

ALABAMA NEW PRINCIPAL MENTORING PROGRAM MANUAL

Alabama Principal Leadership Development System

ACKNOWLEDGEMENTS

The Alabama New Principal Mentoring Program was developed through a partnership between the Council for Leaders in Alabama Schools (CLAS) and the Alabama State Department of Education (ALSDE) to provide all new principals in the state with one-on-one mentoring support from a trained mentor and meet the requirements of the *School Principal Leadership and Mentoring Act (Act 2023-340)*.

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PURPOSE OF PROGRAM MANUAL

The purpose of the Alabama New Principal Mentoring Program Manual is to provide program participants with an overview of the state mentoring program that was created in accordance with the *School Principal Leadership and Mentoring Act (Act 2023-340)* for public school principals who are new to the principalship. The Manual is also intended to provide clarity and transparency regarding the state mentoring program for other interested stakeholders (e.g., superintendents, principal supervisors).

SCHOOL PRINCIPAL LEADERSHIP AND MENTORING ACT (ACT 2023-340)

The *School Principal Leadership and Mentoring Act (Act 2023-340)* was signed into law in June 2023 to:

1. Create and implement the Alabama Principal Leadership Development System for public K-12 education
2. Provide for the creation and implementation of a mentoring program for new principals and a continuing professional learning program for principals and assistant principals
3. Provide annual stipends for principals and assistant principals who satisfactorily complete the program requirements of the Alabama Principal Leadership Development System

ALABAMA PRINCIPAL LEADERSHIP DEVELOPMENT SYSTEM (APLDS)

The Alabama Principal Leadership Development System is a comprehensive system of learning and support for school administrators' leadership development.

Program Vision

Every school is equipped with an effective leader who successfully participates in and engages with the Alabama Principal Leadership Development System.

Program Mission

The Alabama Principal Leadership Development System empowers district and school leaders through comprehensive support to enhance visionary, instructional, managerial and operational, relational, and innovative leadership to increase student achievement, growth, and school climate.

Program Measures of Success

- Principal Retention
- School Climate
- Student Outcomes (Achievement, Growth)

Program Components

- Alabama Standards for School Leadership
- Alabama Principal Leadership Framework
- School Leadership Evaluation System
- High-Quality Professional Learning
- Alabama New Principal Mentoring Program
- Alabama Leadership Academy

ALABAMA NEW PRINCIPAL MENTORING PROGRAM (ANPMP)

As a component of APLDS, the Alabama New Principal Mentoring Program provides a long-term relationship between a new principal mentee, or protégé, and a trained principal mentor who fosters their professional, academic, and personal development.

Why Mentorship for Alabama’s New Principals?

Alabama believes that all children will achieve their full potential. *Alabama Achieves: A New Plan for a New Decade* (ALSDE, 2020) is the strategic plan that unites the work of the Alabama State Department of Education and all stakeholders around this effort. Alabama State Superintendent of Education Dr. Eric Mackey states:

Every Child, Every Chance, Every Day is not only our department’s motto, but a guiding philosophy about the work that we undertake on behalf of the 725,000 children who cross the thresholds into public schools every day. The state’s guiding philosophy is that ***every child*** should be afforded every chance to succeed in school and, thus, make wise choices every day leading to success in career, family, and life after high school. Indeed, from the first day of kindergarten, all that we do in K-12 schools is designed to empower students through education, to open new opportunities and widen horizons, and, ultimately, to help them to use knowledge and experience to make wise decisions. Alabama’s aspiration is that with support, all children will seize the opportunities, rise to the challenges, and overcome any barriers in their way. (p. 4)

To support students and raise achievement for all, it is necessary to support school administrators as they continuously develop and deepen their knowledge, skills, and practices. Mentorship is an integral component in growing principals as effective school leaders (Ongek, 2016). As adult learners, principals will use their unique lived experiences as frames of reference in the learning process, and those frames are intertwined into personal and professional domains (Mezirow, 1997). It is the job of mentors, through the mentoring process, to support and bring out the best of both domains in the mentee. The Alabama New Principal Mentoring Program (ANPMP) is designed with a unique approach specific to the needs of Alabama’s new principals and encourages the longevity of strong leadership in every school through mentorship as a foundational means of support. Through the state program, Alabama is advancing mentoring for new principals to increase school administrator effectiveness, school climate, and student outcomes in K-12 school districts.

Alabama Mentoring Constellations

The Alabama New Principal Mentoring Program (ANPMP) is designed to support mentoring constellations for our state's school principals. The ANPMP is tasked with developing and implementing the system for new principals (e.g., years one and two), but principal leadership development changes over time with the development of relationships. Thus, a constellation of mentoring relationships can shape the principal's career. The ANPMP mentoring constellation has created a quality-driven mentor program while recognizing that mentees need to be encouraged to develop an entire range of developmental networks (Mullen & Klimaitis, 2021). The connections become a scaffolded approach to a lifetime of personal and professional development. The constellation model offers more opportunities for new principals to embark on organic mentoring relationships that can immensely benefit their professional careers and their personal growth and development.

What is Mentoring?

Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee, and a more experienced individual, known as a mentor (Mertz, 2004). Mentoring is "a long-term relationship between a new principal mentee and a trained principal mentor that fosters the professional, academic, or personal development of the principal mentee" (Ala. Code § 16-61-2). Mentors must be confidants of the mentee and are expected to support the mentee's growth (Donaldson et al., 2000; Mullen & Klimaitis, 2021; Zachary & Fain, 2022). Mentoring is deeply rooted in effective adult learning theory (McGowan et al., 2007; Knowles, 1996) and is based on the mentee's needs (Searby, 2014). It may involve skills and behaviors transferable to many of life's situations and contexts. In other words, the mentoring relationship prepares mentees to engage in developing skill sets throughout their careers (Searby & Brondyk, 2016). Mentoring the mentee involves building strong relationships whereby the mentor guides the mentee in career and psychosocial functions (Kram, 1985). Mentoring is non-evaluative and highly personalized. The relationship is designed to be driven by the mentee and grows over time (Searby & Brondyk, 2016).

What is Coaching?

Coaching is distinctive from mentoring (Figure 1). Coaching is short-term and focuses on specific skills and knowledge (Knight, 2011; Mullen & Kilimaitis, 2021). The relationship usually ends when specific skills and knowledge are learned because coaching is bound by time. Like mentoring, coaching is collaborative, but it is context specific. Coaching is more often focused on improving some aspect of job performance. In the case of coaching a new principal, aspects might be needed to help a principal mentee develop their mastery of critical conversations with teachers. Coaching is repeatable, and feedback is an expectation; therefore, coaching becomes like training (Viera, 2021).

The ANPMP recognizes the important functions of both mentoring and coaching. The ANPMP also notes that the two related concepts are not identical and should not be defined as the same. Mentors serve in no supervisory capacity of the principal. They are trusted allies who wish for the new principal to gain the knowledge and skills needed by that protégé to support a lifetime career as a principal and educator. Mentors encourage growth. Mentors encourage their protégés to seek other mentors. Mentors encourage their protégés to seek coaches for specific targeted goals or skills that are to be repeated over and over. It is a future-focused role meant to support the development of psychosocial and career development that can be used throughout the protégé's life.

