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Self-Directed Kick Start for New Administrator Mentors

**Kick-Starting the Mentor-Mentee Relationship**

This module is intended to support new beginning administrator mentors in getting started successfully prior to the first full, in-person “Oregon Administrator Mentor 101” workshop.

Mentors should complete the following four part module: Attributes of Trust, Entry Conversations, Collaborative Discussion Guide (CDG) and Facilitative Language, Summary and Reflection as outlined below. This self-directed version is designed to be done individually. It is intended to take approximately 2 ½ hours.

If a program leader wants to hold an in-person “Kick-Start” workshop for new administrator mentors in your program, there are materials designed to be used in a group setting available at [http://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/Mentoring-PD.aspx](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Pages/Mentoring-PD.aspx).

Kick Starting the Mentor-Mentee Relationship is designed to provide a mindset and guidance for embarking on the mentoring journey with a beginning administrator. It sets the stage for all future meetings and provides useful tools for the mentor. Oregon’s In Person Administrator Mentoring 101 professional learning workshop will delve deeper into these topics and extend mentor professional learning to other topics that will support mentor development.

Objectives:

* Determine important elements for building and maintaining trust.
* Understand the role and responsibilities of a mentor and how to effectively launch your first meetings.
* Familiarize self with the Collaborative Discussion Guide and Facilitative Language.

**Part 1: Foundational Skills/Strategies/Tools**

**Attributes of Trust**

Building trusting relationships is essential groundwork for mentoring.  This part of the module addresses how to go about doing just that by providing mentors with practical strategies and activities to develop and maintain collegial relationships with beginning administrators.

| Activity | Material/Resource |
| --- | --- |
| 1.1 Read the quote, *Importance of Trust*. Underline any words or phrases that resonate with you.  Reflect on your own and record in your Reflection Journal.  Reflection Questions:   * What sections of the quote resonated with you the most? Why? | [Importance of Trust](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/2.ImportanceofTrust.docx) Quote  Start a [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) that you will share out from in your local mentor program, in online mentor support forums, or at upcoming ODE mentor trainings. |
| 1.2 Think of someone such as a supervisor, mentor, or colleague that you really trusted.  Write down the attributes of the individual that supported the establishment of trust on your graphic organizer. | Record on your [Graphic Organizer](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Graphic%20Organizer%20for%20Attributes%20of%20Trust.docx) |
| 1.3 Read the following article:  *The Four Elements of Trust* by Devin Vodicka.  As you read the article, highlight key attributes of trust.  Record the attributes of trust you highlighted in the article on your graphic organizer. | Article - The Four Elements of Trust:  <http://www.dvodicka.com/files/principal_trust_article.pdf>  Record attributes of trust on your [Graphic Organizer](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Graphic%20Organizer%20for%20Attributes%20of%20Trust.docx) |
| 1.4 Compare/contrast:   * the list you generated in activity 1.2 and * the highlighted attributes from *The Four Elements* article you just read.   Record on your Venn Diagram.  Be prepared to discuss your Venn Diagram either in your local mentor program, in online mentor support forums, or at upcoming ODE mentor trainings. | [Graphic Organizer](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/Graphic%20Organizer%20for%20Attributes%20of%20Trust.docx) |
| 1.5 Reflect on how you might broach the conversation of trust with your principal/superintendent and/or how you might use this article. Record your thoughts in your reflection journal.  Be prepared to discuss in your local mentor program, in online mentor support forums, or at upcoming ODE mentor trainings. | Record thoughts in your [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) |

**Part 2: Foundational Skills/Strategies/Tools**

**Entry Conversations**

Do you remember what it’s like to be a beginning administrator? The thrills? The angst? This section helps mentors understand how a beginning administrator might be feeling. Their concerns are different from experienced administrators. Their knowledge is different too. This section introduces a tool that will help the mentor get acquainted with their mentee.

