topics.

MY role as a mentee:

_____
_____
_____
_____
_____

MY responsibilities as a mentee:

_____
_____
_____
_____
_____

YOUR role as my mentor:

_____
_____
_____
_____
_____

The mentoring relationship should be:

_____
_____
_____
_____
_____

PARTNERSHIP AGREEMENT BETWEEN MENTOR AND MENTEE

This mentoring partnership agreement clarifies roles and expectations, learning goals, and how the relationship will be conducted.

Assumption check
We will begin this mentoring agreement by discussing assumptions we each hold about each other, our roles, and expectations for the mentoring relationship. Our assumptions are:

_____

_____

_____

_____

_____

_____

_____

_____

Mentee Goals
We have agreed on the following goals (for the first year) as the focus of this mentoring relationship: [May include goals from PLP, but should also include other professional, personal, and well-being goals].

_____

_____

_____

_____

_____

_____

_____

_____

Mentee Program Materials

We have discussed the **protocols** we will follow as we work together. To ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to the following:

1. Meet regularly: Our specific schedule of contact (including method, e-mail, phone, etc.) is as follows:

_____

_____

_____

_____

2. Look for multiple opportunities and experiences to enhance the mentee's learning. We have identified and committed to the following potential learning opportunities and experiences.

_____

_____

_____

_____

3. Maintain confidentiality of our relationship. Confidentiality to us means…

_____

_____

_____

_____

4. Honor the ground rules we have developed. Our ground rules will be…

_____

_____

_____

5. Provide regular feedback to each other and evaluate progress in the relationship. We will accomplish this by…

_____

_____

_____

_____

We agree to meet regularly (according to the protocols specified above) through the month of July. At the end of this period, we will review the agreement, evaluate our progress, reach a learning conclusion, and set new goals for the second year. The relationship will be considered complete after two school years.

If one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may seek outside intervention by contacting the CLAS Mentor Program Coordinator. In this event, we agree to use closure as a learning opportunity.

_____   _____   _____   _____

Mentor Signature   Date   Protégé Signature   Date

Adapted from Mentoring Partnership Agreement Template (Zachary, 2000, P. 110)

MENTEE RESPONSIBILITY GUIDE

☐ Accept your assigned mentor and take time to get to know him/her. Exchange contact information.

☐ Become familiar with the new Alabama Standards for School Leadership and their indicators. Your Professional Learning Plan and mentoring goals are based chiefly on these, though you can add other goals.

☐ Contribute to the Mentoring Partnership Agreement with your assumptions, norms you desire for the relationship, and your initial goals for learning and growth.

☐ Understand that your goals will drive the mentoring work. Your mentor may guide you in aligning your goals to the leadership domains, but they are YOUR goals that are meaningful to you. Make them practical and applicable to your school needs, your professional growth, and your personal well-being. Your goals will likely be fluid over the course of two years.

☐ Be as transparent with your mentor as you are comfortable with, so that trust can be developed.

☐ Expect a weekly phone call, email exchange, or short video conference with your mentor at a time that is convenient for you. Expect an on-site visit for at least an hour once a month. Schedule those at a time when you can give the meeting your full attention without interruptions, if possible.

☐ Do your best to keep all appointments with your mentor. If you must reschedule, give your mentor as much notice as possible. Understandably, emergencies do arise. Reschedule as soon as possible.

☐ Engage fully in all of the learning and assessment activities that your mentor will introduce you to. All new principals in this program are doing these activities. Feel free to give feedback on their effectiveness.

☐ Keep a journal log after each on-site visit to capture your thoughts, progress, evidence of goal attainment, future questions, and reflection.

☐ Keep confidences when your mentor shares with you, as your mentor will commit to you, as well. Please be assured that your mentor is not evaluating you in any way to your supervisor.

☐ Ask your mentor for feedback, suggestions, and examples of how they led their schools. However, expect that your mentor will ask you more questions than give direct advice.

☐ You will have the same mentor for two academic years, plus summers. In the event that you become uncomfortable with your assigned mentor, you should contact the CLAS Mentor Coordinator to discuss your options. Your mentor has this same instruction concerning the relationship.

☐ At the end of each year, you will complete an assessment of your mentor.

☐ At the end of the program, give some thought to how you can express your appreciation to your mentor.

MENTEE ACTION PLAN

Working with your mentor, set goals that are focused, realistic, and important to your success.

Effective Goals Should be SMART	
S	Specific
M	Measurable
A	Achievable
R	Results-Oriented
T	Time-Based

5 Domains of Effective Principal Effectiveness
Visionary
Instructional
Managerial & Operational
Relational
Innovative

Focus on leadership competencies from the 5 Domains of Principal Effectiveness that are important to your school or to you personally. Build on your strengths and your growing edges. Look for opportunities for growth activities, and learn by doing, observing, and listening.

Domain Development Goal 1

Competency to Develop: Begin Date: _____   End Date: _____

○ Visionary   ○ Instructional   ○ Managerial and Operational   ○ Relational   ○ Innovative

Learning Plan: What action(s) can I take to develop this?

_____

_____

_____

_____

I know I have achieved my goal when (evidence, observations):

_____

_____

_____

_____

Domain Development Goal 2

Competency to Develop: Begin Date: _____   End Date: _____

    O Visionary   O Instructional   O Managerial and   O Relational   O Innovative
                                              Operational

Learning Plan: What action(s) can I take to develop this?

