



MENTOR RESOURCE GUIDE

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Introduction -

The Missouri Leadership Development System (MLDS)

Welcome to your role as a Mentor for new principals in Missouri! As an experienced principal mentoring a newcomer, your role is crucial in shaping the success of our school leaders. This handbook will review the essentials of the Missouri Leadership Development System and how you can effectively support emerging principals.

Research shows the building principal is second only to the classroom teacher when it comes to school-based factors impacting student achievement. The role of principal is challenging and stressful, and it is important to provide support for new principals given the increased expectation for student and school success.

Based on extensive research, the Wallace Foundation (Grissom et. al., 2021) has identified three overlapping realms of skills and expertise that school leaders need to be successful: **instruction, people, and the organization**. The Wallace Foundation then describes how these skills and expertise manifest in four classes of behaviors that the best-available research suggests produce positive school outcomes. These behaviors fall under the following categories:

- **Engaging in instructionally focused interactions with teachers.**
- **Building a productive school climate.**
- **Facilitating productive collaboration and professional learning communities.**
- **Managing personnel and resources strategically.**

Research strongly suggests that a formal induction program for new principals could facilitate a smoother entry into the profession and a higher success rate for first year principals. The key element for induction programs suggested in the research is some form of mentoring for the new principal. As stated by Willer and Recht (2011):

Our research suggests that beginning principals need an experienced non-supervisory person who can alternately mentor when expertise is needed, as in the case of the managerial concerns, and coach with probing questions as principals explore ways to develop school vision. Coursework is insufficient preparation for dealing with the varied and abstract nature of complex organizations (p. 3).

Supporting Emerging Level Leaders is the entry point for the Missouri Leadership Development System (MLDS) designed to offer new school leaders two years of support from an assigned mentor, as well as 4-5 opportunities of professional learning throughout each of the two years. In addition to building a network of support, participation fulfills certification requirements for all new school leaders in the state of Missouri.

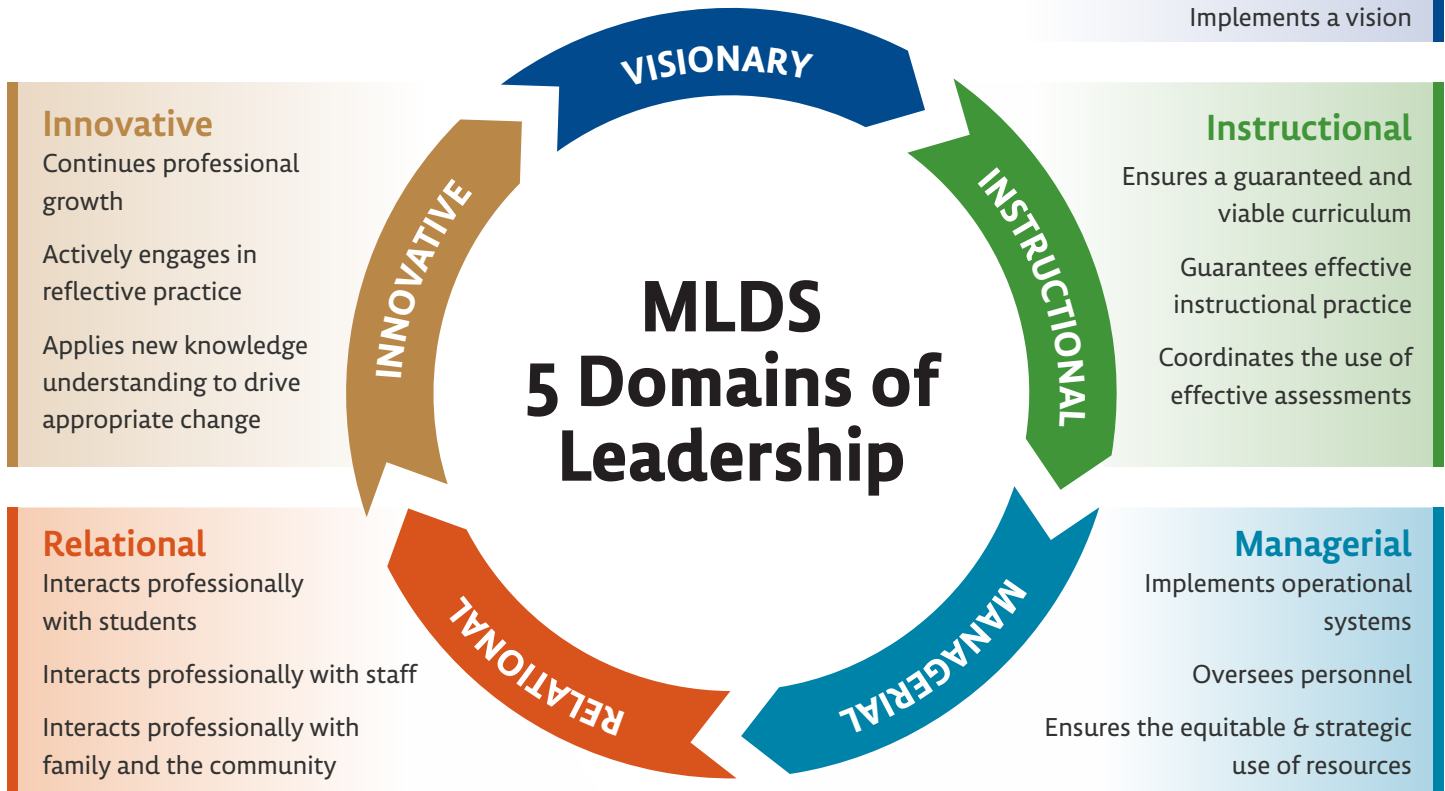
What is MLDS?

The primary purpose of the Missouri Leadership Development System (MLDS) is the development and support of effective school leaders. Effective school leadership is an essential factor to ensure equitable access to excellent education for all Missouri students.

In the fall 2014, a group of key stakeholders currently engaged in principal development and support were convened by the Department of Elementary and Secondary Education (DESE) to identify the essential competencies of a transformational principal. Transformational principals are leaders who collaborate with others to identify needed changes to enhance student learning.

What is MLDS?

These main competencies of transformational leadership were clustered into 5 categories:



These 5 categories, or domains, summarize the main roles a principal must assume, often simultaneously, to effectively lead a school that is focused on instruction. Each domain is described through a particular set of competencies.

The competencies, or specific skills necessary in each role, were created and projected across the MLDS Continuum. The MLDS Continuum extends from aspiring, to emerging, to developing and then to transformational. Each level occurs throughout a principal's career beginning with preparation.

