CAMDEN CENTRAL SCHOOLS

ADMINISTRATIVE

MENTORING PROGRAM

November 2006
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Introduction

        The first year of an administrator can be an emotional and stressful experience. We believe with proper guidance, support, and encouragement all new administrators will reach their full potential.

        Our mentoring program is provided for all new administrators joining the Camden Administrative Team. Experienced administrators will act as mentors in an advisory capacity. The mentor will lead protégés in a supportive, collegial, and professional manner. All interactions between mentors and protégés will be held in strict confidentiality and will not be a part of the tenure evaluation process.

        It is our intention that the mentoring program will provide our newest administrative members with the necessary support for a rewarding and successful first year. Additionally, our intent is to provide each new administrator with a strong foundation for a successful administrative career.

Board of Education Goals

The mentoring program uses our Board of Education goals as a basis. They will be communicated to our new staff so they are informed of the direction our Board of Education has set. They are:

➢ Increase achievement levels of all students

➢ Create an environment for productive learning

➢ Provide facilities that will promote a high level of learning

➢ Establish consistent, open, and frequent communication within the school and its communities

➢ All students will be treated fairly, without prejudice, and be given an equal opportunity to participate in all aspects of school

Mentoring Program Goals

➢ To retain new and experienced administrators

➢ To enhance new administrators' professional development, enabling them to become more effective leaders

➢ To reduce the concerns and overcome challenges common to new administrators

➢ To integrate new administrators into the school community

➢ To improve administrators ability to effectively work with diverse groups of individuals and students

Program Evaluation

The following feedback will be gathered, analyzed, and presented to the cabinet and superintendent.

➢ Mentor Feedback Rubric

➢ Protégé Feedback Rubric

➢ Mentor-Protégé Log of Activities

➢ Superintendent's Feedback Rubric

➢ Mentor Selection Report

The Administrative Cabinet and the Superintendent will use this information to evaluate the mentoring program.

Role of Mentor

The role of a mentor is to act as a consultant, collaborator, colleague, and coach for the protégé, not as an evaluator.

➤ "The consultant transfers knowledge, procedures, policies (written and unwritten) and practices. The consultant provides two categories of information; information about school and district procedures and protocols, and information about professional practice." (Lipton, 21) Each of these areas will be covered in the "Sharing Expertise Checklist."

➤ "A collaborative interaction involves shared planning, decision-making, problem-solving and reflection. The reciprocal nature of collaboration supports mutual learning, mutual growth and mutual respect." (Lipton, 23) A reflection log will be used as one of the tools to facilitate collaboration.

➤ "A coach supports a colleague's thinking, problem solving and goal achievement. Increased expertise and effectiveness in planning, reflecting, and decision-making, and continual professional development are the outcomes of the coaching relationship." (Lipton, 24) the mentor-protégé plan will be used as one of the tools to aid in coaching.

➤ Maintain strict confidentiality regarding mentor-protégé interactions.

➤ Provide information and educational leadership skills and expertise whenever possible.

➤ Meet regularly with protégé.

➤ Work with protégé to create a mentor protégé plan.

➤ Actively engage in all mentor-protégé activities.

Role of Protégé

The role of a protégé is to:

➤ Meet regularly with mentor

➤ Maintain strict confidentiality

➤ Work with mentor to create mentor-protégé plan

➤ Actively engage in all mentor-protégé activities per designated level

➤ Compile a portfolio of personal resources (for mentor-protégé use only) as the year progresses. Some examples of items found in the portfolio could be, but are not limited to, articles, educational journals, sample documents, web resources, professional contact information, and parent communications.

Mentor Selection

The mentor selection process is as important as the screening and selection of new administrators. A mentor selection committee will be formed in March 2007, with each member serving two-year terms. The terms will be staggered so that the committee maintains continuity. The president of the Camden Administrator's Association will appoint at least one, but not more than two administrators, each of whom will represent different areas of administration. The Assistant Superintendent for Instruction will be a permanent member of the committee. Administrators who serve on the selection committee will not be chosen as mentors.