_____
_____
_____
_____

I know I have achieved my goal when (evidence, observations):

_____
_____
_____
_____

Domain Development Goal 3

Competency to Develop: Begin Date: _____   End Date: _____

    O Visionary   O Instructional   O Managerial and   O Relational   O Innovative
                                              Operational

Learning Plan: What action(s) can I take to develop this?

_____
_____
_____
_____

I know I have achieved my goal when (evidence, observations):

_____
_____
_____
_____

Domain Development Goal 4

Competency to Develop: Begin Date: _____   End Date: _____

   O Visionary   O Instructional   O Managerial and   O Relational   O Innovative
                                            Operational

Learning Plan: What action(s) can I take to develop this?

_____

_____

_____

_____

I know I have achieved my goal when (evidence, observations):

_____

_____

_____

_____

Domain Development Goal 5

Competency to Develop: Begin Date: _____   End Date: _____

   O Visionary   O Instructional   O Managerial and   O Relational   O Innovative
                                            Operational

Learning Plan: What action(s) can I take to develop this?

_____

_____

_____

_____

I know I have achieved my goal when (evidence, observations):

_____

_____

_____

_____

MENTORING MINDSET ACTIVITY

The Mentoring Mindset Framework (Searby, 2014) is based on research in which mentors of new school principals were asked what they observe in a mentee who seems especially poised to gain the most from the mentoring relationship. This resulted in the creation of two lists: Indicators of a Mentoring Mindset and Indicators of a Lack of a Mentoring Mindset. The "mindset" of the protégé, or mentee, is defined as "a construct made visible to the mentor by the demonstration of ATTITUDES, BEHAVIORS, AND COMPETENCIES which indicate that the mentee is embracing the mentoring process."

The mentoring mindset is not to be viewed as a "have or have not" list but rather viewed as a developmental continuum. For instance, a mentee might Take Initiative sometimes, but not always. They might be really strong in relational skills but could improve on aspects of being reflective.

Therefore, the mentee can use the framework as a self-assessment, and the mentor can use it as a reference point for giving feedback to the mentee.

FOR THIS ACTIVITY, EACH OF YOU WILL HAVE A COPY OF THE FRAMEWORK IN FRONT OF YOU.

Ask the mentee to look at the list of skills, attitudes, behaviors, and dispositions and comment on where they think they possess strengths as a mentee in your mentoring relationship and where they think they have room for improvement. Affirm the identified strengths. Acknowledge the mentee's assessment of areas for improvement.

As a mentor, you can identify and share what indicators you value the most in the mentee's behavior.

Close by emphasizing that this is just an activity to raise awareness of the kinds of things that are positive and not positive for mentees to demonstrate to their mentors.

MENTORING MINDSET

Indicators of the Presence of a Mentoring Mindset

The mentoring mindset of a protégé is...

A construct made visible to the mentor

by the demonstration of attitudes, behaviors, and competencies

which indicate that the protégé is embracing the mentoring process

and results in

the capacity to receive the maximum career & psychosocial benefits of the mentoring relationship.

Indicators of the Presence of a Mentoring Mindset

Takes Initiative

- Initiates contact with mentor
- Self-starter; confident
- Takes mentoring seriously
- Intentional; action-oriented

Learning Orientation

- Exhibits curiosity
- Asks good questions
- Adequately knowledgeable about concepts, content of one's field
- Admits to not knowing everything

Open

- Accepts feedback from mentor; seeks it
- Accepts advice graciously

Skillful

- In setting goals; has a vision
- In organizational matters
- In time management; prioritizing
- In seeing the big picture

Communicative

- Keeps lines of communication open with mentor
- Active Listener

Relational

- Can build relationships
- Knows how to network
- Picks up on social cues
- Approachable; positive

Reflective

- Can self-assess
- Learns from mistakes
- Articulates reflection out loud
- Transparent; forthcoming

Ethical

- Can keep confidences
- Trusts and can be trusted
- Honest

Indicators of the Absence of a Mentoring Mindset

Lacks Initiative

- Only responds when mentor initiates or in when in crisis
- Lacks drive and motivation
- Just goes through the motions of mentoring
- Wants mentor to tell what to do

Lacks a Learning Orientation

- No real curiosity
- Wants "quick fix answers"
- "Know it all"
- Does not take advantage of opportunities for further learning

Closed

- Rejects feedback or takes it personally
- Cannot admit weaknesses; stubborn

Unskilled

- In goal setting; lacks vision
- In organizational matters
- In time management
- in seeing long term

Poor Communicator

- Satisfied with one way communication from the mentor
- Talks too much, does not listen well

Lacks Relational Skills

- No attention to building relationships
- Avoids opportunities to network
- Does not pick up on social cues
- withdrawn

Unreflective

- Lack of self-knowledge
- Inability to learn from mistakes
- Cannot articulate reflection
- Withholds sharing

