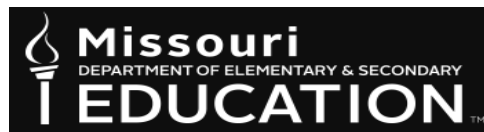


Missouri Career Education New School Leader Mentoring Program

A Collaborative Partnership Between:



Missouri Department of Elementary and Secondary Education,
Office of College and Career Readiness



Missouri Council of Career and Technical Administrators



University of Central Missouri, School of Professional Education and Leadership,
Career & Technical Education Department and

The Missouri Center for Career Education

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MENTORING PROGRAM FOR NEW CAREER EDUCATION DIRECTORS

Introduction

Welcome to the new Career Education Director mentoring program. The completion of this two-year program will assist you in developing those leadership and administrative skills necessary for the successful operation of an area career center, technical programs within a community college, or technical programs within a school district. Additionally, by completing the program, you will have met one of the requirements necessary for obtaining the Initial Administrator Certificate for Career Education Directors.

This mentoring program is composed of two parts, Year One topics and activities and Year Two topics and activities. This manual contains Year One topics and activities. They have been organized by their usual occurrence in the day-to-day operations experienced by most career and technical education administrators. You will find the Year One topics and activities to be very pragmatic and to the point. This was intentionally done as the result of a year-long effort by Mr. Doug Stewart, a veteran CTE administrator, who wanted to ensure that this program would immediately benefit new CTE directors.

Following is a brief description of the first year topics and activities for you and your mentor to discuss and document. Documentation forms are also provided as a part of this manual. You will note that at the end of each section, space is provided for you tie the topic or activity to the MLDS Competencies, your performance-based administrator evaluation, your school improvement plan and your professional learning plan. It is important to make these connections, as they are requirements of the Initial Certification, which requires a professional development plan and successful participation in an annual performance-based principal's evaluation.

Year One Topics and Activities

Elements of Leadership-The first Year One topic concerns some basic leadership tenets. No doubt you are familiar with them, but a review and discussion of these practical skills by all CTE administrators provides a solid foundation for leading a successful educational enterprise.

Individual Program Analysis-Insuring quality career and technical programming is an important part of a CTE administrator's job. How do you plan for it and insure its continuity? The topics in this section will assist you in those efforts.

Finance-Probably one of the most unique aspects of a CTE administrator's position is the amount of knowledge required in the area of Career and Technical finance. This section covers budgets, tuition calculations, and federal monies such as Carl D. Perkins Grants, other grants, financial aid, and scholarships.

Personnel Administration-This section involves the discussion of hiring practices, teacher certification and evaluation, professional development and communication.

MO Leadership Development System (MLDS) Competencies- The MLDS competencies are comparable to the industry standards that we as technical directors use to evaluate many of our programs. Just as ASE, AWS, CISCO, and CompTIA are industry acronyms defining exemplary technical training programs, the MLDS competencies are the criteria that validate trained education administrators. Discussion and awareness of these five learning domains and the competencies within, will assist you in your professional development plan and performance based administrator evaluation. Year Two of this process will offer additional experiences involving these competencies.

Acknowledgements

This manual is a culmination of knowledge and experience. Many individuals deserve special recognition and thanks. First, Mr. Doug Stewart, retired Director of the Hillyard Career Center, who organized and guided this work. To the Directors of Area Career Centers and Community Colleges throughout the State of Missouri who contributed their opinions and shared their knowledge in making this manual a "hands on" aid to new CTE administrators. To THE University of Central Missouri and the Missouri Center for Career Education who coordinated the project, and to Dr. Nancy Headrick, Assistant Commissioner for Career Education at the Missouri Department of Elementary and Secondary Education, for having the foresight to initiate the project. Additional thank you to Bob Larivee, MCCTA Executive Director, for his continued support and collaboration.

