



Mentor Program  
for   
Administrators



Monroe One BOCES  
Mentor Program for Administrators  
  
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Mentor Program For Administrators

Process

* Mentee completes and submits application to committee
* Administrative mentor committee meets to pair up mentor/mentee
* Committee seeks approval from mentor’s supervisor and Human Resources on pairing
* Mentee application shared with mentor/pair is notified of match
* Code of ethics signed by both mentor/mentee at first meeting
* Pairs discuss meeting times and action plan
* Optional baseline survey completed
* Mentor records meeting hours
* Mentor completes voucher 2 times per year if mentor assignment is full year
* Mentor completes reflection to committee and reflection to mentee and submits
* Pair completes, signs and submits action plan and timesheet to committee

Monroe One BOCES

Mentor Program for Administrators  
Statement of Purpose

1. Statement of Purpose:

* To provide and support a relationship that stresses a holistic approach to adult learning and encourages new administrators to grow professionally as well as personally.
* To help new administrators gain professional success and personal satisfaction through the development of an honest and open mentor/mentee relationship, built around work supporting the ISLLC (Interstate School Leaders Licensure Consortium) Standards.
* To provide beginning administrators in school leadership service with support in order to gain skillfulness and make the transition from an initial certificate to professional certificate as required by the New York State Education Department (NYSED)

1. Definitions:

* Mentoring: A process in which experienced administrators coach, collaborate, and consult with individuals new to school administration.
* Mentor: …a person who is active, dynamic, visionary, knowledgeable, and skilled; who has a committed philosophy that keeps the teaching and learning of students in focus; who guides other leaders to be similarly active and dynamic.
* Mentee: An individual, new to school administration, engaged in an on-going relationship with a mentor to assure success. Monroe One eligible administrators include:
* New administrators
* Administrators new to Monroe One but with previous administrative experience
* Monroe One administrators who have a new administrative position

1. ISLLC (Interstate School Leaders Licensure Consortium) Standards: The ISLLC Standards provide a framework for professional administrator practice and certification. It is our intent that mentors and mentees will model those standards that define a highly qualified administrator.

A school administrator is an educational leader who promotes the success of all students by:

* Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
* Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
* Ensuring management of organization, operations, and resources for a safe, efficient, and effective learning environment.
* Collaborating with families and community members, responding to diverse community interest and needs and mobilizing community resources.
* Acting with integrity, fairness, and in an ethical manner.
* Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1. Goals:

Through a carefully defined, implemented, and evaluated mentoring program, Monroe One anticipates significant positive outcomes for mentees, mentors, schools, school administrative units, and students. Mentee coaching focuses upon goal accomplishment. To achieve these outcomes, the following goals have been established:

* Participants will gain enhanced confidence and competence as educational leaders.
* Professional growth and development will be individualized and flexible to support the learning and needs of those involved.
* Highly qualified and effective administrators will find greater professional satisfaction leading to retention.
* Participants will develop enhanced networks and professional relationships.

1. Mentor Qualifications: Who can be a mentor?

Experienced current, former, and retired administrators who have demonstrated success as instructional leaders will be selected to serve as mentors. Mentors will be selected by the Mentor Committee through a fair and open process. Mentor qualities include:

* Strong, ethical character
* Strong interpersonal skills
* Employee in good standing
* Educational leader as defined by, but not limited to:
* Facilitates a vision of learning
* Develops and sustains a collaborative professional learning environment
* Develops and sustains a positive culture and instructional programming
* Makes data driven decisions that focus on the improvement of student/staff performance
* Effectively manages operations, resources, and safety

1. Mentor/Mentee Expectations:

* **Time:** In-person meeting are required for ½ hour weekly or 1 hour every 2 weeks. Each mentee may also have weekly contact with his/her mentor/coach – by phone, e-mail, or electronic means.
* **Documentation:** Each mentor will assist the mentee in the development of a written learning/leadership plan, which reflects the mentee’s needs and facilitates his/her work.