Unethical

- Does not keep confidences
- Not trustworthy
- Not always honest

CHARACTERISTICS OF PRINCIPALS OF STUCK & MOVING SCHOOLS

Principals of Stuck Schools	Principals of Moving Schools
School Climate and Culture	
Principal is a "scolding" presence that threatens teachers	Principal is a "helping model" and teachers feel free to disclose teaching weaknesses
Principal fosters isolation of teachers	Principal establishes collaborative norms
Principal likes to have control of everything	Principal shares decision making
Principal has infrequent communication with teachers; hides in office	Principal is accessible and visible to students and teachers
Principal protects his/her turf	Principal encourages collegial dependence
Instructional Leadership	
Principal manages a learning-impoverished school	Principal leads a learning-enriched school
Principal ignores teachers' classroom problems; abdicates responsibility	Principal is willing to confront classroom problems; empowers teachers in the process
Principal is uncertain of technical knowledge of good instructional practice	Principal has technical knowledge of good instructional practice
Principal does not go along with teachers' new ideas	Principal encourages teachers to try new ideas; trusts teachers' creative instincts
Principal undervalues school improvement plans; rejects teachers' ideas for improvement	Principal empowers and joins teachers in school improvement plans
Principal accepts teachers' low commitment to their work	Principal expects teachers to have high commitment to their work
Professional Growth and Development	
Principal does little to remedy the problems of ineffective teachers	Principal helps poorly performing teachers to improve
Principal has a "nothing can be done" attitude toward ineffective teachers	Principal believes teacher remediation and improvement is possible
Principal encourages little professional growth and development	Principal constantly encourages professional growth and development
Principal accepts numbing sameness, routines	Principal establishes continuous improvement model as the norm

Principals of Stuck Schools	Principals of Moving Schools
Principal believes that teaching is easy, and teachers should learn how to teach in 3–4 years	Principal believes that teaching is hard and learning to teach is a lifelong pursuit
Parental Involvement and Concerns	
Principal not concerned with lack of parental involvement	Principal marshals parental involvement and support
Principal "just smooths things over" with parents when conflict arises	Principal upholds teachers' rules and supports them in dealing with parents
Principal abdicates responsibility in dealing with parents; wants teachers to handle it	Principal is actively involved when parents bring concerns to school
The Principal in the District Context	
Principal usually has a superintendent whose goals focus on surface features such as clean buildings and mowed lawns (motivated by politics and pleasing public)	Principal usually has a superintendent whose goals have a clear academic focus
There is loose coupling between the superintendent and the principal	The superintendent demands accountability from the principal
Principal is responsible for any new learning if he/she wants it	District inservice and professional development for principals is expected and supported

STUCK & MOVING SCHOOLS CHECKLIST
LEADERSHIP INDICATORS FOR SCHOOL IMPROVEMENT

School Climate and Culture	Yes	No
Principal makes sure everyone understands the school's mission and clear goals		
Principal facilitates collaborative opportunities for teachers to work with each other		
Principal establishes a shared leadership and decision-making team		
Principal is accessible and visible to students and teachers		
Principal encourages collegiality		
Principal has a laser-like focus on student achievement		
Principal leads out in conducting a deep analysis of school's strengths and weaknesses		
Principal is a "helping model" and teachers feel free to disclose teaching weaknesses		
Principal listens to others, encourages dialogue, and is willing to share power		
Principal ensures that the school environment and school routines are structured to avoid chaos and promote positive student behavior		
Principal reinforces the school's core values through his/her daily work and interactions with teachers and students		
Principal is optimistic, providing hope during difficult times		
Principal is honest and there is consistency between words and actions		
Principal shows consideration, concern for teachers		
Principal gives sincere, regular praise and recognition and celebrates accomplishments		

Instructional Leadership	Yes	No
Principal communicates that student learning is the top priority in the school		
Principal protects instructional time by minimizing interruptions and non-instructional activities		
Principal is willing to confront classroom problems		
Principal has knowledge of research-based best instructional practices		
Principal encourages teachers to try new ideas; trusts teachers' creative instincts		
Principal empowers and joins teachers in school improvement plans		
Principal expects teachers to have high commitment to their work		
Principal leads and participates actively with the School Improvement Team		
Principal monitors student achievement schoolwide and communicates data to teachers		
Principal monitors curriculum and classroom instruction regularly to see how grade level, department, and classroom plans are aligned to school goals		

Professional Growth and Development	Yes	No
Principal helps poorly performing teachers to improve		
Principal believes teacher remediation and improvement is possible		
Principal encourages teachers to engage in staff development that addresses specific content area issues and innovative teaching practices		
Principal establishes continuous improvement model as the norm		
Principal believes that teaching is hard and learning to teach is a lifelong pursuit		

Parental Involvement and Concerns	Yes	No
Principal marshals parental involvement and support		
Principal upholds teachers' rules and supports them in dealing with parents		
Principal is actively involved when parents bring concerns to school		

The Principal in the District Context	Yes	No
Principal has a superintendent whose goals have a clear academic focus		
The superintendent demands accountability from the principal		
District inservice and professional development for principals is expected and supported		

Compiled by Searby (2004); Adapted from Rosenholtz (1991); Blasé & Kirby (2000); Marzano, 2003

School Climate Self-Assessment

How strongly do you agree or disagree with the following statements about your school?
(Mark One Response.)

Throughout the survey, "My school" means activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.

Engagement (Cultural and Linguistic Competence) Survey Item	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
E1. At my school, all students are treated equally, regardless of whether their parents are rich or poor.				
E2. My school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.				
E3. My school emphasizes showing respect for all students' cultural beliefs and practices.				
E4. My school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).				
Engagement (Relationship) Survey Item	**1** Strongly Disagree	**2** Disagree	**3** Agree	**4** Strongly Agree
E5. Staff let students know when they do something well or make improvements.				
E6. Staff advocate for the welfare of all students.				
E7. My school emphasizes that all staff demonstrate professionalism.				
E8. Staff collaborate well with each other.				
E9. There is trust among staff members.				
E10. Staff do a good job helping parents to support their children's learning at home.				

