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The MASA Regional Mentoring Handbook has been produced
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ABOUT THIS HANDBOOK

Good luck and thanks for your work helping MASA continue to develop great educational leaders for the students of Minnesota!

This handbook is designed to assist Minnesota Association of School Administrators (MASA) members in various regions throughout Minnesota as they set up mentoring relationships between current superintendents and new superintendents. These mentoring relationships are designed to strengthen the superintendency.

In this handbook you will find information specifically pertaining to mentors, mentees and the regional program managers. You will also find best practices, pitfalls to avoid and hands-on resources.

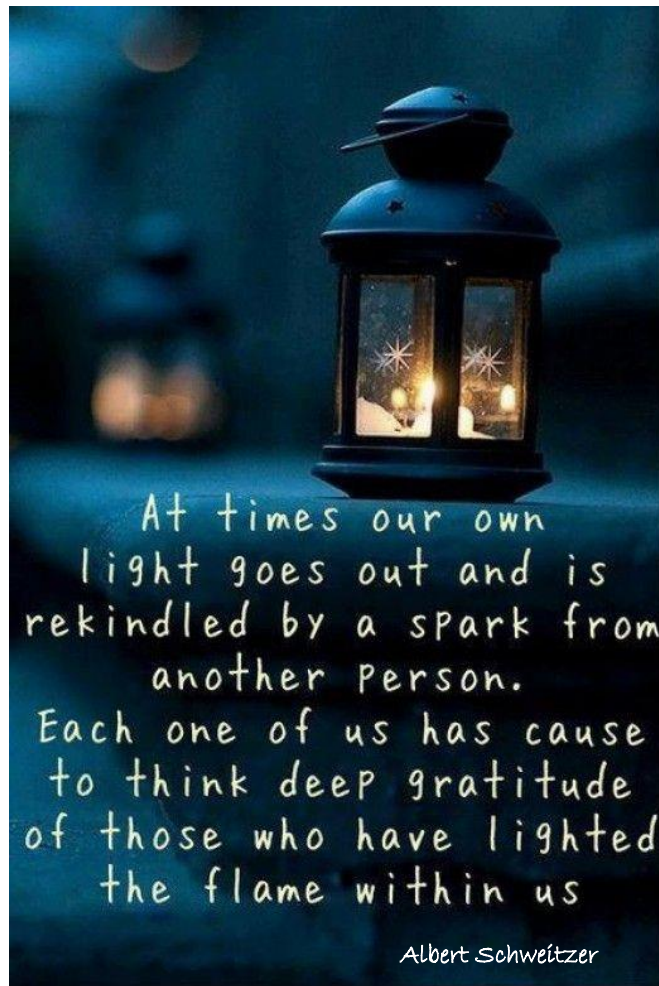
The information provided here will hopefully serve as a starting place for a broader understanding of various mentorship programs and how to make your mentor/ mentee relationships positive and effective.



Source: <https://www.flickr.com>

MENTORING PRINCIPLES

The principles highlighted in this section each have a specific audience. The first set of principles is for the mentor. The second set of principles is for the mentee. Finally, the third set is for the Regional Mentoring Program Manager. Each gives information on the basics of mentoring and specifically how you can succeed in your role.



Source: <https://www.flickr.com>

Mentoring Guide for Mentors

What is Mentoring?

Mentoring is the process by which an experienced person provides advice, support and encouragement to a less experienced person. Mentoring originated from Greece. The original “Mentor” was described by Homer as the “wise and trusted counselor.”

Your Role as a Mentor:

As a mentor, you can provide encouragement, guidance and support to a new superintendent in your region of the state. You can tell her/him what the most important things are s/he can be doing during specific times throughout the school year. One of the most valuable things you can do as a mentor is to be a good listener. Another valuable thing you can offer is your own experiences, both good and bad.

The Benefits of Mentoring:

In various studies across many fields, being mentored has consistently been linked with academic and professional achievement. Mentees receive guidance and advice, report higher levels of confidence, and gain access to networks and resources. It’s not only the mentee that benefits, but also the mentor. Mentors appreciate the opportunities for self-reflection, and for networking with new superintendents.

The Successful Mentor is Someone Who:

- ❖ Volunteers time to take a personal interest in others
- ❖ Listens “actively”
- ❖ Questions and finds out what is important to others, exploring their skills, aptitudes and aspirations
- ❖ Challenges assumptions and acts as a sounding board
- ❖ Creates an open and candid relationship to encourage the growth of trust and confidence, which assists the learning process
- ❖ Regards all that the mentee says is confidential
- ❖ Brings a rigorously professional approach to the mentoring relationship
- ❖ Gains significant personal and career development from mentoring

Getting the Mentoring Relationship off to a Good Start:

It’s important to introduce yourself to your mentee by sharing background information on yourself. Share how long you’ve been in your current position; what other districts you’ve served; degrees you have earned and schools you’ve attended; and information on hobbies, family and interests.

Research has shown that mentoring pairs who maintained regular contact fared best. Not every contact need be lengthy or weighty. Just a simple phone call to check in or establishing a routine to send an email will help. You may find that the frequency of contact varies depending on your/your mentee's needs and schedules. Personal meetings can be scheduled during conferences such as the MDE Back-to-School conference, MASA Fall Conference or the MSBA Winter Convention.

Ending on a Good Note

Be sure to complete an evaluation at the end of the year. It can be formal or informal. This helps MASA in knowing what our mentors and mentees need most. As a “thank you” for participating as a mentor, you will receive a stipend from your Regional Mentoring Program Manager.



**A mentor empowers
a person to see a
possible future, and
believe it can be
obtained.
- Shawn Hitchcock**

Source: Google Images

Mentoring Guide for Mentors is cited, in part from The Mentoring Handbook, Project IBS-CORE & from the Professional Development – How 2: http://www.pd-how2.org/3_4.htm.

Mentoring Guide for Mentees

What is Mentoring?

Mentoring is the process by which an experienced person provides advice, support and encouragement to a less experienced person. Mentoring originated from Greece. The original “Mentor” was described by Homer as the “wise and trusted counselor.”

The Benefits of Mentoring:

In various studies across many fields, being mentored has consistently been linked with academic and professional achievement. Mentees receive guidance and advice, report higher levels of confidence, and gain access to networks and resources. It’s not only the mentee that benefits, but also the mentor. Mentors appreciate the opportunities for self-reflection, and for networking with new superintendents.

The Successful Mentee is Someone Who:

- ❖ Is a positive and committed mentee who values the mentor/mentee relationship
- ❖ Understands the role of the mentor is to challenge and encourage but not to provide answers
- ❖ Guards against being dependent on the mentor
- ❖ Approaches each meeting fully prepared

Developing a Successful Mentoring Relationship:

Mentees may initiate a discussion with their mentor by asking about his/her current position. You may find out about your mentor’s experiences by asking questions that are suggested below:

- ❖ What was your experience like as a new superintendent?
- ❖ What do you know now that would have been useful to know then?
- ❖ What did you do as a new superintendent that helped you to be successful?
- ❖ What would you recommend that I do?
- ❖ How do you spend your time at school?
- ❖ How do you spend your time outside of school?
- ❖ What do you like most about being a superintendent?
- ❖ What skills do you use most as a superintendent?
- ❖ What was the most valuable lesson that a mentor or supervisor taught you as a new superintendent?

Mentee's Responsibilities:

It is important to communicate clearly with your mentor. Be a good listener and communicator. Accept and offer feedback. Non-defensively accept constructive criticism. Feel comfortable initiating contact with your mentor if you have questions or need to discuss something.

Mission
Engagement
Network
Trust
Opportunity
Revision and Renewal

Mentoring Guide for Mentees is cited, in part from The Mentoring Handbook, Project IBS-CORE & from the Professional Development – How 2: http://www.pd-how2.org/3_4.htm.

Mentoring Guide for Regional Mentoring Program Managers

What is Mentoring?

Mentoring is the process by which an experienced person provides advice, support and encouragement to a less experienced person. Mentoring originated from Greece. The original “Mentor” was described by Homer as the “wise and trusted counselor.”

The Benefits of Mentoring:

In various studies across many fields, being mentored has consistently been linked with academic and professional achievement. Mentees receive guidance and advice, report higher levels of confidence, and gain access to networks and resources. It’s not only the mentee that benefits, but also the mentor. Mentors appreciate the opportunities for self-reflection, and for networking with new superintendents.

The Mentoring Relationship

Mentoring relationships that start with a clear understanding of what is required by both parties are generally the most rewarding. As a Regional Mentoring Program Manager be sure to avoid conflicts of interest between the mentor and mentee. Carefully select your volunteers who have expressed an interest in being a mentor. If you need to ask a member to be a volunteer, it’s more effective to let them know that you appreciate their skills as a leader and that you recognize that they would be a benefit to assisting a new member.

Assist the mentor and mentee in establishing their initial contact. Ensure that they establish ground rules for their relationship.

Towards the end of the year, remind your mentors and mentees to evaluate their experience. This helps MASA to know how it’s working and what mentors and mentees need most. Be sure to also reward your mentors with their stipend that you have received from the MASA offices.

Mentoring Guide for Regional Mentoring Program Managers is cited, in part from The Mentoring Handbook, Project IBS-CORE & from the Professional Development – How 2: http://www.pd-how2.org/3_4.htm.