Documents to be completed: Date due to Committee Coordinator:

* Baseline survey (optional) 1 month
* Code of ethics 1 month
* Action plan ongoing- end of commitment
* Log end of commitment
* Timesheet end of commitment
* Reflection end of commitment
* Feedback end of commitment
* **Activities:** Each mentor may visit the mentee’s school/department/program. Visitations by the mentor may include attending a department meeting as an observer and giving feedback, observing a teacher/employee evaluation cycle and giving feedback, reviewing and discussing intervention strategies based on student achievement data, and other mutually agreed upon activities that are determined by the mentee. Additionally, pairs may choose to tour other programs/department and/or facilities within Monroe 1 BOCES.

Monroe One BOCES  
Mentor Program for Administrators  
 Code of Ethics

Code of Ethics for Mentors:

* I will conduct myself in a manner that supports the goals of Monroe One by doing what is best for students.
* I will coach my mentee with the goal of supporting the development of leadership aligned with accepted professional standards.
* I will build trust in my coaching relationships by consistently being sincere in my communication, reliable in meeting my commitments, and by operating within my areas of competence.
* I will, at the beginning of each coaching relationship, ensure that my coaching mentee understands the terms of the coaching agreement between us.
* I will respect the confidentiality of my mentee’s information, except as otherwise authorized by my mentee, or as required by law.
* I will be alert to noticing when my mentee is no longer benefiting from our coaching relationship and thus would be better served by another mentor or by another resource and, at that time, I will encourage my mentee to make the change.
* I will avoid conflicts between my interests and the interests of my mentee. Whenever the potential for a conflict of interest arises, I will discuss the conflict with my mentee to reach agreement with my mentee on how to deal with it in whatever way best serves my mentee.

Code of Ethics for Mentees:

* I will conduct myself in a manner that supports the goals of Monroe One by doing what is best for students.
* I will meet with my mentor with the goal of focusing and supporting the development of leadership aligned with accepted professional standards.
* I will work at building trust in my coaching relationship by consistently being sincere in my communication, reliable in meeting my commitments, and by operating within my areas of competence.
* I will remain focused on conversations targeted at developing my professional leadership abilities.
* I will respect the confidentiality of my mentor, except as required by law.
* I will be alert to noticing when I am no longer benefiting from the coaching relationship and might be better served by another mentor or by another resource and, at that time, I will discuss this with my mentor or the mentor committee to mane that change.
* I will avoid conflicts between my interests and the interests of my mentor. Whenever the potential for a conflict of interest arises, I will discuss the conflict with my mentor to reach agreement on how to deal with it.

I have read and agree to uphold all of the “Code of Ethics” identified above:

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Mentor Date Mentee Date

FORMS

Monroe One BOCES

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Mentor Program for Administrators   
Baseline Survey (optional)

The following survey questions are intended to establish a baseline for discussion and the development of action plans in an effective mentoring program. These are not intended to be all-encompassing, nor are they intended to limit the discussion between mentor and mentee. Completed surveys should be retained and become part of the mentor’s summary document.

1. Prior to your current position, what position(s) did you hold? Please check all that apply.

\_\_\_\_\_ Classroom or subject teacher

\_\_\_\_\_ Specialist

\_\_\_\_\_ Assistant principal

\_\_\_\_\_ Professional development

\_\_\_\_\_ Business

\_\_\_\_\_ Technology

\_\_\_\_\_ Other, please specify

1. How many years’ experience did you have prior to becoming an administrator?

\_\_\_\_\_ 3 – 5

\_\_\_\_\_ 6 – 8

\_\_\_\_\_ 9 – 14

\_\_\_\_\_ 15 or more

\_\_\_\_\_ Other

1. Who had the GREATEST influence on you in your decision to become an administrator?

\_\_\_\_\_ Fellow teacher

\_\_\_\_\_ Fellow administrator

\_\_\_\_\_ Active administrator

\_\_\_\_\_ Spouse

\_\_\_\_\_ College professor

\_\_\_\_\_ Other, please specify

1. Ensuring MANAGEMENT of the organization, operation, and resources for a safe, efficient, and effective learning environment. Please check all of the following topics that you would like to explore.

