

LEAD STRONG

Building Capacity through Residency

2013-2014



MENTOR RESPONSIBILITIES

Office of Professional Development and Evaluation
Human Capital Management



APPENDIX C

PROJECT LEAD STRONG

MENTOR PRINCIPAL CHECKLIST

- Participate in Project Lead Strong orientation
- Participate in mentor training
- Engage in weekly reflection with assigned program participant
- Utilize the Mentor Log to guide the mentoring process and document mentoring support
- Facilitate the transition of the Assistant Principal to Principal in Residence

Ensure that each participant is provided with field experiences listed below:

- Attend DATA/COM meeting (or Mock DATA/COM)
- Present at DATA/COM meeting (or Mock DATA/COM)
- Conduct Classroom Walkthroughs at least twice per week
- Write a memorandum to the faculty addressing instructional program
- Oversee the effective implementation of Saturday School
- Participate in School-Wide Instructional Reviews (SIRS)
- Lead a Professional Learning Community (PLC)
- Lead a faculty meeting focusing on school assessment data
- Conduct data chat with faculty
- Attend region level budget conference
- Write a summary of School Board meeting
- Ensure participant demonstrates competence in the use of technology through preparation of data files
- Assist with preparation and documentation of IPEGS
- Engage in mock interview for school-site administrative position
- Complete a reflection on the Code of Ethics
- Write a reflection articulating a personal and professional vision
- Attend a meeting with community group such as PTA, Dade Partners, or EESAC
- Participate in conference addressing parent issue
- Demonstrate effective interaction with diverse population representative of school's community
- Conduct formal and informal observations providing feedback, guidance, instruction, and appropriate materials to assist program participant
- Mentor Principals sign off on the Field Experiences and Leadership Competency Checklist
- Participate in Project Lead Strong surveys and evaluations

ONLINE MENTOR LOG

Access to the [On-line Mentor Log](#) is available by clicking on the link.

APPENDIX D

PROJECT LEAD STRONG

MENTOR ASSISTANT PRINCIPAL CHECKLIST

- Participate in Project Lead Strong orientation
 - Participate in mentor training
 - Engage in weekly reflection with assigned program participant
 - Utilize the Mentor Log to guide the mentoring process and document mentoring support (See Appendix
 - Facilitate the transition of the Teacher Leader to Resident Assistant Principal
- Ensure that each participant is provided with field experiences listed below:
- Attend DATA/COM meeting (or Mock DATA/COM)
 - Conduct Classroom Walkthroughs at least twice per week
 - Write a memorandum to the faculty addressing instructional program
 - Conduct School-Wide Instructional Reviews (SIRS)
 - Lead a Professional Learning Community (PLC)
 - Lead a faculty meeting focusing on school assessment data
 - Conduct data chat with faculty
 - Attend region level budget conference
 - Write a summary of School Board meeting
 - Ensure participant demonstrates competence in the use of technology through preparation of data files
 - Engage in mock interview for assistant principal position
 - Complete a reflection on the Code of Ethics
 - Write a reflection articulating a personal and professional vision
 - Attend a meeting with community group such as PTA, Dade Partners or EESAC
 - Participate in conference addressing parent issue
 - Demonstrate effective interaction with diverse population representative of school's community
 - Conduct formal and informal observations providing feedback, guidance, instruction, and appropriate materials to assist program participant
 - Participate in Project Lead Strong surveys and evaluations

ONLINE MENTOR LOG

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PROJECT LEAD STRONG MENTOR LOG

Use this form to report match activities each time you meet with your mentee. Your timely reports help us ensure grant compliance and provide information for securing future funding for the mentoring program.

*** Required**

Mentor Name *

Select your name

Mentee Name *

Select your name

Month *

Select the month

Day *

Select the day

Year *

Select the year

Type of contact *

- 1-on-1 in-person meeting
- Email
- Text messaging
- Phone call
- Group meeting or activity
- Mentee missed scheduled meeting
- Other:

Please provide additional details about your interaction

Please explain recent successes or challenges experienced with your mentee

Email Address *

Submit

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LEAD STRONG SELF-REFLECTION ASSESSMENT 2013-2014

SELF-REFLECTION ASSESSMENT, To be completed prior to Monday, September 30, 2013

DIRECTIONS: Please respond to each of the following questions based on your current level of expertise and comfort with the skill area described. For questions 1-4, first reflect on the question asked and rate your current proficiency on a scale of 1 to 5 with 1 being "limited or no experience" and 5 being "proficient at mastery level". Then write a brief narrative response in support of your self-rating and identify what, if any, additional professional development support you want in the specified area.

* Required

Name *

Email Address *

1. How comfortable are you with identifying, accessing and analyzing relevant data sources to make informed decisions about teaching, learning, the educational environment and effective allocation of resources to achieve desired results? *

1 2 3 4 5

Limited or No Experience Proficient at Mastery Level

Write a brief narrative response in support of your self-rating of question #1 and identify what, if any, additional professional development support you want in the specified area.

2. Are you able to develop a budget that appropriately and effectively utilizes available resources to meet staffing and operational needs and is in compliance with contractual, policy, and legal requirements? *

1 2 3 4 5

Limited or No Experience Proficient at Mastery Level

3. How proficient are you with utilizing available technological resources, particularly the

district's new ERP/SAP system to handle budget and finance, personnel, procurement, and other responsibilities? *

1 2 3 4 5

Limited or No Experience Proficient at Mastery Level

4. What other area of professional responsibility do you consider either a particular strength or a priority area for improvement? *

What professional development support would you like in this area?

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