

ALAS-U Administrator Mentoring

Handbook

Cohort 1

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Program Overview

Purpose

The Association of Latino Superintendents and Administrators-Utah's purpose is to:

- Promote career enhancement opportunities for members of the Latino education community through professional development, mentoring, and collegial sharing;
- Create a pipeline of upward mobility within the Latino education community with the intent of creating opportunities for students to move into careers in public education, for teachers to become district administrators and superintendents, and for district level educators to advance to state level leadership;
- Inspire leadership and provide role models;
- Collaborate with local, state, and national educators to promote effective educational practices for all students in Utah, and particularly for those of Latino heritage;
- Ensure education growth; and
- Message and model a spirit of community.

Vision

The Association of Latino Superintendents and Administrators-Utah will be the driving force that increases upward mobility for students, teachers, and administrators within the Latino education community. It positions them to serve the broader community with effectiveness, acceptance, and respect.

Mission

The mission of Alas-U is to develop and support current and aspiring Latino educators. ALAS-U helps them advance into positions of leadership through mentorship, networking, access, and professional development.

ALAS-U Goals

- Increase the number of Latino educational leaders at the school, district, and state level.
- Create significant and meaningful opportunities for professional learning.
- Seek out and honor authentic leader success within the Latino educational community.
- Follow up by advocating in behalf of Latino leaders.
- Become a state-wide organization that wields influence and earns respect with Utah's educational community.

What is Mentoring?

A protégé is

an empowered individual seeking the skills, abilities and attitudes to move successfully forward in their career to affect change for Latino students in Utah and the nation. This person is determined to be as strong and prepared as possible for every career challenge and is active in seeking advice and perspective from others.

A mentor is

an experienced educator and leader who is willing and able to provide compassionate assistance to guide and empower a protégé to achieve their stated professional goals in education through passion, persistence and integrity.

Compassionate assistance is

a combination of passion, persistence and integrity which guides mentors in the manner by which they provide support to each protégé. Through this mutual empowerment the mentoring pair develops more as educational professionals who purposefully commit to increase Latino student achievement and eliminate the achievement gap for all students.

The mentoring relationship is

confidential. The protégé must be supported and current perspectives challenged, and protégés are required to find their own answers. Mentors seek to build confidence and independence by active listening, sharing perspective, and providing alternatives. Protégés must take full responsibility for their professional growth and career development to reach the next stage of their career.

There is no right or wrong, only endless possibilities.

Mentoring is not

- ❖ Reported to supervisors or others
- ❖ A mere friendship
- ❖ A relationship with a person who will tell you what to do
- ❖ A way to get hired

This information is adapted from a variety of mixed sources, including text and web pages. There is a reference page included in the back of the handbook.

Memorandum of Understanding – Protégé
ALAS-U Cohort 1
Year One

The ALAS-U mentoring program is a unique and rewarding experience. The quality of your experience is determined by your engagement and commitment to the program. Your commitment to the new cohort includes the following:

1. There is a yearly \$100 participation fee (non-refundable). This is **required** to be paid in full by the July meeting date. Please make checks out to ALAS-U.
2. Attendance at four in-person mentoring meetings is **required**:
 - a. July 27, 2017 – Orientation
 - b. September 23, 2017 – ALAS-U Annual Dinner
 - c. January/February – Individual Meeting
 - d. May 5, 2018 – Summit
3. Meetings are from 9:00 – 3:00 and you are required to attend the entire meeting.
4. Travel reimbursement **will not** be available. However, protégés who complete a full year of activities (attend all meetings and submit all monthly protégé reflection logs on time) may receive a \$400 honorarium each year.
5. A monthly reflection log must be completed which is due at the end of the month. Logs received 5 days late will not be accepted. The log is part of the formal process and represents your growth, goals, interests and concerns for the month. You should reflect on conversations with your mentor, current challenges and opportunities at work and how the mentoring program is working for you.
6. Communication with your mentor must be driven by you and you're required to initiate communication with them at least two times per month. Communication may be in the form of email, skype, phone or in person; whatever works for your mentoring team.
7. The goals of your participation in the program are co-crafted by you and your mentor. This goal setting will take place in July and these goals will inform your mentoring pair objectives throughout the year.
8. The mentoring program is a formal relationship. As such, please prepare agendas for your meetings with your mentor so that time spent is productive and focused.
9. Participants who are failing to meet all the outlined expectations will be asked to leave the program.
10. As a protégé, you must be open to feedback from your mentor, as well as provide feedback to the mentoring program on appropriate programmatic changes that will benefit all.

I understand all the commitments and requirements of the ALAS-U mentoring program. I agree to participate.

