

Maine Principals' Association

2020 – 2021

Are You A New Principal or Assistant Principal or an Experienced Principal or Assistant Principal Who Has Changed Jobs?

Are You Interested in Having A Mentor/Coach?

If You Are, Read On. . .

Overview

Since 2005-06, the Maine Principals' Association (MPA) has sponsored a very successful mentoring/coaching program for novice principals and assistant principals.

All new elementary, middle level, and high school principals and assistant principals are eligible to be matched with mentor/coaches. We also welcome experienced principals/assistant principals who have secured a position in a different school who desire a mentor/coach to participate in the mentoring/coaching program.

The MPA has formed a cadre of experienced, successful principals and assistant principals who are being trained as mentor/coaches. Our

program includes a formal process through which mentoring/coaching candidates and protégés are screened, selected, and matched to ensure the greatest potential for developing positive relationships. We do not match protégés and mentor/coaches from the same district.

Our intent, though, is to match protégés and mentor/coaches regionally in what we anticipate will be at least two-year formal relationships. We truly believe that mentoring/coaching is a mutually enhancing professional development opportunity in which both partners will benefit from the relationship. Any communication between the mentor/coach and protégé is confidential.

For Additional Information Please Contact:

Holly Couturier, Executive Director ~ Professional Division
Maine Principals' Association
622-0217, ext. 126 or hcouturier@mpa.cc

Benefits to Each Protégé . . .

The MPA anticipates significant positive outcomes for each protégé:

- Each protégé will have increased opportunities to succeed in his/her first year(s) as a principal/assistant principal.
- Each protégé will gain enhanced competence and confidence as a principal/assistant principal.
- The mentoring/coaching will be individualized and flexible to support the learning of each protégé.
- Each protégé will develop enhanced networks and professional relationships.
- Each protégé will have a significant one-on-one relationship with a mentor/coach who is an experienced and successful principal/assistant principal.

Expectations for Each Protégé and Mentor/Coach . . .

- Each protégé will have weekly contact with his/her mentor/coach – by phone, e-mail, or other technology. Monthly in-person meetings are required. Each mentor/coach will visit the protégé's school. Visitations by the mentor/coach include attending a faculty meeting as an observer and giving feedback; observing an evaluation cycle – pre-conference, observation, and post-conference – and giving feedback; reviewing and discussing intervention strategies based on student achievement data; and other mutually agreed upon activities that are determined by the protégé.
- Each mentor/coach will assist the protégé in the development of a written learning/leadership goal, which reflects the protégé's needs and facilitates his/her work. To promote dialogue between the protégé and the superintendent/supervisor, the protégé will develop his/her goals in consultation with him/her.
- Each protégé is required to attend four meetings with his/her mentor/coach at the MPA Conference Center in Augusta. If practical, some meetings may be held regionally. These include:
 - * **September 18, 2020** - - 8:30 a.m. - 1:30 p.m.
 - * **December 11, 2020** (snow date—December 18)
 - * **March 12, 2021**
 - * **May 6, 2021** - - 8:30 a.m. - 2:30 p.m.

To become a protégé . . .

- Complete the *Application for Potential Protégés—2020-2021*
(www.mpa.cc – Conference Registrations – Potential Proteges Application).
- Make sure that the completed application package reaches the MPA as soon as possible.
- All applications will be screened in September and protégés will be matched with mentor/coaches.

Cost per protégé . . .

The Maine Principals' Association will bill each protégé's school district \$1,200, which funds the mentor/coach's stipend for one year. The remaining costs are funded by the Maine Principals' Association. Also, after the complimentary membership period for new principals in the MPA, protégés are expected to be members in good standing for the life of the mentor/coach and protégé relationship.

What previous protégés say . . .

- "I cannot imagine surviving without the support of my mentor and this program."
- "Benefits include having someone to bounce 'real' issues off, having someone to 'think ahead' with me in terms of the school year, and having someone to ask the questions that remind me of the multi-facets of this job."
- "My mentor has been a huge support. She has assisted me with the many facets of leading and managing a school."
- "My mentor is so easy to talk with, she is non-judgmental, and she gives advice when needed."
- "It is important to have someone who is objective, who is someone I can trust, and who is not from my school or district. My mentor is all of these things and more!"
- "Having somebody available to reflect and plan with and who has experienced so many of the trials and tribulations of the principalship made me feel more comfortable and never alone."
- "It's really important to be part of the mentoring program. My mentor offered me great perspectives on many, many situations that I faced."
- "I have thoroughly enjoyed the opportunity to participate in this program. . . Just knowing that support is there whenever it is needed has made a huge difference in my stress levels!"
- "The ability to bounce ideas off of a neutral (not in district) mentor has been very valuable. It is non-threatening and non-evaluative in nature. I believe my mentor and I have formed a valuable relationship that will continue far after this program formally ends."

"Clearly, the MPA has targeted an area of tremendous need with its efforts to provide guidance and support to principals new to the profession. Our work at the Great Schools Partnership at the Mitchell Institute has focused on school improvement and redesign. We have learned firsthand that essential to efforts to change and improve schools is the presence of capable leadership. And while leadership comes in different forms and is reflected across various roles in schools, the building principal is key to schools which are truly effective, providing students with challenging learning opportunities while offering the necessary support structures... We have previously invested financially and provided other support to the MPA as it has developed and matured its mentoring/coaching program. We have found the design of the program to be of the highest quality and the benefits to new practicing school principals extraordinarily helpful to their personal and professional development."

—*J. Duke Albanese, Senior Policy Analyst
at the Great Schools Partnership at the Mitchell Institute and
former Commissioner of Education.*

