



ALABAMA NEW PRINCIPAL MENTORING PROGRAM MENTOR PROGRAM MATERIALS

Alabama Principal Leadership Development System

Mentor Program Materials

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CODE OF ETHICS FOR NEW PRINCIPAL MENTORS

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 mentor's conduct and the integrity of the mentor/protégé relationship are of the utmost importance in the success of the ANPMP. The purpose of the Mentor Code of Ethics is to clarify ethical responsibilities and standards of accountability for the mentor and clarify the proper role and function of the mentor.

Respect

- I will respect the protégé's integrity and individuality.
- I will provide services in a nondiscriminatory manner.
- I will show sensitive regard for the protégé's moral, social, and religious standards and avoid imposing my beliefs.
- I will ensure that the protégé retains full freedom of choice and decision in their own school.
- My main concern is the protégé's personal and professional growth and welfare.

Confidentiality

- I will respect the rules of confidentiality regarding the mentor/protégé relationship.
- I shall disclose confidential information about the protégé 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 the protégé's privacy and confidentiality and refrain from disclosing information about the protégé to colleagues and superiors.
- I will take precautions to ensure that records, reports, and correspondence relating to the protégé are secure from public inspection and not shared inappropriately.

Power/Gain

- I will not use the relationship with my protégé to private advantage.
- I will not view my role as having "power over" my protégé.

Competence

- I will mentor my mentee with the goal of supporting the development of their leadership aligned with the Alabama Standards for School Leadership.
- I will participate in continuing education to keep informed of current best practices in mentoring and leadership.

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Relationship

- I will establish and maintain appropriate professional relationship boundaries.
- I will avoid a dual relationship (e.g., business or intimate) with the protégé 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 and acting as an advocate for the new principal.

Termination of Relationship

I will not abandon or neglect my protégé. If I am unable or unwilling to serve as their mentor, I will ask the CLAS Mentor Coordinator to make every reasonable effort to select another mentor and facilitate a smooth transition to the new mentor.

Representative of the Alabama State Department of Education

It is the Mission of the Alabama State Department of Education to be an agency of innovation, creativity, service, and accountability in order to support local schools and school systems as they undertake the important work of educating children in communities across this state.

I understand that I am a representative of the ALSDE and should always attempt to fulfill its mission and reflect the values and standards for which it stands.

Relationship with School District

I understand that I should always attempt to support the mission of the local school district(s) where I serve and will be committed to excellence in leadership.

Conflict of Interest

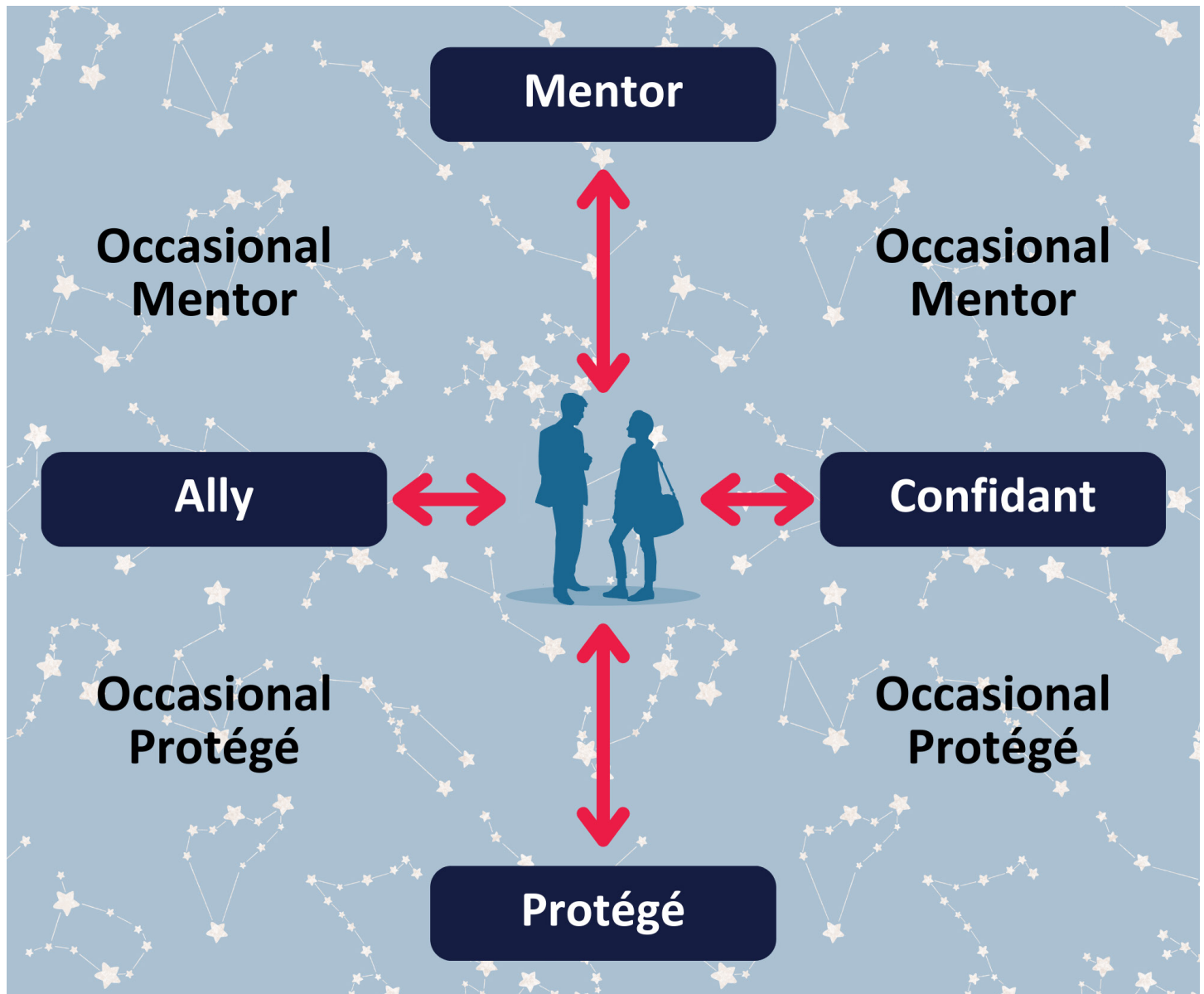
I will not have an evaluative relationship with the protégé. Serving in an evaluative capacity could compromise the trusting relationship.

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

Mentor Signature: _____

Date: _____

THE MENTORING CONSTELLATION



MAJOR EVENTS IN MY LIFE TIMELINE

Professional and Personal Timeline

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

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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)

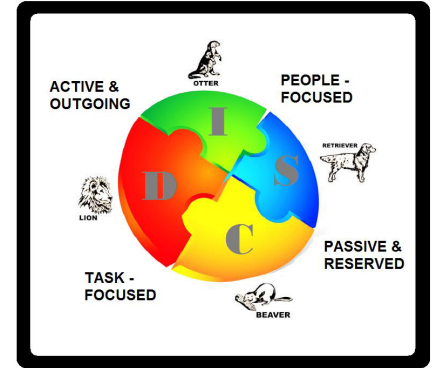
____ Total Score for Category D
(GOLDEN RETRIEVER)

ANIMAL PERSONALITY TEST INTERPRETATION

Listed below are the characteristics of each temperament...