Meeting Plan — Year One

Topic	Meeting Date
ELEMENTS OF LEADERSHIP	
I. Elements of Effective Leadership	
II. Other Topics for Discussion	
INDIVIDUAL PROGRAM ANALYSIS	
I. Enrollment	
II. Determining Technology /Equipment	
III. Curriculum	
IV. Student Placement	
V. Student Completion	
VI. Advisory Committees	
VII. Non-Traditional Students	
VIII. Other Topics for Discussion	
FINANCE	
I. School Budget	
II. Individual Program Budgets	
III. Tuition Calculations	
IV. Perkins Allocation	
V. Writing Enhancement Grants	
VI. Financial Aid /Scholarships	
VII. Other Topics for Discussion	
PERSONNEL / ADMINISTRATION	
I. Hiring Practices	

II. Certification Requirements	
III. Teacher Evaluation	
IV. Professional Development	
V. Communication with Faculty	
VI. Communication with Other Administrators	
VII. Communicating with School Boards	
VIII. Communicating with Sending Schools	
IX. Other Topics for Discussion	
INTRODUCTION TO MLDS COMPETENCIES	

	Mentor	Protégé
Signature		
Date		
School/District		
Title		
Address		
City, Zip		
Phone		
Email		

Topic: Elements of Leadership

I. Elements of Effective Leadership

Goal	The new director will identify some of the elements of an effective leader.
Measurement	The new director will survey students and staff to evaluate these skills.
Discussion Questions	
Materials to Share	

Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Discussion Questions:

Daily Organization

Do you use some kind of organizer to schedule your day? How do you prioritize your events for the day?

Visibility with staff

Are you seen by and interact with staff and students daily?
How do you organize your visits?
How do you communicate your "open door" policy?

Lead by Example

Do you ask others to do something you wouldn't do yourself?
How do you act as a role model for your staff and students?

Learn to Listen

How do you actively listen?
Can you filter the "What To Listen To"?
Does listening always mean to give them what they want?

Be Yourself

Do you have your own style of leadership?
Do you try to be something that you are not?
What does integrity mean to you?
Do you show moral courage?
Are you a person of your word?

Continued Learning

What are you doing to professionally develop yourself?
How do you share your continued learning with others?

Classroom Visibility

Do you have a schedule to visit classrooms at least once per week?
How long do you spend in a classroom?
Do you communicate with the instructor during your visit?

- Do you communicate with the students during your visit?
- Do you use a walk-through form to document happenings?
- Do you relate to what the students are learning and why it is important?

Empower Your Staff

- Do you delegate things to your staff?
- Do you let others make some decisions? What kind?
- Do you use staff focus groups to create professional development opportunities and faculty meetings?
- Do you have a way for staff to make suggestions?

Stress Student Achievement and Learning

- Do you have a strong curriculum to meet the entry-level needs of industry?
- Do you have an assessment in place to verify learning is taking place?
- Are academics being addressed in the curriculum?
- Do you pre- and post-test students? What test do you use?
- Do you work with teaching styles with your teachers? Do you work with learning styles with your teachers?

Encourage Professional Development

- Do you budget \$\$\$ for individual professional development?
- Do you budget \$\$\$ for entire faculty professional development?
- Do your teachers give you a report on their professional development activities?
- Is your focus on learning and student achievement for professional Development?

Work with School's Vision

- Do you discuss the school's vision on a regular basis?
- Does your staff have input to the school vision?
- Do you share your intentions with the vision?
- Do you keep a focus on effective teaching?

ELEMENTS OF LEADERSHIP

II. Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	

Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

I. Enrollment

Goal	The new director will review enrollment data to ensure adequate enrollment.
Measurement	The program will meet enrollment requirements to justify the need for the program.

Discussion Questions	<ul style="list-style-type: none"> ● How do you market your programs? ● How do you recruit students for programs? ● Do you have a selection process and what are the criteria? ● What staff is involved in recruitment of students? ● What percentage of students are new or 2nd year? ● What do you do if you don't have adequate enrollment?
Materials to Share	<ul style="list-style-type: none"> ● Copy of school enrollment for the last three years ● Copy of individual program enrollment for last three years ● Copy of recruitment forms used to recruit students ● Copy of any marketing materials used to recruit students
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

II. Determining Technology/Equipment

Goal	All programs will be adequately equipped with modern equipment and technology needs.
Measurement	Instructor and advisory committee review and make recommendations for technology needs to meet industry standards.

