Mentoring Log Directions
Missouri Leadership Development System (MLDS) 2020 – 2021

Important details about your mentoring log:

- The mentor and new school leader complete this log **together** after each interaction
- The log should verify a minimum of **20 contact hours** between mentor and new school leader
- Logs should be submitted electronically to your regional leadership development specialist
- An electronic copy of the log is available on the DESE website (www.dese.mo.gov) under the Office of Educator Quality (https://dese.mo.gov/educator-quality/educator-development/mlds-emerging)
- It is recommended that new school leaders keep a copy of the log as a part of their own personal file in addition to providing it to their district office

Directions for how to complete your mentoring log:

- The mentor and new school leader complete this log **together** after each interaction

- Check the appropriate mentoring year for Emerging Level Year I/II

- Provide the name of the new school leader and the name of the mentor

- Provide the date of each interaction

- Indicate the duration of the interaction

- Indicate the type of the interaction- describe as phone, e-mail, text, in-person, etc.

- Topics/Activities – Record subject of discussions, inquiry, activity, conference, etc.

- Complete the final column using the following abbreviated code:
  - MLDS Competencies (available on Office of Educator Quality webpage)

* Use more than one page if needed. Be sure to number the pages at the bottom

** Important, please note:

- Mentoring Log should be submitted to your Leadership Development Specialist on or before April 30, 2021.

Emerging Level I/II
Missouri Leadership Development System
(MLDS) 2020 – 2021 Mentoring Log
Logs due April 30, 2021

Name of New School Leader: _____   **Name of Mentor:** _____

(Check all that apply)   ☐ **Elem**   ☐ **MS**   ☐ **HS**   **Emerging Level Mentor**   ☐ **Year I**   ☐ **Year II**

College/University new school leader earned degree/certification for current administrative position: _____

Date	*Number of hours	**Interaction Type	Topics/Activities	Emerging Level Competency Number
3/10	1.5	Phone	**EXAMPLE:** Visionary Leader – Examines the source of data	3

*20 Hours of Mentoring is required
**Interaction Type: Phone, E-mail, Text, In-person

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The Emerging Principal

Visionary Leader at the emerging level…

1. Examines and begins to understand the existing core values and culture of the school and how it connects to the mission and vision *(PSEL 1a,b,d,e; 5f; 7c; 10c)*
2. Examines how the mission, vision and core values are communicated to, and supported by, stakeholders *(PSEL 1c,d,f,g; 5f; 8c,h; 9l)*
3. Examines the sources of data used to evaluate the existing mission, vision and core values *(PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)*

Instructional Leader at the emerging level…

4. Examines and becomes familiar with the existing curriculum and learning standards *(PSEL 4a,b; 6d; 9i; 10a,e)*
5. Identifies existing instructional practices and reinforces those that are appropriate to the learning content *(PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)*
6. Observes classroom instruction and provides meaningful and timely feedback to build teacher practice and student response *(PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)*
7. Assesses teachers' understanding and use of formative and summative assessments and their relationship to student learning *(PSEL 4a,b,f; 6d)*
8. Assesses current teacher analysis of student level data for improving the instructional process *(PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)*
9. Uses data from multiple sources to identify strengths and needs for professional learning *(PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)*

Managerial Leader at the emerging level…

10. Analyzes the immediate and long-term needs for building and sustaining a safe and functional school *(PSEL 2a; 5a,c; 8g; 9e; 10h)*
11. Analyzes routines, instruction, procedures and schedules for building and sustaining a safe, healthy, orderly and compliant learning environment *(PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)*
12. Analyzes personnel to determine areas of strength and need *(PSEL 6a,b; 9b; 10a)*
13. Determines the effectiveness of existing expectations, guidelines and procedures *(PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)*
14. Assesses and reviews data to determine appropriate interventions and support for personnel *(PSEL 6a,b,c,h; 9k; 10f)*
15. Understands and complies with district, state and federal requirements for records and reporting *(PSEL 9h)*
16. Assesses how current fiscal resources support school goals and priorities and determines compliance with district, state and federal requirements *(PSEL 2a; 5c; 8j; 9a,b,c,d,h)*
17. Assesses how current non-fiscal resources support school goals and priorities and determines compliance with district, state and federal requirements *(PSEL 2a; 5c; 8j; 9a,b,c,d,h)*

Relational Leader at the emerging level

18. Determines how to analyze the extent of diversity in the school based on ethnicity, gender, economic background, etc. *(PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)*
19. Determines how resources and strategies in the school community are used for addressing the overall well-being of each student *(PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)*
20. Builds relationships with students and establishes high expectations for behavior and learning to promote a positive culture *(PSEL 2e; 3a,b,d; 5b,d,e)*
21. Intentionally interacts with staff by being visible, accessible and approachable *(PSEL 2a,e,f; 7e; 9j)*
22. Analyzes the culture of support and respect among staff and determines strengths and opportunities for improvement *(PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)*
23. Identifies potential teacher leaders *(PSEL 6g; 7b,d,h; 10a,e,j)*
24. Creates formal and informal opportunities to interact with families *(PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)*
25. Identifies key stakeholders in the community and begins to build relationships *(PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)*

Innovative Leader at the emerging level…

26. Observes and gathers knowledge, skills and best practices relevant to teaching and learning in the school *(PSEL 4c,e; 6f; 10a,c,f,i)*
27. Engages in professional networks to expand relationships and generate avenues for new knowledge and understanding *(PSEL 6i; 10g)*
28. Begins reflecting on experiences of being a new principal, personal strengths and weaknesses and takes some action to grow and develop *(PSEL 2b; 6i; 10c,g,h)*
29. Demonstrates receptivity and generates a plan for receiving constructive feedback from others *(PSEL 6i; 10c,g,h)*
30. Begins applying time management practices to allow focus on the school's highest priorities *(PSEL 6i)*
31. Acts in accordance with the belief that a principal's primary role is to promote student learning *(PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)*
32. Explores existing circumstances related to student learning & considers possible areas for change *(PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)*

June 2017