

**Collaborative Discussion Guide (CDG) – District Office Supervisor**

**Guidelines for Use**

The *District Office Supervisor CDG* is a tool used to guide reflective, informative, non-evaluative conversations between mentors and District Office Supervisors that also respect and maintain the confidential nature of the mentor and Beginning Administrator (BA) relationship. Similar to the *Beginning Administrator CDG*, the discussion always begins with an acknowledgment of what is working well in current practice (themes of success).

**Before the Conversation**

* Remember that the mentor is the one using the tool, filling it out while the supervisor has the freedom to think and share. Be sure you are listening well as you document the supervisor’s thoughts, ideas, questions, and needs in each of the 4 boxes. Remember to use your Mentor Language Stems (paraphrasing, clarifying, meditational, summarizing) to help guide your conversation. Other suggestions/tips include:
* Make sure you are familiar with your Mentor Program goals and procedures for building strong partnerships with District Supervisors /LEA Administrators as well as expectations and protocols for confidentiality. Review any pertinent information about the district that may be helpful in establishing rapport.
* Bring a copy of a recent Mentor Log report reflecting areas of focus and percentages of time spent in each area with your Mentee. Be prepared to go over the report with the supervisor.
* Be prepared that the supervisor may ask potentially evaluative questions during the meeting (or anytime you informally run into them). For example, they may simply ask you, “How is \_\_\_\_\_ doing?” You should be prepared to respond both non-evaluatively and confidentially. For example, you might say, “I am currently focusing on (i.e., time management, PLC work, and walkthroughs) with the BA.” Keep a positive stance even if the administrator continues to press you for evaluative or judgmental feedback about your BA and suggest that using the CDG will help you both support your BA for success.
* Plan ahead for some potential just-in-time topics of discussion such as:
* Mentoring program goals/expectations
* District goals/initiatives
* Areas of leadership focus
* Professional development and other resources available
* Important dates/events (i.e. parent conferences, report cards, family nights, etc.)
* Assessment
* Let your BA know that you will be meeting with the supervisor. Ask he/she if there is anything they would like you to share or advocate for during your meeting.

**During the Conversation**

**Successes: What’s working well for the administrator from the supervisor’s perspective?**

Often in our practice, we can focus on what is not working. Creating time for paired conversations about what is working well can elicit strengths and attributes of BAs as well as highlighting the successes they’ve experienced during the year. Ask the supervisor to share any successes of the mentee from his/her perspective (Box 1). Record any evidence or data that supports areas of success.

**Focus: District/School Initiatives, Challenges, Concerns, etc.**

This is an opportunity to learn about district/school initiatives that you can support with your BA.

Acknowledging the “real world” challenges both new and experienced administrators encounter in their work brings authenticity to the process. As the listener in the conversation, it is important for mentors to remember their role is non-evaluative and supportive.

Ask the supervisor to share areas he/she suggests you focus on in your work with the BA. (Box 2) Query for any observations and/or evidence for these suggestions, as appropriate.

**Support Needed For Administrator Mentee**

Elicit what supports are needed at this time to support the BA. These may be related to Box 2 items or other priorities, as determined by the supervisor. The “support needed” would be a confidential conversation between the mentor and supervisor. If there are some things the mentor feels are important share with the BA, then he/she should check with the supervisor to see if he/she is comfortable sharing.

**Next Steps For Administrator Mentee**

At this point, the mentor can discuss possible next steps with the supervisor. These next steps are typically drawn from the **Focus** and **Support Needed** boxes. List and review the Mentor’s **Next Steps** (Box 4). Be sure to follow up on the things you agreed to do in the Next Steps box.

**Closure**

Set the next meeting date and time. Determining a focus is optional. Give the supervisor a copy of the completed CDG for his/her records and reflection. Thank the supervisor for his/her time and support of the BA and the mentoring program.

In summary, the CDG tool provides an opportunity to collaborate with the supervisor, document and organize your work together, and reflect on progress during the year. The tool is NOT evaluative. However, many mentors find it helpful to note how their work aligns with and supports Oregon Educational Leadership/Administrator Standards.