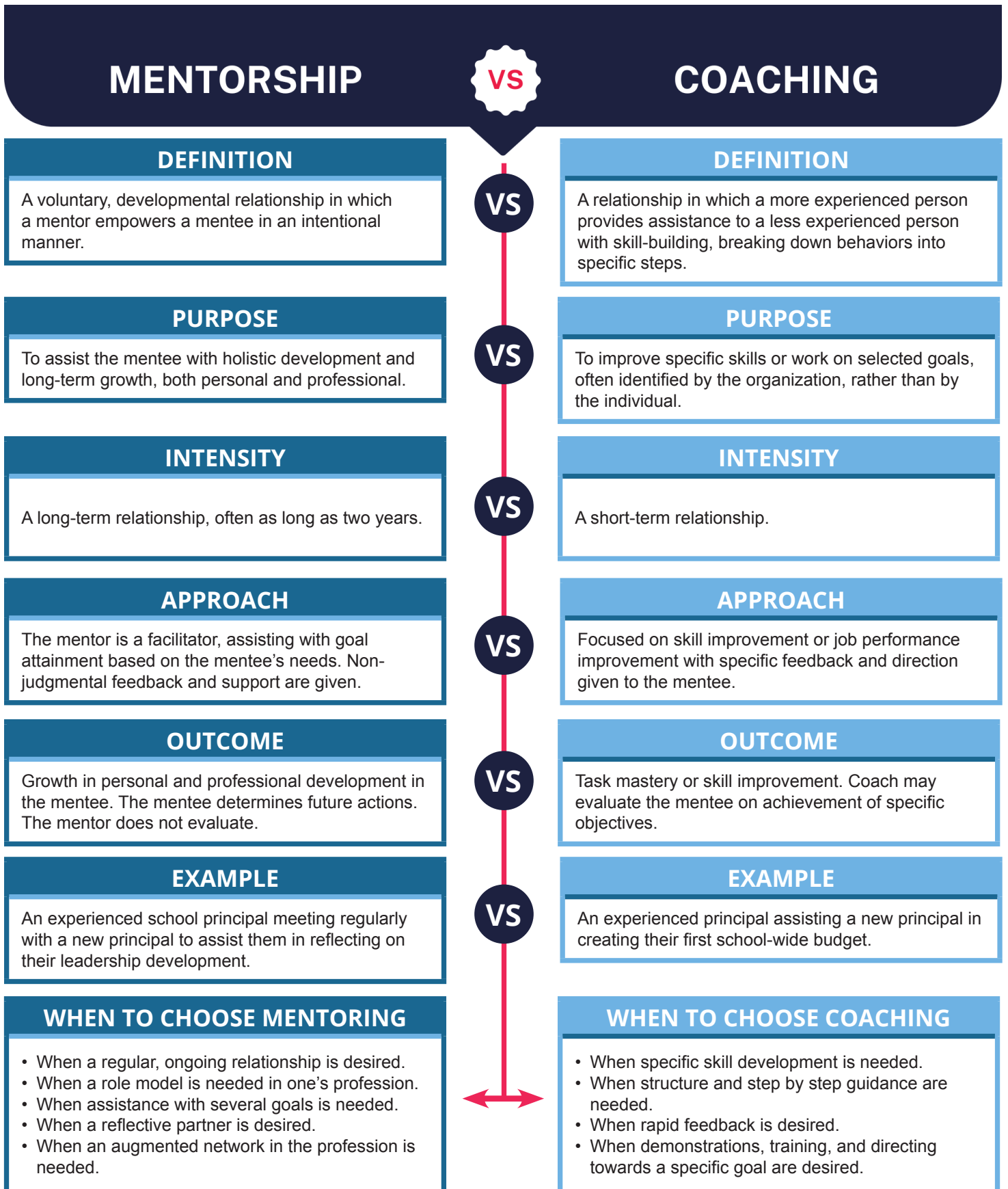


Figure 1. Mentoring vs. Coaching

CONCEPTUAL FRAMEWORK: MENTORING NEW PRINCIPALS

The Alabama New Principal Mentoring Program (ANPMP) Conceptual Framework represents the overarching goals and objectives of the *School Principal Leadership and Mentoring Act (Act 2023-340)*, using key terminology from the law, mentoring best practices, and research from the field of principal mentoring. The conceptual framework was designed to guide the development and implementation of a new principal mentoring program specifically tailored to the needs of Alabama principals.

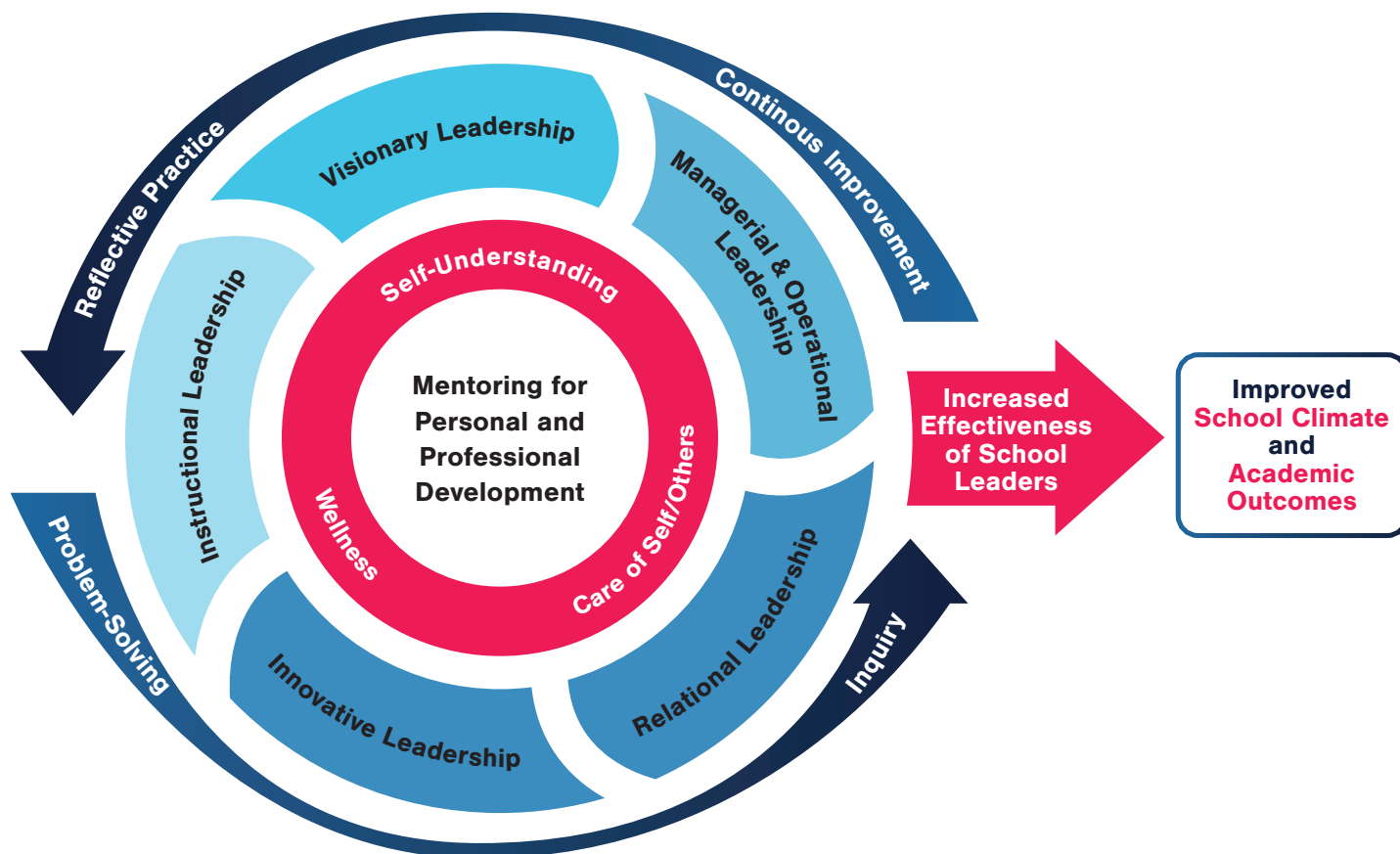


Figure 2. Alabama New Principal Mentoring Program Conceptual Framework

Mentoring for Personal and Professional Development

The inner circle of the conceptual framework describes how the mentoring of a new principal is focused on personal and professional development, two concepts that work separately, simultaneously, and consecutively to develop principals during their career (Connery & Frick, 2020). According to the *School Principal Leadership and Mentoring Act (Act 2023-340)*, mentoring “is a long-term relationship between a new principal mentee and a trained principal mentor that fosters the professional, academic, or personal development of the principal mentee.” The intention is to focus on all aspects of mentees and provide them with the most appropriate support within the context of their life as an Alabama principal. These principals have a hefty load to carry and must lead from a perspective of personal conviction and professional leadership standards (Mahfouz, 2020). Attention to both is critical for the successful development of new principals.