BEST PRACTICES

This section on Mentoring Best Practices provides information on successful mentoring programs, what types of hints members from regions across the state have shared, and pitfalls to avoid. The information shared here is meant to help both mentor and mentee to have a valuable and successful experience.

The best practice is
to follow the advice posted
on every railroad crossing:

Stop.
Look.
Listen.

Sam Keen

Elements of Effective Mentoring

Every mentoring program is different. Each one has positives and negatives. But there are certain elements that the best ones share. Some of the common features of effective mentoring programs include:

- ❖ **Organizational Support:** The regional leadership is especially critical for ensuring the success of a mentoring program. Mentors are more likely to schedule time with their mentees if they know the organization values the practice.
- ❖ **Screening, Selection, and Pairing:** The selection and screening process for mentors is critical. Mentors must be highly skilled in communicating, listening, analyzing, providing feedback and negotiating.
- ❖ **A Learner-Centered Focus:** Feedback should focus on reflection, address that which the mentee can control and change, and be confidential and be timely.
- ❖ **An Investment of Time and Commitment:** This should be by all three parties: the mentor, the mentee, and the regional mentoring program manager.
- ❖ **A Sharing of Information:** Sharing information goes beyond answering questions that come up when people are trying to survive on the job.
- ❖ **The Creation and Maintenance of a Mutually Enhancing Relationship:** Creating the relationship in which both the mentor and the mentee can attain goals that are related to both personal development and career enhancement.

In 1982, the *Journal of Creative Behavior* shared strategies for effective mentoring. While this research is over twenty years old, what they found remains true today.

1. **Positive Attitude:** Encourage the mentee to approach life and goals with enthusiasm and to be accepting of self and others.
2. **Valuing:** Encourage the mentee to examine beliefs and ideals in an effort to establish personal values and goals.
3. **Open-mindedness:** Encourage the mentee to keep an open mind to ideas.
4. **Interrelations:** The interactions between mentor and mentee should be situations of sharing, caring, and empathizing.
5. **Creative problem-solving:** Encourage the mentee to use a creative problem-solving process.
6. **Effective communication:** Encourage the mentee to be an attentive listener and an assertive questioner.

7. **Strengths and uniqueness:** Encourage your mentee to recognize individual strengths and uniqueness and to build upon them.
8. **Awareness:** Stress that the mentee be aware of his/her environment, be intuitive, be problem sensitive, and be ready to make the most of opportunities.
9. **Flexibility:** Share with the mentee the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, and seeing situations/persons from different perspectives.



Source: Google Images

Elements of Effective Mentoring is cited, in part from Making the Case for Principal Mentoring, from the National Association of Elementary School Principals and from The Mentoring Handbook, Project IBS-CORE

What Has Worked in My Region

Several Program Managers from the nine MASA Regions have shared their Best Practices here for you.

From Jeremy Kovash, Executive Director, Lakes Country Service Coop – MASA Region 04

We worked collaboratively to assign mentorship to each new superintendent in our region. Each new superintendent met with their mentee on a quarterly basis and often ride-shared to regional and statewide meetings. This time together allowed for collaboration and just to “check in” and see how things were going or what questions they might have. The feelings of support were reported back to our group as a step in the right direction.

From Jamie Skjeveland, Superintendent, Crosby-Ironton Schools – MASA Region 05

1. Assign a mentor who is not from a neighboring school district.
2. Within the first couple of weeks after a superintendent has started his or her new position, the region leader and/or the mentor should meet for breakfast/coffee/lunch to become acquainted. (High Importance!)
3. Once the mentors have been assigned, either the region leader or a senior/veteran superintendent should conduct a meeting with the mentors and the mentees to facilitate a conversation about expectations and how to maximize efficiency with the mentor program. For example, we emphasize that it is the mentor’s responsibility to initiate contact and to ensure that there is some type of contact every few weeks. We also give examples of topics to cover. We also give specific examples of questions to ask. For example, don’t ask, “How’s it going?” This question is somewhat shallow and meaningless for a mentor/mentee dialogue. Do ask more specific questions such as, “Can you share a story about a board member encounter that you have had in the past two weeks?”
4. The region leader and/or the senior veteran superintendent should call the mentors/mentees once every two months to try to identify issues or how the system/communication can be improved.
5. Sometimes basic issues such as how to navigate superintendent conferences are overlooked. (Especially the networking portion.)
6. Most of the time, new superintendents really are not aware of how to “take care” of their board at the MSBA annual convention. This is the ultimate time to cultivate relationships and to ensure that school board members have a companion during down times such as meal times and night social events.

From Beth Giese, Superintendent, Cannon Falls Schools – MASA Region 01

- ❖ District Reports/ESSA/WBWF/Special Education - We are required to submit various reports concerning teacher and student data throughout the school year. This can be a particularly tedious part of the job, but it is necessary. Being proactive throughout the year and keeping up with this data as you move along will make completing these reports easier in the long run.
- ❖ Transportation - Why does this always cause such headaches. All 3 of my mentees encountered transportation issues their first year.
- ❖ District Improvement /Strategic Planning - One of the main duties of a superintendent is to be a constant evaluator. A superintendent who does not have a vision for continuous improvement is not doing their job and does not have the best interest of the district in mind.
- ❖ District Policies - The superintendent is responsible for writing new policies and revising and/or reviewing old ones. Mentors should be prepared in assisting in this area.
- ❖ Negotiations - probably my number 1 call for assistance.
- ❖ Building Improvements/Bond Issues/Referendums - SSC has been a big help in this area, but still new for most new superintendents.
- ❖ Listener - The most important thing for most mentors is to be a sounding board for the mentees.
- ❖ Curriculum - The superintendent is responsible for ensuring that approved curriculum meets district, state, and federal requirements. Most new superintendents have recently been a principal which helps.

I like to: Check in once a week and meet once a month

From Chris Mills, Superintendent, Stephen-Argyle Schools – MASA Region 08

Our regional superintendents meet at a central location monthly to discuss issues that face public education. The agenda is driven by the superintendents and facilitated by the host. This provides an opportunity for everyone to ask questions and share experiences regarding a variety of issues in an open environment. The meeting also identifies resource people for different issues for less experienced superintendents.

From David Thompson, Retired Superintendent, Stewartville Public Schools – MASA Region 01

As a mentor, one of the greatest things you can share with your mentee is your network. Think of people who might be able to support your mentee and help them become acquainted with each other. It would be very beneficial to your mentee to cultivate and nurture the important relationships within your network.

From Deb Henton, Superintendent, North Branch Area Schools – MASA Region 06

Establishing a trusting relationship is essential between mentor and mentee. Regular monthly meetings provide the opportunity for both persons in the mentoring arrangement to get to know one another on a personal and professional level. Trust forms, questions arise, coaching takes place, and as is often the case, a bond is secured between the two that lasts well beyond the typical mentoring time frame. It is not uncommon for the mentor to have extended contact with the mentee for many years if the relationship takes hold.

Mentors should go into each meeting with an agenda in mind. Formal written agendas are not necessary, but a direction for the meeting is beneficial. The meetings may begin with a simple check-in as to how things are going professionally and from there conversation will flow to situations where the mentee seeks the mentor's guidance. It is important for the mentor to try to draw out from the mentee how problems have been handled, or how were goals established for example, and to have the mentee reflect on how things might be different or continuously improved. The use of Cognitive Coaching techniques by the mentor may spur great discussion and result in solutions not previously executed. The meetings should include time for the mentor to ask the mentee how they might be of further assistance. Sometimes a mentor may provide research on a topic the mentee is working on, a sample school district plan or something of immediate value to the mentee. Finally, the meetings should include gentle nudging by the mentor if necessary. For instance, a mentee might be working on another degree and might need encouragement to complete a course or portfolio they have decided to put off due to the stress of the position. The person could have been training for a marathon and decided with the new career this is no longer possible, yet the mentor should encourage the mentee to schedule time for one's self. This type of give and take are healthy indicators of a successful mentor/mentee relationship.

In between the regular meetings, staying in communication is important. The mentee might need to send an email or text to the mentor asking about procedures around inclement weather or a school board resolution. Any number of issues may arise where advice is sought and the two connect. The mentor should pay close attention to topics that might not be discussed and fill in those gaps. For example, emotional well-being is a topic that may not be discussed until well into the mentor relationship, or not at all depending on the privacy desired by the mentee. It is the task of the mentor to discriminate between the countless potential topics and share information that might be a stretch topic for the mentee.

Best Practices for Mentoring Success

A powerful mentoring program can serve to develop Minnesota's new superintendents and attract others to the profession. When a mentoring program is designed properly, it can enhance leadership skills, soften barriers, increase effectiveness and boost morale.

Below you will find best practices for creating and maintaining a powerful mentoring program.

