Missouri Career Education

New School Leader Mentoring Program
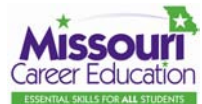
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MENTORING PROGRAM
FOR NEW CAREER EDUCATION
DIRECTORS

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 four requirements necessary for obtaining the Transition 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 insure 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 ISLLC Leadership Standards, your performance-based administrator evaluation, your school improvement plan and your professional learning plan. It is important to make these connections, as requirements 3 and 4 of the Transition Certificate require a professional development plan and successful participation in an annual performance-based principal's evaluation. A copy of that evaluation form is included as an Appendix to this manual.

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.

ISLLC Leadership Standards- The Interstate School Leaders Licensure Standards 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 ISLLC standards are the criteria that validate trained education administrators. Discussion and awareness of these six standards will assist you in your professional development plan and performance based administrator evaluation. Year Two of this manual will be entirely devoted to the standards.

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.

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 ISLLC	

	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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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-though 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?

Collaborate and Support Staff
>Do you have teams and team meetings?
>Do you provide your staff with appropriate resources?
>Do you recognize your teachers for their efforts?

TOPIC: ELEMENTS OF LEADERSHIP

II. Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	- 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	- 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	- 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	- 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: INDIVIDUAL PROGRAM ANALYSIS

IV. Student Placement

Goal	The placement data will be reviewed at 180 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	- 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	- 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 sheet sent to State
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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	• 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 non-completing students
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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 advisory committees in place?
Materials to Share	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	- 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	- 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: INDIVIDUAL PROGRAM ANALYSIS

VIII. Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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	• Copy of individual program budget • Evidence of advisory committee input to budget • Copy of program inventory
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	- 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	- 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: FINANCE

V.   Writing Vocational-Technical Enhancement Grants

Goal	The director will be familiar and have the knowledge to write a Vocational-Technical Enhancement grant.
Measurement	Enhancement grant will be on file for review.
Discussion Questions	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	- 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	- Documentation of all individuals receiving Pell grants - All forms necessary to complete financial aid application - Copy of all scholarships available for students
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: FINANCE

VII. Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: PERSONNEL / ADMINISTRATION

II.   Certification Requirements

Goal	All staff are appropriately certificated.
Measurement	Certificates are on file for all staff
Discussion Questions	• Who is responsible for 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 your district?
Materials to Share	• Copy of certification requirements for position • Copy of Renewal of Certificate • Copies of all necessary forms for certification
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	- 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	- 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

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	• 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 your staff?
Materials to Share	• Examples of faculty communications • Copy of faculty handbook • Schedule of faculty activities • Copy of evaluation of your leadership skills with faculty
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: PERSONNEL / ADMINISTRATION

VI.   Communication with 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	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: PERSONNEL / ADMINISTRATION

VII. Communicating with School Boards

Goal	Use a variety of methods to insure proper, timely, and effective communications with your school board
Measurement	Document communications / responses made from your school board
Discussion Questions	- 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 your school?
Materials to Share	- 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: PERSONNEL / ADMINISTRATION

VIII: Communicating with Sending Schools

Goal	Use a variety of methods to insure proper, timely, and effective communications with your sending schools.
Measurement	Document communication/responses from your sending schools.
Discussion Questions	• 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	• 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	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: PERSONNEL / ADMINISTRATION

IX.   Other Topics for Discussion

Goal	
Measurement	
Discussion Questions	
Materials to Share	
Impact on:	
Performance-Based Administrator Evaluation	ISLLC Standard # _____
School Improvement Plan – Form B of the PBAE	
Professional Learning Plan – Form C1 of the PBAE	

TOPIC: INTRODUCTION TO ISLLC LEADERSHIP STANDARDS

I.   ISLLC Leadership Standards

Goal: Introduce and evaluate the ISLLC Standards that will provide the framework for the professional career education director.

Measurement: The evaluation of the director will reflect the status of performances to ensure ongoing professional growth of the director.

Standard I   Vision

The director is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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

Standard I: Vision

	ND	BD	IP
The vision and mission of the school are effectively communicated to staff, parents, students and community members.			
The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.			
The core beliefs of the school vision are modeled for all stakeholders.			
The vision is developed with and among stakeholders.			
The school community is involved in school improvement efforts.			
The vision shapes the educational programs, plans and actions.			
An implementation plan is developed in which objectives and strategies to achieve the vision and goal are clearly articulated.			
Assessment data related to student learning are used to develop the school vision and goals.			
Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.			
Needed resources are sought and obtained to support the implementation of the schools mission and goals.			
Existing resources are used in support of the school's vision and goals.			
The vision, mission and implementation plans are regularly monitored, evaluated, and revised.			