Professional development and support are necessary to ensure a leader's movement across the continuum indicating their mastery of the competencies at each of the four levels.

There are approximately 2,200 principals and 1,300 assistant principals currently serving in Missouri schools.

At the time of this revision, there are approximately 700 educators who earn an administrator certificate each year. These actively serving and future principals likely have mastery or partial mastery of some of the competencies at the various levels while still needing new learning and additional support to develop mastery in others. This training and support will be necessary to achieve the goal of having a transformational principal in every school.

The MLDS is responsible for constructing a plan for delivering training and support to principals in their efforts to master the leadership competencies for each level of the MLDS Continuum. The following mission, vision, and core values were developed to guide the work of principals in the Emerging Level.

Mission - The Missouri Leadership Development System is a comprehensive research-based program which ensures every student in Missouri will attend school with an effective confident leader by developing, supporting, and refining the leadership capacity of all Missouri school principals.

Vision - Create a comprehensive leadership development system of learning experiences that include comprehensive, relevant, and engaging treatments that will serve as a blueprint for developing and supporting transformation school principals.

Core Values - Equity (statewide consistency), Fidelity, Sustainability, Relevance, High-Quality.

MLDS Learning Experiences – Emerging Level

The Emerging Level MLDS offers six learning experiences tailored for early career school administrators.

1 Critical Firsts - How successful school leaders build positive momentum by succeeding at key initial leadership tasks and opportunities.

4 A Primer on Decision-making for New School Administrators - How to get things done, empower others, and make the right call on tough issues.

2 Recognizing and Developing Excellent Instruction - How successful school leaders cultivate strong instructional practices and develop an emphasis on skillful teaching through skillful observation and feedback.

5 Reading and Shaping School Culture - How to see and shape the invisible, but powerful, forces that fuel or freeze a school’s improvement efforts.

3 Understanding Self and Others - How successful administrators cultivate self- knowledge and customer focus to catalyze success for all stakeholders.

6 Make Time for Instructional Leadership - Managing the management so principals do the instructional work necessary to move teaching practice forward.



Implementation

The implementation component of the MLDS is responsible for putting into effect or executing the training and support developed by the MLDS Designers. Facilitators, coaches and/or mentors (implementers) work directly with Missouri principals to assist them as they master leadership competencies associated with levels of the MLDS Continuum.

MLDS Implementation by facilitators, coaches and/or mentors occurs across three separate layers of training and support. These various layers work interdependently to ensure efficient and effective support and development for the principal.





Mentor Program

The role of a mentor is to build capacity in new school leaders, guiding them towards personal growth and effectiveness. The mentor provides guidance, support and a safe space for new school leaders to explore challenges and opportunities.

What is Principal Mentoring?

- A teaching and learning activity
- A method to support and guide new building administrators to establish and reach goals.
- A means of providing strong collegial support through the day-to-day activities required of a building administrator.

Benefits to New School Leaders	Benefits to Mentors
<ul style="list-style-type: none">• Guidance and support during initiation• Increased self-confidence• Encouragement to take risks to achieve goals• Opportunities to discuss professional issues with a veteran• Promotes networking	<ul style="list-style-type: none">• Opportunities for professionals to strengthen their knowledge and improve communications, teaching and coaching skills• Greater collegiality among new and veteran professionals• Satisfaction gained from helping newcomers to a field• Enhances professional reputation for commitment

Note. Adapted from National Association of Elementary School Principals (2008).

Role of Today's MLDS Mentor

<ul style="list-style-type: none">• Is a trusted and influential role model.• Is ready and willing to commit the time and energy required to mentor effectively.• Uses the identified emerging level competencies as a roadmap for supporting the new school leader's development.• Capitalizes on the strengths of the new school leader.• Communicates effectively.• Is able to consider differing viewpoints and new ideas.• Engages the new school leader in reflective questioning.• Enhances the self-worth and supports the professional growth of the new leader.• Shares ideas, reflections, stories, and successes – in a balanced and appropriate manner.• Provides support and encouragement.	<ul style="list-style-type: none">• Connects the new building administrator with professional organizations and other administrators.• Is interested in actively supporting the professional development of other principals.• Is a lifelong learner.• Proactively builds in time to meet with new school leader (preparing the new school leader with what is ahead, examples: parent teacher conferences, state assessment, etc.)• Establishes goals with new school leader in order to use time effectively.• Seeks or shares learning opportunities with new school leader (learning from and with new school leader.)• Provides resources and tools to support new school leader's development.
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Supporting New Leaders

DESE Mentoring Requirements

- The mentoring log is completed together by both the new school leader and the mentor
- The log should verify a minimum of 20 contact hours between mentor and new school leader
- Provide the date – of each interaction
- Indicate the duration of the interaction
- Indicate the type of the interaction- describe as phone, e-mail, text, in-person, etc.
- Topics/Activities – Record subject of discussions, inquiry, activity, conference, etc.
- Complete the final column, identifying the Leadership Development System Competency
- Logs should be mutually agreed upon and signed by both the mentor and the new school leader
- Logs are submitted electronically to your regional mentor coordinator annually in April

Mentoring Versus Coaching

Although often used interchangeably in the literature, there is a distinct difference between mentoring and coaching for a beginning principal. For a beginning principal, a mentor should be viewed as essential. A coach may or may not be desirable based on the needs of individual beginning principals. A simple way of envisioning the difference is that a mentor provides support and guidance to help someone develop and improve while a coach consistently emphasizes that an individual performs better.