The Assistant Superintendent will identify the number of mentors needed, including the level and area of administration, in late May or when needed during the year. The mentoring positions will then be e-mailed to tenured administrators. Potential mentors will apply to the selection committee in writing by completing the form and sending it to the District Office of the Assistant Superintendent of Instruction. The selection committee will make a recommendation to the Superintendent, who in turn will make a recommendation to the Board of Education. Protégés may write a letter of request indicating that a certain mentor is desired, this letter will be considered by the committee. Optimally every mentor has one protégé.

Adjustments in Mentor-Protégé Teams

Occasionally, the mentoring relationship is troubled and not meeting the needs of the new administrator. In such cases, the mentor, the protégé, or both should meet with the Assistant Superintendent. He or she will determine whether the relationship can be improved and become a positive mentorship for the protégé or if it is irretrievably broken. If it can be improved, he or she will suggest resources or strategies to correct the situation. If it is irretrievable, he or she will assign an alternate mentor to complete the mentorship.

Levels of Mentoring

Due to the various levels of experience that administrators possess as they enter the Camden Administrative team, our program will involve three levels of mentoring.

Level I: Mentor: The protégé requires minimal assistance. He or she has experience in the administrative title previously. The program offers orientation and a choice to attend seminar topics. A special collegial mentor is assigned to assist with answering occasional questions.

Level II: Mentor: The protégé requires limited mentoring. He or she may have switched levels or positions. An example may be an assistant principal who has been mentored, becomes a principal. The program offers orientation, and choice of seminars. A mentor is available for questions about processes, content, and programs. Mentor-Protégé will meet once a month for an hour.

Level III: Mentor: The protégé requires mentoring. He or she is a new administrator, who typically has only completed an internship. The program requires orientation, meetings with the mentor, and attendance at all seminars. A mentor is available for weekly conversations and monthly meetings. Mentor and Protégé will meet once a month for an hour. In addition, mentor and protégé will attend monthly seminar. Mentor/Protégé team keeps a reflection log, and portfolio. They write a plan and complete the rubric. Levels are assigned by the Superintendent as the candidate is hired. If the six months extends through the summer then there will be two meeting dates in the summer.

➢ The mentor levels are assigned for 6 months. Occasionally a mentor may need to proceed from one level to another for an additional six months. This is assigned by the superintendent. If the six months extends through the summer then there will be two meeting dates in the summer.

Mentor Training, Preparation, and Mentor-Protégé Allocation of Time – LEVEL III

Training and preparation of the mentor is vital to the implementation of the mentor program.

The mentor will participate in training sessions, which focus on the ability to consult, collaborate, and coach.

Mentor
➢ Informal "Meet and Greet" with protégé

➢ Attends orientation sessions

➢ Attends mentor training that focuses on mentor-protégé program

➢ May present at orientation/seminar sessions

➢ Meets with protégé and attends seminar as needed as describe by level of mentoring

Protégé
➢ Attends orientation session(s)

➢ Attends protégé training

➢ Attends seminars (per Level of mentoring)

Mentor-Protégé
➢ Meet and communicate according to mentoring level

➢ Attend seminars as described in levels of mentoring

Mentor-Protégé Activities – Level III
(Level I & II may refer to this information as suggestions for limited roles)

The Mentor-Protégé Activities are designed to familiarize the protégé with the organizational structure of the school and district, social norms, policies and procedures regarding curriculum and personnel, and develop rapport between the pair (mentor-protégé).