Name: _____

Signature: _____

Date: _____



**Memorandum of Understanding – Mentor
ALAS-U Cohort 1
Year One**

The ALAS-U mentoring program is a unique and rewarding experience. The quality of your experience is determined by both your engagement and commitment to the program and the relationship you craft with your protégé. Your commitment to the new cohort includes the following:

1. Attendance at four in-person mentoring meetings is **required**.
 - a. July 27, 2017 – Orientation
 - b. September 23, 2017 – ALAS-U Annual Dinner
 - c. January/February – Individual Meeting
 - d. May 5, 2018 – Summit
2. Meetings are from 9:00 – 3:00 and you are required to attend the entire meeting.
3. Mentors who complete a full year of activities (attend all meetings) may receive a \$200 honorarium each year. Travel reimbursement will not be available for each session; rather the honorarium will be the only form of reimbursement.
4. The goals of your participation in the program are co-crafted by you and your protégé. This goal setting will take place in July and these goals will inform your mentoring pair objectives throughout the year.
5. The mentoring program is a formal relationship. As such, please assist your protégé in preparing agendas for your meetings so that time spent is productive and focused. You are expected to communicate at least twice per month with your protégé, and they should drive the conversations. Communication methods are an agreement between the pair and may be via phone, in person, or on-line.
6. Participants who are failing to meet all the outlined expectations will be asked to leave the program, and that applies to both mentors and protégés.

I understand all the commitments and requirements of the ALAS-U mentoring program. I agree to the above expectations.

Name: _____

Signature: _____

Date: _____



University of Virginia Partners for Leadership in Education Leadership Competencies

UVA/PLE Competency	Level 1	Level 2	Level 3	Level 4
Focusing on Sustainable Results	Identifies Problems	Addresses Problems	Takes initiative to create change and to deliver results in relation to problems	Sustains pursuit of measurable progress toward addressing problems and achieving results
Holding People Accountable for School Performance	Demonstrates school performance mindset	Aligns individual expectations to school performance standards	Monitors performance and helps people to improve	Strengthens organizational capability for performance
Impacting and Influencing others	Communicates own position	Acts to influence thinking and mindsets of others	Adapts approach to affect actions of others	Leverages multiple stakeholders to change ingrained behavior
Engaging the Team	Communicates with the group	Works with the group	Aligns team efforts toward clear goals	Empowers the team
Committing to Student Learning	Sees self as the champion	Takes ownership for student's learning	Stands behind potentially transformative decisions and/or policies benefitting students	Stands up for students in the face of powerful opposition
Thinking Conceptually	Compares situations or ideas	Utilizes insight to help prioritize	Reframes situations for clarity	Generates new ideas and approaches
Thinking Analytically	Sees the facets of a situation	Understands basic cause and effect	Identifies cause and effect among several items	Articulates complexity among multiple variables

Semi-Annual Professional Goal Setting Guide

Goal #1 (Competency):											
Action Steps	Evidence of Goal Achieved	Timeline									
Role of Mentor:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px;">Scheduled Meeting Dates:</td> <td style="padding: 2px;">5.</td> </tr> <tr> <td style="padding: 2px;">1.</td> <td style="padding: 2px;">3.</td> <td style="padding: 2px;">6.</td> </tr> <tr> <td style="padding: 2px;">2.</td> <td style="padding: 2px;">4.</td> <td style="padding: 2px;">7.</td> </tr> </table>		Scheduled Meeting Dates:		5.	1.	3.	6.	2.	4.	7.
Scheduled Meeting Dates:		5.									
1.	3.	6.									
2.	4.	7.									
Goal #2 (Experiential):											
Action Steps	Evidence of Goal Achieved	Timeline									
Role of Mentor:											

Building a Purposeful Relationship

Some people enter our lives and leave almost instantly. Others stay, can forge such an impression on our heart and soul, we are changed forever. – Author Unknown

First Steps

- Reveal and relate personal and professional connections and similarities
- Be honest and speak your truth
- Be present – focus your eyes, your thoughts on the other person
- Understand the communication preferences of the other – find out what works and build on that success
 - Be cognizant of your
 - Body language
 - Movement
 - Voice (tone, pitch, etc.)
 - Breathing
- Be sincere
 - Be genuine in your comments
 - Be compassionate
- Be reliable
 - Build and adhere to your calendar
 - Communicate emergencies
 - Do your part

In your communication;

- Paraphrase – do you truly understand the question or the point being made?
- Ask clarifying questions
- Ask the right questions
- Give feedback
- Synthesize
- Articulate

Asking the right questions and crafting the right conversation

An important skill in being in an effective mentoring pair is that both parties are asking the right questions and engaging in a dialog that reveals and requires reflection. These stems may help create opportunity for specific discussion points.

Paraphrase: restating and retelling, connoting understanding

- ✓ In other words . . .
- ✓ So you are saying . . .
- ✓ . . . Is that what I am hearing?
- ✓ Let me make sure I understand

Clarifying questions

- ✓ To what extent
- ✓ Let me see if I understand . . .
- ✓ Tell me what you mean when . . .
- ✓ Tell me more . . .
- ✓ Help me understand . . .
- ✓ Would you please give me an example of . . .
- ✓ I'm interested in hearing more about . . .
- ✓ Tell me how that idea is like (different from) . . .