Discussion Questions	<ul style="list-style-type: none"> ● Who determines the equipment / technology needs for the program? ● Does each program have a budget? ● How are equipment / technology needs submitted for approval? ● Is the use of technology evident in the classroom? ● What revenue sources are available for new equipment?
Materials to Share	<ul style="list-style-type: none"> ● Copy of program budgets ● Documentation of advisory input to program equipment / technology ● Documentation for justification of equipment / technology for programs
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

III. Curriculum

Goal	The program will have an updated curriculum for their program.
Measurement	The director will review and validate the current curriculum used in the program.

Discussion Questions	<ul style="list-style-type: none"> ● Does the curriculum meet the appropriate industry standards? ● Are competencies with tasks of duties in place? ● Are the essential skills of the program identified? ● How often is the curriculum updated? ● Is there scope and sequence to the curriculum? ● Are all lesson plans complete? ● Do the instructors have teaching calendars? ● Are academics developed and integrated in the curriculum? ● Does the advisory committee review the curriculum annually? What are the delivery methods of the curriculum? ● Does the curriculum provide for career and technical student organizations CTSOs?
Materials to Share	<ul style="list-style-type: none"> ● Copy of a program curriculum ● List of competencies for program ● List of duties and tasks for program ● Copy of lesson plans for program ● List of essential skills for program ● Copy of documentation of advisory committee involvement ● List of career and technical student organizations (CTSOs) ● Copy of school calendar ● Copy of program teaching calendar
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

IV. Student Placement

Goal	The placement data will be reviewed at 1 80 days and meet or exceed the state standards.
Measurement	The accountability measures of Perkins will be reviewed to measure placement percentages and also review placement categories.

Discussion Questions	<ul style="list-style-type: none"> • How is the data collected? How is the data put into the correct placement category? Who is responsible for student placements? What opportunities are given to students to help ensure related placement? What do you do if your placement data is not good for a particular program?
Materials to Share	<ul style="list-style-type: none"> • Last two years of placement data for school • Last two years of placement data for individual program • Forms used to collect placement data • Copies of core data uploaded to State
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

V. Student Completion

Goal	The director will review the completion rate by program / school to meet or exceed state standards.
Measurement	The percentage of students who complete programs will meet or exceed state standards.
Discussion Questions	<ul style="list-style-type: none"> ● How do you figure the completion percentage? ● What can you do to ensure a satisfactory completion rate? ● Why don't students complete programs? ● What elements would you analyze if your completion rate was not satisfactory?
Materials to Share	<ul style="list-style-type: none"> ● List of student and completion rates for the last two years ● List of reasons students do not complete programs ● List by program the percentage of noncompeting students
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

VI. Advisory Committees

Goal	All advisory committees for the school will be in place, organized and active.
Measurement	Documentation of all advisory committee meetings with recorded minutes are on file.
Discussion Questions	<ul style="list-style-type: none"> ● Does each program have an advisory committee? ● How often do the advisory committees meet? ● When do the advisory committees meet? ● Are minutes taken of each meeting? ● Is there a written agenda for each advisory meeting? ● What individuals are represented on your committees? ● Are there other advisor committees in lace?
Materials to Share	<ul style="list-style-type: none"> ● List of all advisory programs ● Template for advisory committee minutes ● List of advisory committee members' occupations ● Schedule of advisory committee meetings
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

VII. Non-Traditional Students

Goal	Recruit non-traditional students into programs.
Measurement	The percentage of non-traditional students will be compared to state standards.
Discussion Questions	<ul style="list-style-type: none"> ● What is your enrollment of non-traditional students? ● What are some activities you use to recruit non-traditional students? ● Are your programs suitable for non-traditional students? ● Are there some programs that recruit non-traditional students more than others? ● Do you know who your regional Career Education Coordinator CEC is?
Materials to Share	<ul style="list-style-type: none"> ● Copy of non-traditional students by program ● Copy of documentation to recruit non-traditional students ● List of activities to recruit non-traditional students ● CEC information
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Individual Program Analysis

VIII. Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Finance

I. School Budget

Goal	The new director will understand the overall budget of the school.
Measurement	The school will operate within the budget approved by administration of the district.
Discussion Questions	<ul style="list-style-type: none"> ● What are the sources of revenue? ● What are the line items in your budget? ● What are your expenses? ● How often do you track your budget? ● How often do you meet with your bookkeeper? ● How or can you transfer line items? ● How can you increase your budget? ● Who has input to the budget?
Materials to Share	<ul style="list-style-type: none"> ● Copy of your district's finance policy ● Copy of your building budget ● Copies of forms used with the budget process
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Finance