Mentoring for Self-Understanding, Wellness, and Care for Self and Others

Mentoring for well-being involves the care of self and others and the understanding of self and others (Ray et al., 2020). Well-being is an important concern for principals, and as leaders of the school organization, the principal must facilitate and nurture faculty, students, and stakeholders. The benefits of a mentoring for well-being approach are documented in the literature (Wheeler et al., 2024; Connery & Frick, 2020; Hollweck, 2019) and is of particular importance to individuals and collectives within school organizations. Recent literature regarding stress and burnout of teachers and administrators recognizes that these factors influence professional educators' attrition rates (Mahfouz & Richardson, 2021).

As principals grow in their careers, mentoring needs will change. Providing mentors trained in best practices throughout an administrative career has shown to be beneficial in increasing leadership effectiveness (Connery & Frick, 2020). New principals need a solid start in understanding their own well-being is directly related to the well-being of those in their charge. If new principals are challenged to model well-being practices for themselves, others will follow (Mahfouz & Richardson, 2021).

The Alabama Standards for School Leadership

The Alabama Standards for School Leadership define the nature, quality of work, and expectations that current research and best practices indicate are critical to student learning and other positive school outcomes. The Standards are organized around the 5 Domains of Principal Effectiveness with a series of indicators which elaborate the practices that are necessary to meet the Standard (see Appendices for indicators associated with each Standard). The ANPMP state mentoring program is designed to develop and deepen new principals' knowledge and skills in the different domains.



Standard 1. Visionary Leadership

Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student.



Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.



Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.



Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.



Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

Reflective Practice, Problem-Solving, and Inquiry

The outer band of the model involves the continuous improvement cycle. Continuous improvement includes three major components: 1) action research/inquiry, 2) problem-solving, and 3) reflection (Schmuck, 2006). Continuous improvement is change that takes place over time and involves a collaborative effort between the principal, faculty, and other stakeholders. The continuous improvement cycle creates ongoing learning through the action research/inquiry cycle of plan, do, study, act (Demings, 2018). The cycle is based on feedback loops and represented by arrows, which suggests that this process of change is ongoing. Through mentoring support, new principals can demonstrate that change is seen as necessary for creativity and innovation, ultimately leading to a strong school climate and improved student academic outcomes.

The ANPMP mentors and mentees will focus their work on a collection of problems of practice, including work challenges or issues that principal mentees encounter. These dilemmas may include issues with students, teachers, curriculum and instruction, or assessment. Problems of practice may be school- or district-based. As mentors and mentees work collaboratively to find solutions, they will utilize data to find solutions.

In conclusion, mentoring is an integral part of leadership development. Research suggests that personal and professional development are at the heart of principal mentoring. Mentoring relationships attend to the needs and aspirations of the principal mentee. Well-being and self-care are important areas of development for the principal mentee as well as those in their charge. The Alabama Standards for School Leadership represent the formula for what school leaders know and do. They set expectations and guidelines for effective leadership and give mentors and mentees an avenue to develop essential skills and competencies needed to guide a school organization as a culture of growth. The process for this growth is through a continuous improvement cycle that uses reflection, problem-solving, and action research. In conclusion, the ANPMP program is designed to support the implementation of the *School Principal Leadership and Mentoring Act (Act 2023-340)* with outcomes of improved principal retention, school climate, and student outcomes.

PROGRAM GOALS AND OUTCOMES

The Alabama New Principal Mentoring Program provides support for principals in the first two years of their principalship. The trained mentor has a relationship with a new principal for two years, with the goals of facilitating the mentee's growth in the following leadership domains:

- Visionary Leadership
- Instructional Leadership
- Managerial and Operational Leadership
- Relational Leadership
- Innovative Leadership

Other potential professional benefits for the mentee are those supported in the research literature (Johnson & Ridley, 2018; Ensher & Murphy, 2005) and include:

- Improved professional identity
- Greater professional competence
- Increased confidence
- Greater acceptance within the profession
- Decreased job stress and role conflict
- Overall greater satisfaction with one's career

Additionally, mentors give attention to mentees' well-being and support their resilience, leading to the following personal benefits for the mentee:

- Acceptance
- Encouragement
- Interpersonal growth
- Sponsorship
- Protection
- Self-confidence

Both the professional and personal benefits of mentoring will be realized as the mentor has specific goals for their mentoring actions which will predictably lead to observable, measurable, or reportable outcomes for the mentee. However, mentees will likely have additional goals for their leadership development and personal growth. For this reason, the mentoring relationship needs to be flexible, making mentorship both a science and an art. Although the program has five broad goals and outcomes, additional goals will be established over the two years of the mentoring relationship. The program mentors will be trained in the "science" of mentoring (evidence-based best practices), but they will also use their creativity and sensitivity to enact the "art" of mentoring.

MENTOR GOAL

MENTEE OUTCOME

The mentor builds **connection** with the mentee

1

The mentee experiences support

The mentor builds the **confidence** of the mentee

2

The mentee gains confidence

The mentor facilitates increased **competence** in the mentee

3

The mentee demonstrates growth in the 5 Domains of Principal Effectiveness

The mentor assists mentee in articulating **core values**

4

The mentee consistently exhibits leadership behaviors based on identified core values

The mentor fosters mentee's **commitment** to stay

5

The mentee determines to remain in the principalship



Mentor Goal #1: The Mentor Builds a Connection with the Mentee

Mentee Outcome #1: The Mentee Experiences Support

Mentorship is based on a RELATIONSHIP. All relationships take time to develop, and both partners play a role in creating that interpersonal comfort (Allen et al., 2005). However, the mentor's goal is to take the initiative to start to build a personal connection with the mentee. The mentor should make the first contact with the mentee to make the introduction and facilitate an understanding of what will occur over the next two years of formal mentorship. The mentor must articulate their availability and accessibility to the mentee while also discussing appropriate boundaries. The mentor establishes multiple ways of communicating with the mentee (phone calls, emails, texts, journal sharing, virtual meeting) for weekly contact but also plans for one on-site visit per month. This regular communication establishes trust.

Another trust-building behavior is the assurance the mentor gives the mentee that their conversations are confidential. Through these behaviors and more, the mentor communicates consistent care and concern for the mentee's success in school leadership; thus, the mentee experiences personal and professional support.

Program Training Modules that Address Goal: 1, 2, 3, 5

Evidence of mentor goal achievement: Weekly logs of contact with the mentee, journal summaries of topics discussed, journal responses to prompts given during program training sessions

Evidence of mentee outcome achievement: Mentee assessment of mentor at the end of each year, interim feedback to program trainers



Mentor Goal #2: The Mentor Builds the Confidence of the Mentee

Mentee Outcome #2: The Mentee Gains Confidence

This mentoring program is all about affirming the potential of a new principal. It is safe to assume that the novice will encounter many challenges for the “first time” and experience anxiety and lack of confidence in responding to them. The mentor will have many opportunities to assist the mentees in developing their potential. This can begin with identifying the mentee’s strengths through a structured activity implemented early in the relationship. Then, the mentor helps the mentee see how to build upon strengths and develop in areas where improvement is needed (Clifton & Gallup, 2020). As mentees experiment with new leadership strategies in their schools, mentors offer accurate and helpful feedback, chiefly by asking great key questions to get the mentee to self-assess. Moreover, the mentor affirms the mentee in each courageous step of developing leadership while being careful to avoid “judgementoring” (Hobson & Malderez, 2013, p. 13). Judgementoring is defined as “revealing too readily or too often his/her own judgments on or evaluations of the mentee” (Hobson & Malderez, 2013, p.13). Judgementoring also happens when a mentor is excessively directive or provides feedback before the mentee has been allowed to be self-reflective. “The result is that it inhibits the development of a safe, trusting relationship between the mentor and mentee, which is crucial to the success of mentoring” (Hobson, 2021, p. 52). Judgementoring undermines the mentee’s confidence which is why mentor program training includes tips for avoiding this behavior. The mentor program training also develops their questioning skills and how to facilitate thoughtful self-assessment among the mentees. When mentees are led through self-assessing a situation, they end up creating their own answers or solutions to a problem. That is the goal: leading mentees to gain confidence in their own ability to solve problems and effectively lead their school.