The mentor will:
➢ Enhance the initial training provided by the district

➢ Familiarize the protégé with the district and building resources, guidelines, and expectations

➢ Guide the protégé in areas of the culture of the organization, regulations, and policies and organizational techniques

➢ Share ideas, strategies, and information regarding the supervision of instruction process and curriculum

➢ Visit the protégés' school to assist with supervision of instruction

➢ Model best practices for protégé through protégé observations in mentor's building

➢ Assist the protégé in setting goals and developing a mentor-protégé plan using the plan sheet on page 11

➢ Compile an individual reflection log

➢ Maintain confidentiality

➢ Provide a copy of the mentor/protégé logs, plan, and rubric to the Assistant Superintendent for instruction

The protégé will:
➢ Set goals and develop a mentor-protégé plan in collaboration with his/her mentor

➢ Meet regularly with his/her mentor

➢ Actively engage in all mentor-protégé activities

➢ Compile a portfolio

➢ Maintain confidentiality

➢ Compile an individual reflection log

➢ Provide a copy of the mentor/protégé log, portfolio, plan, and rubric to the Assistant Superintendent for instruction

Sharing Expertise Checklist

The Sharing Expertise Checklist serves as a goal for directing the work of the mentor –protégé team. Please put a date on the line provided when an item has been addressed. A binder for information will be provided.

BASIC INFORMATION-ORIENTATION
_____Board of Education Goals & Role
_____Commitment to Excellence Philosophy
_____District Mission Statement
_____Physical layout of building (staff bathrooms, teachers' room)
_____AV materials, and how to obtain and use them
_____Budgeting and allocating procedures
_____Materials and supplies procedures for building or department including duplicating materials
_____Building rules and procedures (i.e.: first day folder, playground, dismissal, and assemblies)
_____Emergency drill procedures (fire drills, special announcement codes, emergency plan and bag)
_____Student in crisis (emotional or physical)
_____Bussing procedures
_____Keys, security system
_____Phone systems, directories, e-mail, guides, interoffice mail
_____School cancellation procedure
_____Office procedures and programs that are typical
_____Obtaining support services, IST, CSE, 504, SPED
_____Library procedures
_____Teacher assignments
_____Field trip procedures
_____Building forms: leave requests, year-end checklists, payroll changes
_____Student discipline documentation; i.e.: discipline referral, bus referrals, suspensions, superintendent hearings
_____Building communication and planning (Faculty meetings, and other building level committees and their plans,
      PDP, AIS, PTO, Booster Clubs, etc.,
_____Contracts
_____Communication, numbers, who/when to call?
_____Construction
_____Superintendent information
_____Hiring procedures
_____Financial, budget, information, payroll
_____Student handbooks/ Faculty handbooks/ Policies
_____District Departments
_____Justifiable Restraint

PLANNING/MANAGEMENT
_____Mentor-Protégé set protégé goals and create a plan for the year
_____Student academic goals for the year using New York State Standards
_____Review district curriculum documents, texts, assessments
_____Team planning
_____Faculty/grade level/department/PAC/leadership meetings

MANAGEMENT
_____District/building discipline/procedures and best practices
_____Classroom discipline: Establish and maintain
_____Time management/stress
_____PDA

INSTRUCTION/STUDENT LEARNING
_____Data analysis
_____Model and observe observation of lessons
_____Focus on student learning (Learner Focused Strategies)
_____Share effective research based strategies
_____Homework Philosophy
_____Testing procedures (NYS, local, and classroom)
_____Grading, report cards, and attendance procedures and philosophy

SPECIAL EDUCATION
_____Committee on Special Education Procedures
_____Case manage communication
_____I.E.P. and 504 plans
_____Access and confidentiality
_____Classroom modifications/Testing accommodations
_____Working with SPED support teachers
_____IST/RTI
_____504

SUPERVISION
_____Classroom organization and Routines
_____Observation of lessons, pre/post conference
_____Tenure Administrators and teachers
_____Non-instructional evaluations
_____APPR
_____Calendar of supervision (deadlines)
_____Personnel files, memos/letters
_____Forms
_____Motivation

COMMUNICATION/LINES OF COMMUNICATION/STRUCTURE/TECHNOLOGY
_____Phone and written communications: positive and negative messages
_____Newsletters/web pages/newspapers/press releases
_____Parent conferences
_____PTO, Booster
_____Emergency communication
_____Legalities, confidentiality, means to administer
_____Board of Education

TECHNOLOGY
_____Acceptable Use Policy
_____E-mail
_____Computer programs (School Tool, Finance Manager)
_____Web resources, NYSED Website
_____Integration of technology
_____PDA
_____Cell phones

PROFESSIONAL DEVELOPMENT
_____Self
_____Staff & Faculty
_____Plan

Protégé Name_____   Assignment_____

Protégé Self-Assessment Inventory

       In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals.