II. Individual Program Budgets

Goal	The director will have instructors submit an annual budget for the operation of their programs.
Measurement	Program budgets will be reviewed monthly by director with program instructors.
Discussion Questions	<ul style="list-style-type: none"> ● What are the line items of a program budget? ● Who has input to the budget? ● Does the local advisory committee review the budget and have input to the process? ● Who approves the budget? ● Who is responsible for the program inventory?
Materials to Share	<ul style="list-style-type: none"> ● Copy of individual program budget ● Evidence of advisory committee input to budget ● Copy of program inventory
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Finance

III. Tuition Calculations

Goal	The director will be able to calculate the annual tuition for their school.
Measurement	Tuition calculation will be on file locally and with DESE.
Discussion Questions	<ul style="list-style-type: none"> ● Do you use the state fee guide for determining the tuition of the school? ● What method is used to formulate the tuition? ● Who has input to the calculation of tuition? ● How are the sending schools informed of tuition? ● Are there incentives for schools to send students?
Materials to Share	<ul style="list-style-type: none"> ● Copy of state tuition fee guide ● Copy of your own tuition calculation guide ● Documentation to inform sending schools of tuition ● Tuition schedule for individual adult programs
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Finance

IV. Perkins Allocation

Goal	The director will complete the Perkins budget and submit to DESE via ePeGs.
Measurement	The accountability measures of Perkins will be at or above the State levels or a plan will be developed to do so.
Discussion Questions	<ul style="list-style-type: none"> ● Who has input to the Perkins budget? ● Do you understand the process of submitting, amending and final submission of the budget? ● How do you determine amounts to spend in each area of the Perkins budget? ● How do you use the Perkins accountability to allocate funds? What Perkins core indicators you meeting? Why are you successful in these areas? ● What Perkins indicators aren't you meeting? Why are you not meeting the indicators and what are your plans for improvement?
Materials to Share	<ul style="list-style-type: none"> ● Copy of current Perkins budget ● Worksheets of breakdowns of expenditure categories ● Copy of accountability reports and worksheets ● Data used to calculate the expenditures by category
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Finance

V. Writing Vocational-Technical Enhancement Grants

Goal	The director will be familiar and have the knowledge to write a Vocational-Technical Enhancement ant.
Measurement	Enhancement grant will be on file for review.
Discussion Questions	<ul style="list-style-type: none"> • How do you use the enhancement grant? • How does your local district understand the grant? • Does your staff have input in the writing of the grant? • How do you obtain matching funds from the district? • How do you use the grant to improve student achievement?
Materials to Share	<ul style="list-style-type: none"> • Copy of most recent enhancement grant proposal • Copies of input data from individual programs concerning their needs • Copies of all forms needed to successfully write the grant
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Finance

VI. Financial Aid / Scholarships

Goal	Financial Aid/ Scholarships will be available for those who qualify
Measurement	Documentation will be on file for review.
Discussion Questions	<ul style="list-style-type: none"> • Who coordinates financial aid? • Who is a mentor for this person? • Where can you get help with financial aid? • What scholarships are available to students? • What financial institutions are you networked with?
Materials to Share	<p>Documentation of all individuals receiving Pell grants</p> <p>All forms necessary to complete financial aid application</p> <p>Copy of all scholarships available for students</p>
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Finance

VII. Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

I. Hiring Practices

Goal	The new director will understand the importance of hiring good staff.
Measurement	The retention of staff will be reviewed.
Discussion Questions	<ul style="list-style-type: none"> ● What are your local district's hiring practices? ● Have you established open communication with your personnel department? ● Do your candidates meet necessary initial certification requirements? ● Do you have job descriptions that include qualifications to meet certification requirements? ● What types of networks do you use in your searches for personnel? ● How do you pre-screen candidates? ● How do you conduct a legal interview? ● Who does the actual interview? ● Do you check references? ● Do you have faculty orientation and handbooks for new staff?
Materials to Share	<ul style="list-style-type: none"> ● District / administrative handbook (Personnel) ● Job descriptions ● Faculty handbook ● Current certification requirements / forms ● Sample interview questions ● Copies of personnel advertisements
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

