Kim Harrison, CETPA CTO Mentor Candidate

CONTEXT:

The Mentor/Mentee Partnership Agreement artifact was developed by myself and my mentor, Dave Ragsdale. I saved the Word document provided to us at the Kickoff as a Google doc and shared it with Dave so that we could collaborate both asynchronously between the Kickoff date and our first phone call and synchronously during our weekly phone call. During our Kickoff, Dave and I began adding in our goals for the Mentor/Mentee Partnership Agreement and decided upon a weekly meeting date and time. Because of the short amount of time provided in the Kickoff, we both added additional information to the agreement, made comments and suggestions, and finalized the agreement during our weekly phone call.

LEARNING OUTCOMES:

This artifact addresses Learning Outcome(s) from the *Program Introduction and Kickoff Session*.

> **KO-07. Demonstrate the ability to develop a clear Mentor-Mentee Partnership Agreement that documents how the partnership will: 1) communicate, 2) work together toward accomplishment of the mentee's goals, 3) resolve issues/challenges that arise, and 4) focus on successful completion of program requirements and the application of what the mentee is learning in his/her work environment.**

REFLECTION:

The Mentee/Mentor Partnership Agreement was created in collaboration with my mentor, Dave Ragsdale, through our time together at the Kickoff session followed up by a phone call while working on a collaborative Google doc. The purpose of this artifact is to formalize the mentor/mentee relationship and it demonstrates my ability to develop a clear plan for how our partnership will communicate to achieve our agreed upon goals. In doing so, my mentor and I recognize the need for confidentiality to provide a safe partnership and accept that there could be challenges and obstacles that need to be mitigated. Through having this conversation and working through the agreement together, we have established agreed upon norms for communication. The ultimate goal is to enhance my leadership skills as a CTO in order to improve teaching and learning in my district and across the region and state. In order for me to do this, my mentor relationship must be a support that I can rely upon as I progress through the program.

This agreement could have been more challenging to develop had I not first read the prerequisites on mentor/mentee relationships, participated in the personality profile, and reviewed information about PLC's. Although these concepts were not entirely new to me, the review provided ideas of the norms to consider in my relationship with my mentor that might have otherwise not been a consideration. Understanding the different personality profiles is critical in understanding how we will work together. We both have a very similar personality profile. In theory, this similarity should make it easier to work together but it could also create situations that we had not considered because the thinking is too similar. The reading and in-class discussion on Professional Learning Communities (PLCs) serve as reminders that decisions that are made regarding the acquisition and use of technology directly impact teaching and learning taking place in classrooms and these decisions cannot be made without looking at data. As I came into the Kickoff session, I felt I had a strong foundation in these different areas and through the discussion with my mentor and colleagues, I left with a deeper understanding of how they directly impact my ability to work successfully with others in a CTO capacity.

Upon returning to my district following the session, I was confronted with an opportunity to put into the practice the principles around professional learning communities, specifically a look at data to evaluate the effectiveness of an instructional program. In our district, we have a diverse student population and many of our English Learners and lower performing students require interventions. With the influx of new leadership at the superintendent and director level, the data supporting the impact these interventions of have student learning is being questioned. My role in this work is to provide input on the different data points and, in some cases, extract that data for the team to review. Having just started working through my mentor/mentee agreement, I was reminded of the importance of establishing norms for working with my colleagues. Just as my mentor and I set up a goals for our work together, the district team established the single goal of reviewing the data to report the impact of the intervention programs. As with the mentor/mentee agreement, my colleagues and I established responsibilities for each member and set a timeline to gather and review the data. Through our initial discussion, we identified a number of challenges and potential obstacles for gathering specific data and problem-solved other resources that would help us to understand the impact the interventions have on student learning. Finally, my colleagues and I collaborated on the writing of the executive summary to report that data showed marginal impact on student achievement and made the recommendation that the intervention programs are not properly implemented due to lack of professional development for intervention teachers.

My growth as a CTO is exemplified in how I applied a similar process used in developing the mentor/mentee agreement to a work challenge in a way that I would not have been able to do so previously. Typically, my team of colleagues suffers from politics and power struggles resulting in blaming others with no one taking responsibility. Normally, I would have an ancillary role as this particular problem does not fall entirely under my responsibility and therefore not assuming ownership as it is "not my problem." As a result of the information and discussions with my mentor and colleagues from this class on different personality profiles and how teams work together, I set aside politics, took ownership of a problem as part of a team, and worked collaboratively to solve a problem. Being a CTO requires working with diverse personalities in a collegial and professional manner,

something that I have struggled with this team in particular due to the politics. The in-class learning gave me the tools to strengthen my skills in working collaboratively with this team.