Program Training Modules that Address Goal: 1, 2, 4

Evidence of mentor goal achievement: Mentor journal entries documenting observations (with examples) of increased confidence, mentor self-reports of their acquired competence in asking 8 Types of Questions, role plays in bi-monthly training sessions

Evidence of mentee outcome achievement: Mentee assessment of mentor at the end of each year, interim feedback to program trainers, journal reflections

3

Mentor Goal #3: The Mentor Facilitates Increased Competence in the Mentee**Mentee Outcome #3: The Mentee Demonstrates Growth in the 5 Domains of Principal Effectiveness outlined in the Alabama Standards for School Leadership**

The mentoring program exists to support the growth of new principals' competencies, including developing and deepening their knowledge and skills in the 5 Domains of Principal Effectiveness outlined in the Alabama Standards for School Leadership. This happens as the mentor and mentee co-create learning experiences, chiefly based in the mentee's school. Mentees share their goals with their mentor, and together, they devise strategies to work toward achieving those goals. Through the mentor training, the mentors learn how to ask guiding, open-ended, and probing questions that facilitate the mentees solving their own leadership dilemmas. Mentors acknowledge that mentees already possess emerging leadership skills and intuitive ideas on what would be good for their school but occasionally need guidance or a menu of additional strategies to try. This may require the mentor to change hats from "mentor" to "coach" at times because the mentor has years of experience that can benefit the mentee.

The mentor and mentee mutually decide on the evidence of growth for each goal that is set. As various strategies are implemented and new leadership behaviors are "tried on" by the new principal, the mentor observes, listens, and offers feedback, noting specific ways the new principal exhibits increased competence. Due to the two-year structure of the mentoring program, there are ample opportunities to monitor the growth of the mentee's leadership capacity.

The mentor is encouraged to guide the mentee in leading an action research project, change initiative, or school-based inquiry, which leads to student academic growth or school climate improvement. Every principal needs to be well-versed in leading (and coping) with change because schools are VUCA environments - volatile, uncertain, complex, and ambiguous (Bennis & Nanus, 2007). There will be changes yearly, mandated by district and state initiatives, but there will also be changes to deal with every time the principal enters the school's front door. A changing environment needs an agile leader. This leader can uncover employee strengths, use insights to transition into the school's intended change, and employ strategies to return the school to equilibrium after a change. The mentor is asked to facilitate the growth of these competencies in the mentee and the 5 Domains of Principal Effectiveness.

Program Training Modules that Address Goal: 5, 6, 7, two bi-monthly training sessions

Evidence of mentor goal achievement: Mentor journal entries documenting observations (with examples) of increased mentee competence in each of the 5 Domains, description of school-based action research project notes on monitoring progress, pre- and post-School Culture/Climate Survey comparison

Evidence of mentee outcome achievement: Mentee review of their Professional Learning Plan (PLP) at the end of the year with written reflection notes of what was achieved toward the goals, executive summary of the action research project, pre- and post-School Culture/Climate Survey comparison, student achievement and growth data, pre- and post-5 Domains of Principal Effectiveness Self-Assessment comparison.



Mentor Goal #4: The Mentor Assists the Mentee in Articulating Core Values

Mentee Outcome #4: The Mentee Consistently Exhibits Leadership Behaviors Based on Identified Core Values

One stated purpose of the new principal mentor program in the *School Principal Leadership and Mentoring Act (Act 2023-340)* is “to guide new principals in defining and articulating core values.” When leaders identify and align their core values with their daily work, the work makes sense and has meaning. Core values are those essential beliefs by which a person measures his/her personal and professional life and leadership effectiveness. Core values are moral imperatives that a leader is unwilling to compromise. When leaders align their daily work with their personal and professional values, they are true to themselves. How do leaders bring these values to their everyday work?

The first step is to go through an intentional process of identifying one’s core values. Program mentors lead new principals in identifying what they value in several categories such as instruction, school climate/culture, relationships, family, self-care, community relations, etc. Then, the mentor leads the mentee in determining how those values are communicated, enacted, or observed daily. The next step is identifying where there might be gaps between the held value and evidence of it in leadership behaviors. Lastly, mentors assist the new principals in making a plan to make the core values more visible, observable, and known to those they lead.

Program Training Modules that Address Goal: 2

Evidence of mentor goal achievement: Mentor journal entries documenting (with examples) the principal’s identified core values, journal entry on how the mentee is demonstrating alignment of core values with leadership behaviors

Evidence of mentee outcome achievement: Mentee’s core value alignment chart, mentee’s own journal documentation of leadership behaviors that align with identified core values

5

Mentor Goal #5: The Mentor Fosters Mentee's Commitment to Stay**Mentee Outcome #5: The Mentee Determines to Remain in the Principalship**

One measure of success for the overall Alabama Principal Leadership Development System (APLDS) program is principal retention. Emerging concerns about increased stresses placed on today's principals point to the need for Alabama's principal mentoring program. Unrelenting stress can take a great toll on a leader, and new principal mentoring is one strategy to strengthen the ability of new leaders to handle the stressors they are likely to face. Moreover, if the stress of the position is one of the chief causes of principal attrition, then supporting the new principal for attending to their well-being and leadership development may result in increased retention rates. Indeed, mentoring research literature confirms that one of the chief reasons organizations have mentoring programs is to retain quality employees (Ensher & Murphy, 2005).

Another aspect of fostering commitment and staying power in the new principal is establishing connections to others in administration. A robust professional network can be an ongoing resource for support and encouragement. Mentors can facilitate this by introducing the new principal to people who might assist the mentee in reaching identified goals, thus growing their professional network, or mentoring constellation. The two-year mentoring program will ultimately serve as an element of continued professional growth for the mentee, with the goal that the mentee will always continue with a commitment to growth. Evidence of growth in competency may result in the flourishing mentored principal supporting another new principal through mentorship. The expected outcome of these activities and relationships is that the new principal develops "staying power" in the profession and does not become a 5-year dropout statistic.

Program Training Modules that Address Goal: 2, 3, 4, bi-monthly training sessions focused on well-being checkup

Evidence of mentor goal achievement: Mentor journal entries documenting observations (with examples) of mentee's well-being and goals set in that area, journal entry on how mentor facilitates connections to others for the mentee

Evidence of mentee outcome achievement: Pre- and post-PERMA Profile Self-Assessment on well-being; pre- and post-Leadership-Resilience Inventory, reflective journal entries from a prompt on well-being topics

CODE OF ETHICS FOR NEW PRINCIPAL MENTORS

Purpose

The primary goal of the Alabama New Principal Mentoring Program (ANPMP) is to assist beginning principals in making a successful transition into school administration, leading to increased effectiveness and retention in the position. Mentoring is the cornerstone of the program; therefore, the mentor's conduct and the integrity of the mentor/protégé relationship are of the utmost importance in the success of the ANPMP. The purpose of the Mentor Code of Ethics is to clarify ethical responsibilities and standards of accountability for the mentor and clarify the proper role and function of the mentor.

Respect

- I will respect the protégé's integrity and individuality.
- I will provide services in a nondiscriminatory manner.
- I will show sensitive regard for the protégé's moral, social, and religious standards and avoid imposing my beliefs.
- I will ensure that the protégé retains full freedom of choice and decision in their own school.
- My main concern is the protégé's personal and professional growth and welfare.

Confidentiality

- I will respect the rules of confidentiality regarding the mentor/protégé relationship.
- I shall disclose confidential information about the protégé only when a compelling professional purpose is served or when required by law to prevent a clear and immediate danger to someone. Compelling professional purpose can be defined as anything that severely threatens another's emotional well-being.
- I will respect the protégé's privacy and confidentiality and refrain from disclosing information about the protégé to colleagues and superiors.
- I will take precautions to ensure that records, reports, and correspondence relating to the protégé are secure from public inspection and not shared inappropriately.

Power/Gain

- I will not use the relationship with my protégé to private advantage.
- I will not view my role as having "power over" my protégé.