II. Certification Requirements

Goal	All staff are appropriately certified
Measurement	Certificates are on file for all staff
Discussion Questions	<ul style="list-style-type: none"> ● Who is responsible for TAC and initial certification? ● Who is responsible for renewal of certification? ● Are you current with certification requirements and the process you must use to certify staff? ● Who is your contact for questions / help with certification? ● What forms are needed, and where do you find them? ● Who pays the cost for certification in our district?
Materials to Share	<ul style="list-style-type: none"> ● Copy of certification requirements for position ● Copy of Renewal of Certificate ● Copies of all necessary forms for certification
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

III. Teacher Evaluation

Goal	All teacher evaluations will be done in the manner prescribed by their local district.
Measurement	All paper work is on file
Discussion Questions	<ul style="list-style-type: none"> ● What is your district policy and format for teacher evaluation? ● What is your schedule for evaluating staff? ● What standards are used for teacher evaluation? ● As an instructional leader, how do you use the evaluation process to help your teachers be better instructors? ● Is a Professional Development Plan in place for each teacher?
Materials to Share	<ul style="list-style-type: none"> ● Copy of district's teacher evaluation policy ● Copy of your building certification forms ● Schedule of evaluations for the next five years ● Copy of evaluation that has been done ● Copy of Professional Improvement Plan
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

IV. Professional Development

Goal	Write a professional development plan for your staff
Measurement	Document and evaluate professional development activities that occur during the year
Discussion Questions	<ul style="list-style-type: none"> ● In what professional organizations do you and your staff participate? ● What programs does your staff use for development and training? ● Do you meet the requirements for professional development for certification and renewal? ● Do you survey in-house training needs? ● Do you evaluate the professional development programs you and your staff attend? ● Do you and your staff have individual professional development plans? ● Do you use your Regional Professional Development Center (RPDC)? ● Do you use business / industry to deliver professional development or work experiences?
Materials to Share	<ul style="list-style-type: none"> ● Copy of individual professional development plan ● Schedule of professional development plan for school ● Copy of survey used for in-house professional development ● Copy of forms used to evaluate professional development
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

V. Communication with Faculty

Goal	Use a variety of methods to ensure proper, timely, and effective communication with faculty
Measurement	Document communications / responses made with faculty to insure success
Discussion Questions	<ul style="list-style-type: none"> ● What types of communications do you use with your faculty? ● What types of activities do you have with your faculty? ● Are your communications two-way? ● How do you know if you are communicating effectively? ● Is there a professional development committee and a plan in place? ● Do you have a plan to evaluate your leadership skills with our staff?
Materials to Share	<ul style="list-style-type: none"> ● Examples of faculty communications ● Copy of faculty handbook ● Schedule of faculty activities ● Copy of evaluation of our leadership skills with faculty
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

VI. Other Administrators

Goal	Use a variety of methods to insure proper, timely, and effective communication with other administrators
Measurement	Document communication / responses made with other administrators
Discussion Questions	<ul style="list-style-type: none"> ● How often do you communicate with other administrations? ● What types of activities do you have with other administrators? ● How do you know you are communicating effectively?
Materials to Share	<ul style="list-style-type: none"> ● Examples of communications with other administrators both in-district and with administrators from outside the district ● Schedule of activities with other administrators ● Copies of reports shared with other administrators
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

VII. Communicating with school boards

Goal	Use a variety of methods to insure proper, timely, and effective communications with our school board
Measurement	Document communications / responses made from your school board
Discussion Questions	<ul style="list-style-type: none"> ● How often do you communicate with the school board? ● How often do you present to your school board? ● How are they different than administration? ● How do you know you are communicating effectively? ● How do school board members know about our school?
Materials to Share	<ul style="list-style-type: none"> ● List of activities you do with your board ● Documentation of any correspondence with the board of education ● Schedule of board meetings ● Presentations you have given to the board
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

VIII. Sending Schools

Goal	Use a variety of methods to insure proper, timely, and effective communications with our sending schools.
Measurement	Document communication/responses from your sending schools.
Discussion Questions	<ul style="list-style-type: none"> ● What do you communicate with your sending schools? ● What types of activities do you have with your sending schools? ● How do you know you are communicating effectively? ● How do you communicate with sending school principals? ● How often?
Materials to Share	<ul style="list-style-type: none"> ● Copies of reports shared with sending schools ● Schedule of meeting with principals ● List of activities you do with other principals
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Topic: Personnel / Administration

IX. Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	
Impact on:	
Performance-Based Administrator Evaluation	
School Improvement Plan — Form B of the PBAE	
MLDS Competency # Addressed	

Missouri Leadership Development System (MLDS) Competencies

Please read, rate, and discuss with your mentor your response to these performances at your school.