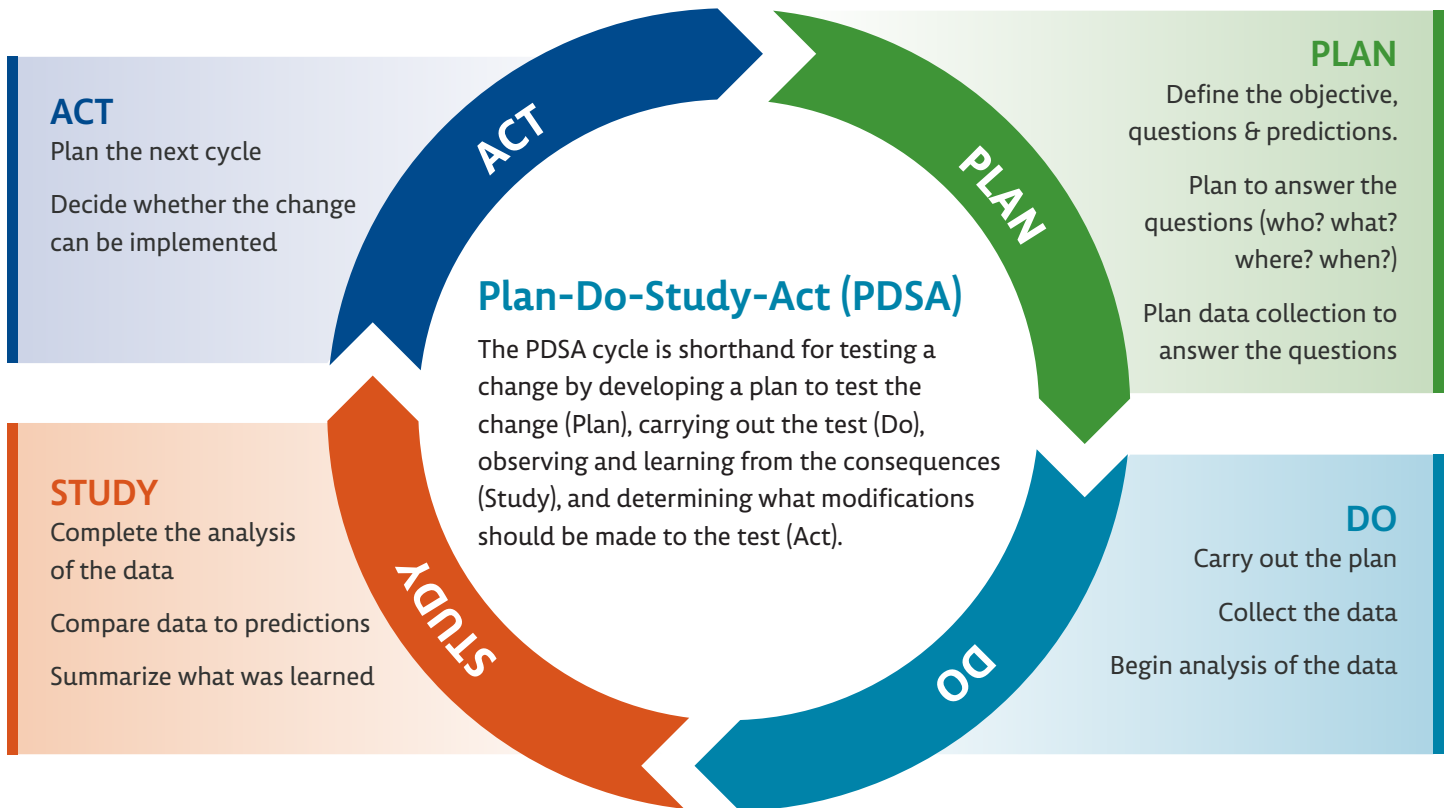
The table below identifies some of the research-based distinctions that can be made between mentoring and coaching (Duncan & Stock, 2010; Silver et al., 2009).

Mentoring	Coaching
Mentoring focuses on individual growth.	Coaching is performance oriented with specific performance objectives.
Mentors provide extended support to help new principals learn the requisite knowledge, skills, behaviors, and values needed for school leadership positions.	Coaches provide deliberate support to another individual to help him/her clarify and/or to achieve goals and achieve high levels of performance.
A mentor is an advisor, critical friend, guide, listener, role model, sounding board, strategist, and supporter.	Coaches are change agents who work with people to unlock their hidden potential.
A mentor asks questions, challenges productively, encourages risk taking, offers encouragement, provides feedback, promotes independence, and shares critical knowledge.	Coaches model, observe learner performance, and provide encouragement, diagnosis, directions, and feedback.
Outcomes for mentoring include providing support and empathy, counseling, sharing ideas, problem solving, guiding professional development and improving confidence.	Coaches encourage an action-oriented initiative focused on problem solving.
Mentors cultivate leadership skills and help bridge the gap between scholarship and practice.	Coaches have high levels of knowledge in specific skill areas and focus on learning and growth.



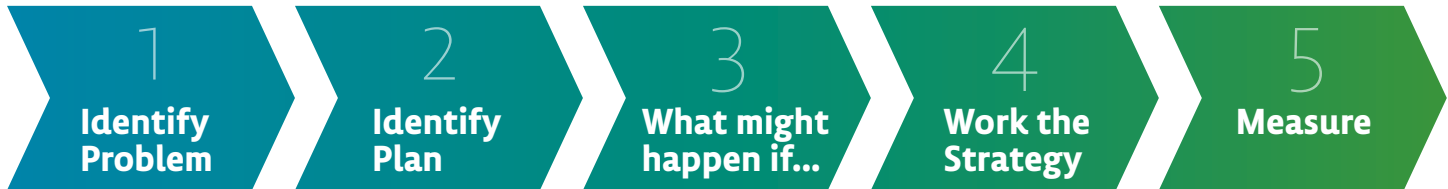
Problem Solving Models

The following problem-solving models offer structured approaches to address challenges systematically. These tools and frameworks will support school leaders in navigating conflicts and challenging situations. Mentors can encourage the new school leader to use constructive resolution of conflicts while maintaining positive relationships within the school community.





Five Step Approach



1 What is the Problem?

1 The first stage of the 5-step problem solving model – Define exactly what the problem is. Be clear and specific as to what exactly the problem is, when it happens, how often, what effect is it, what is the deviation from standard? See Problem statement for more information.

2 What is My Plan?

2 Think of at least 2 or 3 possible methods that you might use to identify what went wrong. In other words, where and what do you need to investigate to help determine the cause. A strategy is a way or method or process for understanding the root causes.

3 What Might Happen If?

3 Examine your list of possible strategies from section 2 and choose the one that seems to fit best for the problem at hand.

