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|  | **In-District Mentors** | **Mentor Coaches** |
| **Experience** | Guides from own experience. | Coaches from mentee’s experience base |
| **Training/Accountability** | May be trained/may be accountable to district for the mentee’s success. | Formally trained that includes on-going monthly support through SAANYS/accountable to the mentee for success. |
| **Match** | May be in similar position to the mentee and may compete for similar in-district resources. | May have served in a similar position to the mentee and likely to have a broader experience base than In-District Mentor. Does not compete for district resources. |
| **Focus** | Share experiences so mentee is comfortable and successful in new role; learning is focused on who’s who in the district, district procedures, and understanding of district’s culture, and more. | Passing judgment and sharing personal experiences/opinions are generally not part of the Mentor Coach’s role unless a career-ending or legal situation may occur. Rather, focus is on the mentee’s growth in his/her school leadership practice. |
| **Accountability** | May be accountable to other district administrators and/or participate in the mentee’s formal evaluation process. | Not part of the mentee’s in-district evaluation process. |
| **Goals** | May set goals with or for the mentee. | Goal setting is a requirement in the mentor coaching relationship. Mentor Coaches work with the mentee’s strengths and an ISLLC-based goal setting process to develop a custom-designed individual learning plan. |
| **Questioning/Reflection/**  **Active Listening** | May be used by the In-District Mentor. | Use of impactful questioning, active listening, and reflection are part of the training Mentor Coaches receive, and form the foundation for the co-labor work down with the mentee. |
| **Options/Choices** | May be provided by the In-District Mentor. | A hallmark of the Mentor Coach’s work with the mentee. |
| **Trust/Collegiality** | Likely the goal of an In-District Mentor. | Mentor Coaches must speak and act in a way that builds trust and collegiality. |

B. Tryon (2017)