- ❖ ***Define Your Success:*** As early as possible, define your program's success factors in measurable ways. Once defined, share your success.
- ❖ ***Blow-up Mentoring Myths:*** Mentoring often conjures up images of it being a guide for your whole life. Being a mentor doesn't mean that a mentor needs to be like Obi-Wan Kenobi from the movie Star Wars. Everyone can benefit from the mentoring process no matter who they are.
- ❖ ***Mentor Around Specific Goals:*** As the participants start creating their relationships, encourage them to work on specific goals that the mentor and mentee can generate together. Having goals will create focus and contribute to the effectiveness of the relationship.
- ❖ ***Track Everyone's Progress:*** Encourage all who participate to track their progress in the program and with their goals. Incorporate a mechanism for participants to provide feedback on their relationship and on the mentoring program.
- ❖ ***Use Formal, Structured Programs:*** Formal mentoring programs help new superintendents adjust and ensures the success of that new superintendent.
- ❖ ***Publicize the Benefits of Mentoring Programs:*** IBM says it best: "Through the mentoring activities, the IBM workplace is deemed one where collaborative and ongoing learning is taking place across the globe." Share your region's success!

Best Practices for Mentoring Success is cited, in part from 9 Best Practices for Creating Powerful Mentoring Programs, from the LifeMoxie! Enterprises and from 5 Mentoring Best Practices: <http://www.diversityinc.com/content/1757/article/5653/>.

Six Common Pitfalls

Research shows that Mentoring can be more successful when you avoid common pitfalls. The six common pitfalls to avoid are below along with ways to turn those pitfalls into success:

1. ***Inadequate personnel and/or resources to run the mentoring program:***
People unfamiliar with mentoring do not understand the time and energy needed to run a successful program. To help make this successful, it is important to recruit and nurture volunteers. Regional Program Managers should show appreciation for them and make them feel special.
2. ***Regional Program Manager has no commitment, passion, or vision:***
Leadership is essential to a good mentoring program. Regional Program Managers need to be committed and accountable. They take the time to learn more about mentoring so that they can help their mentors and mentees to be successful.
3. ***Mission and goals are not integrated into all parts of the program:*** Programs that are not successful have not integrated their mission statements and goals to help to inspire. A positive program philosophy can be conveyed in all stages of the mentoring process. A sample mantra might be “We recruit members who want to develop a relationship of trust and respect.”
4. ***Lack of partnering and/or networking within the community:*** Mentoring programs should not be islands unto themselves. A regional mentoring program should network with other regions either individually or as a part of a coalition to help make the entire state-wide program a success.
5. ***Regional Program Manager has superficial contact with its mentors:***
Surprisingly, many programs make matches and then rarely make contact with the participants again. Develop the kind of relationship with your mentors that you would like them to have with their mentees (consistent, caring, accountable, respectful, etc.).
6. ***Nothing is special or unique about the program:*** Programs that lack committed leadership become “flat.” These programs do not have the energy and resources to bring their programs out of the doldrums. Programs need to consistently strive to move from the ordinary to the extraordinary.

Six Common Pitfalls is cited, in part from Best Practices for Mentoring Programs – The EMT Group.

RESOURCES FOR ALL

We have found various resources for you to take a look at and figure out what could potentially help you with your mentoring experience. Feel free to take an idea and make it your own. Fit it to your situation and be creative.



Source: www.warrenburgr6.org / google images

Goal Development

Mentee Guidelines:

Below are some questions that may assist you when creating your own goal list.

Personal Goals

1. What are your present personal goals?
2. What are your specific plans for meeting your personal goals?
3. Is there a specific timeline you have for achieving your personal goals?

Career Goals

1. What are your present career goals?
2. What are your specific plans for meeting your career goals?
3. Is there a specific timeline you have for achieving your career goals?

Mentor Guidelines:

The following are some questions that may assist your mentee in creating his/her goal list.

Personal Goals

1. What are your present personal goals?
2. What are your specific plans for meeting your personal goals?
3. Is there a specific timeline you have for achieving your personal goals?
4. How may I be of assistance in helping you to fulfill your personal goals?

Career Goals

1. What are your present career goals?
2. What are your specific plans for meeting your career goals?
3. Is there a specific timeline you have for achieving your career goals?
4. How may I be of assistance in helping you to fulfill your career goals?

Goal Development is cited, in part from The Mentoring Handbook, Project IBS-CORE.

Nine Ways to Change People Without Giving Offense and Arousing Resentment

The following are some ideas that may assist the mentor when the mentee is struggling, not reaching their potential, or needs some constructive criticism.

Rule 1:

Begin with a praise and honest appreciation.

Rule 2:

Call attention to people's mistakes indirectly.

Rule 3:

Talk about your own mistakes before criticizing others.

Rule 4:

Ask questions instead of giving direct orders.

Rule 5:

Let the other person save face.

Rule 6:

Praise the slightest improvement and praise every improvement. Be "hearty" in your approbation and lavish your praise.

Rule 7:

Give a person a fine reputation to live up to.

Rule 8:

Use encouragement. Make the fault you want to correct seem easy to correct; make the thing you want the other person to do seem easy to do.

Rule 9:

Make the other person happy about doing the thing you suggest.

Nine Ways to Change People is cited, in part from Bits & Pieces on Leadership, by Andrew Carnegie.

Ten Qualities of a Good Leader

1. A leader must be able to take criticism. No one is perfect. Identify constructive comments that you can learn from; and overlook the malicious attacks on your personal character.
2. A leader must be able to endure adversity. Things will not always go well. Failures will happen. A good leader will bounce back.
3. A leader must delegate authority. He or she must be able to give up power, to trust those under them.
4. The leader must make decisions. The person who cannot take a stand does not deserve to lead others.
5. The leader must be free from prejudices.
6. Leaders must learn to praise others, to share the credit, and to give credit where it is due. If they take credit for everything, they will not lead, they will only frustrate those under them.
7. Leaders must be able to concentrate under difficult conditions, to keep the goal constantly in mind, to keep their heads when all about them are losing theirs.
8. True leaders will assume responsibility for their own mistakes.
9. Leaders will not try to avoid responsibility for the mistakes of others.
10. A good leader will grow and learn.

Ten Qualities of a Good Leader is cited, in part from Bits & Pieces on Leadership.

Books & Articles

The following books and articles are a great resource for all members and come highly recommended to either read or subscribe to.

Jentz, B and Murphy, J. (June 2005) **Starting Confused: How Leaders Start When They Don't Know Where to Start.** *Phi Delta Kappan*, 736-744. This article provides a resource for how to use an entry plan and the learning it takes to begin in a new workplace.

Felder, G. (March 3, 2008) **Paynesville's Top School Official Devises New Way to Get to Know His Staff, Students.** *West Central Tribune*, (<http://www.wctrib.com/>). This newspaper article shares how one superintendent reacquainted himself with the people in his district.

Kerrins, J and Cushing, K. (February 2001) **The Classic Mistakes of New Superintendents: Strategies to Help You Avoid Committing the Common Pitfalls of Newcomers.** *School Administrator*, (<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=11192&terms=classic+mistakes+of+new+superintendents>). This article shares the typical mistakes made and how to avoid them.

McCord, B. (Quarterly) **AASA New Superintendent E-Journal.** *Association of School Administrators*, (<http://www.aasa.org/content.aspx?id=158>). These quarterly e-articles are a great resource to subscribe to. They provide a refresher course on issues to keep front and center during the early tenure of your new post. Visit AASA's website to subscribe to these valuable communications.

Kleinz, K. **Communication Matters.** *National School Public Relations Association*, (<http://www.nspr.org/superintendents>). To offer school superintendents and other top school leaders sensible communication ideas and approaches that work which helps you garner respect, gather support and gain approval for the great work your schools do. Visit NSPRA's website to subscribe to this awesome resource.

Johnston, G, et al. (2009) **The Superintendent's Planner: A Monthly Guide and Reflective Journal.** This book focuses on the yearlong work of the superintendent in managing the day-to-day operations of the district with actions that create an opportunity for leadership.

Eller, J. and Carlson, H. (2009) **So Now You're the Superintendent!** This book is a practical guide to help superintendents address situations and opportunities that they will face during their first year as a superintendent.

Recommended Reading

***The Advantage** – Why Organizational Health Trumps Everything Else in Business by Patrick Lencioni (2012).

***The Challenge of Change** – Start School Improvement Now! By Michael Fullan

***The Difference** – When Good Enough Isn't Enough by Subir Chowdhury (2017).

***Drive** – The Surprising Truth About What Motivates Us by Daniel H. Pink (2009).

The Dunk Tank – How to Prevail When Others Want to See You Drown by Rebecca Coda & Rick Jetter (2016).

Essential Lessons - For School Leaders by Joseph Murphy (2011).

***Find Your Why** – A Practical Guide for Discovering Purpose For You and Your Team by Simon Sinek (2017).

Flourish - A Visionary New Understanding of Happiness and Well-Being by Martin P. Seligman (2011).

Inside Out Coaching – How Sports Can Transform Lives by Joe Ehrmann (2011).

***Leaders Eat Last** – Why Some Teams Pull Together and Other's Don't by Simon Sinek (2017).

Leadership Matters – To Inspire Extraordinary Results by Lee J. Colan (2012).

The Magic Question – A Simple Question Every Leader Dreams of Answering by David Cottrell (2012).

The Mayo Clinic Guide to Stress-Free Living by Amit Sood (2013).

The Mentor Leader – Secrets to Building People and Teams that Win Consistently by Tony Dungy (2010).

Nice Bike – Making Meaningful Connections on the Road of Life by Mark Scharenbroich (2012).

