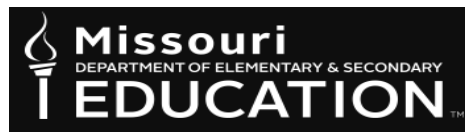


# Missouri Career Education New School Leader Mentoring Program – Year Two

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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# Recommended Schedule of Meetings

<b>July-December</b>	Work with Mentor as needed.
<b>January</b>	First meeting with Mike Pantleo to develop Year Two Project.
<b>January-April</b>	Work on required project with Key Mentor and Mike Pantleo. Complete contact log and submit to Bob Larivee, MCCTA Executive Director.
<b>May</b>	Complete Year Two Project and submit to Mike Pantleo by specified date.

## Year Two Project

The year two assignment will be administered through the University of Central Missouri (UCM), Department of CTE. Specifically, Mike Pantleo, Assistant Professor, will provide all required information and requirements for the project.

Mentees will work with Mike and their mentor to complete a comprehensive project covering multiple MLDS competencies. The mentees are required to log a minimum of 25 hours during year two of the mentoring program.

The Year Two Project requires completion of the following sections.

Sections	Specifics
<b>Section 1</b>	<b>Opening Summary:</b> Submit a beginning summary indicating the program you plan to develop or the program you plan to upgrade. Your summary should contain research based data on why this program should be developed or changed. <i>(If you are not an administrator or teacher then I would suggest for you to choose a program area you would develop if you were in a position that would allow you to do so.)</i>
<b>Section 2</b>	<b>Rationale:</b> Rationale for developing the new program or upgrading the existing one. Include research data behind your decision. (If actually submitting this proposal to the state, you would submit a survey of community based assessment results, student interest survey data, advisory committee recommendations and need based on the employment outlook). Due to the matter of time in this course, just include information such as how you would gather these items, if you do not have these on hand. <b>Students:</b> Identify number of students that could be served, contact hours, course sequence and grade level of course. <b>Instructional Delivery:</b> Identify method of instructional delivery including classroom, laboratory, project based, etc.
<b>Section 3</b>	<b>Program Goals &amp; Objectives:</b> List program goals and objectives in measurable terms. Also, provide the National Industry Standards that you would use in developing this course. <b>Major Units of Instruction:</b> Provide an outline of the major units of instruction, including the curriculum resource, technical skill attainment assessment and specific opportunities for experience such as internship job shadowing and experimental education.

	<p><b>CTSO:</b> Identify the Career Technical Student Organization and describe how it will be used to support curriculum, instruction, and assessment.</p> <p><b>Partners:</b> Identify postsecondary partners and/or business/apprenticeship partners. Provide a summary of possible postsecondary articulation agreements/dual credit agreements and/or partnership agreements that will be put in place once the program/course is operational.</p>
<b>Section 4</b>	<p><b>Program Evaluation:</b> Identify a plan for evaluating program effectiveness including the instrument to be used and how results will be used to improve the program.</p>

**ADMINISTRATOR MENTORING PROGRAM  
for MISSOURI'S NEW SCHOOL LEADERS  
New School Leader and Mentor  
Contact Log**

Time Period: \_\_\_\_\_

DATE	NATURE OF INTERACTION	LOCATION	TOPIC(S)/ACTIVITY	#HOURS	RATING

**TOTAL HOURS** \_\_\_\_\_  
Minimum of 25 hours

**SIGNATURE** \_\_\_\_\_ **Mentor**

**NEW SCHOOL LEADER** \_\_\_\_\_ **Mentee**

**DATE** \_\_\_\_\_

## Reporting Calendar

Contact log is due on the following date:

Please email copies of your logs no later than April 30<sup>th</sup>.

Submit to: Bob Larivee at the following email address - [mccta10@gmail.com](mailto:mccta10@gmail.com)

Year Two Project is due to Mike Pantleo by the specified date coinciding with UCM's Spring semester ending date. [mpantleo@ucmo.edu](mailto:mpantleo@ucmo.edu)

# Attachment A

## Missouri Leadership Development System (MLDS) Competencies

Note. This log was provided during year one of the mentoring program and Internship. All competencies should be addressed by the completion of UCM course work, Internship, and the Two MCCTA Mentoring Program.

1. Visionary School Leadership	Month and Year Addressed
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	
<b>3. Managerial School Leadership</b>	
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	
<b>4. Relational School Leadership</b>	
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	
<b>5. Innovative School Leadership</b>	
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	