Competence

- I will mentor my mentee with the goal of supporting the development of their leadership aligned with the Alabama Standards for School Leadership.
- I will participate in continuing education to keep informed of current best practices in mentoring and leadership.

Relationship

- I will establish and maintain appropriate professional relationship boundaries.
- I will avoid a dual relationship (e.g., business or intimate) with the protégé that could impair professional judgment, compromise the integrity of the mentoring program, and/or use the relationship for personal gain.
- I will always be mindful of the importance of serving as a role model and acting as an advocate for the new principal.

Termination of Relationship

I will not abandon or neglect my protégé. If I am unable or unwilling to serve as their mentor, I will ask the CLAS Mentor Coordinator to make every reasonable effort to select another mentor and facilitate a smooth transition to the new mentor.

Representative of the Alabama State Department of Education

It is the Mission of the Alabama State Department of Education to be an agency of innovation, creativity, service, and accountability in order to support local schools and school systems as they undertake the important work of educating children in communities across this state.

I understand that I am a representative of the ALSDE and should always attempt to fulfill its mission and reflect the values and standards for which it stands.

Relationship with School District

I understand that I should always attempt to support the mission of the local school district(s) where I serve and will be committed to excellence in leadership.

Conflict of Interest

I will not have an evaluative relationship with the protégé. Serving in an evaluative capacity could compromise the trusting relationship.

Adapted from the Code of Ethics for the Alabama New Teacher Mentor Program (ALSDE) for use in the context of the Alabama New Principal Mentoring Program

Mentor Signature: _____

Date: _____

CODE OF ETHICS FOR NEW PRINCIPAL MENTEES

Purpose

The primary goal of the Alabama New Principal Mentoring Program (ANPMP) is to assist beginning principals in making a successful transition into school administration, leading to increased effectiveness and retention in the position. Mentoring is the cornerstone of the program: therefore, the conduct of the mentor and protégé and the integrity of the mentor/protégé relationship are of the utmost importance in the success of the ANPMP. The purpose of the Mentee Code of Ethics is to clarify ethical responsibilities and standards of accountability for the mentee and clarify the proper role and function of the mentee.

Respect

- I will respect my mentor's integrity and individuality.
- I will show sensitive regard for my mentor's moral, social, and religious standards, as my mentor will show regard for mine.
- I will respect my mentor's time and abide by our mutually agreed upon time boundaries.

Confidentiality

- I will respect the rules of confidentiality with regard to the mentor/protégé relationship.
- I shall disclose confidential information to my mentor only when a compelling professional purpose is served or when required by law to prevent a clear and immediate danger to someone. Compelling professional purpose can be defined as anything that severely threatens another's emotional well-being.
- I will respect my mentor's privacy and confidentiality and refrain from disclosing information about my mentor to colleagues and superiors.
- I will take precautions to ensure that correspondence relating to our communication is secure from public inspection and not shared inappropriately.

Power/Gain

- I will not use the relationship with my mentor to private advantage.
- I will not view my role as being inferior to my mentor.

Competence

- I will accept the goal of the mentoring relationship as supporting the development of my leadership, which is aligned with the Alabama Standards for Leadership.
- I will participate in activities and reflections proposed by my mentor to grow my leadership competencies in the 5 Domains of Principal Effectiveness.

Relationship

- I will do my part to establish and maintain appropriate professional relationship boundaries.
- I will avoid a dual relationship (e.g., business or intimate) with the mentor that could impair professional judgment, compromise the integrity of the mentoring program, and/or use the relationship for personal gain.
- I will always be mindful of the importance of serving as a role model in my school and acting as an advocate for students.

Termination of Relationship

If I encounter difficulty in relating to my mentor, or there is any concern about the nature of our mentoring relationship, I will report this to the CLAS Mentor Coordinator. I understand that I may be assigned another mentor.

Representative of the School District

I understand that I am a representative of my school district and should always attempt to support the mission of the district and reflect the values and standards for which it stands. I am committed to excellence in leadership.

Conflict of Interest

I will not be evaluated by my mentor. I understand that my mentor may submit reports on common concerns of new principals and formative assessments on the Alabama New Principal Mentoring Program will be conducted, but my mentor will not contribute to any evaluation of me in my district.

Adapted from the Code of Ethics for the Alabama New Teacher Mentor Program (ALSDE) for use in the context of the Alabama New Principal Mentoring Program

Mentee Signature: _____

Date: _____

MENTOR STANDARDS AND COMPETENCIES

Standard 1 Build a connection with the mentee

The effective mentor establishes a trusting relationship, models high standards of practice, and understands how to support a new principal.

The mentor should:

- be approachable, make time for the mentee, and prioritize meetings and discussions with them;
- establish confidentiality assurances;
- listen more than talk;
- use a range of interpersonal skills to respond to the needs of the mentee;
- offer support with integrity, honesty, and respect;
- acknowledge and honor the stressful role of the new principal;
- create a mentoring environment that fosters mentee reflection;
- communicate deep care for the new principal's success.

Standard 2 Build the confidence of the mentee

The effective mentor communicates high expectations for the mentee and expresses belief in the mentee's potential.

The mentor should:

- affirm the mentee as positive leadership is observed;
- support the mentee in developing the highest standards of professional and personal conduct;
- assist the mentee in identifying leadership strengths already in place (based on the 5 Domains of Principal Effectiveness (visionary, instructional, managerial and operational, relational, innovative));
- give honest feedback to the mentee;
- express trust in the mentee's ability to analyze and address dilemmas.

Standard 3 Facilitate increased competence in the mentee

The effective mentor understands that a focused outcome of mentoring the new principal is the mentee's growth in leadership knowledge, skills, and dispositions.

The mentor should:

- co-create learning experiences with the mentee that focus on the 5 Domains of Principal Effectiveness (visionary, instructional, managerial and operational, relational, innovative);
- provide feedback to the mentee upon observation of growth;
- connect the mentee to resources for further skill development;
- guide the mentee in conducting action research in their school

Standard 4 Assist the Mentee in Articulating Core Values

The effective mentor guides the new principal in identifying core leadership values, helps the mentee articulate core values to the school community, and leads the mentee on ways to enact the core value of care for self and others.

The mentor should:

- guide the new principal in identifying core leadership values
- help mentee articulate core values to the school community
- lead mentee on ways to enact the core value of care for self and others

Standard 5 Foster Mentee's Commitment to Stay

The effective mentor maintains a holistic view of mentoring, which includes attending to the well-being and resilience development of the mentee, as well as their personal and professional development so that the principal chooses to remain in school leadership.

The mentor should:

- lead the mentee to self-assess their well-being and encourage needed adjustments;
- conduct frequent check-ins concerning the mentee's stress management;
- familiarize the mentee with elements of building their resilience capacity;
- facilitate the mentee's connection to others in a professional network for support;
- continue to develop their own mentoring practice by accessing ongoing professional development in mentoring and coaching.

STEPS TO BECOMING A PROGRAM MENTOR

The first step to becoming a mentor for the Alabama New Principal Mentor Program (ANPMP) is determining eligibility. Retired school leaders or those not actively employed in a local education agency participating in the Teacher Retirement System of Alabama as of July 1, 2024, are eligible to apply if they have at least five years of experience as a principal or assistant principal. In addition, eligibility requires availability and willingness to mentor 1 to 5 principals for a minimum of two years; commitment to attend and engage in all initial, ongoing development and mentor/mentee in-person and virtual sessions; and effective interpersonal communication skills. Recent experience as a principal (within the last five years) is preferred. Eligible mentor applicants are expected to have at least minimal proficiency in using technology such as video conferencing, email, word processing, and social media.

Interested applicants meeting the eligibility requirements will complete the available online application.