ND = Needs Developing BD = Being Developed IP = In Place

1. Visionary School Leadership	ND	BD	IP
a. Understands the importance of a vision and can demonstrate how it relates to the context and culture of the school community			
b. Understands and can communicate the importance of all stakeholders knowing the collective mission, vision, and core values			
c. Understands and can demonstrate how multiple sources of data are connected to a mission, vision, core values, and the legal and ethical handling of information			
d. Knows the importance of utilizing employment trends and forecasting data to improve and expand Career and Technical Education (CTE) programming			
e. Understands the importance of using common criteria and quality indicator (CCQI) of high quality CTE			
f. Understands how the history and philosophy of CTE impacts leadership in CTE			
2. Instructional School Leadership			
a. Understands standards and can demonstrate how they apply to horizontal and vertical alignment of local curricula and content areas			
b. Understands a variety of research-based instructional practices and can demonstrate how to appropriately match learning content			
c. Understands and engages in meaningful feedback related to teacher professional growth			
d. Understands and demonstrates how to assess student learning using a variety of formal and informal assessments			

e. Engages in and demonstrates meaningful observation and feedback related to effective instructional practice			
f. Understands and can demonstrate multiple strategies for analyzing data to inform the instructional process			
g. Understands the principles of adult learning and demonstrates how these help develop teacher capacity			
h. Understands the process of CTE curriculum development and implementation utilizing business/industry/workforce partners with the importance of assessing performance and industry credentials			
i. Ensures CTE instruction entails Career Technical Student Organizations (CTSO) components (e.g. technical, academic, workplace, personal skills)			
j. Implements instructional goals, assessment methods, and work-based learning by utilizing business/industry/workforce partners to address workforce needs			
3. Managerial School Leadership			
a. Knows and can demonstrate how a safe and functional school facility and grounds support student learning			
b. Understands and can demonstrate how to evaluate routines, procedures, and schedules to support the school environment			
c. Understands the tools and can demonstrate the skills required to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation			
d. Understands and can demonstrate the necessity of establishing and communicating clear expectations, guidelines, and procedures, which respect the rights of all staff and students			
e. Understands and can demonstrate the role of observation, feedback, and intervention for improving or removing personnel			

f. Is knowledgeable of and can reflectively evaluate and communicate legal and ethical requirements regarding personnel records and reports			
g. Understands and can communicate the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities			
h. Understands and can communicate how non-fiscal resources support school goals and priorities			
i. Utilizes CCQI to develop, evaluate, expand, and improve local CTE programs, including CTSOs and business, industry, and workforce partnerships			
j. Assesses stakeholder needs for CTE program budget development, implementation, and oversight			
k. Understands CTE financial management, including funding mechanisms, financial management system, CTE grants and requirements, and CTE financial coding			
l. Understands the impact of local, state, and federal legislation on CTE program management			
m. Develops teacher and staff capacity to monitor budgets, implement program standards and curriculum, meet certification requirements, follow school policies, and manage CTSOs			
4. Relational School Leadership			
a. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and can explain its impact on the teaching and learning process			
b. Understands and can communicate the in-school and out-of-school strategies and resources available to support the welfare of each student			

