

# JORDAN SCHOOL DISTRICT

## Administrative Mentor Checklist

The tasks and activities outlined below are intended as a guide to support your efforts to mentor newly appointed administrators. It is anticipated that you will counsel with your monitored colleague and review the expectations and procedures associated with each of the identified areas. It is not the intent of this process for you to teach your colleague the “ways it must be done or the way it has always been done,” but rather to offer counsel and support as the new administrator seeks his/her way of administering the identified tasks. The tasks and activities listed are by no means inclusive but do serve as a starting point for the mentoring process.

**Instructions:** This checklist is to be used to track and review the status and accomplishment of the various tasks and activities. Please place a date before the activity when you and the mentored administrator feel the task/activity has been successfully accomplished.

### School Environment and Climate:

- \_\_\_\_\_ 1. Has an emergency plan for evacuating the building and a diagram placed in each classroom and work area.
- \_\_\_\_\_ 2. Is familiar with the emergency actions and procedures that must be taken if an emergency arises.
- \_\_\_\_\_ 3. Has an established schedule and routine for reviewing emergency procedures staff and students.
- \_\_\_\_\_ 4. Knows and complies with the requirement for conducting emergency drills (fire, earthquake, etc).
- \_\_\_\_\_ 5. Has a plan to ensure that the building is properly maintained and that the classrooms, rest rooms, etc. are properly cleaned.
- \_\_\_\_\_ 6. Knows the function and responsibilities of district security.
- \_\_\_\_\_ 7. Has a plan to ensure the safe and orderly movement of students to various activities.
- \_\_\_\_\_ 8. Has defined the expectations of professional and classified staff with respect to their responsibilities.
- \_\_\_\_\_ 9. Knows how to promote school and school programs.
- \_\_\_\_\_ 10/ \_\_\_\_\_  
\_\_\_\_\_

## **Mentor Checklist (cont.)**

### **Administrator Leadership:**

- \_\_\_\_\_ 1. Demonstrates good judgment and problem solving.
- \_\_\_\_\_ 2. Aware of need to manage time, prioritize responsibilities, and attend to details.
- \_\_\_\_\_ 3. Able to organize, coordinate, and delegate.
- \_\_\_\_\_ 4. Has a knowledge and understanding of supply, textbook, media, and equipment budgets. Knows what constitutes supplies and what is textbooks.
- \_\_\_\_\_ 5. Understands the purpose, use, and accounting procedures for local school accounts.
- \_\_\_\_\_ 6. Organizes faculty and other meetings.
- \_\_\_\_\_ 7. Organizes and prioritizes staff duties, school day supervision, and bus loading.
- \_\_\_\_\_ 8. Familiar with and can interpret district and school policy.
- \_\_\_\_\_ 9. Conducts IEP, resource, and guidance meetings.
- \_\_\_\_\_ 10. Can articulate “due process” and has established the processes and procedures associated with disciplinary action.
- \_\_\_\_\_ 11. \_\_\_\_\_  
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### **Instructional Leadership:**

- \_\_\_\_\_ 1. Understands PLC’s and school improvement.
- \_\_\_\_\_ 2. Has developed, with staff, a mission statement for the school.
- \_\_\_\_\_ 3. Has developed, with staff, yearly curriculum and instruction goals.
- \_\_\_\_\_ 4. Ensures the use of a basic scope and sequence in all curriculum areas.
- \_\_\_\_\_ 5. Has a plan for ensuring direction in the selection of curriculum materials and textbooks.
- \_\_\_\_\_ 6. Organizes and meets with teacher teams on a regular basis.

**Mentor Checklist (cont.)**

- \_\_\_\_\_ 7. Encourages and promotes professional development among staff.
- \_\_\_\_\_ 8. Uses appropriate test data to assess student and program needs.
- \_\_\_\_\_ 9. \_\_\_\_\_  
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**Communication and Community Relations:**

- \_\_\_\_\_ 1. Demonstrates strong interpersonal and communication skills.
- \_\_\_\_\_ 2. Has a strategy to provide ongoing communication to staff.
- \_\_\_\_\_ 3. Keeps parents informed of school activities and important dates by writing clear, concise newsletters to parents.
- \_\_\_\_\_ 4. Meets and plans with the PTA on a regular basis.
- \_\_\_\_\_ 5. Holds meetings on a monthly basis with the school/community group.
- \_\_\_\_\_ 6. Has established a School Advisory Council that meets regularly.
- \_\_\_\_\_ 7. Provides opportunities for periodic dialogue with parents.
- \_\_\_\_\_ 8. Recognizes the importance of listening in decision-making, problem solving, and resolution of complaints.
- \_\_\_\_\_ 9. Involves community leaders in the development and support of the school program.
- \_\_\_\_\_ 10. Projects a positive image of the school to the community.
- \_\_\_\_\_ 11. \_\_\_\_\_  
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**Mentor Checklist (cont.)**

**Evaluation of Students:**

- \_\_\_\_\_ 1. Understands the student testing program in the district and knows the procedure for test security.
- \_\_\_\_\_ 2. Is able to use test data to assess student and program needs.
- \_\_\_\_\_ 3. Is aware of how teachers monitor student progress and the need for and use of disclosure statements.
- \_\_\_\_\_ 4. Uses student data to guide instruction.
- \_\_\_\_\_ 5. Uses both formative and summative evaluations.
- \_\_\_\_\_ 6. \_\_\_\_\_  
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**Evaluation of Staff:**

- \_\_\_\_\_ 1. Knows how to use the staff evaluation instruments used in the district.
- \_\_\_\_\_ 2. Knows the requirements, timelines, and procedures associated with evaluating provisional, contract, and probationary teachers.
- \_\_\_\_\_ 3. Has an understanding of “due process” for employees.
- \_\_\_\_\_ 4. Knows how to document concerns and write letters of reprimand.
- \_\_\_\_\_ 5. \_\_\_\_\_  
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