1. I really want to discuss this
2. I'm okay, but it would be good to talk about this
3. I've got this under control, at least for now

Information About Policy and Procedures
____The teacher-evaluation system
____Paperwork and deadlines
____Expectations of the superintendent
____Expectations of my colleague's
____Communicating with school community
____Testing
____SPED, IST, 504, RTI

Resources To Explore
____Assessing instructional materials
     and resources
____Evaluation Tools and Forms
____BOCES Princ/Assist Meetings
____Computer Resource
____Model schools
____RIC
____Staff development resources
____Leadership training
____Legal information
____Data analysis-NYSTART
____Modeling by mentor
____Literature to support leadership

Working with Students
____Motivating employees
____Maintaining student discipline
____Assessing student needs
____Differentiating instruction for individual learners
____Implementing the curriculum
____Evaluating student progress
____State Assessment System
____Topics from the "Sharing Expertise Checklist:"
____ Other areas I'd like to address
    •_____
    •_____
    •_____

Mentor-Protégé Plan

The Mentor-Protégé Plan is based upon the protégé's self-assessment, the mentor's knowledge of needs, and the "Sharing Expertise Checklist." The plan should contain the following elements:

Topic	Action To Be Taken	Resources	Date or Timeline	Assessment Data Collection

Mentor-Protégé Log of Activities

Date	Activity	Topic

Protégé Reflection Journal

Date:

Significant events for me this week were…

As a result of these events, I have learned…

I realize that I need to know more about…

This week I am most proud of my…

Mentor Reflection Journal

Date:

Significant events for my protégé and me this week were…

As a result of these events, I have learned…

I realize that I need to know more about…

This week I am most proud of my...

Mentor Feedback Rubric

	Rating	Excellent 4	Good 3	Fair 2	Poor 1
Training		Training was thorough and provided excellent information on collaboration, consultation, and coaching. I was prepared to perform these tasks	Training was adequate and provided useful information on collaboration, consultation, and coaching. I was adequately prepared to perform these tasks.	Training was less than adequate and provided some useful information on collaboration, consultation, and coaching. I was not adequately prepared to perform these tasks.	Training was not appropriate and did not provide useful information on collaboration, consultation, and coaching. I was not prepared to perform these tasks.
Planning		The mentor-protégé plan was an excellent tool to guide our work.	The mentor-protégé plan was a useful tool to guide our work.	The mentor-protégé plan was a somewhat useful tool to guide our work.	The mentor-protégé plan was not a useful tool to guide our work.
Sharing Expertise Checklist		The topics listed were all-inclusive. The list was an excellent resource for planning.	The topics listed included most of what was needed. This list was a good resource for planning.	The topics listed contained some major omissions. The list was somewhat helpful for planning.	The topics listed were not appropriate. The list was not helpful for training purposes.
Mentor-Protégé Activities		All areas of the checklist were addressed by the activities. Activities were based on the needs of the protégé.	Most of the areas were addressed by the activities. Activities were mostly based on the needs of the protégé.	Some of the areas were addressed by the activities. Activities were sometimes based on the needs of the protégé.	None of the areas were addressed by the activities. Activities were not based on the needs of the protégé.
Mentor-Protégé Relation-ship		A strong team relationship was formed. Communication was candid and two-way. Both mentor and protégé were engaged and sought improvement for the protégé.	A team relationship was formed. Communication was mostly candid and two-way. Both Mentor and protégé were engaged most of the time and sought improvement for the protégé.	A relationship was formed. Communication was sometimes candid and two-way. Both mentor and protégé were engaged some of the time and sought improvement for the protégé.	No relationship was formed. Communication was not candid and two-way. Both mentor and protégé were not engaged.