\_\_\_\_\_ Preparing a budget with short-term and long-range goals

\_\_\_\_\_ Designing a crisis intervention plan

\_\_\_\_\_ Developing schedules

\_\_\_\_\_ Conducting effective meetings that build teams and consensus

\_\_\_\_\_ Developing data-driven decision making skills

\_\_\_\_\_ Other, please specify

1. Facilitating the development, articulation, implementation, and stewardship of a school or district VISION OF LEARNING that is shared and supported by the school community. Please check all of the flowing topics that you would like to explore.

\_\_\_\_\_ Creating a vision and mission statement

\_\_\_\_\_ Developing a strategic plan

\_\_\_\_\_ Using action-research projects

\_\_\_\_\_ Other, please specify

1. DIVERSITY by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Please check all of the following topics that you would like to explore.

\_\_\_\_\_ Understanding and managing change

\_\_\_\_\_ Working WITH your community

\_\_\_\_\_ Other, please specify

1. INSTRUCTIONAL LEADERSHIP and it being conducive to student learning. Please check all of the following topics that you would like to explore.

\_\_\_\_\_ Creating/nurturing an environment for teachers to collaborate and increase achievement.

\_\_\_\_\_ Promoting innovative and effective instructional strategies.

\_\_\_\_\_ Other, please specify

1. HUMAN RESOURCE DEVELOPMENT and staff professional growth. Please check all of the following topics you would like to explore.

\_\_\_\_\_ Assisting all staff in professional improvement plans

\_\_\_\_\_ Implementing effective supervision and evaluation programs

\_\_\_\_\_ Current theories on motivation and adult learning

\_\_\_\_\_ Fostering a peer observation program

\_\_\_\_\_ Other, please specify

1. LEARNING ASSESSMENT deals with the use of multiple sources of data to improve instruction. Please check all the following topics you would like to explore.

\_\_\_\_\_ Analyze data using multiple strategies

\_\_\_\_\_ Use data as a tool to identify barriers to success

\_\_\_\_\_ Create an environment that is comfortable using data

\_\_\_\_\_ Other, please specify

1. School administrators deal with Collaboration with FAMILIES and COMMUNITY MEMBERS, responding to diverse community interests and needs, and mobilizing community RESOURCES. Please check all of the following topics that you would like to explore.

\_\_\_\_\_ Positive public relations

\_\_\_\_\_ Forming community partnerships

\_\_\_\_\_ Other, please specify

1. ETHICAL LEADERSHIP

\_\_\_\_\_ An update of legal issues

1. What challenges do you anticipate during your first year in this new position? Explain:

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Mentor Program for Administrators

Mentor Application

*Thank you for your interest in becoming an Administrative Mentor. To assist us in matching mentors with appropriate mentees, please provide us with the following information:*

*Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Years in Position: \_\_\_\_\_\_\_\_ Tenure date: \_\_\_\_\_\_\_\_\_\_ Years as an administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Describe your professional background experience and how it prepares you to mentor a new administrator in the following areas:*

*• Program management:*

*• Instructional leadership & assessment:*

*• Human resource development (staff supervision and growth):*

*• Collaboration and partnership with families and the community:*

*• Have you had any formal training in leadership coaching? Please describe:*

*• Other information/strengths you wish to share:*

*Supervisor contact information:*

*Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Feel free to attach your resume/vitae if you feel it provides more insight on your skill sets.*

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Mentor Program for Administrators

