

Southeastern Louisiana University
Master of Education Degree Program in Educational Leadership
Mentor Information

The information requested below is used (1) to meet the accreditation requirements of the state and national accreditation agencies for our programs and (2) as part of the accreditation process, to enable the candidate to document field experience hours in Pass-Port, an electronic portfolio system. Thank you for your cooperation.

Name of Mentor: _____

E-mail: _____

Name of Candidate(s): _____

Parish: _____ School: _____ Grade Levels _____

Gender: Male Female

Race:

- | | |
|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> Not Reported |
| <input type="checkbox"/> Black, Non-Hispanic | <input type="checkbox"/> White, Non-Hispanic |
| <input type="checkbox"/> Foreign/Non-Resident | |

Fluent in Multiple Languages: Yes No

Highest Degree Earned: Masters Specialist Doctorate

University Attended for Highest Degree Earned: _____

Certification(s): Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Principal - K-12 | <input type="checkbox"/> Supervisor of Instruction |
| <input type="checkbox"/> Elementary | <input type="checkbox"/> Child Welfare and Attendance |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Superintendent |

Years of Administrative Experience: _____

How often do you use technology for administrative purposes?

- | | |
|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Monthly |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> Annually |

To what extent do you address issues of diversity?

- Rarely
 Occasionally
 Frequently

To what extent do you have school activities for diverse populations?

- | | |
|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Monthly |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> Annually |

Have you

- Completed LTAAP Assessor Training Completed LTAAP Mentor Training

Please check the leadership organizations of which you are a member.

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> AASA | <input type="checkbox"/> NAESP |
| <input type="checkbox"/> ASCD | <input type="checkbox"/> NASSP |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

I am willing to: Attend Mentor Training Serve as a guest lecturer

Please return this form to:

Dr. Evan Mense
Director : Master's Degree Program in Educational Leadership
Dept. of Educational Leadership & Technology
Southeastern Louisiana University
SLU 10549
Hammond, LA 70402
985.549-3913
evan.mense@selu.edu

Educational Leader Mentoring Program

Southeastern Louisiana University

Statement of Purpose:

The purposes of establishing a mentoring program as part of a comprehensive school leader preparation program are:

1. To provide and support a relationship that “stresses a holistic approach to adult learning and encourages aspiring school leader candidates to grow professionally as well as personally” in order to provide a quality education for Louisiana’s students.
2. To help school leader candidates gain professional success and personal satisfaction through the development of an honest and open mentor/school leader candidate relationship, built around field experiences supporting Louisiana Standards.

Definitions:

Mentoring: A process in which experienced administrators coach, collaborate, and consult with individuals aspiring to a position in school administration

Mentor: A school leader in an administrative position (or retired administrator) who is active, dynamic, visionary, knowledgeable, and skilled; who has a committed philosophy to education; who guides others to be similarly active and dynamic.

School Leader: A school administrator an/or one certified and holding an administrative position

Teacher Leader: An individual, aspiring to school leadership, enrolled in a Master of Education Degree Program in School Leadership and engaged in an on-going relationship with a mentor to assure successful understanding of school leadership.

Goals of the Mentoring Program:

Through a carefully defined, implemented, and evaluated mentoring program, Southeastern Louisiana University anticipates significant positive outcomes for participants, school leader candidates and mentors. To achieve these outcomes, the following goals have been established:

1. Participants will gain enhanced confidence and competence as teacher leaders.
2. Professional growth and development will be individualized and flexible to support the learning and needs of those involved.
3. Participants will develop enhanced networks and professional relationships.

The Program:

The success of an effective mentoring program depends on several factors. Developing strong relationships takes time and requires a long-term commitment from the mentor and school leader candidate as well as substantial support from the school district. In addition to developing a mentor/school leader candidate relationship, the mentor must simultaneously help the school leader candidate succeed and help the school leader candidate recognize ways to improve. Participants committed to such relationships recognize the benefits of shared professional and personal growth and development. Furthermore, successful mentoring programs support reflective practices that evaluate the effectiveness of professional development and the mentoring relationship to assure a quality education for all students. In recognition of these best practices, the mentoring program will require:

1. A formal commitment by participants of at least one year.
2. Local district support and commitment consisting of:
 - a. A belief in the importance of mentoring as part of field based activities;
 - b. Release time necessary for regular meetings between the mentor and school leader candidate and effective professional development and reflection;
 - c. Recognition of the confidential nature of the relationship between the mentor and school leader candidate. Information will not be available to a third party without the school leader candidate’s permission.

3. A process through which mentoring candidates are selected and matched to school leader candidates to ensure the greatest potential for developing positive relationships. The process may include:
 - a. Opportunities for the school leader candidates to nominate a mentor;
 - b. Matching based on individual mentor and school leader candidate philosophies;
 - c. Mentors should be instructional leaders who have successful experience with schools similar to the school leader candidate and whose school is sufficiently strong so that it will not suffer as a result of the time and energy spent by the mentor.
4. Training for both mentor and school leader candidate consisting of:
 - a. Professional development for mentors consists of learning and practicing a variety of basic coaching skills including: trust building, listening, questioning, problem solving, assessment, and goal setting;
 - b. Common professional development for mentor and school leader candidate linked to Louisiana Leadership Standards.

Characteristics of Effective Mentors:

1. Mentors should have experience as a practicing school administrators, and their peers and others have generally regard them as being effective.
2. Mentors must demonstrate generally accepted positive leadership qualities such as:
 - a. Intelligence;
 - b. Good oral and written skills;
 - c. A capacity to understand the messages of the past as a guide;
 - d. Acceptance of multiple alternative solutions to complex problems;
 - e. Clarity of vision and ability to share that vision with others.
3. Mentors ask the right questions of school leader candidate rather than providing the right answers all the time.
4. Mentors must accept an alternate way of doing things and should avoid the tendency to tell school leader candidates that the way to do something is “The way I used to do it.”
5. Mentors should express the desire to see people go beyond their present levels of performance – even if it might mean that the school leader candidates are able to do some things better than the mentors can.
6. Mentors model the principles of continuous learning and reflection.
7. Mentors must exhibit the awareness of the political and social realities of life in at least one school district – they must know the real way to get things done.
8. In addition to the above, they typically demonstrate:
 - a. Enthusiasm that is sincere and convincing;
 - b. The ability to communicate to others a clear picture of personal attitudes, values, and ethical standards;
 - c. The ability to communicate in sensitive ways the type of feedback that is needed regarding another person’s progress towards desirable goals;
 - d. The ability to listen to colleague’s ideas, doubts, and concerns;
 - e. A caring attitude and belief in their colleague’s potential flexibility and sense of humor.

Responsibilities of the Mentor:

1. Reflecting the school leader candidate’s needs and facilitating his/her work are the essential tasks of the mentor. Mentors will assist the school leader candidate in the development of an action plan that will eventually detail the work of the mentoring program.
2. A structure needs to be provided to ensure the success of the mentoring program. A written action plan should be developed early in the relationship between the mentor, school leader candidate and the university representative. The plan will contain:
 - a. Identification of goals;
 - b. Specific objectives;
 - c. Activities that will assist in reaching the stated goals and objectives. These activities include the observation of the school leader candidate engaged in real work that will allow for targeted coaching.
 - d. Assessment tools and process to identify whether or not the goals and objectives have been accomplished.