One Minute Mentoring - How to Find and Work With A Mentor and Why You'll Benefit From Being One by Ken Blanchard (2017).

Reaching Higher – A Simple Strategy to Transform America's K-12 Schools by John Baylor (2015).

***Shift Happens** – How to Live an Inspired Life Starting Right Now by Robert Holden (2011).

***Shift Happens** – No Job, No Money, Now What by James D. Feldman (2011).

Start With Why – How Great Leaders Inspire Everyone To Take Action by Simon Sinek (2011).

***Switch** – How to Change Things When Change is Hard by Chip Heath & Dan Heath (2010).

The Trust Edge – How Leaders Gain Faster Results by David Horsager (2009).

What Spins The Wheel – Leadership Lessons From our Race for Hope by Len Forkas (2014).

***When** – The Scientific Secrets of Perfect Timing by Daniel Pink (2018).

World Class Learners – Educating Creative and Entrepreneurial Students by Yong Zhao (2012).

***5 Voices** – How to Communicate Effectively with Everyone You Lead by Jeremie Kubicek & Steve Cockram (2016).

21 Trends for the 21st Century – Out of the Trenches and Into the Future by Gary Marx (2014).

*Books that are available in the MASA Library

MASA Video Library List

April 18, 2018

Go to <http://www.myinfinitec.org>

Log-in or Click Register at top right.

Enter requested registration information and check the box:

I am a member of the Minnesota Association of School Administrators

Current Titles:

2017

- **MASA Presents: Design Thinking for Innovation**
presented by Judy Hoskens, Principal, Cuningham Group Architects
- **MASA Presents: Winning with Social Media – Proven Strategies for Schools**
presented by Andrea Gribble, Owner, #SocialSchool4EDU
- **MASA Presents: SAMR and the 4 C's**
presented by Ryan Cox, Director of Instructional Technology, Becker Public Schools
- **MASA Presents: Moisture Issues and Other Common Causes of Flooring Failures**
presented by Michael Eckert, Director of Strategic Marketing, Milliken
- **MASA Presents: Suicide Prevention: QPR – Question, Persuade, Refer**
presented by Kara Bennett^{SEP}, Coordinator of Suicide Prevention Programs, NAMI Minnesota
- **MASA Presents: Our Journey to Personalized Learning**
presented by Michelle Ament, Senior Director of Personalized Learning, Department of Personalized Learning and Instruction, Eden Prairie Schools
- **MASA Presents: What We Learned from Our EL Survey**
presented by Cory McIntyre, Executive Director of Student Services, Anoka-Hennepin Schools
- **MASA Presents: Property Taxes 101: From Levy Certification to Individual Tax Statement**
presented by Shelby McQuay, Municipal Advisor, Ehlers and Andrea Uhl, Financial Specialist, Ehlers

2016

- **MASA Presents: The One Right Answer Mentality: The Subversive Educator's Guide to Creativity**
presented by Doug Johnson, Director of Technology, Burnsville Eagan Savage School District
- **MASA Presents: Passing School Referenda in the “New Normal”**
presented by Don E. Lifo, Ph.D., Consultant, Springsted Incorporated
- **MASA Presents: Why Good Referendums Fail**
presented by Arif Quraishi, President and Managing Partner, FJJ/ONE
- **MASA Presents: Community Education in Minnesota**
presented by Wendy Webster, Director of Community Services, St. Anthony-New Brighton School District
- **MASA Presents: Social Media for School Leaders**
presented by Bill Adams, Superintendent, Janesville-Waldorf-Pemberton Public Schools

- **MASA Presents: Exploring the Link Between the Amount of Sleep Teens Get and Their School Performance, Emotions, and At-Risk Behaviors**

presented by Kyla Wahlstrom, Ph.D., Education Consultant

2015

- **MASA Presents: Shared Accountability for the Success of All English Learners**

presented by Michelle Benegas, Ph.D. Asst. Professor Hamline University & President MinneTESOL, Minnesota

- **MASA Presents: Understanding and Meeting the Learning Needs of EL Students with Limited or Interrupted Formal Education (SLIFE)**

presented by Jill A. Watson, Ph.D., Principal, Watson Educational Consulting and Adjunct Graduate Faculty, Hamline University

- **MASA Presents: Bilingual and Multilingual Seals and World Language Proficiency Certificates**

presented by Ursula Lentz, MDE World Language and English Learner Specialist

- **MASA Presents: Using Data and Implementation Frameworks to Improve Instruction and Instructional Systems to Better Support the English Language Development and Academic Success of English Learners**

presented by Michael Bowlus, MDE English Learner and Refugee Education Specialist, MDE

- **MASA Presents: English Learners and Special Education**

Renaë Ouillette, Executive Director of Special Education and Student Services, Lakeville Area Public Schools

- **MASA Presents: What MN Administrators Should Know about English Learners (ELs) and EL Program Requirements**

presented by Michael Bowlus, MDE EL Education Specialist and Area Director, Minnesota.

- **MASA Presents: Understanding & Implementing the MN English Language Development (WIDA ELD) Standards Framework**

presented by Michael Bowlus, MDE EL Education Specialist and Area Director, Minnesota

2014

- **MASA Presents: School Crisis Communication**

presented by Nancy Lageson, Gina Wieler & Randy Johnson, Minnesota School Safety Center

- **MASA Presents: Creating New Education Futures in the Knowmad Society**

presented by John Moravec, Ph.D. Theorist and practitioner on the future of learning and the future of work Minnesota

- **MASA Presents: Branding Your Organization - How Do Your Internal & External Audiences Perceive You?**

presented by Kathy Guthrie, Ties Marketing Director, St. Paul, Minnesota

- **MASA Presents: Communicating with Your School Boards**

presented by Nan Records, Special Education Director, Sherburne Northern Wright Special Education Cooperative, Minnesota

- **MASA Presents: Communication for Education Leaders**

presented by Olivia Gault, Communications Consultant, Minnesota

• **MASA Presents: Communication with Diverse Audiences**

presented by Jackie Johnston, S.ED., Director of Community Education & Extended Learning for Eastern Carver County, Minnesota

2013

• **MASA Presents: Educational Adequacy: Leading the Dialogue About Educational Process and Outcomes**

presented by Aaron Ruhland, Director of Learning and Accountability, Orono Public Schools, Minnesota

• **MASA Presents: A Question of Balance... The Art of Contract Negotiations**

presented by Greg Vandal, Retired Superintendent Sauk Rapids Rice School District, Minnesota

• **MASA Presents: Change: The Performance Gap and Developing Effective Theories of Action**

presented by Dr. Mark Wolak, President, Board of School Superintendents, Minnesota

• **MASA Presents: Student Mental Health: An Essential Guide for School Administrators**

presented by William Dikel, M.D., Independent Consulting Child and Adolescent Psychiatrist, Minnesota

• **MASA Presents: Research-Based Instructional Strategies in Every Lesson**

presented by Diane Jensen, Instructional Facilitator with Midwest Instructional Leadership Council, Wisconsin

• **MASA Presents: Effective Educational Leadership is Not About Power: The Art of Influence**

presented by Bruce Miles, Ed.D., Educational Consultant, Minnesota

• **MASA Presents: Empowering the 21st Century Superintendent: Leadership Matters**

presented by Betty Schweizer, Retired Executive Director, TIES, Minnesota

2012

• **MASA Presents: The 95/5 Dilemma (Helping communities understand how ALL schools are doing!)**

presented by Gary Amoroso, Executive Director, Minnesota Association of School Administrators

• **MASA Presents: Concerns and Challenges of Mental Health in Education**

presented by Jan Ostrom and Wendy Selnes, Brih Design, Minnesota

• **MASA Presents: Building a Culture of Instructional Leadership**

presented by Jane Sigford, Education Consultant, Minnesota

• **MASA Presents: iPad Pedagogy: Using iPads as the Ultimate Tool of Formative Assessment**

presented by Robert Reetz

• **MASA Presents: It's 25% What You Say and 75% How You Say It: How Your Communication Skills Impact Your Success as a Leader**

presented by Renae Ouillette, Lakeville Area Schools, Minnesota

• **MASA Presents: Retirement Straight Talk**

presented by Dr. Don Draayer, Retired Superintendent, Minnesota

• **MASA Presents: Rtl - Implementing a Multi-Tiered System of Supports**

presented by Kim Gibbons, St. Croix River Education District, Minnesota

- **MASA Presents: The Bird's Eye View of PBIS (Positive Behavioral Interventions and Supports)**
presented by Christina Bemboom, Little Falls Schools, Minnesota
- **MASA Presents: Using Data for Decision-Making and Continuous School Improvement - What Every School Leader Should Know**
presented by Amy LaBarre, Paul Bunyan Education Cooperative, Minnesota
- **MASA Presents: Current Reading Research: What do School Leaders need to Know?**
presented by Deb Lyons, Monona Grove School District, Monona, Wisconsin

Staff Survey for Entering a New District

The following survey is beneficial for a superintendent to use when they start their position in a new school district. The survey can assist in gathering ideas for future focus areas; it can be used as a good conversation tool; and it can provide insight into the overall culture of the school district. In addition, utilizing the survey lets staff know that the new superintendent is interested in and wants to know their opinions before forming any of their own.

