

## ***What the 2008-09 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 first hand 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, Co-Executive Director  
of the Great Schools Partnership  
at the Mitchell Institute and  
former Commissioner of Education.*

### ***For Additional Information Please Contact***

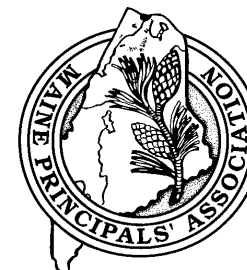
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## **Maine Principals' Association**

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***Are You A New  
Principal  
or an  
Experienced  
Principal  
Who Has  
Changed Jobs?  
Are You Interested  
in Having A  
Mentor/Coach?  
If You Are,  
Read On . . .***

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## Overview

Since 2005-06, the Maine Principals' Association (MPA) has sponsored a very successful mentoring/coaching program for novice principals registered in *Great Beginnings*, our four-session orientation to school leadership and management designed specifically for beginning principals and assistant principals.

For 2009-10, up to twelve new elementary, middle level, and high school principals enrolled in *Great Beginnings* will be matched with mentor/coaches. We also welcome experienced principals who have secured a position in a different school to participate in the mentoring/coaching program. Other novice principals, who desire a mentor/coach, may also be eligible to participate.

The MPA has formed a cadre of experienced, successful 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.

## 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.
- Each protégé will gain enhanced competence and confidence as a 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.

## Expectations for each protégé and mentor/coach

- Each protégé will have weekly contact with his/her mentor/coach – by phone, electronically, or in person. 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; 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 plan, 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.

- In addition to active participation in *Great Beginnings*, each protégé is required to attend three meetings with his/her mentor/coach at the MPA Conference Center in Augusta. If practical, some meetings may be held regionally. These include:

\* **September 14, 2009** – 9:00-12:00 noon

\* **December 11, 2009** – 9:00-3:00 p.m.

(snow date – December 14)

\* **May 12, 2010** – 9:00-3:00 p.m.

## To become a protégé

- Register for and participate in *Great Beginnings*. (This requirement is waived for experienced principals who have secured a position in a different school.)
- Complete the *Application for Potential Protégés—2009-10*.
- Make sure that the completed application package reaches the MPA no later than August 17, 2009.
- All protégé applications will be screened on August 18, 2009, and up to twelve protégés will be matched with mentor/coaches.

## Cost per protégé

The Maine Principals' Association will bill each protégé's school district \$2,000, which funds the mentor/coach's stipend for one year. 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.