Animal	Temperament
	<p>Lion (Choleric/Dominance)</p> <p>Strengths: Visionary, practical, productive, strong-willed, independent, decisive</p> <p>Weaknesses: Cold, domineering, unemotional, self-sufficient, unforgiving, sarcastic</p> <p><i>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.</i></p>
	<p>Otter (Sanguine/Influence)</p> <p>Strengths: Outgoing, responsive, warm, friendly, talkative, enthusiastic, compassionate</p> <p>Weaknesses: Undisciplined, unproductive, exaggerates, egocentric, unstable</p> <p><i>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.</i></p>
	<p>Golden Retriever (Phlegmatic/Steadiness)</p> <p>Strengths: Calm, easy-going, dependable, quiet, objective, diplomatic, humorous</p> <p>Weaknesses: Selfish, stingy, procrastinator, unmotivated, indecisive, worrier</p> <p><i>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.</i></p>
	<p>Beaver (Melancholy/Compliance)</p> <p>Strengths: Analytical, self-disciplined, industrious, organized, aesthetic, sacrificing</p> <p>Weaknesses: Moody, self-centered, touchy, negative, unsociable, critical, revengeful</p> <p><i>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.</i></p>

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?

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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.

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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.

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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

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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?

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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

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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?

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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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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).

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Core Values Identification and Action Plan

I believe/value	Therefore, I will	Strategies

DATE: _____

GENERATIONAL STEREOTYPING ACTIVITY

After reading each sentence, place a **Y** in the blank if you think the sentence describes a **young person**, an **O** for an **older person**, or a **B** for **both**.

Y/O/B	Stereoetype Statement
_____	They stick together in cliques.
_____	They are terrible drivers!
_____	Why are they always so forgetful?
_____	I wish I had as much freedom as they have.
_____	They think they know everything.
_____	They are always taking and never giving. They think the world owes them.
_____	They spend too much time on their phone.
_____	They are always complaining about something.
_____	Don't hire them. They are not dependable.
_____	They think they should be the boss.

Reflection: Remember, while reflecting on generational differences is crucial, avoiding age-based stereotyping is equally important. Consider the challenges and significant historical events that shaped each generation. How might these experiences influence the way members of a generation are best motivated or managed?

GENERATIONAL DIVIDE

Group Activity 1

Assign each group a set of statements or traits to categorize.

1. Distribute cards or statements among the groups.
2. Discuss and analyze each statement based on generational characteristics.
3. Reach a consensus on which generation each statement or trait best represents.
4. Present findings to the larger group, explaining the reasoning behind your categorizations.

Generational Differences	Traditionalist 1925-1945	Baby Boomers 1946-1964	Gen X 1956-1980	Gen Y/ Millennials 1981-2001	Gen Z 1995-2010
Communication & Feedback Needs					
Working Styles					
Motivation & Priorities					
Work Values & Expectations					

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Group Activity 2

Assign each group a set of statements or traits to categorize.

1. Distribute cards or statements among the groups.
2. Discuss and analyze each statement based on generational characteristics.
3. Reach a consensus on which generation each statement or trait best represents.
4. Present findings to the larger group, explaining the reasoning behind your categorizations.

Personal Lifestyle	Traditionalist 1925-1945	Baby Boomers 1946-1964	Gen X 1956-1980	Gen Y/ Millennials 1981-2001	Gen Z 1995-2010
Core Values					
Family					
Education					
Communication					
Money					

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.

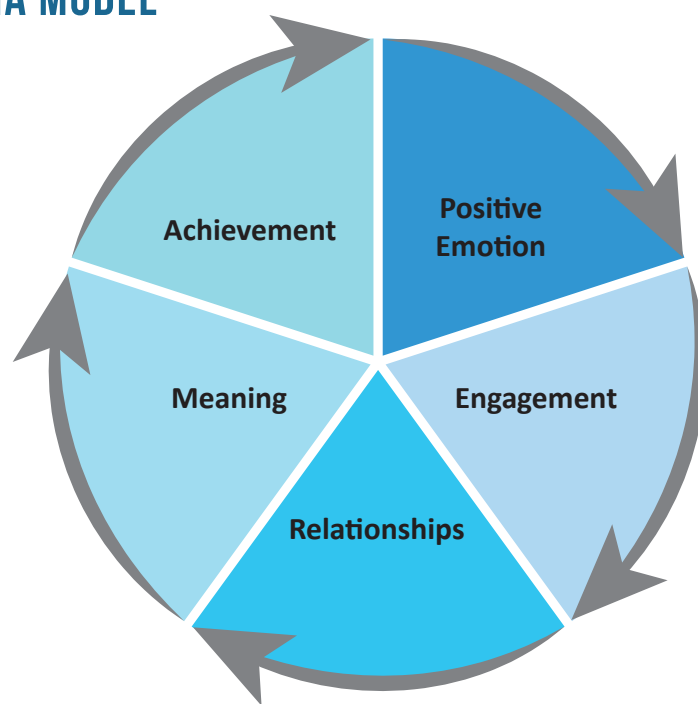
Meaning:

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.

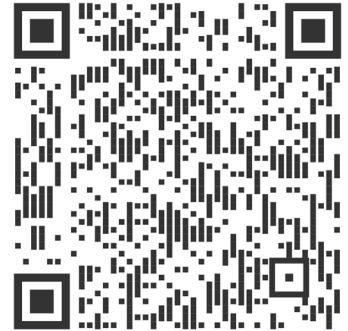
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Use of the Measure

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 brevity, 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.

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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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Scoring:

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

Positive Emotion: $P = \text{mean}(P1, P2, P3)$

Engagement: $E = \text{mean}(E1, E2, E3)$

Relationships: $R = \text{mean}(R1, R2, R3)$

Meaning: $M = \text{mean}(M1, M2, M3)$

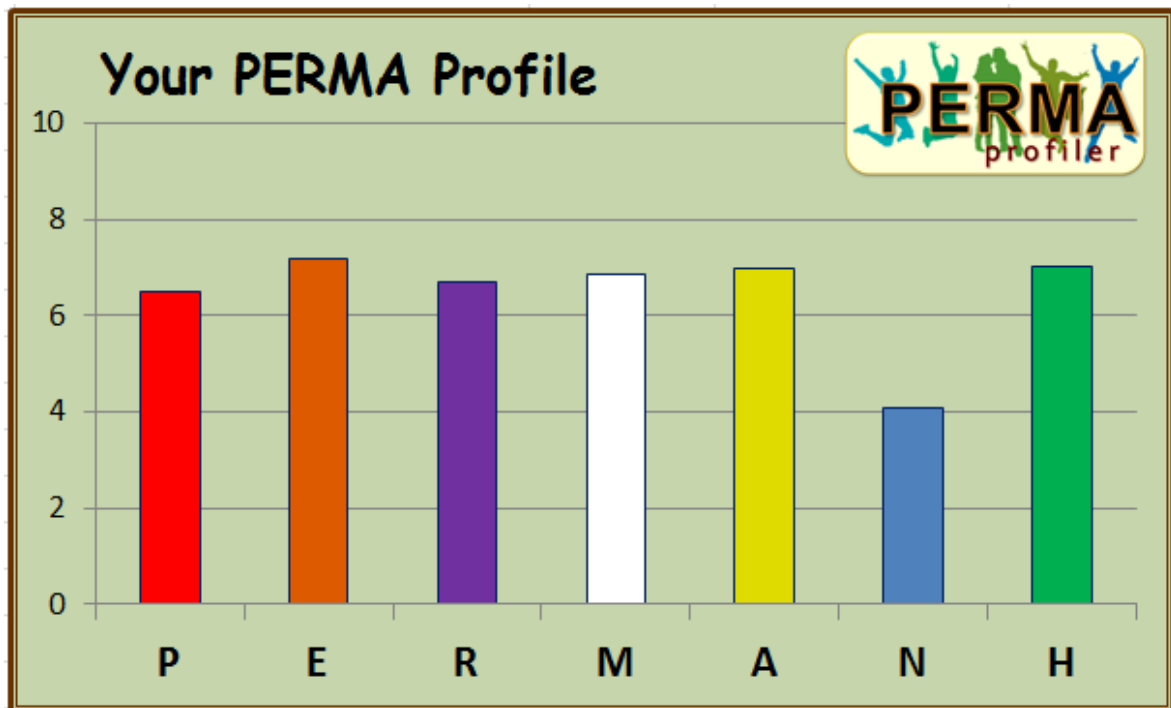
Accomplishment: $A = \text{mean}(A1, A2, A3)$

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

Negative Emotion: $N = \text{mean}(N1, N2, N3)$

Health: $H = \text{mean}(h1, h2, h3)$

Loneliness: Lon (single item)



Sample Scoring Presentation

We are working on the best way to display scores. To date, we have used bar graphs.

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#	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

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#	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

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PERMA Activity for Mentoring Sessions

Start AND end each mentoring session with a positive and uplifting activity.

1. Positive Emotions:

- Start each mentoring session with a positive and uplifting discussion or activity.
- Share inspiring and motivational stories or quotes with your mentee.
- Encourage your mentee to focus on gratitude by keeping a gratitude journal or practicing gratitude exercises.

2. Engagement:

- Plan interactive and engaging activities that promote active learning.
- Encourage your mentee to set goals and work towards achieving them.
- Explore new topics or areas of interest together through research or hands-on projects.

3. Relationships:

- Foster a supportive and trusting relationship with your mentee.
- Schedule regular check-ins to maintain open communication and provide guidance.
- Encourage your mentee to build a network of supportive peers and mentors.

4. Meaning:

- Help your mentee reflect on their values, passions, and purpose.
- Engage in discussions about the importance of their goals and aspirations.
- Encourage your mentee to explore how their talents and skills can make a positive impact on others.

5. Accomplishment:

- Celebrate your mentee's achievements, big or small, to boost their confidence.
- Set achievable milestones and track progress together.
- Encourage your mentee to reflect on their accomplishments and learn from setbacks.

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 mentor/mentee:

MY responsibilities as a mentor/mentee:

YOUR role as my mentor/mentee:

The mentoring relationship should be:

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):

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Domain Development Goal 2

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 3

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):

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Domain Development Goal 4

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 5

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):

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:

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].

List mentee goals here:

Mentor 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...

Mentor Program Materials

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)

MENTOR RESPONSIBILITY GUIDE

First Month After Matching:

- ❑ Make a physical visit to each mentor's district; pre-arrange a meeting with your mentee and the superintendent to discuss district initiatives and philosophies, the principal's professional development goals, school challenges, etc. Review with the superintendent what your role is, how the mentoring program will provide support for the new principal (conceptual framework), expectations for each partner, Yr. 1 and 2 emphases, etc.
- ❑ Meet with each of your mentees in person at their school; have a building tour to get a feel for the culture and climate; have a get-acquainted conversation and go through a suggested activity on the First Meeting Tools handout. (Save goal setting until the 2nd meeting, so the mentee has time to think about them)
- ❑ Set dates for in-person and virtual meetings for the year (October - July). Expectations are to have weekly contact via phone or videoconferencing. A once-a-month in-person, longer visit with the mentee with a pre-planned agenda is also required. The Mentor Training Team will provide topics and guiding questions.

Subsequent Months:

- ❑ Meet on-site once a month with each mentee. Email your mentee ahead of time to confirm. An hour-long visit is suggested and should be scheduled at a convenient time for the mentee. Come prepared with a topic to discuss and/or questions to ask, but let the mentee know that you would like them to suggest talking points before each meeting (their agenda and needs should always be attended to).
- ❑ Take notes, and journal after each meeting. A mentor's log and journal template will be provided. Journal summaries or uploads into the Mentoring Program Canvas portal may be required. If so, you will be directed on how to do that. You want to capture evidence of growth in the mentee and note those in your journal. If you have more than one mentee, this journaling will be invaluable to you in keeping track of each one.
- ❑ During the weeks that you do not make an on-site visit, you should make virtual contact with the mentee via email, phone call, or videoconferencing. This should be more substantive than just "How are you doing? I'm just checking in." You should have a specific question to ask that is based on your initial discussion of issues, challenges, questions, and concerns that the mentee has shared with you. For example, "Last week, you shared with me that you were preparing to have a difficult conversation with a certain teacher. How did that meeting go? How have you reflected on that since then?"
- ❑ Be open to meeting face-to-face with the mentee more than once a month if there appears to be an urgent need for more regular and focused support in a crisis. We want the mentees to feel that they can call you at times other than regularly scheduled meeting times if the need arises. (Hopefully, you talked about this in a "boundaries" discussion in the first or second meeting.)
- ❑ Be flexible. You've been there. You know how chaotic a principal's day can get. Your appointed time for a phone call or visit may suddenly be canceled. If that happens, please take the initiative to re-schedule it as soon as possible, when it is best for the mentee. It is up to you and the mentee to decide if before, during, or after school hours is best, and even if a weekend call might work best. (Again, discuss this in the "Boundaries" conversation.)

Mentor Program Materials

- ❑ Turn in your work and travel log to the CLAS Mentor Coordinator monthly as required.
- ❑ You will work with the same mentee(s) for two academic years and summers. Cohort 2 will start in August 2025; should you choose to continue, you may pick up additional mentees at that time and in subsequent Augusts.
- ❑ You will participate in earning a PLU for this work. There will be additional instructions on how to document your work towards earning that.
- ❑ What To Do If There Is A Concern: If you feel that your mentee assignment is not a good fit, encounter a relationship problem, or have other concerns, please contact the CLAS Mentor Coordinator.

Bi-Monthly

- ❑ Your contract specifies that you will attend 6 bi-monthly Mentor Trainings, each lasting 1 – 1.5 hours using videoconferencing.
- ❑ Each one will emphasize some aspect of one of the 5 Domains of Principal Effectiveness, upon which this mentoring program has been based.
- ❑ Each meeting will also include a “Sharpening a Mentoring Skill” segment.

