

ACSA REGION XIX MENTOR PROGRAM - PROTÉGÉ APPLICATION PROGRAM 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, 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. This service is non-judgmental and non-evaluative, with topics entirely determined by the protégé.

Generally, mentors and protégés work together between one and three hours each month at times and places determined by each pairing. While face-to-face mentoring will surely be most valued, telephone or email contacts can augment personal meetings.

Finally, ACSA Mentoring is a welcoming introduction to ACSA, its services, and to informal local and regional networking opportunities.

SCOPE OF ACSA MENTORING

ACSA Mentoring is designed to help protégés to understand their current roles as educational leaders and how they can most positively and productively serve site, district, and community...students, staff, and parents. Administering programs efficiently contributes greatly to the leader's ability to focus upon instructional leadership responsibilities and in the management of time that allows leaders to have balanced, healthy lives. Experienced mentors can help! Having a skilled listener and practitioner to talk to may help protégés to better understand challenges and obstacles to success...both those that lie in our surroundings and those that lie within.

DO YOU NEED A MENTOR OR A COACH?

Protégés interested in an Administrator Induction Program for the Clear Administrative Services Credential, or who require more attention or focus in the realms of instruction and student learning should be served through ACSA's Leadership Coaching Program.

The list of possible mentor-protégé topics included in this Protégé Application is certainly not exhaustive, but we have very consciously **omitted** topics related to: • Defining a vision for the school/district • Supervision and evaluation of instruction • Assessing and leading cultural change • Culturally responsive leadership • Meeting facilitation skills • Development of ongoing data-based, collaborative staff examinations of student learning. These are issues best addressed through more intensive, CPSEL-based, goal-oriented work with a trained and certified leadership coach.

Current protégés do not need to reapply.

PROTÉGÉ APPLICATION

Name of Protégé: _____ Date _____

ACSA Region: _____

Contact Address: _____

Contact Phone: _____ Email: _____

☐ ACSA Member: since - _____ (yr) ☐ Not yet an ACSA Member

Current Position: _____ Time in this position: _____

School: _____ District: _____

Most Recent Experiences as an Educator:

Position	District	Dates (from/to)
_____	_____	_____
_____	_____	_____

TELL US MORE

To help us match you with a mentor who has successful experience in a similar educational environment, please check/circle the following that apply to your site:

☐ Elementary ☐ Middle ☐ High ☐ Alternative (E or M or H) ☐ Charter (E or M or H)

New: ☐ Site Principal ☐ AP or Experienced but new to area/district: ☐ Site Principal ☐ AP

☐ Central Office: position - _____

Approximate School or District (if central office) ADA: _____

Approximate % EL Population: _____ # of Languages at your school: _____

Describe what you would like to gain from this experience with a mentor: _____

TOPICS YOU WOULD LIKE TO ADDRESS WITH MENTOR

<input type="checkbox"/> Managing Work and Home Life <input type="checkbox"/> Time Management <input type="checkbox"/> Gathering/Interpreting/Reporting Data <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Assessment and Accountability <input type="checkbox"/> Special Ed "rules of the road: policies & practices/dos and don'ts" <input type="checkbox"/> School and District Leadership <input type="checkbox"/> ACSA <input type="checkbox"/> Professional Development resources, from ACSA & elsewhere	<input type="checkbox"/> Understanding & Administering Budgets <input type="checkbox"/> State and Federal Categorical programs <input type="checkbox"/> Classified and Certificated Relationships <input type="checkbox"/> Understanding New roles and Responsibilities <input type="checkbox"/> Interpreting/working with site and district policies and practices <input type="checkbox"/> Working with District Office <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Other:
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Return this confidential protégé application by Nov. 30, 2015 to:

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