

Maine Principals' Association

2023 – 2024

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:

Dr. Holly Blair, Executive Director ~ Professional Division
Maine Principals' Association
622-0217, ext. 126 or hblair@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:

School Year Dates: (Dates are based off the 2022-2023 school year and may change.)

Year 1 – Protégés and Mentor/Coaches:

- * **September 22, 2023** ~ 8:30 a.m. - 2:30 p.m.
- * **December 4, 2023** ~ 8:30 a.m. – 2:30 p.m.
- * **March 4, 2024** ~ 8:30 a.m. – 2:30 p.m.
- * **May 3, 2024** ~ 8:30 a.m. - 2:30 p.m.

To become a protégé . . .

- Complete the *Protégé Registration—2023-2024* (<https://mpaprof.org> – Professional Tab –Protégé Registration).
- 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 \$1,500, 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 . . .

- “As a building leader it is amazing to have someone that has my back with no motives other than seeing my own success and growth in education.”
- “It’s a web of others who truly care about your success.”
- “Join the program – you won’t realize how important an experienced mentor will be until you are in the trenches, overwhelmed by everything on your plate, and really need unbiased support to help you navigate the way.”
- “It’s truly worthwhile to have a thinking partner that remains unbiased, objective, and confidential.”
- “The mentoring program provides a network of people who have been where you are, understand the challenges, and understand the importance of celebrating even the smallest of successes. The program provides guidance, grace, tools, and encouragement to perform our best in our new roles. I will be forever grateful for this experience and the support I have received in my first year in administration.”
- “This program is well worth the time. At first it is hard to justify leaving the building but what you take away from that time with colleagues benefits you and what you are then able to bring back to your building.”
- “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!”

"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.

