

Kennedy Principal Fellows Standards for Mentor Principals

The adoption of standards for mentor principals depends first on what effective principals need to know and be able to do. The Standards and Training subcommittee recognizes that all good principals are not effective mentors; however, effective mentors must be successful principals. Toward that end, we have endorsed the Interstate School Leaders Licensure Consortium (ISLLC Standards), and the components of each, as the primary measure of effective mentor principals. Since aspiring and new principals are being assessed based on the ISLLC standards, the mentors should be held to the same expectation.

ISLLC Standards

Instructional Leadership 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.

- developing the vision
- communicating the vision
- implementing the vision
- monitoring and evaluating the vision

School Culture A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- valuing students and staff
- developing and sustaining the culture
- ensuring an inclusive culture
- monitoring and evaluating the culture

Management A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

- making management decisions to ensure successful teaching and learning
- developing procedures to ensure successful teaching and learning
- allocating resources to ensure successful teaching and learning
- creating a safe, healthy environment to ensure successful teaching and learning

Families and Community A school administrator is an educational leader who promotes the success of all students by collaborating with all families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- understanding community needs

- involving members of the community
- providing opportunities for the community and school to serve each other
- understanding and valuing diversity

Integrity and Ethics A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- developing a personal and professional code of ethics
- understanding one's impact on the school and community
- respecting the rights and dignity of all
- inspiring integrity and ethical behavior in others

Political and Legal A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

- operating schools on behalf of students and families
- communicating changes in environment to stakeholders
- working within policies, laws, and regulations
- communicating with decision-makers outside the school community

The Standards and Training subcommittee believes that there are qualities of effective mentor leaders that extend beyond the ISLLC Standards. As a result, we developed and adopted these additional standards for mentor principals. Sources used to help develop these additional standards include: *Leaders Helping Leaders: A Practical Guide to Administrative Mentoring* (Daresh), *The School Administrator Internship Handbook* (Capasso and Daresh) and *The Mentor's Guide: Facilitating Effective Learning Relationships* (Zachary).

Mentor Standards

1) A mentor principal is an effective leader who engages in reflective practices and provides thoughtful, candid and constructive feedback in a manner that supports individual mentee learning. The mentor must be organized and have the ability to assess the mentee's strengths and needs in thoughtful ways and target opportunities for growth. A mentor must:

- Be able to step back, evaluate, process, assess and articulate mentee learning and consider the implications of that learning for future action.
- Provide timely feedback. Make it usable and realistic. Offer concrete practical steps and options. Ask thoughtful questions without solving the problem.
- Have the ability and be willing to spend the time necessary to provide regular face-to-face contact and written reflections and assessments.

2) A mentor principal is an educational leader who builds and maintains a learning relationship with an individual mentee that involves respect, trust, support, and effective communication. A mentor must:

- Take the time to establish guidelines and protocols for effective communication (i.e. relationship ground rules, confidentiality safeguards, boundaries)
- Identify and use multiple venues for communication.
- Set a regular meeting schedule.
- Provide appropriate, relevant, and adequate support and assistance to facilitate effective learning.

3) A mentor principal is an educational leader who allows the mentee to assume a real leadership role, that is, make independent decisions, and own the responsibility for the results. A mentor must:

- Have the ability to share the work of implementing a personal and school vision.
- Provide mentees with every opportunity to be involved in and take a leadership role in all decision-making
- Accept that there are multiple alternative solutions not just one right way... the mentor's.

4) A mentor principal is an educational leader who has passion for learning and believes that mentoring is a mutually enhancing professional development opportunity in which both partners benefit. A mentor must:

- Recognize that mentoring is a vehicle for job enhancement, professional development and personal satisfaction.
- Model the principles of continuous learning and reflection.
- Understand that reading books, attending conferences and participating in institutes together provide valuable learning opportunities for both.
- Gain a renewed enthusiasm for the principalship and leadership in general.
- Provide mentee with information about professional development opportunities and introduce mentee into professional networks.

5) A mentor principal is an educational leader who displays emotional maturity as evidenced by personal and professional interactions both with mentees and the school community. A mentor must:

- Make sure the mentee is introduced to and seen by faculty as a principal in training (or co-principal).
- Make sure the mentee's work is showcased for the school, district and the school community at large.
- Possess high standards and expectations for own abilities and that of colleagues.
- Have confidence in own abilities.
- Understand own strengths and weaknesses
- Take pride in seeing mentees grow and learn, even when they are able to do some things better than the mentor.
- Have a well-developed sense of humor.