Interpreting – seek to understand underlying assumptions

- ✓ What you are describing could mean
- ✓ Based on what you have described so far

Mediational – imagine other possibilities

- ✓ What is another way you might
- ✓ Would it work if it looked like
- ✓ How would it go over if
- ✓ What would it look like
- ✓ What are the benefits going to be if . . .
- ✓ What criteria do you use . . .
- ✓ What happens when you . . .
- ✓ How do you decide . . .
- ✓ What is the impact of . . . on students (staff, parents)

Summarizing – highlight and revisit key points and start creating next steps

- ✓ So what happens next if . . .
- ✓ So what was important was . . .

Sharing without providing one right answer

- ✓ One thing I've learned is . . .
- ✓ There are a number of approaches
- ✓ Sometimes it is helpful if
- ✓ The research around this shows that . . .
- ✓ A couple of things to keep in mind . . .
- ✓ Would you like more information about . . .
- ✓ Can I describe some options . . .
- ✓ Would it be helpful if we looked at . . .



A Strong Protégé

- Understands that the role of the mentor is to empower, challenge and encourage but not to provide answers – a protégé must come to those on his or her own.
- Guards against becoming too dependent on the mentor – become empowered not reliant
- Must approach each meeting fully prepared – with an agenda, questions or details at hand
- Builds trust in the relationship by sharing and listening
- Recognizes that the relationship is mutual, but the responsibility for building opportunities rests with him/her



Responsibilities

- Keep the conversations and relationship professional
- Communicate with the director if the relationship is faltering or fractured
- Engage and create communication opportunities
- “Make the first move”
- Reflect and complete – without reminders or prodding – the mentoring log
- Be authentic – this relationship rests on how much you bring to the conversation. The conversation is the relationship.

An Effective Mentor

The effective mentor –

- Is an active listener who helps the protégé identify their own path and obstacles
- Is biased – is on the protégés side always assuming positive intent and good will
- Questions and elicits what is important to his or her protégé; exploring and crystallizing his or her beliefs, experiences, goals and dreams in the process
- Challenges assumptions and acts as a sounding board as well as a spring board for protégé thoughts, beliefs, and actions
- Helps someone less experienced to learn by finding their own way, but strives to prevent them from making major errors that might end a career
- Brings a rigorously professional approach to the mentoring relationship
- Uses imagination and innovation to overcome own limitations as well as those of the protégé
- Purposefully creates an open and candid relationship
- Encourages and structures a relationship built on trust
- Maintains confidentiality at all times
- Builds confidence in the protégé by practicing patience and persistence
- Benefits both professionally and personal from their role as a mentor

Responsibilities

- Keeps the conversations and relationship professional
- Communicates with the director if the relationship is faltering or fractured

Active Listening

“Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand.”
Author unknown

Listening allows us to

- Gain clarity
- Understand
- Gather data
- Identify trends and patterns

Active listening

- Is focused and in the moment
- Allows the listener the opportunity to paraphrase back what has been said
- Is free of emotion, bias, misunderstanding, distraction
- Demonstrates sincerity



**ALAS-U Mentoring Program
Cohort 1
2017-2018 Calendar of Events**

Month	Date	Item/Activity
July	27	Orientation Meeting – Kickoff, Goal Setting Plans
	30	Mentoring Partnership Goals Due
	30*	Reflection Log
August		Visit Protégé Work site
	27*	Reflection Log
September	23	ALAS-U Annual Dinner
	24*	Reflection Log
October		Visit Mentor Work site
	29*	Reflection Log
November		
	26*	Reflection Log
December		
	31*	Reflection Log
January		Individual Face to Face Meeting/Midyear Assessment
	28*	Reflection Log
February		Individual Face to Face Meeting/Midyear Assessment
	25*	Reflection Log
March		Visit Protégé Work site
	25*	Reflection Log
April		
	29*	Reflection Log
May	5	ALAS-U Summit
	27*	Reflection Log
June		End of Year Assessment
	24*	Reflection Log

*Logs are due the last Sunday of the month

References

This mentoring handbook is adapted from the CALSA mentoring handbook with permission and help from CALSA. <http://www.calsa.org/>

Burley-Allen, Madelyn (1995) Listening the forgotten skill.

Costa, Arthor L and Robert J. Garmston (2002) Cognitive Coaching. A Foundation for Renaissance Schools

Gilley, Jerry W. and Boughton, Nathaniel W. (1995) Stop Managing, start coaching!

<http://www.entrepreneurship.org/en/resource-center/what-makes-yoda-so-good-how-to-be-an-effective-mentor.aspx>

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