4 Try It Out!

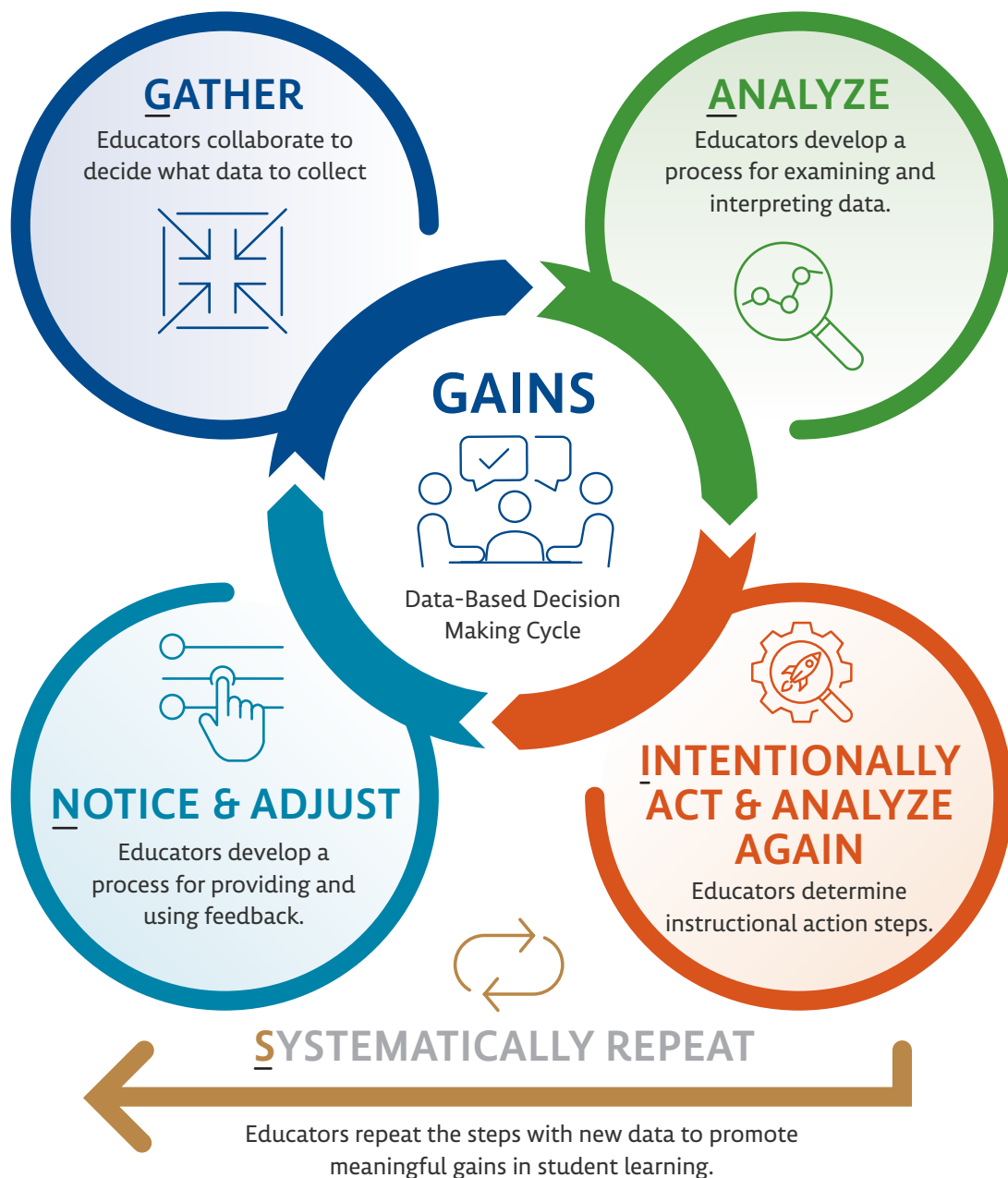
4 Work the strategy, which you chose in step 3 and determine whether your team found the cause. If you did, then move onto the next step.

5 Measure

5 Measure the process outputs, and if the problem has gone, you are done! If your best strategy doesn't work, go back to your list of possible strategies in Step Two and choose another. Keep passing through the steps until your measurements tell you the problem has gone.

GAINS Problem Solving Approach

GAINS outlines a deliberate cycle that teams can adapt to their individual settings and needs. GAINS provides teams a framework to connect actions to outcomes and a method to avoid many common roadblocks.

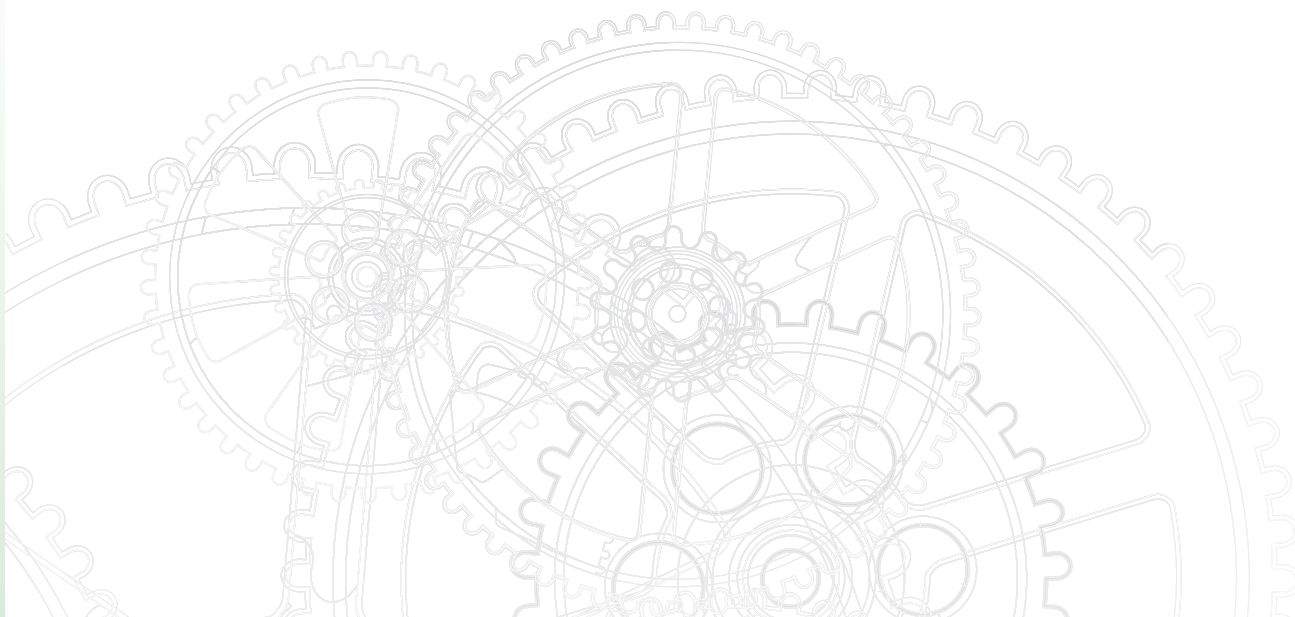


- Reflects a synthesis of common processes and concepts found across the data-based decision making literature.
- Allows for use of specific data-based decision making models.
- Emphasizes data-based decision making to improve instruction for all students.
- Promotes commitment to reflection, process, and follow through.
- Relies on evidence of learning (data) to guide collaboration.
- Is solution focused.