Yearly

- ❑ You will be asked to assess the program in general. We want to know if you experienced the development of your own mentoring skills. You will be asked to write a summary of your experience with your mentee(s) regarding the leadership growth you have observed (with names withheld).
- ❑ The mentees will be asked to take several assessments, such as the PERMA–Profile and the Resilience Inventory, and share their results with you for discussion.
- ❑ Your mentee(s) will be asked to assess you as a mentor using the Mentor Assessment instrument created for this program (see Mentor Handbook).

Mentor Program Materials

SCOPE OF WORK FOR MENTORS

Subject to change as needs arise

YEAR 1

Selection, Training, and Group Activities

Month	Mentor Selection, Training, and Group Activities
January - July	Mentor Application and Selection
August	Video conference orientation meeting (1 hour)
August	Participate in 2-day in-person mentor training
September	Full-day face-to-face meeting with mentees
October	Video conference meetings with mentor training team (1 to 1½ hours)
November	Video conference meetings with mentor training team (1 to 1½ hours)
January	Video conference meetings with mentor training team (1 to 1½ hours)
February	Full-day face-to-face meeting with mentees (tentative)
April	Video conference meetings with mentor training team (1 to 1½ hours)
June	Video conference meetings with mentor training team (1 to 1½ hours)
July	Video conference meetings with mentor training team (1 to 1½ hours)

Mentoring (up to 5 mentees)

Month	Mentoring Activities
September	Introductory meeting with the superintendent (if adding new year-one mentees)
September - July	Mentors meet monthly, in person with mentees (at least 10 times, approximately 1 or more hours per visit)
October - July	Mentors have weekly contact with mentees (more if needed) via phone, video conference, or email (approximately 20 hours)

Mentor Certification

In year one, mentors will participate in the ACLD-approved PLU. Successful completion will result in Level 1: Mentor Certification.

Mentor Program Materials

YEAR 2

Mentors will continue to support their mentees from the prior year and may have the opportunity to add new year-one mentees.

Training and Group Activities

Month	Training and Group Activities
August	Half-day Year 2 program overview
September	Full-day face-to-face meeting (if adding new year-one mentees)
September	Full-day face-to-face meeting with returning year 1 mentees
October	Video conference meetings with mentor training team (1 to 1½ hours)
November	Video conference meetings with mentor training team (1 to 1½ hours)
January	Video conference meetings with mentor training team (1 to 1½ hours)
February	Full-day face-to-face meeting with mentees (tentative)
April	Video conference meetings with mentor training team (1 to 1½ hours)
June	Video conference meetings with mentor training team (1 to 1½ hours)
July	Video conference meetings with mentor training team (1 to 1½ hours)

Mentoring

Month	Mentoring Activities
September	Introductory meeting with the superintendent (if adding new year-one mentees)
September - July	Mentors meet monthly, in person with mentees (at least 10 times, approximately 1 or more hours per visit)
October - July	Mentors have weekly contact with mentees (more if needed) via phone, video conference, or email (approximately 20 hours)

Master Mentor Certification

Mentors who have achieved Level 1 Mentor Certification and have successfully completed year two of the program will earn Level 2: Master Mentor Certification.

Participation Requirements

Mentors will keep logs of their visits and other documents, such as reflective journals. They will be expected to participate in formative and summative evaluations (surveys, interviews, checklists) throughout the mentoring program.

THE SOAR MODEL OF FACILITATION

STRENGTHS

Identify and build on the mentee's strengths.

OPPORTUNITIES

Discover opportunities the mentee would like to explore and pursue.

ASPIRATIONS

Help the mentee clarify his/her aspirations in terms of personal values/vision.

RESULTS

Assist the mentee in developing strategies and plans that produce results that are fulfilling to the mentee.



YOU: FACILITATOR OF THE LEARNING

Mentor Program Materials

Reflection: How will you help your mentees SOAR?

S

How will you identify and build on the mentee's strengths?

O

How will you discover opportunities each mentee would like to explore and pursue?

A

How will you help your mentees clarify their aspirations in terms of their personal values and vision?

R

How will you assist your mentees in developing strategies and plans that produce fulfilling results?

EIGHT TYPES OF QUESTIONS

OPEN QUESTIONS are those general questions with no implied correct answer. They should get people to talk about what's on their minds.

How are things going?

PROBING QUESTIONS are used to find out what lies behind a statement and are essential to forming the whole picture.

Can you tell me more?

LINKING QUESTIONS are used to move smoothly from one topic to another.

Last week you told me about a problem with a similar situation. Is there a connection between that and today's issue?

CLOSED QUESTIONS are questions with "yes" or "no" as the answer. They are usually just to seek information or clarification.

Have you completed your school accountability plan?

MULTIPLE CHOICE QUESTIONS set out restricted options and therefore speed up progress. They may prevent the person talking from saying everything they want to say. The mentor might not understand the entire picture from the information provided.

Which would you like to share: Discipline, teacher issues, or data?

SUMMARIZING QUESTIONS are a way to check your understanding of what has been said. They also confirm to the other person that you have heard and understood. This will reassure them that they can safely move on to another subject.

So, you're saying the superintendent isn't supporting you?

LEADING QUESTIONS assume rather than ask. They are, therefore, unlikely to elicit much new evidence. The answer is likely to be implied in the way that the question is phrased, although they may be useful in changing direction.

Did you notice your tone changed when you spoke to that teacher?

HYPOTHETICAL QUESTIONS can often provide insight into how people think they would react to different situations and how they see themselves.

If you could do this over again, how might you respond? or How might the teachers react if you said that?

Mentor Program Materials

Eight Types of Questions Worksheet

International Mentoring Association, Dr. Kathleen Sciarappa

Question Type	Sample Question	A good question of this type will...
Open	"How did things work out?" "How are things going?"	open up self-expression and allow the mentee to speak in a genuine manner
Your Examples		
Summarizing	"You explained to your boss that the workload is really for two people, is that right?"	clarify explicit thoughts making it clear that the mentor heard the concern and then allows the mentee to go deeper
Your Examples		
Probing	"When you say people are upset, which people?"	help the mentee gain insight into their own thinking and specify true meaning
Your Examples		
Linking	"Are you seeing any patterns with how this was done in the past?"	extend mentee thinking by making insightful connections

Mentor Program Materials

Question Type	Sample Question	A good question of this type will...
Your Examples		
Closed	“Did you offer any suggestions?”	allow a pause for reflection and offer a new clarification of the situation
Your Examples		
Multiple Choice	“So, you’re seeing your options at this point as: You can keep going; you can give up; you can ask others for help?”	allow the mentee to see options and consequences of next actions
Your Examples		
Hypothetical (includes Miracle? Magic? Maybe? & Might Be?)	“If you decide to go in this direction, what are the ramifications?”	permit the mentee to reflect on the desired and preferable outcomes for a situation
Your Examples		

Open-Ended, Thought-Provoking Questions

The following are open-ended, thought-provoking to use with your mentee:

- What aspects of your life spark joy? How do you regularly make space for those things?
- What unrealistic expectations do you have of yourself? Of others?
- Where do you tend to be hardest on yourself?
- How do you make space for creative pursuits that refresh you?
- What spiritual practices nourish your soul? How do you make time for those?
- What is something tough in your life right now that may be distracting you?
- How attached to devices are you and when do you unplug from those?
- How do you prioritize building relationships outside of your school? What friend(s), if any, do you turn to when you need to re-order your perspective?
- In what ways do you feel alone in bearing the leadership responsibility for your school? Who, if anyone, can you lean on when you feel the need to share that burden?
- When and where do you seek professional support to address challenges in your leadership or personal life?
- What is your biggest frustration in leading your school on a daily basis?