An additional survey that can be used is found at: www.superintendentofschools.com/.../SDP_Entry_Plan_Example_3.pdf. Within this document there is a complete entry plan.

Staff Survey

Please describe three things about the District that you are most proud of and would never want to see change.

- 1.
- 2.
- 3.

Please describe three things about the District that you would change tomorrow if it were in your power.

- 1.
- 2.
- 3.

What could the administrative team provide you that could improve our schools immediately?

- 1.
- 2.
- 3.

What new changes would you like to see ASAP?

1.

2.

3.

Name an employee in our district that is “an unsung hero”; someone who goes over and above the call of duty but doesn’t get much recognition. In only five words describe the qualities that person exhibits.

Name: _____

Five words: _____

Finally, take this opportunity to complete this statement. “All the time I have been in this district I wish someone would have asked me my advice about....._____

I would have told them:

Staff Survey for Entering a New District has been shared by Kevin Wellen, Superintendent, NRHEG Schools.

Memorandum of Understanding *(Optional)*

The following MOU may be used with a mentee and mentor for clarifying the purpose and goals of the mentoring relationships they are establishing.

We are looking forward to a partnership with you. This agreement between [name of mentee] and [name of mentor] specifies the expectations of the partnership. The partnership is in effect from [date] to [date].

Partnership Goals

[Name of Mentee] and [Name of Mentor] agree to work together to:

- *
- *
- *
- *

Roles and Responsibilities

[Name of Mentee] agrees to:

- *
- *
- *
- *

[Name of Mentor] agrees to:

- *
- *
- *
- *

Memorandum of Understanding is cited, in part from *The ABCs of School-Based Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities*, September 2007.

MASA Extended Mentoring Arrangement Application

MASA Region: _____

Date: _____

Mentee: _____

Mentor: _____

MASA offers support to new superintendents and school leaders through a variety of programs including Great Start, learning opportunities, and a formal mentoring program. It is important to MASA to have programs that help to support and extend leadership capacity.

The MASA Board has authorized mentoring arrangements to be extended, if conditions warrant, beyond the one-year mentoring arrangements. An application requesting extended mentoring arrangements is required. The application must be submitted to the region coordinator of mentoring services. A request for extended mentoring arrangements may be made by the Mentor, the Mentee, or by the Mentee's School District.

In order to make appropriate decisions regarding an extended mentoring arrangement, the following information is required:

Specific areas of need/concern generating the desire for extended mentoring arrangements:

1. _____

2. Description regarding the original mentoring pairing. Please address the question of whether the original pairing was "successful" or if a new mentoring partnership is desired.

3. Please identify at least two, but no more than five, specific SMART goals for the second year of support.

Note: The second-year program must be approved by the region program director and MASA Staff. If approved at both levels, the mentor will receive a \$500 stipend.

Region Mentor Director: _____ approve _____ MASA Staff: _____ approve _____
_____ deny (signature) _____ deny (Signature)

2018 MASA Website Set-Up

Channel Bar Options		
ABOUT US	About MASA	
	Board of Directors	
	Committees	
	Directions/Map/Lodging	
	Executive Director	
	MASA Director	
	MN AASA Governing Board	
	Necrology	
	Past Presidents	
MASA FOUNDATION	MASA Foundation	
	Donate	
INVEST MN	(Public Relations Information by Shari Prest)	
RECOGNITION	Recognition	Nomination Forms
	2018 Award Nomination Forms	Distinguished Service Award
	MASA/AASA Supt. of the Year Award	Kay E. Jacobs
		Outstanding Central Office Leader
		Polaris Leadership Award
		Richard Greens Scholars Award
		MASA/AASA Superintendent of the Year
		Regional Administrators of Excellence Award
		Service Recognition 20, 25, 30, 35, 40, 45 Years
PROFESSIONAL LEARNING	Spring Conference	
	Fall Conference	
	What We Are Reading	
	Great Start Workshop	
	MDE Back-to-School Workshop	
	Aspiring Superintendent Academy	
	Feldman: Improving Content Literacy	
	MASA Video Library	
	Other Learning Opportunities	
AT THE CAPITOL	2018 Legislative Updates	
	Link Library	
	2018 Legislative Contact Plan	
	Visiting D.C./MN Fed. Contact Information	
	2018 MASA Legislative Platform	
	2018 Educational Association Platforms	
	2014 MN Statues	
	NCLB	
	Referendum Response	

2018 MASA Website Set-Up		
NEWSROOM	BLOG IT!	
	Child Wellness	
	Education Links	
	MN School Districts	
	Referendum Response	
BUSINESS PARTNERS	Advertising Info	
	Benefits of Partnership	
	Business Partners	
	Exhibitor Participation	
	MSDALF	
	P-Card	
JOIN MCPE		
STORMREADY IN A BOX	Thank you for using StormReady™ in a Box to help your school acquire StormReady™ Supporter Status. This page is to assist you in understanding what is in the StormReady™ in a Box project files.	
CALENDAR		
MEMBERS ONLY SECTION	(password protected)	
	2017-2018 Directory	
	A Day with John McKnight	
	Adopted Board Minutes	
	Background Checks	
	Bylaws	
	Contracts for Special Education	
	Contracts for Superintendents	
	Entry Plan	
	Evaluation Resource Guide for Superintendents	
	Freeze Language	
	Legal Information	
	Licensing	
	Principal's Evaluation	
	Professional Assistance Team (P.A.T.)	
	Regional Information	
	Strategic Vision Results	
JOIN MASA		
MASA JOBSITE		

MASA Region 1 (Southeast Minnesota)
Mentor Program - Log of Contacts and Activities

New Superintendent's Name (Mentee): _____

Mentee's School District: _____

Mentor's Name: _____

Mentor's School District: _____

_____ Mentor _____ Mentee Please mark an "X" to indicate who is completing this log.

We request that both the Mentor and the Mentee record a log of activities to help the regional leadership team and the state MASA office with future planning and development of this program. Please enter information about your contacts with each other and email this to Steve Sallee at ssallee@ssc.coop. Save the file and name it as follows: Last Name - Mentor (ex. "Apse - Mentee") First log is due December 31. Second log is due end of the year June 30. Recommendation:

1. Touch base at least weekly the first two months.
2. Meet face to face at least once monthly.
3. Follow the guidelines outlined in the MASA Regional Mentoring Handbook.

Date	Time of Day	Length of Meeting	Type of Meeting (face to face, phone, at a group meeting, via distance tech-ITV, Skype)	Topics Covered (general topic description, details are not needed)

Mentoring Program Feedback for Mentors and Mentees

It is recommended that this form be completed twice during the year. The first completion should be about mid-year (around the winter holidays) and the second completion should occur at the end of the school year.

1. How would you describe your mentoring relationship?

_____ positive _____ somewhat positive _____ negative

Please briefly explain your response:

2. If you had a positive relationship with your Mentor/Mentee, list three reasons why the relationship worked.

3. What benefits have you received from the mentoring relationship?

4. What are some strategies that worked well that you experienced in establishing the mentoring relationship with your Mentor/ Mentee during this past year?

5. What recommendations do you suggest that would enable you to become an even better Mentor/Mentee?

MASA Region 1 Mentoring Volunteer Form

Name:		School District:
Phone (Work):		Email:
Phone (Cell):		
# Years Experience as a Superintendent:		# Years as a Minnesota School Administrator:
Name of new Superintendent for whom you think you could be a good mentor match:		
What tools technologies do you have available to use in connecting with your mentee:		
<input type="checkbox"/>	Smartphone	<input type="checkbox"/> ITV Interactive Videoconferencing
<input type="checkbox"/>	Desk-to-desk video	<input type="checkbox"/> Other:
Please place an "X" next to each of the areas of expertise and assistance you feel comfortable providing OR you know someone you would refer our mentee to for additional assistance:		
1 have expertise	Trusted resource	Area of Expertise or Administrative Function
		Administrative Team/Cabinet - Relations, Management, Success
		Board Relations and Board/Superintendent Roles
		Budget Development and Budget Reduction
		Building Referendum
		Business Manager - Working with your Business Manager
		Emergency Planning and Management
		Facilities - Construction Projects
		Facilities - Long Term Facility Maintenance (LT FM) planning
		Finance
		Foodservice management
		Health and Safety
		Insurance - Group Health, Property/Casualty, other coverages
		Navigating a state or national conference - alone, with Board Members, and teams.
		Negotiations
		Operating Levy Election
		Personnel - Hiring, Layoff, Termination, etc.
		Principal Evaluation and Coaching
		Public Relations/Communications
		Safe Schools
		School Climate
		Special Education Issues
		Strategic Planning
		Strategic Problem Solving
		Superintendent Evaluation
		Technology in Education
		Technology Management
		World's Best Work Force

I agree to carry out the following duties if assigned a mentee:

1. Touch base with my mentee weekly the first two months.
2. Meet face to face at least once monthly.
3. Listen/observe carefully for clues to needs that the mentee may have but isn't expressing.
4. Follow the guidelines outlined in the MASA Regional Mentoring Handbook

Signature: _____ Date: _____

Mentor Survey

We would like to have your opinion of the mentor/mentee program so that we may evaluate and strengthen our program for the future. Please complete this survey via Google Forms by clicking [here](#).