Suggested Mentor Activities

Timeline	Overview of Suggested Activities
Orientation	<ul style="list-style-type: none"> • Greet/Meet your mentee • Establish nature of the relationship <ul style="list-style-type: none"> • One of mutual growth • Emphasize the mentor's commitment and investment • FACTS about your mentoring role as Facilitator, Advisor, Coach, Teacher • Build confidence, trust, and confidentiality • Discuss neutral topics- professional journey, district initiatives, etc. • Establish communication methods, frequency, and location (recommended minimum 3 hours per month)
Quarter 1	<ul style="list-style-type: none"> • Explore areas of strength and opportunity • School Walk Around (see protocol below) • Ongoing discussion of items in monthly chart listed below • Invitation to MLDS session
Quarter 2	<ul style="list-style-type: none"> • School Walk Around (if not in 1st quarter) • Ongoing discussion of items in monthly chart listed below • Invitation to MLDS session
Quarter 3	<ul style="list-style-type: none"> • Mid-year check in • Ongoing discussion of items in monthly chart listed below • Invitation to MLDS session
Quarter 4	<ul style="list-style-type: none"> • Ongoing discussion of items in monthly chart listed below • End of the year social/celebration





Principal Mentor Discussion Checklist Suggested Topics

JULY	<ul style="list-style-type: none"> • Master Schedule • Preliminary Data • Resources 	<ul style="list-style-type: none"> • School Handbooks • CSIP • Summer School 	<ul style="list-style-type: none"> • Mentee Concerns/Priorities • Onboarding New Staff 	<ul style="list-style-type: none"> • PD Planning • Social Media
AUG	<ul style="list-style-type: none"> • Assessment Planning • Building and District Committees • Building Relationships • Cafeteria Duty 	<ul style="list-style-type: none"> • Crisis Plan • Data Teams • Extra-Curricular • Fund Raising • Leadership Goals 	<ul style="list-style-type: none"> • Mandatory Training • Meet Mentor • PD Planning • SRO • Student Achievement 	<ul style="list-style-type: none"> • Student Discipline • Supervision
SEP	<ul style="list-style-type: none"> • Allocating Time • Curriculum Support • Data Teams • District Initiatives 	<ul style="list-style-type: none"> • Open House • School wide Behavior Management • Teacher Evaluations 	<ul style="list-style-type: none"> • Parent Organizations • CSIP • SSD Liaisons • Student Achievement 	<ul style="list-style-type: none"> • Supporting Teachers • Walkthroughs
OCT	<ul style="list-style-type: none"> • Curriculum Support • Data Teams • Grade Reporting 	<ul style="list-style-type: none"> • P/T Conferences • CSIP • Social Justice/Equity 	<ul style="list-style-type: none"> • Student Achievement • Technology Integration 	
NOV	<ul style="list-style-type: none"> • C&I Resources • Community Resources 	<ul style="list-style-type: none"> • Curriculum Support • Data Teams 	<ul style="list-style-type: none"> • CSIP • Student Achievement 	
DEC	<ul style="list-style-type: none"> • Assessment • Curriculum Support • Data Teams 	<ul style="list-style-type: none"> • Leadership Goals Review • Master Schedule Changes • Teacher Evaluations 	<ul style="list-style-type: none"> • PD Planning • CSIP • Student Achievement Data 	

Ongoing Conversations

<ul style="list-style-type: none"> • Assessment Practices • Attendance • Best Practices • Budget • Building Usage • Celebrations • Classroom Walkthroughs • Coaching and Feedback • Community Relations • Confidentiality 	<ul style="list-style-type: none"> • Conflict Resolution • Culture/Climate • Custodians • Technology • DATA • Data Analysis • Delegating • Discipline • District Initiatives • Time Management 	<ul style="list-style-type: none"> • District Support Systems • Documentation • Extra-Curricular Activities • Facility • Maintenance • MAP/EOC • Newsletter • Parent Volunteers • Parents • Transportation 	<ul style="list-style-type: none"> • Professional Development • Parent Organizations • CSIP • Site-based Decisions • Social Media • Staff Meetings • Student Achievement • Students • Vision, Mission, Values • Observation
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Principal Mentor Discussion Checklist Suggested Topics

JAN

- Assessment Planning
- Budget Development
- Curriculum Support
- Data Teams
- Master Schedule Planning
- Teacher Evals
- CSIP
- Staffing Vacancies
- Student Achievement

FEB

- Curriculum Support
- Data Teams
- Hiring Process
- CSIP
- Student Achievement

MAR

- Curriculum Support
- Data Teams
- Teacher Summative Evaluations
- CSIP
- Student Achievement

APR

- Assessment
- Curriculum Support
- Data Teams
- CSIP
- Student Achievement
- Supply Inventory & Ordering

MAY

- Assessment
- Curriculum Support
- Data Teams
- CSIP
- Student Achievement
- Supply Inventory & Ordering

JUNE

- Curriculum Support
- CSIP
- Student Achievement
- Summer School

Ongoing Conversations

- Assessment Practices
- Attendance
- Best Practices
- Budget
- Building Usage
- Celebrations
- Classroom Walkthroughs
- Coaching and Feedback
- Community Relations
- Confidentiality
- Conflict Resolution
- Culture/Climate
- Custodians
- DATA
- Data Analysis
- Delegating
- Discipline
- District Initiatives
- District Support Systems
- Documentation
- Extra-Curricular Activities
- Facility
- Maintenance
- MAP/EOC/ACT
- Newsletter
- Parent Volunteers
- Parents
- Professional Development
- Parent Organization
- CSIP
- Site-based Decisions
- Social Media
- Staff Meetings
- Student Achievement
- Students
- Technology
- Time Management
- Transportation
- Vision, Mission, Values
- Observation



School Walk-Around Protocol

The time allotment for a School Walk-Around (SWA) is approximately 90 minutes.

An administrator can't really prepare for a SWA, since it involves mostly extemporaneous conversation, but an administrator can increase the benefits of a SWA by being a knowledgeable co-participant with the facilitator.

The School Walk-Around (SWA) process seeks to provide administrators with an authentic and insightful assessment of their instructional leadership skills. It focuses on revealing, through observing and talking, the administrator's personal understanding of the instructional strengths and needs of individual faculty members and the whole faculty.

In essence, a SWA is an hour-long walking/talking tour of the school with a 30-minute debriefing meeting at the end. A typical SWA process can be accomplished in approximately 90 minutes. The first 60 minutes are spent in the assessment phase (the actual school walk-around) and the final 30 minutes are spent in the reporting/debriefing session.

