



**ACSA REGION XIX
MENTOR PROGRAM – MENTOR APPLICATION
PROGRAM DESCRIPTION**

MENTOR APPLICATIONS ACCEPTED THROUGHOUT THE YEAR

ACSA Region XIX is partnering with state ACSA to sponsor a valuable new service for current and future ACSA members. Imagine being able to enter the principalship or another new administrative position with support from an experienced, supportive, confidential mentor to help you get started. And, imagine that you could be the mentor providing that vital support to new and veteran colleagues!

ACSA Region XIX Mentor Training is for ACSA members who are successful, dedicated school administrators/managers at the school, district, or county levels. In addition, Region XIX is looking for mentor candidates who would like to mentor ACSA colleagues new to school administration or veteran ACSA colleagues new to their current administrative assignments.

Current and “recently” retired ACSA school administrators/managers are eligible to become ACSA Region XIX Mentors.

Training dates for new mentors to be determined.

Current mentors do not need to reapply.

**PLEASE RETURN APPLICATION TO:
Barbara Howard, bhoward@rcoe.us or by mail to
P.O. Box 868, Riverside, CA 92502-0868**

MENTORING PROGRAM APPLICATION OVERVIEW



ACSA Mentoring is a unique and informal professional support service focused upon operational, technical and managerial aspects of educational leadership. Mentoring helps educational leaders define, adjust and clarify their roles. It is a voluntary and collaborative member-to-member service. The mentoring relationship is based on permission and trust, bound by ethics and confidentiality. Mentoring provides emotional and professional support through skilled listening and caring, and through specific feedback focused on leadership development offered by a wise, successful and experienced practitioner who has walked in the protégé's shoes.

Mentors provide a detached outside perspective of the protégé, site, and district context, and use challenges and needs as valued learning opportunities. This service is non-judgmental and non-evaluative, with topics entirely determined by the protégé. While face-to-face mentoring will surely be most valued, telephone or email contacts can augment personal meetings.

Generally, mentors and protégés work together between one and three hours each month. Protégé needs that require more attention or focus in the realms of instruction and student learning might more appropriately be served through ACSA's Leadership Coaching Program.

Finally, mentoring should serve as a welcoming introduction to ACSA, its services, and to informal local and regional networking opportunities. We strongly encourage Mentors to attend regional events with their protégés and introduce them to other leaders in the region.

Name:	
Address (include city and zip code):	
Cell Number:	Work Number:
Home Number:	Fax Number:
ACSA Member: <input type="checkbox"/> Yes <input type="checkbox"/> No ACSA member since:	
Email Address:	
Current position:	
Current work location:	
I will attend a one-day ACSA Mentor Training:	

Please identify two professional references pertaining specifically to past or present relationships with professional colleagues in which you have modeled the following desirable mentoring characteristics: Active Listening, High Professional Ethics, Confidentiality, Dependability, Non-Judgmental, Trustworthiness, Successful Leadership.

Reference	District/ Agency	Relationship	Contact Information Email or Phone

Successful Experiences as an Educational Leader (may attach a resume)

Position	District	Dates
		From: To:
		From: To:
		From: To:

Positions you would feel most comfortable mentoring: and any Geographic limitations or time constraints that might be relevant to your assignment as a mentor in our region:

Review the following list of Mentor Expectations and sign below if you can fulfill and are strongly committed to supporting:

☐ I can represent the profession as a successful, experienced, highly ethical educational leader.

☐ I am up-to-date on the job requirements, expectations, and challenges faced by protégés in the
job categories indicated above wherein I offer myself as an ACSA Mentor.

☐ I am fully prepared to commit one to three hours per month for one school year, suited to the
protégé's schedule, to provide mentoring support.

☐ In mentoring my protégé, I will be respectful of district structures, personnel, culture, and
expectations.

☐ I understand and accept the goals and limitations of ACSA mentoring.

☐ I am knowledgeable of ACSA organizational structures, services, and professional development
resources available to my protégé.

☐ I am willing and able to introduce my protégé to formal and informal local and regional networks.

TELL US MORE:

To help us match you with a protégé who has successful experience in a similar educational environment, please check/circle the following that matches with your experience.

(Check all that apply):

☐ Elementary ☐ Middle ☐ High School ☐ Alternative Ed (E or M or H)

☐ Charter (E or M or H)

☐ Site Principal ☐ AP ☐ Central Office: position - _____

Approximate School or District ADA: _____

Experience with High English Language Learner Populations: _____

Describe your reasons for wanting to become a mentor and what you feel you can offer a protégé:

TOPICS YOU COULD DISCUSS WITH PROTÉGÉ:

- ☐ Managing Work and Home Life
- ☐ Time Management
- ☐ Gathering/Interpreting/Reporting Data
- ☐ Curriculum and Instruction
- ☐ Assessment and Accountability
- ☐ Special Ed “rules of the road: policies and practices/dos and don’ts”
- ☐ School and District Leadership
- ☐ ACSA
- ☐ Professional Development resources, from ACSA and elsewhere

- ☐ Understanding & Administering Budgets
- ☐ State and Federal Categorical programs
- ☐ Classified and Certificated Relationships
- ☐ Understanding New roles and Responsibilities
- ☐ Interpreting/working with site and district policies and practices
- ☐ Working with District Office
- ☐ Parent Involvement
- ☐ Other:

Mentor Applicant Signature

Date