E11.	If a student has done something well or makes improvement, staff contact his/her parents.				
E12.	My school asks families to volunteer at the school.				
E13.	My school communicates with parents in a timely and ongoing basis.				
E14.	My school establishes partnerships with the community.				

Engagement (School Participation) Survey Item	**1** Strongly Disagree	**2** Disagree	**3** Agree	**4** Strongly Agree
E15. The level of faculty and staff involvement in decision making at the school is fine with them.				
E16. Staff at my school have many opportunities to influence what happens within the school.				
E17. At my school, students are given the opportunity to take part in decision making.				
E18. Administrators involve staff in decision-making.				
E19. Students are encouraged to get involved in extra-curricular activities.				
E20. My school asks families to participate in school events and activities.				

Safety (Emotional Safety) Survey Item	**1** Strongly Disagree	**2** Disagree	**3** Agree	**4** Strongly Agree
S1. I focus on helping faculty, staff, and students feel like they belong.				
S2. I recognize faculty and staff for doing a good job.				
S3. Faculty and staff feel comfortable discussing feelings, worries, and frustrations with me.				

S4.	I inspire faculty and staff to do the very best at their job.				
S5.	People at this school care about others as a person.				
S6.	Faculty and staff can manage almost any student behavior problem.				

Safety (Physical Safety) Survey Item	**1** Strongly Disagree	**2** Disagree	**3** Agree	**4** Strongly Agree
S7. Faculty, staff, and students feel safe at the school.				
S8. The following types of problems occur at my school often: physical conflicts among students.				
S9. The following types of problems occur at my school often: robbery or theft.				
S10. The following types of problems occur at my school often: vandalism.				
S11. The following types of problems occur at my school often: student possession of weapons.				
S12. The following types of problems occur at my school often: physical abuse of teachers and staff.				
S13. The following types of problems occur at my school often: student verbal abuse of teachers and staff.				

Safety (Bullying/Cyberbullying) Survey Item	**1** Strongly Disagree	**2** Disagree	**3** Agree	**4** Strongly Agree
S14. I think that bullying is a frequent problem at my school.				
S15. I think that cyberbullying is a frequent problem among students at my school.				
S16. Students at my school would feel comfortable reporting a bullying incident to a teacher or other staff.				

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
S17. Staff at this school always stop bullying when they see it.				
S18. Staff at this school are teased or picked on.				

Safety (Substance Abuse) Survey Item	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
S19. My school has adequate resources to address substance use prevention.				
S20. My school has programs and/or referral services that address substance use among students.				

Safety (Emergency Readiness/Management) Survey Item	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
S21. Faculty, staff, and students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.				
S22. My school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).				

Environment (Physical Environment) Survey Item	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
EV1. My school looks clean and pleasant.				
EV2. My school is an inviting work environment.				
EV3. Teaching is hindered by poor heating, cooling, and/or lighting systems at my school.				
EV4. Teaching is hindered by a lack of instructional space (e.g., classrooms) at my school.				
EV5. Teaching is hindered by a lack of textbooks and basic supplies at my school.				

EV6.	Teaching is hindered by inadequate or outdated equipment or facilities at my school.				

Environment (Instructional Environment) Survey Item	**1** Strongly Disagree	**2** Disagree	**3** Agree	**4** Strongly Agree
EV7. The students come to class prepared with the appropriate supplies and books.				
EV8. Once we start a new program at my school, we follow up to make sure that it's working.				
EV9. The programs and resources at my school are adequate to support students' learning.				
EV10. Teachers at this school feel responsible to help each other do their best.				
EV11. Teachers at this school feel that it is a part of their job to prepare students to succeed after graduation in college or a career.				
EV12. The programs and resources at this school are adequate to support students with special needs or disabilities.				

Environment (Physical/Mental Health) Survey Item	**1** Strongly Disagree	**2** Disagree	**3** Agree	**4** Strongly Agree
EV13. My school provides the materials, resources, and training necessary for faculty and staff to support students' physical health.				
EV14. My school places a priority on students' physical health needs.				
EV15. My school provides quality counseling or other services to help students with social or emotional needs.				
EV16. My school provides the materials, resources, and training necessary for me to support students' social or emotional needs.				
EV17. My school places a priority on helping students with their social, emotional, and behavioral problems.				

Environment (Discipline) Survey Item	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
EV18. Staff at my school are clearly informed about school policies and procedures.				
EV19. Staff at my school recognize students for positive behavior.				
EV20. School rules are applied equally to all students.				
EV21. Discipline is fair.				
EV22. My school effectively handles student discipline and behavior problems.				
EV23. Staff at this school work together to ensure an orderly environment.				

