

## Principal Mentoring Program Standards

Standards:

1. Mentee Recruitment & Enrollment
2. Mentor Recruitment & Selection
3. Mentor Training
4. Mentor / Mentee Matching
5. Mentoring Process Model
6. Continuous Improvement Process
7. District Partnership

<b>Mentee Recruitment &amp; Enrollment</b>	<p>A range of recruitment strategies (such as social media and email) are employed to ensure all eligible candidates are aware of the program.</p> <p>The program provides potential mentees with sufficient information to decide whether to enroll. For example, the program might create recruitment websites and materials that describe:</p> <ul style="list-style-type: none"> <li>● Clear guidelines for program eligibility;</li> <li>● Services that mentors will offer, such as contact hours and elements of the mentoring process;</li> <li>● Minimum qualifications of mentors;</li> <li>● Specify matching criteria that will be used to assign mentors;</li> <li>● Duration of the mentoring program;</li> <li>● Anticipated results of the program;</li> <li>● Open application process and program contact information;</li> </ul> <p>The enrollment process is transparent and timely. Candidates are clear on their eligibility and receive timely notification of their enrollment status.</p>
<b>Mentor Recruitment &amp; Selection</b>	<p>The program creates a diverse and qualified pool of mentors. Strategies might include:</p> <ul style="list-style-type: none"> <li>● Employing mentor recruitment strategies that include public posting of the position and wide distribution of position announcements;</li> <li>● Targeting recruitment efforts to encourage diverse candidates to apply;</li> <li>● Targeting recruitment efforts to encourage candidates with high-priority skills and experience (e.g., instructional leadership, culturally responsive leadership, experience in high-EL schools or secondary schools) to apply</li> <li>● Clearly articulating rigorous and transparent mentor selection criteria. Criteria should include experience with school improvement<sup>1</sup></li> <li>● Overseeing a fair, systematic mentor selection process.</li> </ul>
<b>Mentor Training</b>	<p>The program provides (directly or indirectly) training to mentors that ensures they are aware of expectations of principals, including:</p> <ul style="list-style-type: none"> <li>● Standards for Culturally Responsive Teaching and Leading;</li> <li>● Professional Standards for Educational Leaders;</li> <li>● District performance standards;</li> <li>● The Illinois Professional School Leader Standards.</li> </ul> <p>The training ensures that mentors are prepared to implement the program's defined mentoring process. For example, training likely would address how to:</p> <ul style="list-style-type: none"> <li>● Build trusting relationships with principals;</li> <li>● Set goals for each principals' growth using the program process;</li> <li>● Support principals in improving their practice relative to individual goals through effective feedback and mentoring techniques;</li> <li>● Support principals in accessing additional resources and expertise relative to their goals, when needed;</li> <li>● Support all principals in using culturally-responsive leadership practices.</li> </ul>

---

<sup>1</sup> [Good Principals Aren't Born--They're Mentored: Are We Investing Enough to Get the School Leaders We Need?](#), Southern Regional Education Board (SREB); 2007

<b>Mentor/ Mentee Matching</b>	<p>The program makes suitable matches based upon strategic criteria. For example, criteria might include:</p> <ul style="list-style-type: none"> <li>• Mentee self-assessed strengths and learning goals and mentor professional strengths;</li> <li>• Mentee and mentor school context (e.g., grade levels, urbanicity, student learning history);</li> <li>• Mentee and mentor locations within the state;</li> <li>• Mentor and mentee review of professional profiles.</li> </ul> <p>The program establishes clear mentor and mentee commitments. For example, they both might commit to:</p> <ul style="list-style-type: none"> <li>• Building a trusting, open, productive relationship;</li> <li>• Meeting for an intended duration and frequency of contact hours;</li> <li>• Crafting a mentoring plan to address mentee practice and career goals;</li> <li>• Reviewing and adjusting the mentoring plan based upon school and mentee needs.</li> </ul> <p>The program replaces mentors if and when needed.</p>
<b>Mentoring Model</b>	<p>The program has a distinct and clearly defined approach to mentoring that:</p> <ul style="list-style-type: none"> <li>• Defines the responsibilities of mentors<sup>2</sup>, including clear expectations about the amount of contact hours that will be provided by the mentor;</li> <li>• Builds positive relationships based on trust<sup>3</sup>;</li> <li>• Identifies and focuses on goals aligned to individual needs of mentee<sup>4</sup>, including clear processes for how needs will be identified and goals will be set;</li> <li>• Aligned to leadership standards/competencies, including Professional Standards of Educational Leaders, the Illinois Principal Performance Evaluation Standards<sup>5</sup>, and the Culturally Responsive Teaching and Learning Standards;</li> <li>• Provides mentees with feedback on practice that is actionable, confidential, and timely<sup>6</sup>; and</li> <li>• Clearly defines mentoring session routines, such as clear objectives, agendas and next steps.</li> </ul>
<b>Continuous Improvement Process</b>	<p>The program has clear strategies to evaluate and improve program components, including: mentee recruitment, mentor recruitment and selection, matching, mentoring tools and processes, and mentor supervision/support.<sup>7</sup> The program collects data to determine whether program components were implemented as intended and has processes to inform improvement.</p> <p>The program has systems to iteratively improve the effectiveness of individual mentor/mentee interactions. The program monitors mentoring dosage and delivery (e.g., through mentoring logs or similar tools) and has systems for collecting feedback from mentees and district partners. This information is used to continuously improve and tailor mentoring to address individual needs of principals.</p> <p>The program provides access to program monitoring and evaluation data to program staff, mentors, and mentees.</p>
<b>District Partnership</b>	<p>The program collaborates with mentee districts to ensure that:</p> <ul style="list-style-type: none"> <li>• Districts are aware of programs and individual mentors working with their principals, Districts are also aware of the program components and types of supports their principals are being provided;</li> <li>• Districts protect time and encourage principals to participate in mentoring meetings and tasks;</li> <li>• District leaders work collaboratively with mentors to understand and address conditions hindering principal success;</li> <li>• Districts have an opportunity to provide programs with feedback on mentoring supports.</li> </ul> <p>The program procures a written district commitment to mentoring program participation and support.</p>

<sup>2</sup> [Good Principals Aren't Born--They're Mentored: Are We Investing Enough to Get the School Leaders We Need?](#), Southern Regional Education Board (SREB), 2007

<sup>3</sup> [Blended Coaching: Skills and Strategies to Support Principal Development](#), [Impact Coaching: Scaling Instructional Leadership](#), [Evoking Greatness: Coaching to Bring Out the Best in Educational Leaders](#)

<sup>4</sup> [Making the Case for Principal Mentoring](#), The Education Alliance at Brown University & National Association of Elementary School Principals (NAESP), 2003

<sup>5</sup> [Good Principals Aren't Born--They're Mentored: Are We Investing Enough to Get the School Leaders We Need?](#), Southern Regional Education Board (SREB), 2007

<sup>6</sup> [Making the Case for Principal Mentoring](#), The Education Alliance at Brown University & National Association of Elementary School Principals (NAESP), 2003

<sup>7</sup> Dubois, D. L., Holloway, B. E., Valentine, J. C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30(2), 157–197.