The Miracle Question:

If you woke up tomorrow morning, and some miracle had happened in the night pertaining to this issue, what would you see?

The Magic Question:

If you could wave a magic wand and change two things about this situation, what would they be?

The Maybe Question:

With the proper support, tools, resources, money, etc., what are some things that you MAYBE could do?

The Might Be Question:

If you decide to go in this direction, what MIGHT BE the ramifications? If you could do this over again, what MIGHT BE the things you would change?

SCENARIO FOR QUESTIONING PRACTICE

Your mentee is the new principal at Jones Middle School. Before school started, she learned that the master schedule had not yet been made. Feeling the need to do this right away, she consulted with her assistant principal and one teacher, and together, they put the schedule together, outlining teacher assignments, classes, prep periods, etc. During pre-planning days, the principal handed out the schedule at a faculty meeting. After the meeting, she was surprised at the pushback she received from quite a few teachers who came to her office to complain. The grumbling caught her off guard, but she had spent a lot of time making that schedule, so she sent out an email to all the faculty, which stated: "I know that some of you are not happy about the schedule, but at this time, I will not be making any changes to it." You are visiting your mentee. And you asked, "Tell me how your first few days have gone?" and she has just shared this with you.

Instructions: In pairs, one of you plays the part of the new principal, and the other plays the mentor. Each of you should write out questions the mentor can ask because you may switch roles. Questions do not need to be asked in this order.

Open-ended: neutral and broad

Probing: digging deeper to discover what lies behind the statements

Linking: making connections among topics/issues

Summarizing: check for understanding and signal to move the conversation forward

Closed/dichotomous: "yes" or "no" answers that clarify or inform

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Leading questions: assume rather than ask

Multiple choice: pose options if mentee seems stuck

Hypothetical: Pose the Miracle Question, The Magic Question, the Maybe Question, or the Might Be Question

EMPATHY INTERVIEW EXAMPLE (FOR THE MENTOR)

Goal: To enable you to understand multiple vantage points on an issue to gain insight into the nature of an issue your mentee is dealing with

Topic: Enacting Instructional Leadership

Ask: “Would it be accurate to say that one of your chief objectives as a principal is to be an instructional leader?”

1. Ok, then.....Tell me about a time when something you did as a principal really made you feel like you were an instructional leader in a meaningful way.
 - a. What did you do?
 - b. How did you feel afterward?
[PARAPHRASE WHAT YOU HEARD AS A WAY TO SUMMARIZE WHAT THE MENTEE SAID, THEN MOVE TO THE NEXT QUESTION]
2. Tell me about a time when something you planned or a way you acted was not instructional leadership. (you’re asking for an opposite example...)
 - a. How did that feel?
[PARAPHRASE AND SUMMARIZE HERE]
 - b. What were you wanting to do?
 - c. Why did you interpret this as being the opposite of what you intended?
[PARAPHRASE AND SUMMARIZE HERE]
 - d. What do you wish would have happened?
 - e. What would have helped?
[PARAPHRASE AND SUMMARIZE HERE]
{You are prompting lots of reflection & self-evaluation}
3. If you could describe how you feel about being an instructional leader in ONE WORD, what would that be? (You are asking for crystallization of the core of the concept; don’t let them give more than ONE WORD: if they do, ask them again for ONE WORD)
[COMMENT ON THAT]
4. What advice would you give yourself on creating that feeling of being an instructional leader more often?

The thing to do next, then, would be to ask the mentee to set one or two goals that would be specifically aimed at increasing engagement as an instructional leader. Use the action planning sheet to capture the goals and details for working towards achieving them.

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

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

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.

Searby, L. (2014).

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

MY MENTORING PHILOSOPHY

As a mentor, my primary goal is to...

In order to most effectively accomplish this goal, I will...

I expect my mentees to...

I strive for my mentoring relationships to be...

----- EXIT TICKET - YOUR MENTORING PHILOSOPHY -----
TEAR OFF AND LEAVE ON TABLE

Name: _____

As a mentor, my primary goal is to...

In order to most effectively accomplish this goal, I will...

I expect my mentees to...

I strive for my mentoring relationships to be...

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-impooverished 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

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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

Mentor Program Materials

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		

Ideas for Building Trust With Your Mentee

Once your mentoring partnership is underway, you will work on building trust between the two of you. As you know, genuine trust takes time, and yet you can take several steps to enhance the process. Here are a few:

1. Show your commitment to the person.

Show up for every meeting, be on time, talk about how this is a priority for you. Do a little extra now and then (like bring coffee or a snack). Speak well of him/her in front of others. Don't "over-stay" – you remember how busy you were as a principal, and there are competing demands on their time.

2. Reveal personal information, including mistakes you've made.

Rather than trying to appear "perfect," describe some errors you've made (when appropriate), and how they made you feel and grow. Be a little vulnerable.

3. Share your feelings.

In addition to stating facts, mention your emotions ("I feel excited," "I'm worried," "I was depressed when..."). Avoid "I feel that...." (which is a disguised opinion).

4. Remember what this person said to you before.

Refer back to other conversations. ("by the way, how did your son's big game turn out?"; "You mentioned last month that.....I've been thinking about that"). This shows that you are paying attention and are engaged in every conversation.

5. Refrain from criticizing others.

If you criticize individuals, your partner will assume you do the same about him/her in other relationships. Objectively describe irritating or disappointing actions rather than discrediting the persons who did them. (Especially avoid criticism of your mentee's supervisors)

6. Do what you promise to do.

Follow through. Bring the book, make the call, show up at the event.

7. Give honest feedback.

Gain permission from your mentee to do this. Refrain from offering unsolicited advice. Be direct, yet kind, in the process. You may be the only person willing to do this in your mentee's life.

8. Be clear on what each of you do and don't want communicated to others.

When in doubt, double check to see whether something is confidential. Let your mentee know if something you share is confidential, too.

9. Refrain from any actions that are unethical, immoral, or illegal (or could look that way).

We know you understand the importance of this, and you would not have been chosen to be a mentor if there was any doubt that you would be unethical in any way. In fact, pointing out how you're avoiding any unethical behavior usually builds trust. You will want to coach your mentee on things that could give any appearance of being unethical as well.

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10. Respect your mentee's limits on sharing information.

Until trust is built, your mentee may withhold information or refrain from sharing true feelings. Allow that, and refrain from forcing responses that the mentee is not ready to share. In time, as trust grows, he/she may open up more.