Adapted from the U.S. Department of Education School Climate Surveys (EDSCLS)

Mentee Program Materials

Engagement Scores

Cultural and Linguistic Competence	Relationship	School Participation
_____ ÷ 4 = _____	_____ ÷ 10 = _____	_____ ÷ 6 = _____
Total Score Average Score	Total Score Average Score	Total Score Average Score

Safety Scores

Emotional Safety	Substance Abuse	Emergency Readiness/ Management
_____ ÷ 6 = _____	_____ ÷ 2 = _____	_____ ÷ 2 = _____
Total Score Average Score	Total Score Average Score	Total Score Average Score
	Interpret with caution due to limited number	*Interpret with caution due to limited number*

Physical Safety

Actual Score for: _____
            S7

Inverse Score for: _____   _____   _____   _____   _____   _____
    (1=4, 2=3)   S8   S9   S10   S11   S12   S13

_____ ÷ 7 = _____
Total Score   Average Score
(Total Score = Actual + Inverse Scores)

Bullying/Cyberbullying

Actual Score for: _____   _____
            S16   S17

Inverse Score for: _____   _____   _____
    (1=4, 2=3)   S14   S15   S18

_____ ÷ 5 = _____
Total Score   Average Score
(Total Score = Actual + Inverse Scores)

Environment Scores

Instructional Environment	Physical/Mental Health	Discipline
_____ ÷ 6 = _____	_____ ÷ 5 = _____	_____ ÷ 6 = _____
Total Score ___ Average Score	Total Score ___ Average Score	Total Score ___ Average Score

Physical Environment

Actual Score for: _____ _____
EV1   EV2

Inverse Score for: _____ _____ _____ _____
(1=4, 2=3)   EV3   EV4   EV5   EV6

_____ ÷ 6 = _____
Total Score   Average Score
(Total Score = Actual + Inverse Scores)

MANAGING CONFLICT

Reflect on the following, and discuss with your mentor:

- What types of conflicts have you experienced as a new principal?
- How have you resolved personal conflicts? Conflicts between others? Conflicts that required you to disengage?
- Think about a time when you managed a conflict that led to a positive outcome, then think about a time when you managed a conflict that led to a negative outcome. What actions did you take that contributed to each?
- Reflecting on a conflict you experienced and considering the information presented, what might you do differently if you had it to do over again?

Strategies for Resolving Personal Conflict

Examples:

- A parent disagrees about how a situation with their child was handled
- A teacher or staff member disagrees with decisions made or policies implemented
- A student feels he or she was treated unfairly

Gather information:

- Before acting to resolve conflict, investigate the situation to gather information.
- Communicate the need for more time to investigate when new information is revealed during an initial meeting or when the leader is experiencing conflict in an unplanned meeting.
- School-related conflicts may involve implementing school or system policies, codes of conduct, or other established guidelines.

Consider the environment:

- Consider the meeting arrangement if there is time to prepare for a meeting.
  - Where will the meeting take place? In the office? In a teacher's classroom? In a neutral place?
  - How will the participants be positioned in the space? (Sitting in a large chair behind a big desk provides a tone for a meeting different from sitting around a table.)
  - What time of day will the meeting take place? Is the time convenient for all parties involved?
    - For unplanned confrontations, move to a place out of the public's eye to maintain confidentiality and ask the confronting party to schedule a meeting. This allows time for preparation and information gathering.
    - Minimize distractions by silencing cell phones and moving away from computer screens.
    - Assume that the other person may be recording the conversation.

Stay calm:

- Remain cool, calm, and collected to set the tone for the meeting. The body's reaction to conflict may include muscle tension, increased heart rate, rapid breathing, sweating, or stomach upset. Relaxing the shoulders, breathing deeply, unclenching the jaw, and uncrossing arms can help calm the body's reaction to stress caused by conflict.

- If the leader or the other participant cannot remain calm, the meeting may need to be rescheduled, or the participants may need to take a short break to regain composure.

Listen attentively:

- Take notes, repeat what you hear the other person saying, and acknowledge the feelings expressed by the other party to convey that you are listening to and value what they say.

- Listen to the other person without interrupting them.

- Seek clarification and probe for more information. "Tell me more…" "This is what I hear you saying…"

- Focus on the issue, not on the person. Redirect the conversation to the issue and avoid personal attacks or disparaging remarks.

- Consider the other person's perspective.

Seek resolution:

- Finding common ground is a good starting point. Think about being on the same side rather than opposing sides. Is there a way for each party to have small wins while aligning with school policies?

- Refrain from being defensive.

- Once a resolution is determined, develop a plan to ensure that steps are taken to resolve the conflict.

Follow up:

- What were the outcomes of the meeting?

- Did you do what you said you would do? Did you communicate your actions to the other party? Did the other party do what they said they would do?

Strategies for Mediating Conflicts

Examples:

- Conflicts between students and adults (teachers, staff, and parents)
- Conflicts between adults (parent and teacher)

Consider the environment:

- Determine a meeting time and place.
  - Where will the meeting take place? In the office? In a teacher's classroom? In a neutral place?
  - How will the participants be positioned in the space?
  - What time of day will the meeting take place? Is the time convenient for all parties involved?

Facilitate the meeting:

- Introduce the involved participants if they have never met.
- Agree on meeting protocols. For example, participants will:
  - Minimize distractions by silencing and putting away cell phones and other digital devices.
  - Focus on the issue, not on the person.
  - Refrain from interrupting the person speaking.
  - Speak only during their designated times to speak.
  - Remain calm.
  - Treat each other with respect.
  - Consider the other person's perspective.
- Give each person time to express their views uninterrupted, taking turns.
- Take a break if necessary.
- Determine what each party wants the other party to do.
- Help the conflicting parties to establish common ground. Is there a compromise that might require each party to give up something to reach a resolution acceptable to both parties?
- Once the parties reach an agreement, establish the next steps.

Follow up:

- Follow up with correspondence documenting the meeting and next steps.
- Check back to see if parties followed through with their commitments.

Strategies for Disengaging

- Encourage the conflicting parties to address each other directly before involving you.

- Minor conflicts between adults may be resolved without the need for the leader's involvement.

- Temporarily disengaging to gather more information may be necessary.