School Walk-Around: Instructional Focus “Look-Fors” “Listen-Fors”

Begin at the school's front door: Think about and “listen-for” how the leader describes the faculty's collective talents, strengths, and liabilities.

- Faculty as a whole - their characteristics, what is unique about them, is there openness to feedback?
- Is the focus on instruction? Management?
- How does professional development support growth and development? Is it effective?
- What patterns would I see if I walked in and out of classrooms?
- What's your vision for your faculty/staff? What would you have your faculty/staff work on?

As we walk through the school, does the leader see the entire faculty as talented and developable? Or basically unskilled? Level of development?

- Does the leader describe the faculty's attitude toward feedback and coaching as basically positive or as negative?

Identify one teacher/grade level/department to go stand in the hall and think about ...a rock star and one that the leader is working with: (Remember confidentiality)

- Talk about talents, strengths, abilities ...to what do you attribute staff strengths?
- Talk about non-talents, opportunities, needs.
- As the leader of this team, how can you support him/her?

As the leader enters each classroom:

- Does he/she look comfortable - like this is a common activity for them?
- How does the teacher respond to the leader's presence in the room?
- Does the leader interact with students? The teacher?
- Is there communication with the teacher?
- What does the leader notice, where do they stand, sit, is the leader looking at instructional practices, the classroom environment, or management issues?
- Does the leader interact with students?



School Walk-Around Protocol

As the leader describes the teacher's key talents and strengths:

- Listen carefully for depth...does the leader talk about the affective (tone, likeability, respect from students, positive relationships) or as mostly organizational (well planned, prepared, routines, procedures, management) or as mostly instructional (instructional techniques, practices, and approaches?)

As the leader describes the teacher's key weaknesses:

- Listen again for depth.... does the leader describe weaknesses in the affective, organizational, or instructional domain? Are the weaknesses in the areas of content knowledge, teaching techniques, or relationship building? Are the weaknesses permanent or developable?
- Does the leader describe what he/she has done or is doing to address the issue?

As the leader describes how each teacher might be best developed:

- Does the leader speak of feedback and coaching?
- Does the leader speak of what he/she has done or is doing to develop the teacher?

As the leader describes his/her most effective teachers:

- What does the leader attribute to the teacher's effectiveness? (relationships, content knowledge, teaching techniques/strategies, good attitude, dependability, infrequent problems sent to the office)?
- How might you help this teacher get even better?
- What ideas are shared?
- How does coaching, practicing, or adjusting the setting play a part in this teacher's development?

Debrief and Reflection:

- What's our purpose in walking through our school instructionally?
- What were some of the themes we heard in the conversation? (Strengths and weaknesses)
- What observations did you make about how the leader interacts with others?
- What were the leader's behaviors in the classroom?
- What ideas do you have to enhance your learning as a leader?
- How might you use the school walk-around in your building?

Emerging Level Leader Competencies



VISIONARY LEADER at the emerging level

1. Examines and begins to understand the existing core values and culture of the school and how it connects to the mission and vision *(PSEL 1a,b,d,e; 5f; 7c; 10c)*
2. Examines how the mission, vision and core values are communicated to, and supported by, stakeholders *(PSEL 1c,d,f,g; 5f; 8c,h; 9l)*
3. Examines the sources of data used to evaluate the existing mission, vision and core values *(PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)*
4. Examines the extent to which equity exists in the organization's mission, vision, and values



INSTRUCTIONAL LEADER at the emerging level

5. Identifies existing instructional practices and reinforces those that are appropriate to the learning content *(PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)*
6. Observes classroom instruction and provides meaningful and timely feedback to build teacher practice and student response *(PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)*
7. Identifies the needs of all students through an equity lens and evaluates their access to effective teachers, learning opportunities, academic and social support and other resources necessary for success
8. Identifies and differentiates strengths based on diversity and cultural assets so they may be utilized to develop an academically challenging experience for all students
9. Examines and becomes familiar with the existing curriculum and learning standards *(PSEL 4a,b; 6d; 9i; 10a,e)*
10. Assesses teachers' understanding and use of formative and summative assessments and their relationship to student learning *(PSEL 4a,b,f; 6d)*
11. Assesses current teacher analysis of student level data for improving the instructional process *(PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)*
12. Uses data from multiple sources to identify strengths and needs for professional learning *(PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)*
13. Assesses the ability of staff to incorporate student identities, lived experiences, abilities, and modes of learning into instructional plans



MANAGERIAL LEADER at the emerging level

14. Analyzes the immediate and long-term needs for building and sustaining a safe and functional school *(PSEL 2a; 5a,c; 8g; 9e; 10h)*
15. Analyzes routines, instruction, procedures, schedules and use of technology for building and sustaining a safe, healthy learning environment that reflects cultural proficiency *(PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)*
16. Analyzes policies and practices through the lens of cultural proficiency and responsiveness
17. Reviews and assesses data to determine when student misconduct is treated ineffectively or inequitably.
18. Analyzes personnel to determine areas of strength and need and works to build diverse representation of staff *(PSEL 6a,b; 9b; 10a)*
19. Determines the effectiveness of existing expectations, guidelines and procedures *(PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)*
20. Assesses and reviews data to determine appropriate interventions and support for personnel *(PSEL 6a,b,c,h; 9k; 10f)*
21. Understands and complies with district, state and federal requirements for records and reporting *(PSEL 9h)*
22. Assesses how current fiscal resources comply with statutory and district requirements and support school goals and priorities and determines compliance with district, state and federal requirements *(PSEL 2a; 5c; 8j; 9a,b,c,d,h)*
23. Assesses how current non-fiscal resources support school goals and priorities and determines compliance with district, state and federal requirements *(PSEL 2a; 5c; 8j; 9a,b,c,d,h)*
24. Determines where and why barriers to social capital and institutional support exist



**RELATIONAL
LEADER**
at the emerging level

- 25. Determines how to analyze the extent of diversity in the school based on ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)
- 26. Determines how resources and strategies in the school community are used for addressing the overall well-being of each student (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)
- 27. Builds positive and ethical relationships with students and establishes high expectations for behavior and learning to promote a positive culture (PSEL 2e; 3a,b,d; 5b,d,e)
- 28. Identifies structures for students and staff to share feedback and provide input on the present level of equity, respect and understanding for each student's culture and context
- 29. Intentionally and ethically interacts with staff by being visible, accessible and approachable and creating opportunities for staff to make decisions that positively impact the learning culture for all (PSEL 2a,e,f; 7e; 9j)
- 30. Analyzes the culture of support and respect among staff and determines strengths and opportunities for improvement (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)
- 31. Identifies potential teacher leaders (PSEL 6g; 7b,d,h; 10a,e,j)
- 32. Intentionally creates formal and informal opportunities to interact with all families in the school community (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)
- 33. Identifies diverse stakeholder groups within the community and creates opportunities for engagement (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)
- 34. Observes and gathers knowledge, skills and best practices relevant to teaching and learning in the school (PSEL 4c,e; 6f; 10a,c,f,i)
- 35. Engages in diverse professional networks to expand relationships and generate avenues for new knowledge and understanding (PSEL 6i; 10g)