Prior employment information about prior positions held is requested:

- Teacher: job title, subject(s), number of years, grade/level, school/system
- Instructional Specialist: job title, subject, number of years, grade/level, school/system
- Assistant Principal: job title, number of years, grade/level, school/system
- Principal: job title, number of years, grade/level, school/system, and last school system where employed as a principal
- Other Administrative Experience: job title, subject, number of years, grade/level, school/system

According to the *School Principal Leadership and Mentoring Act (Act 2023-340)*, principal mentors shall be selected based on successful experience as a school leader and commitment to developing principal mentees in school leadership. Mentor applicants are asked to provide specific examples of their accomplishments in student growth, student achievement, and school climate as verification. Information about prior mentor experience and training is requested along with strengths the mentor applicant brings to the mentoring relationship.

Since appropriate mentee/mentoring matching is critical to the success of the mentoring relationship, mentors will be asked to indicate the areas of the state where they are willing to serve. Contact information for at least two references and information about the last place of employment must be provided along with a current résumé.

Once the completed application is received, it will be reviewed for completeness, and the applicant will be screened for eligibility. After the application is complete and eligibility is determined, a committee will score the applicant using a rubric, and references will be checked.

PROGRAM MENTOR SELECTION PROCESS

Best practices suggest that mentees have some input into selecting their mentor (Lunsford, 2022). For this reason, each mentor will provide a profile to share with the mentees. Mentees will be provided with the profiles of potential mentors available to serve their geographic region. After reviewing the profiles, mentees will give their input on their preferred choice(s). An effort will be made to match the mentee with one of their preferred mentors. Mentees will be encouraged to consider mentors who share “similarity in terms of values, attitudes, and work habits,” which are all associated with a good mentoring relationship (Lunsford, 2002, p. 97). Occasionally, a mismatch occurs between partners “who do not share values, working styles, or have a personality conflict (Lunsford, 2002, p. 41). If such a mismatch occurs, the mentor and/or mentee should consult the CLAS Mentor Coordinator for assistance.

PROGRAM MENTOR APPLICANT SCORING RUBRIC

| Success as a School Leader | | | |
|----------------------------|--|--|--|
| Category | 3 | 2 | 1 |
| Student Growth | Multiple examples are provided indicating success in the area of student growth | At least one example is provided indicating success in the area of student growth | No evidence to indicate success in the area of student growth; student growth was minimal |
| Student Achievement | Multiple examples are provided indicating success in the area of student achievement | At least one example is provided indicating success in the area of student achievement | No evidence to indicate the mentor applicant’s success in the area of student achievement; student achievement was minimal |
| School Climate | Multiple examples are provided indicating success in improving school climate | At least one example provided indicating success in improving school climate | No evidence provided to indicate success in improving school climate; improvement in school climate was minimal |

MENTOR QUALIFICATIONS

| Success as a School Leader | | | |
|---|---|---|--|
| Category | 3 | 2 | 1 |
| Years of Principal Experience | More than 10 years of experience as a principal | At least 5 - 10 years of experience as a principal | Less than 5 years of experience as a principal |
| Recency of Principal Experience | 3 years or less since serving as a principal | 4-5 years since serving as a principal | More than 5 years since serving as a principal |
| Types of Administrative Experiences Other than Principal | Experience that includes at least two of the following: <ul style="list-style-type: none"> Assistant principal Other administrative position(s) Different administrative settings (e.g. rural, urban, Title I, high poverty, etc.) | Experience that includes at least one of the following: <ul style="list-style-type: none"> Assistant principal Other administrative position(s) Different administrative settings (e.g. rural, urban, Title I, high poverty, etc.) | No experience in any of the following: <ul style="list-style-type: none"> Assistant principal Other administrative position(s) Different administrative settings (e.g. rural, urban, Title I, high poverty, etc.) |
| Mentor Training | Applicant demonstrates strong interest in mentoring as evidenced by certification in a mentoring program | Applicant demonstrates moderate interest in mentoring as evidenced by participation in a local, regional national, or other mentor training program | Applicant demonstrates weak interest in mentoring (e.g. no prior participation in a mentor certification or training program) |
| Mentoring Experience | Multiple experiences with mentoring; mentoring of a principal or assistant principal (formal or informal) | At least one prior mentoring experience (formal or informal) | No prior experience with mentoring (formal or informal) |
| Mentoring Strengths | Applicant describes strengths they bring to mentoring (three or more examples) | Applicant describes strengths they bring to mentoring (one or two examples) | Applicant does not describe strengths they bring to mentoring |

APPENDICES

Alabama Standards for School Leadership

Pursuant to the mission of having effective school leaders in every school, the Alabama Standards for School Leadership define the nature, quality of work, and expectations that current research and best practices indicate are critical to student learning and other positive school outcomes. The Standards are organized around the 5 Domains of Principal Effectiveness with a series of indicators which elaborate the practices that are necessary to meet the Standard.

(1) Visionary Leadership.

Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student. An effective school leader:

- a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.
- b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.
- c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

(2) Instructional Leadership.

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students. An effective school leader:

- a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.
- b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.
- c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.
- d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.
- e) Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.
- f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

(3) Managerial and Operational Leadership.

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community. An effective school leader:

- a) Provides and oversees a functional, safe, and clean facility and campus.
- b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.
- c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.
- d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.
- e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.
- f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

(4) Relational Leadership.

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community. An effective school leader:

- a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.
- b) Advocates for the welfare of all students.
- c) Establishes positive and supportive relationships with all students.
- d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.
- e) Ensures a collaborative culture of professionalism and respect among staff.
- f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.
- g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.
- h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

(5) Innovative Leadership.

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change. An effective school leader:

- a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.
- b) Engages in a professional network of peers and mentors as a means for growth.
- c) Demonstrates a commitment to reflective practices and ongoing growth and development.
- d) Seeks and utilizes feedback to improve performance.
- e) Maintains a focus on high priorities related to academic achievement and school climate.
- f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.

PROGRAM STRUCTURE AND CURRICULUM

Note: Subject to change based on unforeseen circumstances

Mentees will:

- Participate in a program orientation with mentors (September)
- Participate in a 3-hour in-person program meeting with mentors (February)
- Receive support through on-site visits and weekly check-ins (e.g., email, phone call)

Mentors will:

- Participate in a 1-hour virtual introductory meeting with other mentors (August)
- Participate in a 2-day in-person mentor orientation (August)
- Participate in a 3-hour in-person program orientation with mentees (September)
- Participate in a 3-hour in-person program meeting with mentors (February)
- Participate in six 90-minute mentor training sessions (October, November, January, April, June, July)

Mentee/Mentor Monthly Focus:

- *September:* School visit
- *October:* Goal setting
- *November:* School climate/culture
- *December:* Self-care and well-being
- *January:* Progress on Professional Learning Plan (PLP) goals
- *February:* Teacher and staff evaluations
- *March:* Based on the needs of the mentee
- *April:* Time management
- *May:* Evaluating PLP goals and evidence
- *June:* Innovative leadership and planning for the next school year
- *July:* Analyzing achievement/growth data and planning for the next school year

Mentor Training Curriculum:

| Session | Format | Topic | Skill Sharpener |
|----------------------------------|---------------------------------------|---|--|
| Session 1 (August) | 1 hour virtual | Introduction to the Program for Mentors Overview of the Alabama New Principal Mentoring Program & Conceptual Framework, Mentor Code of Ethics, Mentoring Program Standards, Program Goals & Outcomes, Mentor Responsibilities, Calendar overview, Explanation of the mentor/mentee matching process, Instructions on mentor record-keeping and reporting, Canvas overview, PLU instructions | — |
| Session 2 (August) | 2 days in-person | Mentor Program 7 Modules: Intro to the Program & Basics of Mentoring, The Importance of Self-Understanding for Mentor & Mentee, Considering Generational Differences in Mentoring, Meeting the Needs of New Principals through Mentoring for Well-being; The Characteristics and Tasks of Effective Mentors, Learning Effective Questioning Skills, Articulating a Mentoring Philosophy | — |
| Session 3 (September) | 3 hours in-person (with mentee) | Program Orientation Mentors and mentees will be matched, get acquainted, gain an understanding of the roles and expectations of the mentor and mentees, and gain an understanding of the curriculum and supports of the 2-year mentoring program. | — |
| Session 4 (October) | 90 minutes virtual | Visionary Leadership “Stuck and Moving Schools” — Mentors learn how to support their mentees in setting a vision for change in their schools and moving toward the characteristics of a “moving school”. | Paraphrasing “Practice the Paraphrase” — This is one of the hardest things to remember in mentoring conversations. Mentors practice paraphrasing before asking a probing question. |

