



National Mentor Training and Certification Program™

NAESP's National Mentor Training and Certification Program™ is a highly structured professional learning program designed to create a cadre of mentors whose expertise is channeled to support school leaders. The training program integrates research-based best practices with participants' knowledge and experiences.

Connecting Leadership Standards

The National Mentor Training and Certification Program™ curriculum is strategically aligned to the Professional Standards for Educational Leaders (PSEL). The 2019 edition of *Leading Learning Communities: Pillars, Practices, and Priorities for Effective Principals* serves as the guiding framework alongside NAESP's mentor competencies.

Program Goals

- To provide the support that novice, newly hired, aspiring, and turnaround principals must have to fully develop their leadership skills through ongoing, consistent, individualized professional development opportunities and expert coaching with highly-qualified mentors.
- To create a core of experienced principals with the appropriate skills and tools to promote leadership consistent with the *Leading Learning Communities: Pillars, Practices, and Priorities for Effective Principals* guidebook.
- To create a model for instructional leadership mentor training which is consistent with professional standards and addresses the specific needs of school principals and administrators.

Program Components

The National Mentor Training and Certification Program™ is comprised of two parts, the Leadership Immersion Institute (LII) and Mentor Certification.

Part One: Leadership Immersion Institute (LII)

This 2-day event provides the foundational knowledge for the mentor program. Participants learn how to integrate best practices in mentoring and adult learning while addressing the personalized needs of school principals. The LII training modules include:

- Mentoring Principals to Lead Learning Communities
- Build Culture: Creating Schools That are Great Places to Teach and Learn
- Empower People: Leading Learning to Bring Out the Best in Teachers and Students
- Optimize Systems: Ensuring School Operations, Processes and Contexts Support Effective Teaching and Learning

Participants receive 15 professional development hours for completing the LII.



Part Two: Mentor Certification Internship

Upon completion of the LII, participants who choose to pursue National Mentor Certification transition into a nine-month Mentor-in-Training (MIT) internship. Participants are placed in a virtual cohort led by a trained, certified NAESP coach. The process begins with the MIT selecting a protégé to work with for the duration of the internship. The MIT and protégé interact (electronically and/or face-to-face) throughout the nine-month internship period for a total of 72 contact hours. MITs also engage in monthly virtual connections with their cohort and coach to discuss the mentoring process, lessons learned, and recommendations. As a culmination activity, MITs are required to complete a final project regarding the experience which contributes to literature and research on mentoring. Examples include delivering a professional presentation for a workshop, seminar, or conference; writing and submitting an article to a professional journal; facilitating a training on mentoring practices, etc.

Award of National Mentor Certification

Successful completion of the Leadership Immersion Institute AND Mentor-in-Training Internship results in the award of the NAESP National Mentor Certification, valid for a period of three years. The certification is then renewable.

Certification Renewal

National Mentor Certification can be renewed through participation at a recertification training session. This 1-day training is focused on renewing and updating knowledge and skills based on the guiding framework *Leading Learning Communities: Pillars, Practices, and Priorities for Effective Principals* and NAESP's Mentor Competencies. Renewal of the National Mentor Certification is dependent upon completion of the training and submission of one letter of reference from someone who can speak to the skills and effectiveness exhibited as a mentor during the previous three year cycle (i.e. supervisor of school, district, principal, mentoring protégé, etc.).

Training Schedule

Leadership Immersion Institute training opportunities take place regionally throughout the academic year. NAESP makes every attempt to offer a training in each of our 9 membership zones. Recertification sessions are offered each fall and spring at the NAESP headquarters in Alexandria, Virginia.

Contracting with NAESP

NAESP will contract with school districts, states, and local LEAs to deliver private training, certification, and recertification opportunities. Trainings are scheduled and modified to align with local objectives, grant requirements, and professional development in an effort to provide assistance with establishing organizational mentor programs to support and sustain succession plans. A minimum of 10 participants is required for contract consideration.

Questions

For additional information on the NAESP National Mentor Training and Certification Program™ please contact:

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NAESP MENTOR COMPETENCIES

Competency One: An effective mentor sets high expectations for self-development in high quality professional growth opportunities.

Strategies:

- Demonstrates adult learning practices through professional growth activities
- Practices professional learning that increases mentor effectiveness

Competency Two: An effective mentor has knowledge of and utilizes mentoring and coaching best practices.

Strategies:

- Utilizes effective oral and written communication skills
- Applies effective listening skills and provides constructive feedback
- Communicates a clear vision
- Understands and practices adult learning theory

Competency Three: An effective mentor is active in instructional leadership.

Strategies:

- Is grounded in national, state, and local student common core standards and curriculum goals
- Keeps current on educational and leadership issues through constant review of resources and participation in professional organizations and learning opportunities
- Takes a leadership role in the development and study of professional practice

Competency Four: An effective mentor respects confidentiality and a code of ethics in the mentor protégé relationship.

Strategies:

- Demonstrates a confidential and trusting environment
- Encourages open and reflective conversations in collaboration with protégé

Competency Five: An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.

Strategies:

- Conducts action research in collaboration with protégé through a growth model
- Utilizes assessment information to adjust the mentoring process as needed
- Maintains a reflection portfolio for self and encourages the protégé to do the same

Competency Six: An effective mentor fosters a culture that promotes formal and informal mentoring relationships.

Strategies:

- Engages in professional outreach activities which include the use of technology and networking to endorse the sustainability of mentor programming for school leaders
- Acknowledges and supports the need for mentoring and coaching throughout the career continuum



PILLARS, PRACTICES, AND PRIORITIES FOR EFFECTIVE PRINCIPALS