**INNOVATIVE
LEADER**
at the emerging level

- 36. Begins reflecting on experiences of being a new principal, including personal strengths and weaknesses, and takes some action to grow and develop (PSEL 2b; 6i; 10c,g,h)
- 37. Demonstrates receptivity and generates a plan for receiving constructive feedback from others (PSEL 6i; 10c,g,h)
- 38. Begins applying time management practices to allow focus on the school's highest priorities (PSEL 6i)
- 39. Acts in accordance with the belief that a principal's primary role is to promote student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)
- 40. Explores existing circumstances related to student learning & considers possible areas for change (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)
- 41. Creates plans or ideas to identify institutional biases of marginalized students, deficit-based schooling, and low expectations associated with race, culture, language, gender, sexual orientation, disability or special status

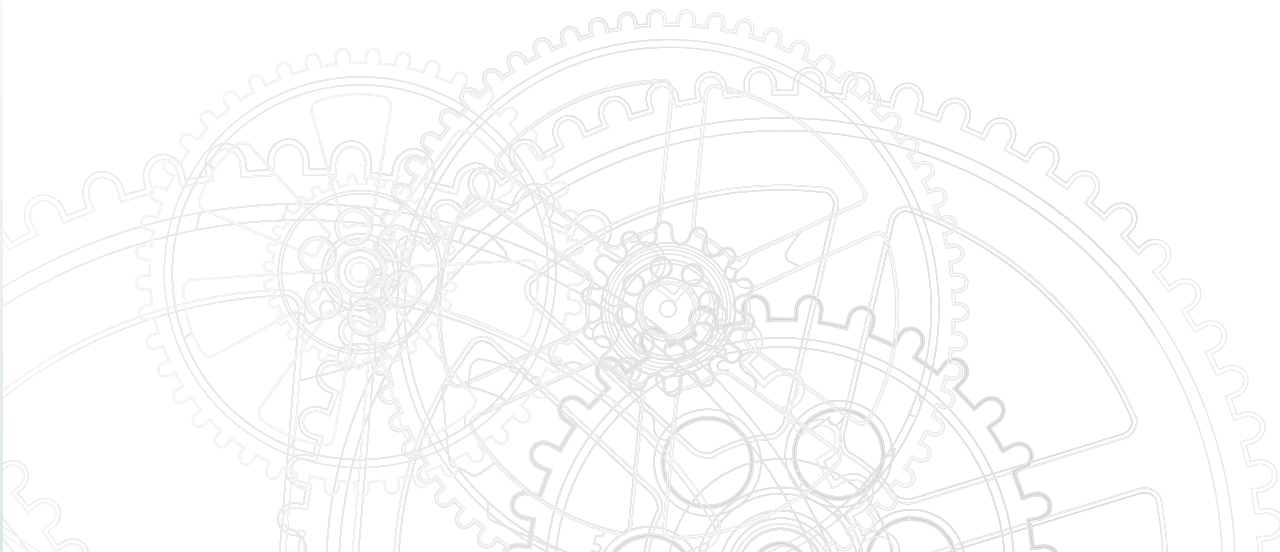
Emerging Level Leader Competency Self-Assessment

Description of Visionary Leader Competencies	Not Accomplished	Somewhat Accomplished	Fully Accomplished
Examines and begins to understand the existing core values and culture of the school and how it connects to the mission and vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examines how the mission, vision and core values are communicated to, and supported by, stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examines the sources of data used to evaluate the existing mission, vision and core values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examines the extent to which equity exists in the organization's mission, vision, and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of Instructional Leader Competencies	Not Accomplished	Somewhat Accomplished	Fully Accomplished
Examines and becomes familiar with the existing curriculum and learning standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies existing instructional practices and reinforces those that are appropriate to the learning content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the needs of all students through an equity lens and evaluates their access to effective teachers, learning opportunities, academic and social support and other resources necessary for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and differentiates strengths based on diversity and cultural assets so they may be utilized to develop an academically challenging experience for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes classroom instruction and provides meaningful and timely feedback to build teacher practice and student response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses teachers' understanding and use of formative and summative assessments and their relationship to student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses current teacher analysis of student level data for improving the instructional process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses data from multiple sources to identify strengths and needs for professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses the ability of staff to incorporate student identities, lived experiences, abilities, and modes of learning into instructional plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of Managerial Leader Competencies

Description of Managerial Leader Competencies	Not Accomplished	Somewhat Accomplished	Fully Accomplished
Analyzes the immediate and long-term needs for building and sustaining a safe and functional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes routines, instruction, procedures, schedules and use of technology for building and sustaining a safe, healthy learning environment that reflects cultural proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes policies and practices through the lens of cultural proficiency and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews and assesses data to determine when student misconduct is treated ineffectively or inequitably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes personnel to determine areas of strength and need and works to build diverse representation of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes routines, instruction, procedures and schedules for building and sustaining a safe, healthy, orderly and compliant learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes personnel to determine areas of strength and need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines the effectiveness of existing expectations, guidelines and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses and reviews data to determine appropriate interventions and support for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and complies with district, state and federal requirements for records and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses how current fiscal resources support school goals and priorities and determines compliance with district, state and federal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses how current non-fiscal resources support school goals and priorities and determines compliance with district, state and federal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines where and why barriers to social capital and institutional support exist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Mentor Resource Guide