- Assess the roles of the conflicting parties to determine if it is appropriate to be involved. For example, a coach and athlete conflict might first be addressed with the athletic director. A conflict that involves threat or assault may need to be addressed by law officials.

- Issues involving harassment or discrimination should be directed to the appropriate HR contact.

- Communicate to the participants that you are disengaging, let them know why, and who to contact for assistance.

Principals might find the following checklist helpful for planning and evaluating a conflict resolution meeting.

CONFLICT RESOLUTION PLANNING & EVALUATION

How would you categorize the conflict? (personal or conflict between others requiring mediation)

Pre-planning
Information Gathering

_____ Have you fully investigated the situation and gathered sufficient evidence before acting to resolve the conflict?

_____ Do you need more time to investigate?

_____ Have you reviewed related school or system policies (e.g. code of conduct, board policy)?

Arrangements for In-person meetings

- When and where will the meeting take place?

- How will the participants be positioned in the space?

- Who will attend?

- Will the meeting be recorded?

- What documents need to be ready for the meeting?

- What evidence needs to be presented at the meeting?

Evaluating

_____ Did all parties remain cool, calm, and collected? If not, what steps were taken to deescalate the situation?

_____ Did you exhibit good listening skills (e.g. listening without interrupting, seeking clarification and probing for more information, focusing on the issue, not on the person, redirecting to keep the conversation focused on the issue, acknowledging the other's feelings and perspectives)?

_____ Were the parties able to find common ground?

_____ Was a plan for resolving the conflict developed and communicated?

_____ Did the parties follow through on the steps agreed to?

_____ Was the conflict resolved? If not, what are the next steps?

SCAFFOLDING TEMPLATE FOR DIFFICULT CONVERSATIONS

Step 1: Identify the Issue

Guiding Questions:

- Why is this conversation necessary?
- What is the gap between current and expected behavior or outcomes?
- What is the impact of the issue?

Sample Prompts:

- I need to have a difficult conversation with you about...
- I've noticed [specific behavior/issue], and we need to talk about how it's affecting [students/team/learning environment/etc.].
- This matters because...

Your Prompt:

_____

_____

_____

Step 2: Clarify Key Points

Guiding Questions:

- What specific concerns or observations need to be addressed?
- What are the non-negotiables?
- What data or evidence supports your observations?

Key Points:

1. _____

2. _____

3. _____

Step 3: Invite Perspective

Guiding Questions:

- How will you ensure the other person feels heard and respected?
- What questions will you ask to better understand their point of view?

Sample Prompts:

- I'd like to hear your perspective on this.
- Can you share how you see the situation?
- What challenges have you been facing?
- Help me understand your thinking around...

Your Prompt

_____

_____

_____

Step 4: Seek Resolution

Guiding Questions:

- What outcomes are you aiming for?
- What solutions or compromises are possible?
- What does success look like?

Sample Prompts:

- Let's think together about how we can move forward.
- What are some possible solutions you see?
- Here are a few options we could consider:

Options:

Option 1: _____

Option 2: _____

Option 3: _____

Step 5: Make a Plan

Guiding Questions:

- What is the agreed-upon action plan?
- Who is responsible for what?
- What is the timeline?
- How will you track progress?

Sample Prompts:

- Let's agree on the next steps.
- Who will do what, and by when?
- Here's what we've decided:

Options:

Action Step: _____

Responsible Person: _____

Deadline/Check-in Date: _____

Step 6: Establish Follow-Up

Guiding Questions:

- How will you ensure accountability and support?
- How and when will you revisit the issue?
- What feedback mechanisms will be in place?

Sample Prompts:

- To make sure we stay on track, let's schedule a follow-up conversation.
- How can I support you in this process?
- Let's check in on [date/time].
- Here's how we'll know if this is working:

Follow-Up Plan:

_____

_____

_____

LEADERSHIP ORIENTATIONS

Name: _____

This questionnaire asks you to describe yourself as a manager and leader. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:
_____ Analytic skills
_____ Interpersonal skills
_____ Political skills
_____ Flair for drama

4. What people are most likely to notice about me is my:
_____ Attention to detail
_____ Concern for people
_____ Ability to succeed in the face of conflict and opposition
_____ Charisma

2. The best way to describe me is:
_____ Technical expert
_____ Good listener
_____ Skilled negotiator
_____ Inspirational leader

5. My most important leadership trait is:
_____ Clear, logical thinking
_____ Caring and support for others
_____ Toughness and aggressiveness
_____ Imagination and creativity

3. What has helped me the most to be successful is my ability to:
_____ Make good decisions
_____ Coach and develop people
_____ Build strong alliances and a power base
_____ Inspire and excite others

6. I am best described as:
_____ An analyst
_____ A humanist
_____ A politician
_____ A visionary

This survey is based on ideas in Bolman and Deal's Reframing Organizations: Artistry, Choice and Leadership (San Francisco: Jossey-Bass, 2003).

Compute your scores as follows:

ST =	1a + 2a + 3a + 4a + 5a + 6a	
HR =	1b + 2b + 3b + 4b + 5b + 6b	
PL =	1c + 2c + 3c+ 4c + 5c + 6c	
SY =	1d +2d + 3d + 4d + 5d + 6d	

Leadership Orientations Scoring

The Leadership Orientations instrument is keyed to four different conceptions of organizations and of the task of organizational leadership.

Plot each of your scores on the appropriate axis of the chart below: ST for Structural, HR for Human Resource, PL for Political, and SY for Symbolic. Then read the brief description of each of these orientations toward leadership and organizations.