1. How would you rate the mentor/mentee program?
 excellent very good good poor
2. How would you describe the quality of your experience as a participant in the program?
 excellent very good good poor
3. Would you volunteer to serve as a mentor again next year or in the future?
 yes possibly not sure no
4. Did the mentor training session help you prepare for your mentoring experience?
 Yes somewhat not sure no
5. Would you have like additional training for mentors?
 Yes maybe probably not no
6. How clearly defined were your mentor responsibilities?
 Very clear moderately clear a little unclear very unclear
7. How would you describe your relationship with your mentee?
 very good good fair poor
8. Do you think that the time you spend with your mentee was sufficient?
 yes almost not really no
9. Do you think that the time you spent together was helpful for your mentee?
 yes somewhat not really no
10. Did you gain personally from this relationship?
 yes somewhat not much
 no
11. I would have preferred to meet less often with my mentee.
 yes sometimes rarely
 no
12. I would have preferred to meet more often with my mentee.
 yes sometimes rarely no
13. What was the most satisfying about the mentor program?
14. What was the least satisfying about the mentor program?
15. What would you suggest to improve the mentor program?

Mentee Survey

We would like to have your opinion of the mentor/mentee program so that we may evaluate and strengthen our program for the future. Please complete this survey via Google Forms by clicking [here](#).

1. How would you rate the mentor/mentee program?

excellent very good good poor

2. Did you enjoy being a part of this program?

yes somewhat not much no

3. Would you want a mentor next year?

yes probably not really no

4. Did you like your mentor?

yes somewhat not much no

5. Did you think meeting with a mentor was useful?

yes somewhat not really no

6. Would you have liked to meet with your mentor more often?

yes a bit more not much more no

7. Did having a mentor assist you in your new role?

yes somewhat not much no

8. Did you feel comfortable talking to your mentor about things, positive or negative?

yes somewhat not really no

9. Did you learn things from your mentor?

Yes somewhat not much no

10. List some of the things you did with your mentor.

11. List one of the things you learned from your mentor.

12. What was the most satisfying about the mentor program?

13. What was the least satisfying about the mentor program?

14. What would you suggest to improve the mentor program?

SEMASA SUPERINTENDENTS "HELP" LIST

Area of Expertise or Administrative Function

Strategic Planning
Long Term Facility Maintenance Planning
Food Service
World's Best Work Force Safe
Schools Planning
Superintendent Evaluation
Finance Budget Development and Budget Reduction
Working with your Business Manager
Administrative Team/Cabinet - Relations, Management, Success Board Relations
and Board/Superintendent Roles
Personnel - Hiring, Layoff, Termination, etc.
Public Relations/Communications
Navigating a state or national conference - alone, with Board Members, and teams.
Operating Levy Election
Building Referendum
Technology in Education
Technology Management
Special Education Issues
Negotiations
Facilities Management and Construction Projects
Emergency Planning and Management
Insurance - Group Health, Property/Casualty, and other coverages
Health and Safety
Safe Schools Planning
Principal Evaluation
Coping
School Climate
Communications

MASA/MASE Joint 18-19 Calendar

(as of June 1, 2018)

AASA (Nat'l School Superintendents Association)
CASE (Council of Administrators of Special Education)
CEC (Council for Exceptional Children)
MASA (MN Association of School Administrators)
MASE (MN Administrators for Special Education)
NASDSE (Nat'l Assoc. of State Directors of Special Education)

MASA/MASE • 1884 Como Avenue • St. Paul • 55108 • 651-645-6272

2018

Tuesday, June 12
MASE New Leaders- Directors Only
MASE Office

Thursday-Friday, June 21-22
MASA Board of Directors Retreat
MASE Board of Directors Retreat
Madden's Conference Center, Brainerd

Monday, July 2
Membership Renewal

Sunday-Wednesday, July 8-11
Annual CASE/CEC
Legislative Summit
Washington DC - Westin Alexandria

Wednesday, August 1
Superintendent of the Year [SOY] Nominations Due

Thursday, August 2
MASA Foundation Meeting
11 AM-1 PM
MASA Office

Sunday-Monday, August 5-6
MSBA Summer Seminar
Marriott NW, Brooklyn Park

Tuesday, August 7
MSBA Phase I/II
Marriott NW, Brooklyn Park

Tuesday-Wednesday, August 7-8
MDE Back-to-School Annual Conference
Marriott NW, Brooklyn Park

Wednesday, August 8
Great Start Workshop Session I (following the MDE Conf.)
Marriott NW, Brooklyn Park

Friday-Saturday, September 14-15
Aspiring Superintendents' Academy
MASA Office

Saturday-Sunday, September 29-30
MASA Board of Directors Meeting
Madden's Conference Center, Brainerd

Sunday, September 30
MASA Great Start Cohort II
Madden's Conference Center, Brainerd

Sunday, September 30
MASA Foundation Golf Tournament

Monday-Tuesday, October 1-2
MASA Fall Conference Program
Madden's Conference Center, Brainerd

Monday, October 8
Don Lifo, Springsted
School Finance Elections: A Comprehensive Planning Model
for Success

Thursday-Friday, October 18-19
Education MN Conference

Thursday, October 11
MASE Leadership Issues
10 am - 2 pm
Benton Sterns Education District

Wednesday, October 24
MASE Board of Directors Meeting
MASE New Leaders Cohort I
Cragun's Conference Center, Brainerd

Wednesday-Friday, October 24-26
MASE Fall Conference
Cragun's Conference Center, Brainerd

Wednesday-Thursday, November 7-8
CASE Board of Directors Meeting
Beau Rivage Biloxi, MS

Thursday-Saturday, November 8-10
CASE Annual Conference
Beau Rivage Biloxi, MS

Friday-Saturday, November 9-10
Aspiring Superintendents' Academy
MASA Office

Sunday-Tuesday, November 11-13
MREA Annual Conference
Cragun's Conference Center
Brainerd, MN

Wednesday, December 5
MASA Board Meeting
MASA Office

Thursday, December 6
MASE Annual Board Meeting
MASA Office

2019

Tuesday, January 1
MASA Jobsite Subscription Renewal

Thursday, January 10
MASA Foundation Meeting
11 AM-1 PM
MASA Office

Thursday-Friday, January 17-18
MSBA Leadership Conference

Thursday, January 24
MASE Leadership Issues
10 am - 2 pm
Benton Sterns Education District

Tuesday-Saturday, January 29-February 2
2019 CEC Convention
Indiana Convention Center
Indianapolis, IN

Thursday-Saturday, February 14-16
AASA Conference on Education
Los Angeles, CA
Registration will be open July 2018

Wednesday, March 6
MASA Board of Directors Meeting
MASE Board of Directors Meeting
MASA Great Start Cohort Session V
MASE New Leaders Cohort IV
Marriott NW, Brooklyn Park

Thursday-Friday, March 7-8
MASA/MASE Spring Conference Program
Marriott NW, Brooklyn Park

Monday, April 8
Don Lifto, Springsted
School Finance Elections: A Comprehensive Planning
Model for Success
Location: Metro

Thursday, April 11
MASA Foundation Meeting
11 AM-1 PM
MASA Office

Thursday, April 25
MASE Leadership Issues
10 am - 2 pm
Benton Sterns Education District

Wednesday-Friday, May 15-19
MASE Best Practices Conference
Madden's Conference Center, Brainerd

Thursday-Friday, June 20-21
MASA Board of Directors Retreat
MASE Board of Directors Retreat

Sunday-Wednesday, July 7-10
Annual CASE/CEC Legislative Summit
Washington DC - Marriott Gateway Crystal City

Wednesday-Friday, July 10-12
AASA Legislative Advocacy Conference
Hyatt Regency on Capitol Hill, Washington DC
Registration now available

Saturday-Sunday, October 26-27
CASE
Board of Directors Meeting
Louisville, KY Galt House

Sunday-Tuesday, October 27-29
Joint CASE/NASDSE
Louisville, KY Galt House

2020

Tuesday, January 1
MASA Jobsite Subscription Renewal

Wednesday-Saturday, February 5-8
CEC
Portland Oregon

Wednesday, July 1
Membership Renewal

SEMASA MENTOR/MENTEE MEETING

Thursday, May 10, 2018

12:30 PM – Working Lunch

Wood Lake Meeting Center

1. Lead in Water - Model Policy Review
2. LTFM
3. Legislative Update
4. Tiered Teacher Licensing System
5. End of School Year Tips
6. Wednesday, June 13 – Town Hall Meeting
7. Topics: LTFM/Lead in Water, OSHA Audit Expectations/Funding, SSC Programs, Natural and Artificial Turf, Concussion Prevention
8. Thursday, June 14 – Tom Melcher Legislative Update
9. Other

What Mentees (Like Me) Need in a Mentor

I AM HONORED to be in my first year as a superintendent and especially grateful my school board did not insist on assigning me a formal mentor at the start of my service. Instead, the board has allowed me the flexibility to pursue opportunities for mentorship from a variety of sources.

I can't overstate how much I valued the perspective each colleague from neighboring school districts brought to the table to assist me in my transition from the principalship to the top leadership position in my district.