| | | | |
|--|--|--|---|
| <p>Session 5 (November)</p> | <p>90 minutes virtual</p> | <p>School Climate/Culture and Relational Leadership</p> <p>Mentors will learn to support mentees in defining school climate and discovering strategies for developing the components of school climate through Relational Leadership. Building environments that foster trust, encourage collaboration, and empower others will be encouraged. Ways to meet the emotional needs of those in the learning community will be discussed.</p> | <p>Difficult Feedback</p> <p>“When Difficult Feedback is Needed” — Sometimes, honest feedback that can’t be all positive is necessary. There is something the mentee needs to change. Mentors learn strategies to employ in these situations.</p> |
| <p>Session 6 (January)</p> | <p>90 minutes virtual</p> | <p>Instructional Leadership</p> <p>Guest speaker from ALSDE in an area of instruction (e.g., Alabama Numeracy Act)</p> | <p>Self-Reflection</p> <p>“Stop-Start-Modify” – Mentors name one thing they want to stop doing as a mentor, one thing they want to start, and one thing they want to modify in their mentoring behavior.</p> |
| <p>Session 7 (February)</p> | <p>3 hours in-person (with mentee)</p> | <p>Managerial and Operational Leadership</p> <p>Mentors and mentees discuss teacher and staff evaluations, how to have difficult conversations, and practice giving feedback on a planned approach to the conversation.</p> | <p>—</p> |
| <p>Session 8 (April)</p> | <p>90 minutes virtual</p> | <p>Managerial and Operational Leadership</p> <p>“Time Management Tips for the Busy Principal” — Mentors share where they see their mentees struggling in this area and draw from their collective experience to create a list of tips that can be passed on to their mentees for better time management, as they initiate a discussion on time management with them.</p> | <p>Journaling</p> <p>“Using Journaling to Increase Your Mentoring Effectiveness” – It is important to plan each mentoring session “loosely.” Mentors can do this best by journaling after each session with reflections and thoughts and planning on where they want to move the conversation during the next meeting.</p> |

| | | | |
|------------------------------|-----------------------|---|--|
| Session 9 (June) | 90 minutes virtual | <p>Innovative Leadership</p> <p>“The Four Frames of Leadership”— Using Bolman and Deal’s work on the 4 Frames (structural, political, symbolic, human resources), mentors learn how to use the assessment with their mentee and discuss how their frame strength can assist them in leading innovation (change) in their school.</p> | <p>Questioning</p> <p>“8 Types of Questions” – Mentors revisit and refresh on the 8 Types of Questions- Which ones are the hardest to remember to use? Easiest? Which ones elicit the best reflection? Also, are the initial goals of the mentee being revisited?</p> |
| Session 10 (July) | 90 minutes virtual | <p>Well-Being for Leadership</p> <p>“PERMA Model”— Mentors review the elements of well-being in the PERMA Model and accompanying activities to take back to the mentee.</p> | <p>Affirmations and Growth</p> <p>“Giving Affirmation and Narrating Growth to the Mentee” – Mentors consider the questions - How can you give sincere and honest affirmation that will encourage your mentee, without judgementoring? How can you narrate the development of your mentee’s leadership skills?</p> |

CHARACTERISTICS OF A HIGH-QUALITY NEW PRINCIPAL MENTORING PROGRAM

The following descriptions outline the characteristics of a high-quality new principal mentoring program that reflect evidence-based research, best practices, and requirements in the *School Principal Leadership and Mentoring Act (Act 2023-340)*. The ANPMP meets the following criteria for a high-quality new principal mentoring program.

Mentor Training

The new principal mentoring program includes high-quality training for mentors that is focused on the following:

- Goal setting, including the Professional Learning Plan (PLP) goals
- Active listening
- Conflict management (both between mentor and new principal mentee and aiding new principal mentees in handling conflicts on the job)
- Giving and receiving nonjudgmental feedback
- Self-reflection
- Addressing the individual needs of the new principal mentees
- Supporting the new principal mentee in achieving personal and professional goals

The new principal mentoring program meets all of the following criteria for mentor professional development:

- Includes a formal orientation and foundational mentor training before mentors begin their work
- Includes continuous professional development for mentors
- Allows sufficient time and support for mentors to engage in a mentor learning community
- Includes monitoring of the degree to which the program is aiding new principal mentees in making progress toward individual desired outcomes and goals
- Has processes for mitigating and resolving problems and addressing barriers as issues arise

Program Goals, Outcomes, and Content

The new principal mentoring program includes content that is focused on developing leadership competencies aligned with the Alabama Standards for School Leadership:

- Visionary Leadership
- Instructional Leadership
- Managerial and Operational Leadership
- Relational Leadership
- Innovative Leadership

The new new principal mentoring program meets all of the following criteria:




- Fosters the professional, academic, and personal development of the new principal mentee
- Focuses on new principal mentees defining and articulating core values and developing professional confidence
- Focuses on the development of leadership skills, practices, and dispositions that are needed for new principal mentees to improve academic growth, academic achievement, and school climate
- Includes formative assessment that engages the mentor and new principal mentee in an ongoing reflective process and continuous improvement
- Includes program goals, outcomes, and design that reflect an understanding of research on the unique strengths and needs of individuals as they develop over time
- Includes program goals and outcomes that are explicitly linked to improving the needs of the new principal mentee in meeting the expectations of the organization
- Has program goals and outcomes that are clearly aligned with program evaluation processes



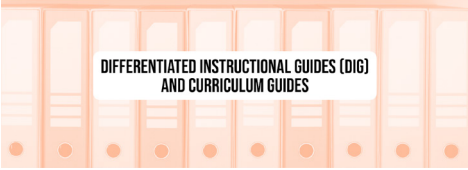
Program Structure and Implementation

The new principal mentoring program meets all of the following criteria:

- Provides sustained, coherent mentoring for two consecutive years
- Provides a minimum of 50 hours of mentor and new principal contact time
- Has mentor selection criteria that include successful experience as a school leader and commitment to developing new principals in school leadership
- Has a designated program leader in planning, implementing, evaluating, and refining the program through data analysis, program evaluation, and stakeholder communication
- Has sufficient staffing to implement the program efficiently and provide new principal mentees with support in successful program completion
- Has sufficient fiscal resources
- Has a method for gathering meaningful information about program efficacy, including how the new principal mentoring program is or is not contributing to the development of the leadership skills, practices, and dispositions that are needed for new principal mentees to improve academic growth, academic achievement, and school climate
- Has a process for maintaining records of participating new principal mentees and successful program completers

HELPFUL RESOURCES

| Resource | Resource Description | Resource Link |
|---|--|--|
| <p>Alabama Principal Leadership Development System (APLDS) and Principal Act Website</p>  | <p>This website</p> | <p>alabamaprincipals.org</p> |
| <p>Office of Student Learning(OSL) Website</p>  | <p>This website is a one-stop-shop for resources from the different sections under the Office of Student Learning. It includes a link to an OSL Updates document which is updated monthly.</p> | <p>https://bit.ly/OSLWebsite</p> |
| <p>Office of School Improvement (OSI) Principal Calendar Checklist</p> <p>OSI Principal Calendar Checklist</p> <p>Month-by-month checklist for elementary, middle, and high school principals and building leaders</p>  <p><small>*This live document is not an exhaustive list of all monthly activities. However, high-leverage, critical activities and deadlines were lifted up for planning and discussion purposes. You may Save an Editable Copy and personalize the calendar to include school/LEA events and/or specific criteria related to your principal assignment.</small></p> <p><small>Other Available Versions: Principal Calendar Checklist w/ Delegation Partner Calendars: PowerSchool</small></p> | <p>This resource is updated yearly and provides high-leverage, critical activities and deadlines for planning and discussion purposes. An editable copy can be saved and personalized to include school/LEA events and/or specific criteria related to principal assignments.</p> | <p>https://bit.ly/PrincipalCalendar</p> |