STRUCTURAL

HUMAN RESOURCE

POLITICAL

SYMBOLIC
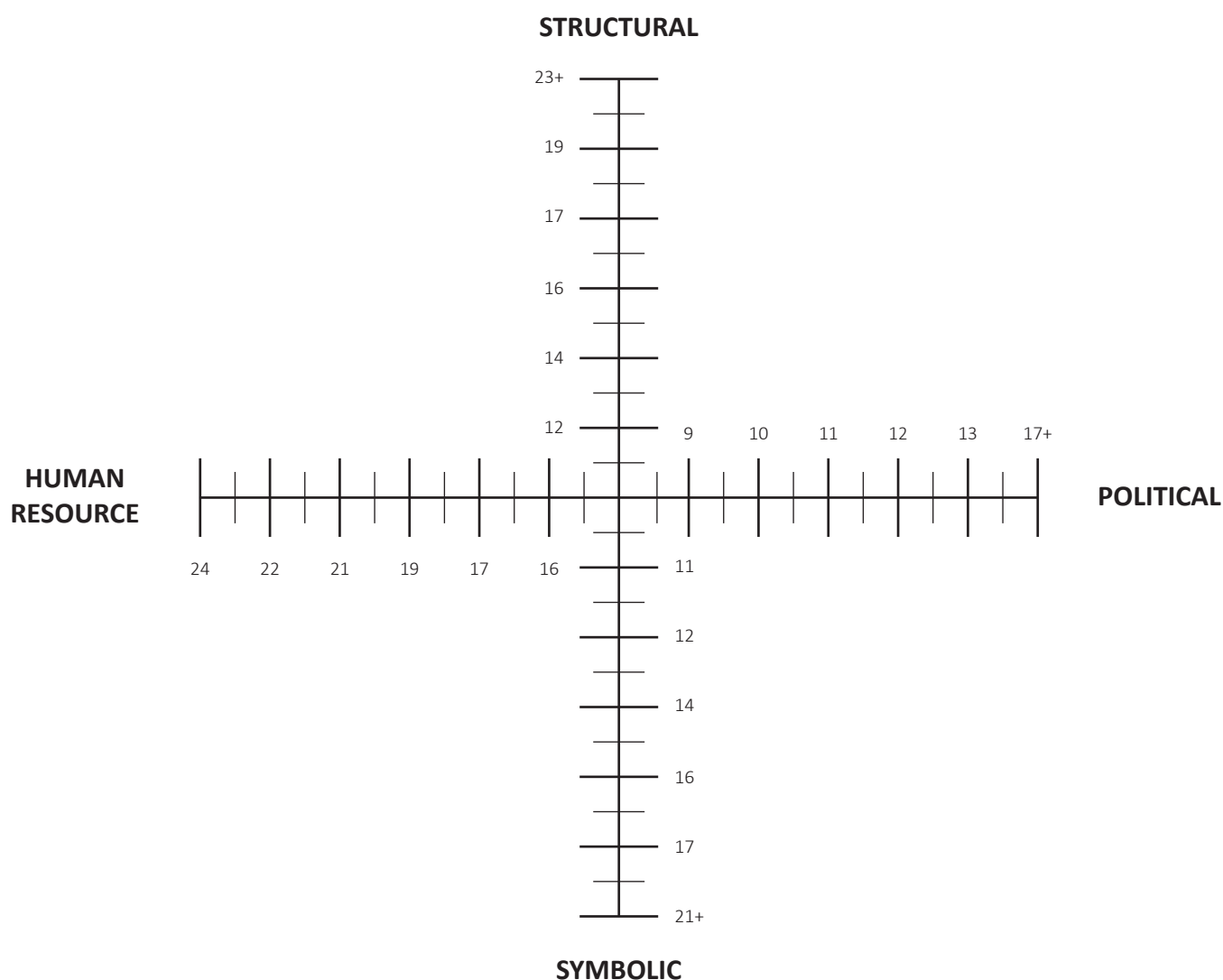
Scales are adjusted to represent percentile scores. The lowest number for each frame represents the 25th percentile; the highest number represents the 90th percentile. The table below shows percentiles for each frame, based on a sample of more than 700 managers from business, education and government. For the structural frame, for example, 25% of managers rate themselves 12 or below, and only 10% rate themselves 23 or above. The percentiles for each frame are shown in the table below, based on a sample of more than 700 managers in business, education, and government.

Your Leadership Orientations Scores (from page 40)

ST	HR	PL	SY	Total

Leadership Orientations Scoring

In a sample of more than 700 managers:	Structural	Human Resource	Political	Symbolic
10% rated themselves at or above:	**22**	**24**	**17**	**21**
25% rated themselves above:	19	22	13	17
50% rated themselves above:	16	19	11	14
75% rated themselves above:	12	16	9	11

Interpreting Scores

1. **Structural leaders** emphasize rationality, analysis, logic, facts and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems. A good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done.

2. **Human resource leaders** emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

3. **Political leaders** believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit's or the organization's goals and objectives. Political leaders emphasize the importance of building a power base: allies, networks, coalitions. A good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

4. **Symbolic leaders** believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. A good leader is a prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

MENTEE EVALUATION OF MENTOR

This assessment is meant to be completed by the mentee.