Based on my experience over the past 12 months, I want to share a few do's and don'ts for those who are considering mentoring a new colleague in the superintendency. Mentors have the potential to be true assets to the first-time superintendent, offering something much more than another perfunctory relationship.

TWO EARS, ONE MOUTH. As school leaders, we are accustomed to a significant amount of formal and informal speaking. While this is crucial to the job, great mentors are those who allow the mentee to verbalize his or her concerns, worries and questions. Let the mentee tell the story he or she is part of. Listen to the new administrator without immediately jumping in and offering your answer.

FORMAL AND INFORMAL CHECKINS. While establishing formal meetings is a natural

function of attempting to get two busy people in the same space at the same time, the new superintendent can be quite overwhelmed by the job's competing challenges that no principal is asked to address.

Be flexible and willing to schedule appointments outside of school hours. If you don't hear from your mentee, it is probably because superintendents

"Mentors have the potential to BE TRUE ASSETS TO THE FIRST TIME SUPERINTENDENT, offering something much more than another perfunctory relationship."

are deluged by the demands of the job. Informally call or e-mail your mentee to let him or her know you are there to be of help, but don't necessarily expect a response.

PULL UPON YOUR PAST, NOT YOUR PRESENT. I remember a meeting with a mentor early on at which I expressed frustration and difficulty balancing my professional responsibilities with "recharging my batteries" on the weekend.

The mentor attempted to offer advice, but the experiences he recalled were more relevant to one at the end of a career as a superintendent. A mentor should not lose sight of the fact that leading a district and managing board relationships looks

markedly different at the end of one's career, especially when contract renewal is no longer an issue.

Seasoned professionals might be able to tell their boards that they are not readily available via phone or e-mail during the evenings, but a new superintendent attempting to establish a positive rapport with board members cannot make the same request.

CANDOR WELCOME. Nothing makes a mentee feel more unsuccessful than hearing a mentor tout his or her successes. This is not an interview with the news media about professional accomplishments, don't be afraid to share your mistakes, particularly those committed during your first years on the job.

EMPATHIZE, SYMPATHIZE AND ENERGIZE! These three verbs, either in isolation or in tandem, are helpful emotions for a newcomer in the role to feel after a meeting session. Sometimes, a helpful ear or a reminder that you are doing something right is just what the mentee needs to hear to continue the journey through the first year.

THOMAS REARDON is superintendent of the Wynantskill Union Free School District in Troy, N.Y. E-mail: thomasbreardon@yahoo.com Twitter: @GDSuptReardon. An earlier version of this column appeared in the New York State Council of School Superintendents newsletter.

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"WORDS OF WISDOM" For New Superintendents

- ❖ Network! Network!! Network!!!
- ❖ Keep family/work balance!
- ❖ Build relationships and trust!
- ❖ Understand your School Board!
- ❖ Maintain perspective by getting all of the facts!
- ❖ Surround yourself with great people!
- ❖ Ask questions - listen - then ask more questions - then learn.
- ❖ Create small victories for your people!
- ❖ Never weather storms alone!
- ❖ This is a lonely job - empower people!
- ❖ Create - Team, Transparency, and Trust!
- ❖ You are one School Board election from a new job!
- ❖ Don't take yourself too seriously!
- ❖ You have 2 ears and 1 mouth - use in the correct proportion!
- ❖ Listen and really listen!
- ❖ Teach and preach above the line - below the line!
- ❖ Ask this question - Is it a want or a need?
- ❖ Create a sense of "presence", "purpose", and "positive passion".
- ❖ Helping others be successful is the Superintendent's mission.
- ❖ Use MSBA and MASA as resources!
- ❖ Create culture, conversation, continuous improvement!
- ❖ Be an educational leader and instructional coach!
- ❖ Don't be afraid to pat yourself on the back every once in a while; very seldom will other people do it!
- ❖ Don't take the loss of a referendum personally!
- ❖ Always ask yourself - Is this best for students?

2017-2018 SEMASA Mentor/Mentee Important Dates

Date	Time	Meeting
Aug. 7-9, 2017		MSBA/MDE Summer Conference
Aug. 9, 2017		MASA Great Start Seminar-Session 1
Aug. 15, 2017	<i>10:00 am – noon</i>	SEMASA Mentor/Mentee Meeting
Sept. 13, 2017	<i>10:00 am – noon</i>	Tom Melcher/MDE – Tax & Levy Certification
Sept. 13, 2017		SSC New Superintendent's Meeting
Oct. 1, 2017	<i>9:00 am – 4:00 pm</i>	MASA Great Start Seminar-Session II
Oct. 1-3, 2017		MASA Fall Conference
Oct. 25, 2017	<i>7:30 – 8:30 am</i>	SEMASA Mentor/Mentee Meeting
Oct. 25, 2017	<i>8:30 am – 1:00 pm</i>	SEMASA Meeting
Nov. 12-14, 2017		MREA Fall Conference
Nov. 15, 2017	<i>9:00 am – 4:00 pm</i>	MASA Great Start Seminar-Session III
Jan. 10, 2018	<i>9:00 am – 4:00 pm</i>	MASA Great Start Seminar-Session IV
Jan. 10-12, 2018		MSBA Winter Conference
Feb. 10, 2018	<i>8:00 – 11:30 am</i>	SEMASA Legislative Forum
Feb. 15-17, 2018		AASA National Conference
Feb. 28, 2018	<i>7:30 – 8:30 am</i>	SEMASA Mentor/Mentee Meeting
Feb. 28, 2018	<i>8:30 am- 1:00 pm</i>	SEMASA Meeting
Mar. 7, 2018	<i>9:00 am – 4:00 pm</i>	MASA Great Start Seminar-Session V
Mar. 8-9, 2018		MASA Spring Conference
May 10, 2018	<i>7:30 – 8:30 am</i>	SEMASA Mentor/Mentee Meeting
May 10, 2018	<i>8:30 am – 1:00 pm</i>	SEMASA Meeting
June (TBD)	<i>9:00 – 11:00 am</i>	Tom Melcher/MDE-Spring Legislative Wrap
Oct. 1-2, 2018		MASA Fall Conference

Board and Superintendent Ten Commandments

Below you will find a document on the relationships between a superintendent and their board of directors. Thanks to Luann Fulbright and Richard H. Goodman, ERS Spectrum

Board Members Ten Commandments Thou Shalt:

1. Establish firm expectations for interactions, behavior and responsibilities.

Don't assume anything – talk things over, clarify your expectations, periodically evaluate your performance, get training to enhance your boardmanship.
2. Understand that the superintendent is the professional.

Respect higher right to be the educational leader – reinforce the board's policy _____. Don't make the mistake of thinking that you should be friends.
3. Make certain that you and the board know what the superintendent does.

Orient yourself to her/his day to day responsibilities but resist and urge to “check-up” on his activities.
4. Insist on being involved in planning.

Set aside time for agenda planning; schedule planning time for the board to discuss ideas and plans and make certain that you consult on major issues/timelines/problems.
5. Keep your hands off the “day to day operation.”

Force the board to leave the day to day operations to the superintendent – you can't evaluate higher effectiveness if you are messing things up.
6. Do your homework!

Read the materials in your packet-understand the background, the rationale, the numbers, the implications for the district.
7. Show courage when making hard decisions.

Know that you can't please all the people all the time-so don't keep score, and don't become defensive. Above all, don't hide behind “the administration made us do it”.
8. Be prepared to support board decisions.

You don't have to cheer-lead for votes you lost- but don't undermine the superintendent's efforts to implement the direction of the board.
9. Keep the lines open – communication with the superintendent on a regular, meaningful basis.

Make certain s/he is kept informed by establishing patterns that fit both your needs and includes regular formal and informal feedback sessions on goals. Clarify your definition of “emergency” and the amount of information needed to make decisions.
10. Use the spotlight.

Encourage appearances at school district events and community activities. Make certain that you give public credit for administration accomplishments. Never make the board, board members, or the superintendent look bad.

A Superintendents Ten Commandments Thou Shalt:

1. Treat all board members equally.

Regardless of personal feelings, all board members should receive the same information and be allowed the respect that their position deserves.
2. Provide all board members with enough information to act on your recommendations.

This should be done in a timely fashion and must avoid any surprises for the board.
3. Carry out with enthusiasm any action or policy of the board even if the action or policy conflicts with your recommendations.

After you have attempted to persuade the board about the wisdom of your position and have not been successful you cannot attempt to obstruct the board's decision.
4. Avoid trusting or expecting the board to act on a rubber _____ for all your recommendations.

Full information and discussion must be made available to all board members before they are asked to act.
5. Inform the board of all the highlights (good and bad) of the school system on a regular basis and, in particular, between board meetings.

Board members should know the issues before being asked by the public.
6. Provide the board with a recommendation (even if unpopular) when dealing with controversial items.
7. Maintain a sense of humor and call despite the stress of _____.

The climate of decision-making needs to be relaxed and your disposition can set the tone.
8. Make all recommendations and decisions based on the answer to this question, “What is best for the students?”
9. Be visible both in the schools and the community.

People should know who the superintendent is and what s/he believes is right for public education.
10. Continue to grow professionally by reading, attending conferences, and attending workshops – to be aware of rewards and proven practices.