Description of Relational Leader Competencies	Not Accomplished	Somewhat Accomplished	Fully Accomplished
Determines how to analyze the extent of diversity in the school based on ethnicity, gender, economic background, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines how resources and strategies in the school community are used for addressing the overall well-being of each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds relationships with students and establishes high expectations for behavior and learning to promote a positive culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies structures for students and staff to share feedback and provide input on the present level of equity, respect and understanding for each student's culture and context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intentionally and ethically interacts with staff by being visible, accessible and approachable and creating opportunities for staff to make decisions that positively impact the learning culture for all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes the culture of support and respect among staff and determines strengths and opportunities for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies potential teacher leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intentionally creates formal and informal opportunities to interact with all families in the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies diverse stakeholder groups within the community and creates opportunities for engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of Innovative Leader Competencies	Not Accomplished	Somewhat Accomplished	Fully Accomplished
Observes and gathers knowledge, skills and best practices relevant to teaching and learning in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in diverse professional networks to expand relationships and generate avenues for new knowledge and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins reflecting on experiences of being a new principal, personal strengths and weaknesses and takes some action to grow and develop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates receptivity and generates a plan for receiving constructive feedback from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins applying time management practices to allow focus on the school's highest priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts in accordance with the belief that a principal's primary role is to promote student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explores existing circumstances related to student learning and considers possible areas for change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates plans or ideas to identify institutional biases of marginalized students, deficit-based schooling, and low expectations associated with race, culture, language, gender, sexual orientation, disability or special status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MLDS Mentor Standards

Adapted from NAESP Mentor Competencies (n.d.)

Standard One

An effective mentor models and sets high expectations for self-development through active engagement in high-quality professional growth opportunities.

KNOWLEDGE

- Possesses knowledge of a variety of regional and statewide professional learning and networking opportunities

SKILLS

- Supports new school leader in identifying learning opportunities that align to own needs
- Demonstrates ability to reflect upon and transfer new learning to own practice/school setting

ATTITUDES & BEHAVIORS

- Models engagement in regional and/or statewide professional learning opportunities
- Models deep engagement in MLDS Emerging Level competency learning
- Promotes mentee engagement in professional learning, including furthering MLDS engagement across levels

Standard Two

An effective mentor has knowledge of and utilizes mentoring and coaching best practices.

KNOWLEDGE

- Recognizes the difference between mentoring and coaching, as well as effective uses for both
- Understands principles and practices of adult learning theory

SKILLS

- Employs effective communication strategies across mediums
- Uses a variety of questioning techniques to facilitate reflection and development
- Encourages exploration of alternate perspectives to foster understanding

ATTITUDES & BEHAVIORS

- Models commitment to the development of others
- Uses active listening strategies to drive feedback and coaching conversations

Standard Three

An effective mentor is active in instructional leadership.

KNOWLEDGE

- Understands what constitutes research-based instruction and guaranteed and viable curriculum
- Understands the three big ideas of a professional learning community: Focus on Learning, Build a Collaborative Culture, Focus on Results

SKILLS

- Supports new school leader's understanding and development of effective professional learning practices:
 - Conducting relevant and meaningful building needs assessments
 - Planning for high-quality professional learning activities based on needs
 - Implementing processes to monitor teacher and student learning growth
 - Facilitating teacher collaboration focused on student learning

ATTITUDES & BEHAVIORS

- Models engagement in lead learning opportunities focused on instructional leadership
- Models (or has experience) cultivating a culture that is focused on student learning
- Exhibits a credibility when it comes to research-based instructional practice

MLDS Mentor Standards

Adapted from NAESP Mentor Competencies (n.d.)

Standard Four

An effective mentor respects confidentiality and a code of ethics in the mentor protégé relationship.

KNOWLEDGE

- Understands the importance of confidentiality in a mentor/mentee relationship

SKILLS

- Establishes trusting relationships that honor each individual's dignity
- Collaborates to co-create personalized development goals, plans, and strategies

ATTITUDES & BEHAVIORS

- Leads with a strong moral and ethical compass
- Maintains professionalism in all aspects of his/her role (integrity, accountability, transparency, and respect)

Standard Five

An effective mentor contributes to the continuous improvement of MLDS principal mentoring.

KNOWLEDGE

- Holds deep knowledge of MLDS Emerging level competencies and learning experiences
- Possesses knowledge in skillful mentoring and coaching practices

SKILLS

- Applies needs assessment processes to determine timely and responsive mentoring services across program
- Applies a Plan-Do-Study-Act approach to mentoring (using data to identify needs, setting mentoring goals, providing guided support, analysis and reflection of growth)

ATTITUDES & BEHAVIORS

- Demonstrates a serious investment into the cause of mentoring
- Exhibits a desire to contribute to continuous improvement in programming

Standard Six

An effective mentor fosters a culture that promotes formal and informal mentoring relationships.

KNOWLEDGE

- Stays abreast of a variety of media and platforms (locally and nationally) to foster ongoing professional learning and develop a robust professional network

SKILLS

- Identifies personal or community needs and draws upon network to explore/gather resources and support

ATTITUDES & BEHAVIORS

- Understands how cultural dynamics and personal differences influence relationships and experiences within any given context
- Cultivates an inclusive network of professionals who value diverse perspectives, experiences, and ideas

Questions to Prompt a New Leader's Thinking

(Aligned with the mentor standards outlined above)

Standard One

- Tell me about the professional growth opportunities you have taken advantage of since our last meeting.
- Tell me how your MLDS work has shaped your leadership thinking.
- What is one thing you have implemented or altered in the building as a result of your MLDS work?
- Tell me how your involvement in state/national/regional organizations has impacted your leadership.
- Tell me about a professional growth opportunity you want/need to take advantage of in the coming months.

Standard Two

- Tell me how you have fostered relationship building with students, staff, and faculty.
- Tell me how you are creating a reflective culture with your faculty and staff.
- Tell me the variety of ways you are communicating with faculty, staff, parents, and patrons.
- Tell me how you focus your communication with all constituents. (How do they know you are listening?)

Standard Three

- Tell me how you envision your role as an instructional leader.
- Tell me how you assess the current level of instruction in your building.
- Tell me about your level of involvement in the collaborative structure of the building.
- Tell me about the strategies you employ to provide feedback related to instruction and learning in your building.
- Tell me about next steps to enhance instruction and ensure learning for all in your building.

Standard Four

- Tell me how you project a level of professionalism to all constituents.
- Tell me how you build a culture of trust in the building.
- Tell me how you foster open and reflective conversation in the building while maintaining confidentiality.

Standard Five

- Tell me how you changed as a leader as a result of your MLDS work.
- Using the self-assessment tool, tell me areas you have shown the most growth
- Using the self-assessment tool, tell me areas you feel a need to grow.
- Tell me strategies you employ to assess needs, address needs, and evaluate programs.
- Tell me where you envision yourself three years from now.

Standard Six

- Tell me how you have created a network to support you and support others.
- Tell me about the needs you envision for you and for the building and community.
- Tell me how you use social media to grow your school.
- Tell me how you respect and value the diversity of your community.

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