Mentee Application

*Thank you for your interest in being matched with an Administrative Mentor. To assist us in matching mentees with appropriate mentors, please provide us with the following information:*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Years in Position: \_\_\_\_\_\_\_\_ Tenure date: \_\_\_\_\_\_\_\_\_\_ Years as an administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe your professional background experience in the following areas:

* Program management:
* Instructional leadership & assessment:
* Human resource development (staff supervision and growth):
* Collaboration and partnership with families and the community:
* Other areas in which you wish to build capacity:

Supervisor contact information:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Feel free to attach your resume/vitae if you feel it provides more insight on your skill sets.*

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Mentor Program for Administrators  
  
Mentee Action Plan

\*This document is meant to be used as a guide. Feel free to use a different format for problem-solving and action planning if necessary.

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| Name: |  |
| Date: |  |
| Position: |  |
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| Goal: |  |
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| Plan: |  |
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| Timeline: |  |
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| Challenges: |  |
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| Outcome: |  |
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| Celebration: |  |
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Monroe One BOCES

Mentor Program for Administrators

Mentorship Log

(To be completed by June)

**Time:** In-person meetings are required for ½ hour weekly or 1 hour every 2 weeks. Each mentee may also have

weekly contact with his/her mentor by phone or electronic means.

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| --- | --- | --- | --- |
| Date | Hours | Minutes | Topics Discussed |
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Signature of Mentor Signature of Mentee

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

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Mentor Program for Administrators  
  
Mentor Reflection to Committee

Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

1. Is there any additional mentor training or support that would have enhanced your experience in the mentor role?
2. In addition to the above, what aspects of the Administrator Mentor Program might be modified or enhanced to meet your needs more fully?
3. What insights regarding your own administrative role/responsibilities have you gained as a result of participating in this mentoring program?
4. How has this experience changed your administrative practice?
5. Are you willing to continue in the mentor role, if needed, and support another mentee next year or in the future?

This form is not intended to be used in any part of an employee evaluation. It is for personal professional development only.

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Mentor Feedback to Mentee

Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Areas of administrative responsibilities we covered this year include:
2. Area(s) in which you demonstrated sufficient competency:
3. Area(s) that presented challenges to you and progress made:
4. Additional professional development and/or coaching may be beneficial to you in:
5. Other suggestions for developing your career:

This form is not intended to be used in any part of an employee evaluation. It is for personal professional development only.

Resources

*Boulder Valley Schools Principal and/or Administration Induction Program.* Retrieved from:

<http://www.cde.state.co.us/cdeprof/cdeprofsvc/iheprograms/downloads/BCSD_PAinduction.pdf>

Cognitive Coaching: A Foundation for Renaissance Schools. (2002) A. Costa and R. Garmstron,

Christopher-Gordon Publishers, Inc., Norwood, Massachusetts.

*Interstate School Leaders Licensure Consortium (ISLLC) Standards.* Retrieved from:

<http://coe.fgcu.edu/faculty/valesky/isllctandards.htm>

*Missouri Career Education New School Leader Mentoring Program.* Retrieved from:

<http://www.missouricareereducation.org/index.php?view=project&project=mentoradmin>

*More than mentors: Principal coaching.* (2003) Retrieved from:

<http://www.newteachercenter.org/pdfs/more_than_mentors.pdf>

*MPA New Administrator Mentoring Program.* (2004) Retrieved from:

<http://www.mpa.cc/pdf/mentoringreport.pdf>

New York State Education Department – *Mentoring Requirement for Certification.* (2011) Retrieved from:

<http://www.highered.nysed.gov/tcert/resteachers/mentoring.html>

New York State Education Department – *Principal Learning Framework.* (2011) Retrieved from:

<http://usny.nysed.gov/rttt/rfi/prinevalrfi/>

*Principal Mentor Handbook.* Retrieved from:

<http://www.collier.k12.fl.us/staffdev/leadership/docs/PrincipalMentorHandbook.pdf>