11. Show appreciation to your mentee.

Your mentee will not likely ask for thanks or appreciation, but nearly all enjoy and react well to genuine appreciation shown by their mentors. Here are several best practices of successful mentors:

- Be considerate of your mentee's time. Do your best not to cancel or be late for meetings. Understand that your mentee will have school emergencies or unexpected events that will cause them to have to cancel on you. If that happens, make sure to reschedule as soon as possible.
- Write a letter spelling out ways you see your mentee developing and succeeding.
- Compliment them on accomplishments as well as character traits, such as creativity and perseverance.
- Leave a voice mail or send an email that expresses how much you enjoyed a conversation or meeting. Try to mention something specific that had an impact on you.
- Give a small gift that would mean something special to him/her.
- Smile and laugh when you're together. Comment positively on his/her sense of humor.
- Ask for and carefully consider his/her advice, viewpoints, and reactions.
- Mention what you're gaining from this experience. Help them know it's an enjoyable two-way street.
- Invite them to a special event.
- Introduce them to one of your peers or another principal in their near vicinity with whom they can network.
- When you see something great happening at their school, ask if you can share it with your other mentees, so they may want to come visit and learn from that principal.

Adapted, used with permission from: Phillips-Jones, L. (2003). The Mentor's Guide (Revised Edition). Grass Valley, CA: Coalition of Counseling Centers/ The Mentoring Group, pp. 50-51.

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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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.				

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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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
S1. I focus on helping faculty, staff, and students feel like they belong.				
S2. I recognize faculty and staff for doing a good job.				

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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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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.				

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S16. Students at my school would feel comfortable reporting a bullying incident to a teacher or other staff.				
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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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.				

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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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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.				

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Environment (Discipline) Survey Item	1 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
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)

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Engagement Scores

Cultural and Linguistic Competence

_____ ÷ 4 = _____
Total Score Average Score

Relationship

_____ ÷ 10 = _____
Total Score Average Score

School Participation

_____ ÷ 6 = _____
Total Score Average Score

Safety Scores

Emotional Safety

_____ ÷ 6 = _____
Total Score Average Score

Substance Abuse

_____ ÷ 2 = _____
Total Score Average Score

Emergency Readiness/ Management

_____ ÷ 2 = _____
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)

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Environment Scores		
Instructional Environment	Physical/Mental Health	Discipline
$\frac{\text{Total Score}}{6} = \text{Average Score}$	$\frac{\text{Total Score}}{5} = \text{Average Score}$	$\frac{\text{Total Score}}{6} = \text{Average Score}$
<h3>Physical Environment</h3> <p>Actual Score for: $\frac{\text{EV1}}{2} + \frac{\text{EV2}}{2}$</p> <p>Inverse Score for: $\frac{\text{EV3}}{2} + \frac{\text{EV4}}{2} + \frac{\text{EV5}}{2} + \frac{\text{EV6}}{2}$</p> <p>(1=4, 2=3)</p> <p> $\frac{\text{Total Score}}{6} = \text{Average Score}$ (Total Score = Actual + Inverse Scores) </p>		

MANAGING CONFLICT

Objectives:

1. To identify types of conflicts experienced by principals
2. To review strategies for resolving conflicts
3. To identify ways to improve conflict resolution skills

Review the strategies for resolving personal conflict, mediating, and disengaging from conflicts. Then, discuss the following:

- 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.)

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- 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?

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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.

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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:

THE TASKS OF A MENTOR

1. Discover your mentee's strengths

- a. Enable the mentee to discover where he/she is strong, then remain focused on those strengths. A person's strengths will be the area where the greatest growth potential lies.
- b. A person who is weak in some area will rarely get 'above average' in that area.....why work so hard to achieve the average?

2. Develop your mentee's character

- a. To develop character, people need training and exposure; someone to instruct them and hold them accountable....watch them live it out.
- b. Character is more caught than taught.

3. Determine a focus

- a. Single out a couple of areas on which to concentrate: career, studies, investment of time, talent
- b. Help mentee discover where time and attention should be focused
- c. Help mentee "intensify"not diversify.

4. Discern the mentee's blind spots

- a. Help them see reality and explore how to remedy any problems that could sabotage their progress. This is the "protection" task of a mentor.
- b. Help them see what they don't see....especially if it can hurt or embarrass them.

5. Close the gap between potential and performance

- a. Affirm them in their potential and how it can translate into performance.
- b. Help them identify how to maximize their potential, turning it into greater and greater success in their endeavors.

NOTIFY: *see what the mentee cannot see and share it with him or her*

CLARIFY: *provide some clarification on the focus for the mentee*

DEMYSTIFY: *offer direction; clear action steps*

FORTIFY: *encourage the mentee to take those necessary steps*

INTENSIFY: *hold mentee accountable until progress is made*

Adapted from Life Giving Mentors: A Guide for Investing Your Life in Others, by Tim Elmore, 2008

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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				

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To what extent did your mentor:	1 Did not occur	2 Sometimes/ Seldom Occurred	3 Often Occurred	4 Very Often Occurred
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				
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:

[illegible]

APLDS SCHOOL LEADERSHIP EVALUATION SYSTEM

Aligned with the Alabama Standards for School Leadership, the Alabama Principal Leadership Development System (APLDS) School Leadership Evaluation System is a formative evaluation system for principals and assistant principals designed to improve practice by setting goals, guiding and supporting professional learning, and providing actionable feedback on performance. The evaluation system measures principal effectiveness and is intended to inform professional development and growth.

In order to meet the requirements of the School Principal Leadership and Mentoring Act (2023-340), the APLDS School Leadership Evaluation System will be implemented for school principals and assistant principals starting with the 2024-25 school year. All public PreK-12 school administrators must participate in the APLDS evaluation system to be eligible for the stipend. To access the APLDS evaluation system, school administrators will log in to the Teaching Effectiveness (TE) application through the ALSDE Identity Management (AIM) Portal (<https://aim.alsde.edu/>).

When completing the Evidence component of the APLDS evaluation system, new principals will be asked to complete the following survey items.

New Principal Mentoring Program Survey	Disagree	Undecided	Agree
1. The purpose of the new principal mentoring program is clear to me.			
2. I know where to get information about the new principal mentoring program.			
3. The new principal mentoring program helped me to see the connection between developing my leadership skills and improving student learning at my school.			
4. I received support from my district in applying what I learned from the new principal mentoring program.			
5. The level of support provided by the new principal mentoring program (e.g., number of meetings or contacts, frequency and duration of meetings) was appropriate for building my leadership capacity as a principal.			
6. I am regularly using what I learned from the new principal mentoring program at my school.			
7. My mentor helped me to define and articulate my core values.			
8. I gained professional confidence, competence, and commitment from participation in the new principal mentoring program.			
9. My mentor helped me to grow my visionary leadership competencies.			
10. My mentor helped me to grow my instructional leadership competencies.			