c. Understands and can demonstrate how to build positive relationships in support of student learning and well-being			
d. Understands and can demonstrate the components of building effective relationships with staff and cultivating ethical behaviors in others			
e. Understands and can demonstrate how to develop a culture of support and respect among staff			
f. Serves as a teacher leader and understands and demonstrates the importance of promoting teacher leadership			
g. Understands and can communicate a variety of strategies and legal implications for building relationships with families			
h. Recognizes the importance of and can demonstrate how to build positive relationships with other community stakeholders			
i. Understands and can demonstrate the importance of building positive relationships with other community stakeholders, especially with CTE advisory committees and business/industry/workforce partners			
j. Understands the unique needs of a CTE teacher who transitions from business/industry/workforce to the classroom			
k. Understands and can demonstrate the importance of building positive relationships with legislators and state agency staff			
5. Innovative School Leadership			
a. Recognizes and can apply the knowledge, skills, and best practices that support continuous professional growth			
b. Understands and has the capacity to develop professional networks as a key element of professional growth			
c. Understands the importance of reflection and demonstrates a commitment to ongoing learning			

d. Understands and can demonstrate the importance of feedback for improving performance			
e. Understands and can demonstrate how time management is a key factor for maintaining a focus on school priorities			
f. Recognizes and can demonstrate that beliefs based on new knowledge and understandings are used as a catalyst for change			
g. Demonstrates flexibility by being willing to vary an approach when circumstances change, and models ethical personal conduct			
h. Recognizes and demonstrates how business/industry/workforce partnerships influence or accelerate CTE program enhancement			
i. Understands and can communicate the unique professional development needs of a CTE teacher who transitions from business/industry/workforce to the classroom			

<p>Year One CTE Director Mentoring Program Evaluation-Completed by Mentor</p>
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Mentor: _____

Protégé: _____

Date: _____ All evaluations will be confidential.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

	SA	A	D	SD
Protégé				
The Protégé is an appropriate match to my knowledge.				
The Protégé asked good questions.				
The Protégé shared his/her experiences.				
The Protégé agreed that the discussion questions were appropriate.				
The Protégé seemed to enjoy the experience.				
Mentor				
The meeting topics were appropriate				
The Year One goals and objectives were well defined.				
The subject matter increased my knowledge.				
The discussion questions were appropriate.				
The time for discussion was adequate.				
The meetings helped me grow professionally.				
The agenda was followed.				

Time was allotted at the end for questions not on the agenda.				
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Please add additional comments as appropriate.

Mail to: Bob Larivee
 MCCTA
 P.O. Box 622
 Cape Girardeau, MO 63702

**Year One CTE Director
 Mentoring Program Evaluation-Completed by Protégé**

Protégé: _____

Mentor: _____

Date: _____ All evaluations will be confidential.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

	SA	A	D	SD
Mentor				
My mentor is an appropriate match to my needs.				
The meeting agenda was appropriate.				
The mentor was prepared to deliver the agenda.				
The subject matter increased my learning and knowledge.				
The mentor listened and offered conversation.				
Meetings				
The topics were appropriate.				
The goals and measurements were clearly defined.				

The subject matter increased my learning and knowledge.				
The discussion questions were appropriate.				
The time for discussions was adequate.				
The meetings helped me grow professionally.				
The agenda was followed, however, time was allotted for other discussion.				

Please add additional comments as appropriate.

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 MCCTA
 P.O. Box 622
 Cape Girardeau, MO 63702

Completion Record — Year One

Topic	Mentor Signoff	Protégé Signoff	Date
Elements of Leadership			
I. Elements of Effective Leadership			
II. Other Topics for Discussion			
Individual Program Analysis			
I. Enrollment			
II. Determining Technology / Equipment			
III. Curriculum			
IV. Student Placement			
V. Student Completion			
VI. Advisory Committees			
VII. Non-Traditional Students			
VIII. Other Topics for Discussion			
Finance			
I. School Budget			

II.	Individual Program Budgets			
III.	Tuition Calculations			
IV.	Perkins Allocation			
V.	Writing Enhancement Grants			
VI.	Financial Aid / Scholarships			
VII.	Other Topics for Discussion			
Personnel / Administration				
I.	Hiring Practices			
II.	Certification Requirements			
III.	Teacher Evaluation			
IV.	Professional Development			
V.	Communication with Faculty			
VI.	Communication with Other Administrators			
VII.	Communicating with School Boards			
VIII:	Communicating with Sending Schools			
IX.	Other Topics for Discussion			
INTRO. TO MLDS Competencies				

	Mentor	Protégé
Signature		
Date		
School/District		
Title		
Address		
City, Zip		
Phone		

Email		
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