Your Name:_____   Date:_____

School District/School Name:_____

Mentor's Name:_____

In working with my mentor, I am completing (circle one):   Year One   Year Two

Please rate the extent to which your mentor fulfilled the following responsibilities using this ranking:

1 = Did not occur   2 = Sometimes/Seldom Occurred   3 = Often Occurred   4 = Very Often Occurred

To what extent did your mentor:	1 Did not occur	2 Sometimes/ Seldom Occurred	3 Often Occurred	4 Very Often Occurred
Help you develop self-confidence in your leadership				
Employ effective listening skills during your sessions				
Provide encouragement and support to you				
Develop trust with you				
Help you identify and build on your strengths				
Utilize data to assist in your growth (observations, checklists, self-assessments, journaling)				
Maintain strict confidentiality				
Respond in a timely manner to your needs				
Encourage your reflection by posing thought-provoking questions				
Help you locate resources needed to achieve your personal & professional goals				
Visit your work site				
Contact you weekly in some manner				
Help you extend your professional network				

Mentee Program Materials

To what extent did your mentor:	1 Did not occur	2 Sometimes/ Seldom Occurred	3 Often Occurred	4 Very Often Occurred
Talk to you about your health, wellness, work/life balance				
Make a time commitment to you (weekly contact, monthly visits)				
Assist you in establishing personal & professional goals in visionary leadership				
Assist you in establishing personal & professional goals in instructional leadership				
Assist you in establishing personal & professional goals in managerial and operational leadership				
Assist you in establishing personal & professional goals in relational leadership				
Assist you in establishing personal & professional goals in innovative leadership				
Help you learn to use self-reflection as a continuous improvement tool				
Help you to use the inquiry process for leading change				

Please add any additional comments you would like to make concerning your mentor:

FIVE DOMAINS OF PRINCIPAL EFFECTIVENESS SELF-ASSESSMENT

Visionary - **Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student. How confident are you in your ability to do the following?**

Visionary	Not confident	Somewhat confident	Moderately confident	Very confident
Collaboratively develop a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.				
Develop a shared understanding of and commitment to the vision and school improvement plan within the school and community.				
Collect, analyze, and interpret data to monitor progress toward meeting goals, make adjustments as needed, and evaluate results for continuous school improvement.				

Instructional - **Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students. How confident are you in your ability to do the following?**

Instructional	Not confident	Somewhat confident	Moderately confident	Very confident
Engage and support staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.				
Maintain high expectations for all staff and students, with a focus on the quality of instruction in my school that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.				
Observe classroom instruction and provide meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.				
Work with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.				
Analyze and act upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.				
Develop a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.				

Managerial and Operational Leadership - Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community. How confident are you in your ability to do the following?

Managerial and Operational	Not confident	Somewhat confident	Moderately confident	Very confident
Provide and oversee a functional, safe, and clean facility and campus.				
Establish routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.				
Recruit, hire, place, induct, develop, and retain a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.				
Model and communicate high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.				
Guide the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.				
Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.				
Manage, allocate, algin, and efficiently utilize fiscal and non-fiscal resources to support school goals and priorities.				

Relational - Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community. How confident are you in your ability to do the following?

Relational	Not confident	Somewhat confident	Moderately confident	Very confident
Promote a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.				
Advocate for the welfare of all students.				
Establish positive and supportive relationships with all students.				
Develop and support open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.				
Ensure a collaborative culture of professionalism and respect among staff.				
Cultivate leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.				
Manage, allocate, algin, and efficiently utilize fiscal and non-fiscal resources to support school goals and priorities.				

Innovative - Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change. How confident are you in your ability to do the following?

Innovative	Not confident	Somewhat confident	Moderately confident	Very confident
Acquire and apply knowledge, skills, and evidence-based practices to improve teaching and learning.				
Engage in a professional network of peers and mentors as a means for growth.				
Demonstrate a commitment to reflective practices and ongoing growth and development.				
Seek and utilize feedback to improve performance.				
Maintain a focus on high priorities related to academic achievement and school climate.				
Create a culture of innovation that continuously examines strategies for improvement and adapts to change.				

What does your self-assessment reveal about your strengths?

_____

_____

_____

_____

_____

_____

_____

What does your self-assessment reveal about the areas where you most need to grow?

_____

_____

_____

_____

_____

_____

_____

_____

This pre-assessment should be completed using this URL or QR code. A post-assessment will be conducted at the end of your mentorship program to measure growth. You will be able to download your assessment at the end of each assessment.

https://bit.ly/ALmenteePRE

PRINCIPAL CALENDAR CHECKLIST

Access a month-by-month checklist of high-leverage, critical activities and deadlines for Alabama principals. This checklist was compiled by the ALDSE Office of School Improvement and is intended to be used as a resource by elementary, middle, and high school principals and building leaders.
https://bit.ly/4cPtoSd

MENTORING JOURNAL

Mentee: _____   **Month:** _____

Domain Focus: (Check 1 or more)

○ Visionary   ○ Instructional   ○ Managerial and Operational   ○ Relational   ○ Innovative

Write a journal entry before each meeting with your mentor to guide the discussion effectively and contribute to ongoing growth and development. The entry will include the domain or domains of primary focus for the month, along with a reflection that includes the following:

Mentee Progress in the Main Domain Area(s) of Focus

My progress in relation to personal and professional goals including wellness and self-care...

_____
_____
_____
_____

Challenges I have faced and how I have handled the challenges...

_____
_____
_____
_____

Follow-up discussions with my mentor will include...

_____
_____
_____
_____

Other...

_____
_____
_____
_____
_____
_____
_____
_____