Comments:_____

_____

_____

_____

_____

Protégé Feedback Rubric

	Rating	Excellent 4	Good 3	Fair 2	Poor 1
Planning		The mentor-protégé plan was an excellent tool to guide our work.	The mentor-protégé plan was a useful tool to guide our work.	The mentor-protégé plan was a somewhat useful tool to guide our work.	The mentor-protégé plan was not a useful tool to guide our work.
Integration Into The School Community		The program provided excellent opportunities to learn about and interact with the school community.	The program provided many opportunities to learn about and interact with the school community.	The program provided few opportunities to learn about and interact with the school community.	The program provided little or no opportunity to learn about or interact with the school community.
Mentor-Protégé Activities		All activities were helpful in developing the knowledge and skills to be successful in my position.	The majority of activities were helpful in developing the knowledge and skills to be successful in my position.	Some activities were helpful in developing the knowledge and skills to be successful in my position.	Very few activities were helpful in developing the knowledge and skills to be successful in my position.
Mentor: -Collaboration -Consultation -Coaching		My mentor was very skilled at using all three techniques as we worked together.	My mentor was skilled at using all three techniques as we worked together.	My mentor was somewhat skilled at using these techniques. There was a tendency to use only some.	My mentor was not skilled in these techniques.
Mentor-Protégé Relation-ship		A strong team relationship was formed. Communication was candid and two-way. Both mentor and protégé were engaged and sought improvement for the protégé.	A team relationship was formed. Communication was mostly candid and two-way. Both mentor and protégé were engaged most of the time and sought improvement for the protégé.	A relationship was formed. Communication was sometimes candid and two-way. Both mentor and protégé were engaged some of the time and sought improvement for the protégé.	No relationship was formed. Communication was not candid and not two-way. Both mentor and protégé were not engaged.

Comments:_____

_____

_____

_____

_____

Superintendent Feedback Survey
of Administrator Mentoring Program

        As a superintendent of new administrators, your feedback is essential to improve our mentor program. Please provide information regarding the effectiveness of the program.

        Please rate the accomplishment of the goals of the mentor program by indicating a rating ranging from 4 (excellent) to 1 (poor).

	Rating	Comments
Retention of highly qualified administrator.		
Professional development enabled new administrators to become more effective.		
New administrator concerns and challenges were addressed.		
New administrator was integrated into the social system of the school, district, and community resulting in a positive transition.		
New administrator was able to supervise teachers to meet the needs of the NYS standards & District		
New administrator was able to accurately carry out district policies and procedures.		
Administrator was able to successfully supervise personnel and students.		

What recommendations do you have to improve the mentor program?

_____

_____

_____

_____

_____

Mentor Selection Report

Date of review_____

Mentor candidate_____

Mentor selection committee member_____

Mentor review determination (4 being the highest)

     1. Experienced active knowledgeable tenured administrator   4 3 2 1
       Remarks:

     2. Interpersonal skills   4 3 2 1
       Remarks:

     3. Problem solver   4 3 2 1
       Remarks:

     4. Life-long learner   4 3 2 1
       Remarks:

     5. Ability to see many ways to accomplish goals   4 3 2 1
       Remarks:

     6. Willingness to mentor   4 3 2 1
       Remarks:

TO: Mentor Candidate

FROM: Mary Lynne Szczerba

RE: Information

DATE:

The mentor selection committee will be meeting to select mentors for the 2008-2009 school year. It is necessary to have more information to help the committee to make these selections.

Please answer the following questions in the space provided and return to Melissa Tucker as soon as possible.

1. How many years have you been an administrator, what levels of administration?

2. What is your teaching experience?

3. Your protégé has come to you and says that he/she is experiencing difficulty with student management. What will you do?

4. You are planning with your protégé and you realize that he/she is disorganized and does not have solid goals for PDP Building Plan. What will you do?

5. Your protégé confides that they are having a very difficult time with a teacher or parent who is disrespectful and uncooperative. Your protégé is frustrated. How will you proceed?

6. Why do you believe you would be a good mentor?

_____   _____
                    Name   Date

_____
              Building

*Please use another sheet of paper for your answers if necessary.