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New Principal Mentoring Program Survey	Disagree	Undecided	Agree
11. My mentor helped me to grow my managerial and operational leadership competencies.			
12. My mentor helped me to grow my relational leadership competencies.			
13. My mentor helped me to grow my innovative leadership competencies.			
14. My mentor helped me to develop professional confidence.			
15. I am a more effective principal because I participated in the new principal mentoring program.			
16. I believe that my participation in the new principal mentoring program will improve academic outcomes for all students at my school.			

Mentor Program Materials

MONTHLY MENTOR TASKS - YEAR 1

September

Emphasis: Introduction to the ANPM

This session is a web conference overview of the Alabama New Principal Mentoring Program, including the Conceptual Framework, Mentor Code of Ethics, Mentoring Program Standards, Program Goals and Outcomes, Mentor Responsibilities, and Calendar. An explanation of the mentor/mentee matching process, instructions on mentor record-keeping and reporting, a Canvas orientation, and PLU instructions will be provided along with a pre-program survey.

September

Emphasis: Basics of Mentoring

This is a two-day, in-person training using 7 Modules: Introduction to the Program and the Basics of Mentoring, The Importance of Self-Understanding for the Mentor & Mentee, Considering Generational Differences in Mentoring, Meeting the Needs of New Principals through Mentoring for Well-being, The Characteristics and Tasks of Effective Mentors, Learning Effective Questioning Skills, and Articulating a Mentoring Philosophy.

September

Emphasis: Program Orientation

The program orientation is a one day in-person session with mentees. Mentors and mentees will be matched, get acquainted, gain an understanding of their roles and expectations, and learn about the curriculum and supports of the two-year mentoring program.

Mentor Follow-up: Make an appointment and conduct an introductory meeting with the superintendent. Also, meet with mentees at a time most convenient for them, and get a tour of their building. When meeting with the principal, do an “Assumption Hunt” about what you each expect from the two-year mentoring relationship. Ask the principal about their PLP and if they would share it so you can get an idea of academic, growth, and school climate goals. Give the mentee the Mentee Self-Assessment on the 5 Domains of Principal Effectiveness. The Mentee should have it filled out by the October meeting so you can discuss it together. Show the principal the Mentoring Partnership Agreement template and have the principal think about mentoring goals for next month’s meeting.

Look at the Principal Calendar Checklist together. Take Notes and Journal afterward.

Mentor Program Materials

October (Web Conference)

Emphasis: Visionary Leadership

This is the first of six periodic training sessions for new mentors.

Training Topic: Stuck and Moving Schools—Using the chart in the Mentor/Mentee handbooks, look at elements of Stuck and Moving Schools and discuss how mentors can use this chart with their mentees. The goal would be for the mentees to set some vision for change at their schools and move toward the characteristics of a “Moving School.”

Mentoring Skill Sharpener: Practice the Paraphrase – This is one of the hardest things to remember in mentoring conversations. Do an activity where a mock mentee makes a statement, and the mentor

paraphrases before asking a probing question. Pair up in breakout rooms during the web conference and practice paraphrasing from additional provided statements.

October Focus with Mentee: Goal setting with mentee – complete the Mentoring Partnership Agreement (template in binder)

Ahead of time, have the principal take the Stuck and Moving Schools Checklist (in their binder) so you can discuss it together at your in-person meeting. Some elements of this can be indicative of the Relational and Visionary Leadership Domains of Principal Effectiveness.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

November (Web Conference)

Emphasis: School Climate/Culture and Relational Leadership

Training Topic: The Elements of School Climate/Culture and Relational Leadership

Mentors will learn to support mentees in defining school climate and discovering strategies for developing the components of school climate through Relational Leadership. Building environments that foster trust, encourage collaboration, and empower others will be encouraged. Ways to meet the emotional needs of those in the learning community will be discussed.

Mentoring Skill Sharpener: When Difficult Feedback is Needed—Sometimes, honest feedback that can't be all positive is necessary. There is something the mentee needs to change. Draw from “Difficult Conversations” material to give mentors some strategies to employ in these situations.

November focus with Mentee: Assessing School Climate and Relational Leadership Look at the Principal Calendar Checklist together. Take notes and journal afterward.

December

December focus with Mentee: Self-Care. Look at the PERMA model of Well-Being and identify what area(s) needs most attention currently.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

Mentor Program Materials

January (Web Conference)

Emphasis: Instructional Leadership

Training Topic: Guest Speaker from ALSDE on the Numeracy Act or some area of instruction

Mentoring Skill Sharpener: Stop-Start-Modify – Ask each mentor to name one thing they want to stop doing as a mentor, one thing they want to start, and one thing they want to modify in their mentoring behavior.

January Focus with Mentee: Discuss the Principal's Academic Achievement/Growth Goal from PLP, identifying actions being taken to move to the goal(s).

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

February

Emphasis: Managerial and Operational Leadership

Mentors and mentees will meet together for a one day in-person session. Mentees will use role-play to practice leadership skills in scenarios based on the five domains of principal effectiveness (and school climate). Strategies for growing other school leaders will be provided and a refresher on providing feedback will be included.

March

March Focus with Mentee: Managing Conflict—Mentors will discuss types of conflict new principals are experiencing and share strategies for resolving conflict (See Appendix D10: Manage Conflict, Alabama Principal Leadership Framework).

April (Web Conference)

Emphasis: Managerial & Operational Leadership

Training Topic: Time Management Tips for the Busy Principal—Mentors share where they see their mentees struggling in this area and draw from their collective experience to create a list of tips for better time management that they can pass on to their mentees as they initiate a discussion on time management with them.

Mentoring Skill Sharpener: Using Journaling to Increase Your Mentoring Effectiveness—It is important to plan each mentoring session “loosely.” You can do this best by journaling after each session with your reflections and thoughts and planning where you want to move the conversation at your next meeting. Have mentors share examples.

April Focus with Mentee: Time Management. Discuss the Principal's biggest time-waster or frustration surrounding the Principal's daily task accomplishment. Brainstorm some practical actions that might alleviate frustrations.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

Mentor Program Materials

May

Emphasis: Managerial and Operational Leadership

May Focus with Mentee: What is a pressing issue this month? What is the principal feeling about this first year of leadership overall? Review PLP goals and evidence.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

June (Web Conference)

Emphasis: Innovative Leadership

Training Topic: The Four Frames of Leadership Assessment and Discussion—Using Bolman and Deal’s work on the 4 Frames (structural, political, symbolic, human resources), lead the mentors in how to use the assessment with their mentee and discuss how their frame strength can assist them in leading innovation (change) in their school.

Mentoring Skill Sharpener: Revisit and Refresh on the 8 Types of Questions- Which ones are the hardest to remember to use? Easiest? Which ones elicit the best reflection? Also, are you revisiting the initial goals of your mentee?

June Focus with Mentee: Look at the Indicators for the Innovative Leadership Domain in the Alabama Leadership Standards. Which ones are the principal implementing?

Review progress made toward personal and professional goals. What goals is the principal starting to consider for next school year?

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

July (Web Conference)

Emphasis: Well-Being for Leadership Resilience

Training Topic: Review of the Elements of Well-Being in the PERMA Model and accompanying activities to take back to the mentee.