| Activity | Material/Resource |
| --- | --- |
| 2.1 The **principalship** is a supervisory role that includes coaching and evaluation.  The **mentoring role** is non-evaluative and will require you to listen, facilitate, and clarify how you and your new colleague will communicate in order to build a trusting, collaborative working relationship.  Reflect on the idea of shifting from your role of principal/superintendent to the role of mentor.  Record responses to the following questions in your Reflection Journal:   * How is the role of principal/superintendent different from the role of a mentor? * How is the role of principal/superintendent the same as the role of a mentor? | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) |
| 2.2 Review the Entry Conversations Protocol for Beginning Administrators.  In your Reflection Journal, answer the following questions:   * How might this be used with your mentee? * Questions about how to use the tool? Other questions? | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx)  [Entry Conversation Protocol](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/4a.EntryConversations-Beg.Administrator.docx) |
| 2.3 Review the Getting to Know You Tool for mentor/mentees. Please try and practice using this tool prior to the Administrator Mentor 101 in person session.  In your Reflection Journal, answer the following question:   * What other questions might be important to ask? | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx)  [Getting To Know You Tool](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/4b.GettingtoKnowYouTool.docx) |
| 2.4 (Optional) Review the *Entry Conversations Protocol- Initial Meeting with Supervisor*. This protocol can be used to guide conversations with the beginning administrator’s supervisor. It is intended to provide information about mentoring and explore how the mentor can best support the beginning administrator.  In your Reflection Journal, answer the following questions:   * How might you use the Protocol with your mentee’s supervisor? * What additional areas/topics might you add to the protocol? | [Entry Conversations Protocol- Initial Meeting with Supervisor](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/5.EntryConversationSupervisor.docx)  [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) |

**Part 3: Foundational Skills/Strategies/Tools**

**Collaborative Discussion Guide (CDG) and Facilitative Language**

What should a mentor look for when mentoring a beginning principal/superintendent? If something goes wrong, how does a mentor convey that information? And how does a mentor get a principal/superintendent to become self-reflective? This section will support mentors in understanding and assisting beginning administrators in their struggle to develop their professional identity through questioning strategies and entry points in conversations.

| Activity | Materials/Resources |
| --- | --- |
| 3.1 Reflection Question:  How might mentoring conversations facilitate growth in beginning administrators’ leadership practices? | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) |
| 3.2 Review the Collaborative Discussion Guide (CDG) for Beginning Administrators.  The CDG aligns with Oregon Administrator Standards. The tool guides/focuses weekly conversations, tells a story through time, enables reflection for both mentor and mentee, provides accountability and checklist for next steps. You are encouraged to start using the CDG during your second or third meeting. We will get lots of practice using this in future training modules.  The CDG is typically used during every collaborative conversation with the mentee. It is comprised of 4 boxes and each is addressed by the mentor. The mentor prompts the mentee during the conversation as follows:  1. Recent Successes? (Improvement strategies, building relationships, management, etc.)  2. Today’s Focus? (Challenge, Concern, collaborative project, etc.)  3. Mentee’s Next Steps?  4. Support Needed From Mentor?  You are encouraged to complete at least one CDG with a peer/mentee prior to your local mentor program workshop, online mentor support forum, or upcoming ODE mentor training. Participants will be asked to share their experience with completing the CDG.  Answer the following questions in your Reflection Journal:   * How did it go? * What went well? * What might you have done differently to make the conversation better? | [Collaborative Discussion Guide (CDG)](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/6.%20CollaborativeDiscussionGuideCDG.docx)  [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) |
| 3.3 Read/Review the *Five Moves in Facilitative Coaching* handout. Facilitative coaching/mentoring builds upon the mentee’s current skills and knowledge. It is the opposite of instructing and aims at building the mentee’s reflective skills and practice.  Highlight 4-5 question stems you would like to try/practice.  Find a colleague/mentee that you could practice both the Five Moves in Facilitative Coaching and the CDG tool with.   1. Have partner #1 share a current dilemma they are having in their life. 2. Partner #2 practices using CDG and facilitative coaching questions (paraphrasing, clarifying, interpretation, etc.). 3. If appropriate: Partners switch roles and repeat.   In your Reflection Journal, answer the following questions:   * How did the activity go and implications for your mentoring? * How did using the CDG help guide the conversation? * How did pausing to ask facilitative questions affect your conversation? | [*Five Moves In Facilitative Coaching* handout](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/8.fivemovesoffacilitativecoaching.docx)  [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) |

**Part 4: Summarize and Reflect**

Instructional mentoring is a challenging but rewarding job. This module was created to help new mentors get off on the right foot with their mentees right from the beginning. As you prepare for your first/next mentor/mentee conversation, what new learnings from this module will you implement?

| Activity | Material/Resource |
| --- | --- |
| 4.1 In your Reflection Journal, write down responses to the following questions:   * What are 2-3 key takeaways/learnings from this online module? * What are your next steps in preparing for your first/next meeting with your mentee? | [Reflection Journal](https://www.oregon.gov/ode/schools-and-districts/grants/mentoring/Documents/ReflectionJournalKickstartAdminMentor-MenteeRelationship.docx) |