SEMASA Mentor/Mentee Meeting
August 15, 2017
Wood Lake Meeting Center — Willow Room

AGENDA

1. Welcome/Congratulations/Introductions/Thanks!
2. Mentor/Mentee Program — Description and Expectations
 - a. 2017-18 Participants
 - b. Purpose/Process/Philosophy
 - c. History of the Mentor/Mentee Program
 - d. Contact Log/Feedback form/Reflection Summary
 - e. Volunteer Mentor Form
 - f. MASA Mentoring Handbook
 - g. Professional Growth Opportunities
 - MASA "Great Start" Program
 - SEMASA Mentor/Mentee Program
 - SEMASA Meetings (3)
 - MASA Fall (October 1-3, 2017 - Duluth) and Spring (March 8-9, 2018 Marriott NW) Conferences
 - MSBA Summer/Winter Conference
 - Tom Melcher — Finance Meetings (September 13, 2017 - SSC)
 - MSBA/MASA/MDE Special Seminars
 - AASA National Conferences (February 13-16, 2018 - Nashville)
 - SSC Professional Development Opportunities
 - Other S.E.E. — MREA (November 12-14, 2017 - Cragun's in Brainerd) SSC Conferences, etc.
3. SEMASA Mentor/Mentee First Meeting Topics Handout
4. Sample School Year Planning Calendars
5. Specific Topics and Best Practices
 - a. • School Board Chair
 - b. • Teacher Negotiations
 - c. • Health Insurance
 - d. • Admin Team Success
 - e. • Facilities Management
 - f. • Start of School
 - g. • Communications
 - h. • Public Relations
 - i. • Technology
 - j. • Budget
 - k. • Superintendent Evaluations
 - l. • Teacher/Coach/Principal Evaluation Procedures
6. Work/Life Balance
7. Resources
8. Questions/Concerns
9. Fire Up!



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SEMASA Mentor/Mentee First Meeting Topics

Name _____ Date _____

1. Welcome to the Superintendency!
2. MASA/SEMASA — Mentor-Mentee Program/Expectations/Meetings Log and Reflection Summary
3. Budget Development and Budget Reduction
4. Working with your Business Manager
5. Administrative Team/Cabinet — Relations, Management, Success
6. School Board Relations and School Board/Superintendent Roles
7. School Board Chair Relationship
8. School Board Meetings
9. School Year Planning Calendars (Handout)
10. Public Relations/Communications
11. Special Education Issues
12. Technology Management
13. Technology in Education
14. Insurance — Group Health, Property/Casualty, other coverage
15. Emergency Planning and Management
16. Health and Safety
17. Facilities Management and Construction Projects
18. Negotiations

19. Personnel — Hiring, Layoff, Termination, etc.
20. Admin. Team Meetings/Leadership Activities
21. Staff Communications
22. Community Communications
23. MSBNMSBA Winter Conference
24. Networking SEMASA
25. Navigating a state or national conference — alone, with Board Members, and teams
26. Operating Levy Election
27. Building Referendum
28. Athletic Conference Contacts/Meetings
29. Professional Development:
30. Personnel Evaluations
31. District Strategic Planning
32. Superintendent Evaluation
33. Strategic Planning
34. Long-term Facility Management
35. Food Service
36. MDE
37. ACA —Affordable Care Act
38. World's Best Work Force
39. Student/School/Facility/Safety
40. Balance in your work/family/personal life

The Minnesota Association of School Administrators presents...

The Great Start Cohort for new superintendents

SAMPLE Series of 5 Workshops • Various Locations • CEUs Awarded

The Minnesota Association of School Administrators (MASA) is committed to providing excellent professional development that will support you in your professional practice. As a member of the Great Start Cohort (GSC), you will have the opportunity to meet other new leaders, receive information from seasoned leaders, and develop practical skills designed to help you be successful in the first year of your new position. In addition to the five traditional workshops (linked to MASA conferences for travel and schedule ease), participants will also receive access to the GSC Online Toolbox that contains supporting documents and videos on popular topics. Continuing Education Units (CEUs) will be granted for each session in the series. Whether you are an experienced administrator or are new to your leadership role, this workshop series is a wonderful opportunity to network with your colleagues and enhance your skills.

Great Start Cohort registration is available online, visit:
www.regonline.com/greatstart1718

Cohort Fee: Because of the generous support of Springsted Incorporated, we are able to offer the cohort for \$499 for all five sessions. Price includes continental breakfast, lunch and beverages for full day sessions. Funding for the Great Start Cohort also supports first-year superintendents' regional mentor-mentee relationships. Price will not be prorated for missed sessions. Participants may not register for individual sessions.

You must be a MASA member to attend. Visit www.mnasa.org to learn about the membership options and benefits. You may also contact the MASA offices at (651) 645-6272.

If you must cancel: Program fees will be refunded if canceled by August 1, 2017, with a \$50 penalty. No refunds after that date. Lodging cancellations are the responsibility of the participant without exception.

*Session topics are subject to change. Final agendas will be available no less than two weeks prior to each event. Remember your laptop or tablet as all handouts and materials will be distributed electronically. Dress is business casual.

"The Great Start Cohort was instrumental in helping me to navigate the first year of my superintendency. The information that was presented was relevant and timely - and relationships that were developed with other members of my cohort have proven to be extremely valuable as well. I feel extremely fortunate to have had the resources that MASA provided to me in my first year as a superintendent."

- Brad Bergstrom, Thief River Falls

"The Great Start Cohort is a world-class induction program for new Minnesota superintendents. It provides high-quality learning experiences and is an excellent vehicle to develop a network with new and experienced superintendents. It is essential professional development for those starting the superintendency."

- Matt Hillmann, Northfield

Session Information

August 9 Great Start Session 1

Minneapolis Marriott NW, 7025 Northland Drive N, Brooklyn Park • 12:30 - 4:30 pm

Following the MDE Back-to-School Conference, the first session will help new leaders kick-off the school year! Participants will be introduced to their professional network and explore the transition to their new role.

October 1 Great Start Session 2

Pier B Resort, 800 W Railroad St, Duluth, MN 55802 • 9 am - 4 pm

The second session will launch the 2016 MASA Fall Conference. The day-long workshop topics will include: community engagement, school and district finances, and employee discipline and discharge.

November 15 Great Start Session 3

MASA Offices, 1884 Como Avenue, St. Paul • 9 am - 4 pm

The third session offers a full session of exploring instructional leadership.

January 10 Great Start Session 4

MASA Offices, 1884 Como Avenue, St. Paul • 9 am - 4 pm

Session four will precede the MSBA Winter Conference. During this session, participants will have a full day of presentations on human resources basics, contract negotiations, common liability issues and school finance.

March 7 Great Start Session 5

Minneapolis Marriott NW, 7025 Northland Drive N, Brooklyn Park • 9 am - 4 pm

The final session will help participants bring the school year to a close. School safety, strategic communications, relationship development and special education finance will be addressed. The final presentation will teach participants how to reflect on their first year as administrators. The annual MASA/MASE Spring Conference will follow this session.

Thank you to Springsted Incorporated for their year-long support of the MASA Great Start Cohort.

Mentor Notes Regarding the Great Start Workshop

1. Make sure that your mentee is registered for the professional development opportunity
2. Place the Great Start workshop dates on your calendars
3. Debrief about the Great Start workshop session content within one week of the session.
4. Prep mentee for the next Great Start workshop session.

References:

5 Mentoring Best Practices. (<http://www.diversityinc.com/content/1757/article/5653/>). This website shares five best practices for mentoring success.

The ABCs of School-Based Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities. The Hamilton Fish Institute on School and Community Violence & the National Mentoring Center at Northwest Regional Educational Laboratory (Revised 2007). This study is designed to give practitioners a set of tools and ideas that they can use to build quality mentoring programs.

Best Practices: Mentoring. The United States Office of Personnel Management (2008). This guide was developed as a tool to assist agencies in creating a business case for mentoring and as an outline of the critical steps in developing and implementing a formal mentoring program.

Best Practices for Mentoring Programs. The EMT Group. This guide contains the results of 50 mentor program interviews that uncover the practical wisdom those programs had gained working on the front lines of mentoring.

Bits & Pieces on Leadership. Motivate and Inspire (2010). This pocket handbook is a great resource full of quotes and advice on leadership.

Making the Case for Principal Mentoring. The Education Alliance at Brown University and the National Association of Elementary School Principals (2003). This study contains useful information for school districts and other educational groups that are designing and refining their own mentoring programs.

Mills, A., Wyrick, A. **The Mentoring Handbook.** Project IBS-CORE, University of Montana 3-8, 19, 23, 33. This handbook is a resource for students and mentors and outlines how to implement a formal mentoring program.

Professional Development – How 2. (http://www.pd-how2.org/3_4.htm). This website provides an overview of best practices in mentoring.

Tardy, A. (2007) **9 Best Practices for Creating Powerful Mentoring Programs.** *LifeMoxie! Enterprises*, 1-2. This article provides nine best practices for creating a powerful, employee-inspired, effective mentoring program.

Minnesota Association of School Administrators (MASA) 651-645-6272

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"We can help a person to be himself by our own willingness to steep ourselves temporarily in his world, in his private feelings and experiences. By our affirmation of the person as he is, we give him support and strength to take the next step in his own growth."

Clark Moustakas