Standard II   School Culture and Learning

The director is an educational leader who promotes the successes of all by students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

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

Standard II: School Culture and Learning

	ND	BD	IP
All individuals are treated with fairness, dignity and respect.			
Professional development promotes a focus on student learning consistent with the school vision and goals.			
Students and staff feel valued and important.			
The responsibilities and contributions of each individual are acknowledged.			
Barriers to student learning are identified, clarified and addressed.			
Diversity is considered in developing learning experiences.			
Life-long learning is encouraged and modeled.			
There is a culture of high expectations for self, student and staff performance.			
Technologies are used in teaching and learning.			
Student and staff accomplishments are recognized and celebrated.			
Multiple opportunities to learn are available to all students.			
The school is organized and aligned for success.			
Curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined.			
Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies.			
The school culture and climate are assessed on a regular basis.			
A variety of sources of information is used to make decisions.			
Student learning is assessed using a variety of techniques.			
Multiple sources of information regarding performance are used by staff and students.			
A variety of supervisory and evaluation models is employed.			

Standard III Management

The director is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

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

Standard III: Management

	ND	BD	IP
Knowledge of learning, teaching and student development is used to inform management decisions.			
Operational procedures are designed and managed to maximize opportunities for successful learning.			
Emerging trends are recognized, studied and applied as appropriate.			
Operational plans and procedures to achieve the vision and goals of the school are in place.			
The school plant, equipment and support systems operate safely, efficiently, and effectively.			
Time is managed to maximize attainment of organizational goals.			
Potential problems and opportunities are identified.			
Problems are confronted and resolved in a timely manner.			
Financial, human and material resources are aligned to the goals of the school.			
The school acts entrepreneurially to support continuous improvement.			
Organizational systems re regularly monitored and modified as needed.			
Stakeholders are involved in decisions affecting schools.			
Responsibility is shared to maximize ownership and accountability.			
Effective problem-farming and problem-solving skills are used.			
Effective conflict resolution skills are used.			
Effective communication skills are used.			
A safe, clean and aesthetically pleasing school environment is created and maintained.			
Human resource functions support the attainment of school goals.			
Confidentiality and privacy of school records are maintained.			

Standard IV   Collaboration

The director is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

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

Standard IV: Collaboration

	ND	BD	IP
High visibility, active involvement and communication with the larger community is priority.			
Relationships with community leaders are identified and nurtured.			
Information about family and community concerns, expectations and needs is used regularly.			
There is outreach to different business, religious, political and service agencies and organizations.			
Credence is given to individuals and groups whose values and opinions may conflict.			
The school and community serve one another as resources.			
Available community resources are secured to help the school solve problems and achieve goals.			
Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals.			
Community youth family services are integrated with school programs.			
Community stakeholders are treated equitably.			
Diversity is recognized and valued.			
Effective media relations are developed and maintained.			
A comprehensive program of community relations is established.			
Public sources and funds are used appropriately and wisely.			
Community collaboration is modeled for staff.			
Opportunities for staff to develop collaborative skills are provided.			

Standard V: Integrity, Fairness, and Ethics

The director is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

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

Standard V: Integrity, Fairness, and Ethics

	ND	BD	IP
Examine personal and professional values.			
Demonstrate a personal and professional coded of ethics.			
Demonstrate values, beliefs and attitudes that inspire others to higher levels of performance.			
Serve as role model.			
Consider the impact of their administrative practices on others.			
Use the influence of the office to enhance the educational program rather than for personal gain.			
Treat people fairly, equitably and with dignity and respect.			
Protect the rights and confidentiality of students and staff.			
Demonstrate appreciation for the sensitivity to the diversity in the school community.			
Recognize and respect the legitimate authority of others.			
Examine and consider the prevailing values of the diverse school community.			
Expect that others in the school community will demonstrate integrity and exercise ethical behavior.			
Open the school to public scrutiny.			
Fulfill legal and contractual obligations.			
Apply laws and procedures fairly, wisely and considerately.			

Standard VI Political, Economic, Legal

The director is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural content.

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

Standard VI: Political, Economic, Legal

	NP	BD	IP
The environment in which schools operate is influenced on behalf of students and their families.			
Communication occurs among the school community concerning trends, issues and potential changes in the environment in which school operate.			
There is ongoing dialogue with representatives of diverse community groups.			
The school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities.			
Public policy is shaped to provide quality education for students.			
Lines of communication are developed with decision-makers outside the school community.			

YEAR ONE CTE DIRECTOR
MENTORING PROGRAM EVALUATION
For Completion by Mentor

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.				

Please add additional comments on the reverse side.

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

YEAR ONE CTE DIRECTOR
MENTORING PROGRAM EVALUATION
For Completion 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 on the reverse side.

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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 ISLLC LEADERSIHP STANDARDS			

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