Mentoring Skill Sharpener: Giving Affirmation and Narrating Growth to the Mentee—How can you give sincere and honest affirmation that will encourage your mentee without judgementing? How can you narrate the development of your mentee’s leadership skills?

July Focus with Mentee: Have student testing results come in? Look at achievement data together and lead the principal in evaluating what the results mean for the school’s next steps and future goal setting.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

Mentor Program Materials

MONTHLY MENTOR TASKS - YEAR 2

September

Emphasis: Overview of Year Two Deepening the Mentor/Mentee Relationship

This is a half day in-person training for mentors entering the second year of the two-year mentoring cycle. The focus of the session includes information about generational differences. Mentoring tools and strategies introduced in year one will be reviewed and practiced. The highlights of year one will be discussed and celebrated. The importance of accurately chronicling the mentoring experience will be emphasized.

September

Emphasis: Program Orientation

The program orientation is a one day in-person session for those with new mentees. Mentors and mentees will be matched, get acquainted, gain an understanding of their roles and expectations, and learn about the curriculum and supports of the two-year mentoring program.

Mentor Follow-up: Make an appointment and conduct an introductory meeting with the superintendent. Also, meet with mentees at a time most convenient for them, and get a tour of their building. When meeting with the principal, do an “Assumption Hunt” about what you each expect from the two-year mentoring relationship. Ask the principal about their PLP and if they would share it so you can get an idea of academic, growth, and school climate goals. Give the mentee the Mentee Self-Assessment on the 5 Domains of Principal Effectiveness. The Mentee should have it filled out by the October meeting so you can discuss it together. Show the principal the Mentoring Partnership Agreement template and have the principal think about mentoring goals for next month’s meeting.

Look at the Principal Calendar Checklist together. Take Notes and Journal afterward.

September

Emphasis: Planning for Continuous Improvement Growing Professional Networks

Mentors and mentees will meet together for a full-day session focused on planning for continuous improvement by using action research. The practical application of action research for school improvement will be introduced along with tools for reflective practice. The idea of developmental networks will be explored. Mentees will practice developmental network mapping.

Mentor Follow-up: When meeting with the principal this month, discuss the tools presented at the in-person session. Ask if and how the tools might be utilized. Let them know you will ask them to share progress made on their continuous improvement plans at each meeting.

Look at the Principal Calendar Checklist together. Take Notes and Journal afterward.

Mentor Program Materials

October (Web Conference)

Emphasis: Visionary Leadership

Training Topic: Helping Mentees Tell Their Story—Mentors will learn to support their mentees in communicating their vision to their school community through the development of a communication plan.

Mentoring Skill Sharpener: Using Mentoring Time Effectively—Mentors will reflect on how they spent their time with mentees during the first year. Knowing that this is the final year in the mentoring cycle, mentors will reassess how to spend their time during their remaining sessions considering the individual needs of each mentee.

October Focus with Mentee: Mentors will ask their mentees to share information about how they communicate their vision to their school and community. Is a communication plan in place? Ask the mentee to share with you their “elevator talk” highlighting their vision for the school

Ahead of time, ask the mentee to have a short “elevator talk” prepared that highlights their vision for the school.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

November (Web Conference)

Emphasis: School Climate/Culture and Relational Leadership

Training Topic: The Elements of School Climate/Culture and Relational Leadership—Mentors will ask their mentees to share available data that indicates the current state of the school’s climate/culture (student and staff attendance, behavioral incidents, surveys, parent and community involvement, etc.). Mentees will identify areas and strategies for improvement. Some staff behaviors negatively affect school climate/culture. Mentors will have a scaffolding template for planning difficult conversations to share with their mentees.

Mentoring Skill Sharpener: “Identifying and Overcoming Mentoring Challenges”—Mentors will identify challenges they face in their work with mentees and explore strategies for overcoming them.

November focus with Mentee: Assessing School Climate and Relational Leadership; Using a scaffolding template to plan difficult conversations

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

December

December focus with Mentee: Self-Care. Revisit the PERMA model of Well-Being and identify area(s) that currently need the most attention.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

Mentor Program Materials

January (Web Conference)

Emphasis: Instructional Leadership

Training Topic: Guest Speaker from ALSDE on the Numeracy Act, Literacy Act, or some other area of instruction

Mentoring Skill Sharpener: “Responding to Request for Feedback”—Mentees may ask mentors to provide feedback on their performance, decisions they have made, actions of others, etc. Factors to consider before responding will be explored.

January Focus with Mentee: Discuss the Principal’s Academic Achievement/Growth Goal from PLP, identifying actions being taken to move to the goal(s).

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

February

Emphasis: Managerial and Operational Leadership

Mentors and mentees will meet together for a one day in-person session. Mentees will use role-play to practice leadership skills in scenarios based on the five domains of principal effectiveness (and school climate). Strategies for growing other school leaders will be provided and a refresher on providing feedback will be included.

March

March Focus with Mentee: TBD based on mentee’s needs

April (Web Conference)

Emphasis: Managerial & Operational Leadership

Training Topic: Supporting Mentees in the Recruitment, Hiring, Inducting, Developing & Retaining Staff

Mentors will reflect on the challenges principals face in hiring and retaining an effective and diverse staff and how they can provide meaningful support when their mentees face these challenges.

Mentoring Skill Sharpener: “Active Listening”—Mentors will learn to recognize behaviors that may signal to mentees that they are not being heard. Actions that convey active listening will be discussed.

April Focus with Mentee: Teacher turnover. Ask mentees to share projections about teacher and staff retention and turnover. What are the primary reasons for teachers and staff leaving the school? What strategies are being used to retain teachers and staff? Do enrollment projections support hiring new teachers and staff?

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

May (Web Conference)

Emphasis: Managerial and Operational Leadership

May Focus with Mentee: What is a pressing issue this month? What is the principal feeling about this first year of leadership overall? Review PLP goals and evidence.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

Mentor Program Materials

June (Web Conference)

Emphasis: Innovative Leadership

Training Topic: Mentors will focus on ways to encourage mentees in becoming innovative leaders. Mentors will reflect on their mentoring experience and discuss the closure process.

Mentoring Skill Sharpener: Closure Conversation – Mentors will review the steps for closing the mentoring relationship and make plans for closing the formal mentoring arrangement.

June Focus with Mentee: Look at the Indicators for the Innovative Leadership Domain in the Alabama Leadership Standards. Which ones are the principal implementing? Review progress made toward personal and professional goals. What goals is the principal starting to consider for next school year? Discuss closure of the formal mentoring arrangement.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

July (Web Conference)

Emphasis: Managerial and Operational Leadership

Training Topic: Mentoring Skill Sharpener: Continuous Improvement, Program Evaluation

July Focus with Mentee: Review available data with mentees. Discuss gains made and areas where more work needs to be done.

Look at the Principal Calendar Checklist together. Take notes and journal afterward.

Mentor Program Materials



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 mentee 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

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

Challenges faced by the mentee and how the mentee handled the challenges...

Follow-up discussions will include...

What I did well as a mentor...

Mentor Program Materials

I will improve my mentoring by...

Other...