| Resource | Resource Description | Resource Link |
|--|--|--|
| <p>Preparing Relief Educators Program (PREP) Presentations and Recordings</p>  | <p>Preparing Relief Educators Program (PREP) was designed to provide high-quality, actionable support and resources to emergency-certificate teachers, long-term substitutes, and early service teachers, empowering them to excel in their roles and make a positive, long-lasting difference in the lives of their students. This resource includes slides and recordings that can be used by principals for turnaround or on-demand training to support new teachers.</p> | <p>https://bit.ly/ALPREP</p> |
| <p>Special Education Services (SES) The Plain Language of Special Education Resource</p>  | <p>This resource is in a format that is easy to understand and addresses the following special education processes in Alabama:</p> <ul style="list-style-type: none"> Part 1: Referral Part 2: Eligibility Part 3: The IEP Part 4: Reevaluation Part 5: Implementation of Services | <p>https://bit.ly/ALSPED</p> |
| <p>Special Education Services (SES) Differentiated Instructional Guides (DIG)/Curriculum Guides</p>  | <p>The Differentiated Instructional Guides is a companion document to the Alabama Courses of Study for math, ELA, science, and social studies. The guides identify the progression of learning towards a content standard, as well as the prior knowledge skills necessary to construct a student's connection between old and new knowledge.</p> | <p>https://bit.ly/ALDIGs</p> |

MENTEE EVALUATION OF MENTOR

This assessment is meant to be completed by the mentee.

Your Name: _____

Date: _____

School District/School Name: _____

Mentor's Name: _____

In working with my mentor, I am completing (circle one): Year One Year Two

Please rate the extent to which your mentor fulfilled the following responsibilities using this ranking:

1 = Did not occur 2 = Sometimes/Seldom Occurred 3 = Often Occurred 4 = Very Often Occurred

| To what extent did your mentor: | 1 Did not occur | 2 Sometimes/Seldom Occurred | 3 Often Occurred | 4 Very Often Occurred |
|--|--------------------|--------------------------------|---------------------|--------------------------|
| Help you develop self-confidence in your leadership | | | | |
| Employ effective listening skills during your sessions | | | | |
| Provide encouragement and support to you | | | | |
| Develop trust with you | | | | |
| Help you identify and build on your strengths | | | | |
| Utilize data to assist in your growth (observations, checklists, self-assessments, journaling) | | | | |
| Maintain strict confidentiality | | | | |
| Respond in a timely manner to your needs | | | | |
| Encourage your reflection by posing thought-provoking questions | | | | |
| Help you locate resources needed to achieve your personal & professional goals | | | | |
| Visit your work site | | | | |
| Contact you weekly in some manner | | | | |
| Help you extend your professional network | | | | |
| Talk to you about your health, wellness, work/life balance | | | | |

| To what extent did your mentor: | 1 Did not occur | 2 Sometimes/Seldom Occurred | 3 Often Occurred | 4 Very Often Occurred |
|---|--------------------|--------------------------------|---------------------|--------------------------|
| Make a time commitment to you (weekly contact, monthly visits) | | | | |
| Assist you in establishing personal & professional goals in visionary leadership | | | | |
| Assist you in establishing personal & professional goals in instructional leadership | | | | |
| Assist you in establishing personal & professional goals in managerial and operational leadership | | | | |
| Assist you in establishing personal & professional goals in relational leadership | | | | |
| Assist you in establishing personal & professional goals in innovative leadership | | | | |
| Help you learn to use self-reflection as a continuous improvement tool | | | | |
| Help you to use the inquiry process for leading change | | | | |

Please add any additional comments you would like to make concerning your mentor:

GLOSSARY OF TERMS

ALABAMA NEW PRINCIPAL MENTORING PROGRAM (ANPMP)

The program that provides a long-term relationship between a new principal mentee and a trained principal mentor that fosters the professional, academic, or personal development of the principal mentee.

ALABAMA PRINCIPAL LEADERSHIP DEVELOPMENT SYSTEM (APLDS)

The Alabama Principal Leadership Development System is a comprehensive system of learning and support for school administrators' leadership development.

ALABAMA PRINCIPAL LEADERSHIP FRAMEWORK

Grounded in the Alabama Standards for School Leadership, the Alabama Principal Leadership Framework is a playbook to equip, develop, and empower school leaders throughout their career pathway by providing a clear and shared vision for principal leadership and understanding of how to leverage evidence-based practices to improve outcomes for all students.

ALABAMA STANDARDS FOR SCHOOL LEADERSHIP

The Standards that define the nature, quality of work, and expectations that current research and best practices indicate that are critical to student learning and other positive school outcomes. The Standards are organized around the 5 Domains of Principal Effectiveness with a series of indicators which elaborate the practices that are necessary to meet the Standard.

BOARD

The State Board of Education.

DEPARTMENT

The State Department of Education.

DESIGN TEAM

The group of individuals appointed to design the Alabama Principal Leadership Development System including, but not limited to, school leadership standards, principal leadership framework, design of a leadership academy, ongoing professional learning, mentoring program, evaluation system, or any other aspect the design team determines necessary for the growth and development of successful school administrators.

FIVE DOMAINS OF PRINCIPAL EFFECTIVENESS

The five domains include visionary, instructional, managerial and operational, relational and innovative leadership.

HIGH-POVERTY SCHOOL

A school that has a free and reduced federal lunch student percentage of 75 percent or greater as determined by the most recent data posted or that provides meals to all students through the USDA's Community Eligibility Provision (CEP).

HIGH-QUALITY PROFESSIONAL LEARNING

Professional learning experiences that provide comprehensive, sustained, job-embedded, and collaborative approaches to improving the effectiveness of principals and assistant principals in elevating student achievement through professional study and that are approved by the ALSDE.

LOW-PERFORMING SCHOOL

Any school that is identified as a Comprehensive Support and Improvement School, a Targeted Support and Improvement School, an Additional Targeted Support and Improvement School; a school with a D or F grade as defined by the Alabama Education Report Card, Chapter 6C of Title 16, Code of Alabama 1975; or a full support school or limited support school as defined by the Alabama Literacy Act, Chapter 6G of Title 16, Code of Alabama 1975, or the Alabama Numeracy Act, Chapter 6H of Title 16, Code of Alabama 1975.

MENTEE

Used interchangeably with protégé to describe a new principal who is participating in a mentoring relationship with a more experienced principal through which the principals may further define and articulate core values, grow instructional leadership competencies, and develop professional confidence.

NEW PRINCIPAL

A principal who is serving in his or her first or second year as a principal.

PRINCIPAL

An individual who is certified for the position of principal, as prescribed by the board, and who is employed full-time by a local board of education as the chief school administrator of a public school.

PROFESSIONAL LEARNING

A comprehensive, sustained, job-embedded, and collaborative approach to improving the effectiveness of principals in elevating student achievement through professional study.

PROFESSIONAL LEARNING UNIT

A content-driven, long-term unit of professional study for instructional leaders that fully addresses all knowledge and ability indicators under at least one of the Alabama Standards for School Leaders, or a professional study that constitutes a professional learning unit that requires multiple professional learning experiences over time and is aligned with the Alabama Standards for Professional Learning.

PROGRAM

The Alabama Principal Leadership Development System created by this act.

PROTÉGÉ

Used interchangeably with mentee to describe a new principal who is participating in a mentoring relationship with a more experienced principal through which the principals may further define and articulate core values, grow instructional leadership competencies, and develop professional confidence.

SCHOOL

A public school located in the state and providing instruction in grades preK-12, or any configuration of those grades.

SCHOOL ADMINISTRATOR

Includes principals and assistant principals.

SCHOOL LEADERSHIP EVALUATION SYSTEM

Aligned with the Alabama Standards for School Leadership, the School Leadership Evaluation System is an evaluation system for principals and assistant principals designed to improve practice by setting goals, guiding and supporting professional learning, and providing actionable feedback on performance. The evaluation system measures principal effectiveness and is intended to inform professional development and growth.

SUPERINTENDENT

The State Superintendent of Education.

REFERENCES

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