The Impact of Mentoring on First Year Principals

by

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ABSTRACT

This current investigation explores the relationship between the ~~effect of~~ mentoring beginning principals and their growth and development in their first year assignment. Decades of research has suggested that the initial years of the principalship are critically important in order to accelerate mastery of the skills needed to lead change in schools and enhance student achievement. Good mentors are key to providing needed knowledge, time, and commitment to support mentees who are transitioning from classroom teachers to leaders of change. The support to aspiring or beginning principals in their first year is central to evaluating and documenting the competency and skill development of these individuals. This mixed-methods investigation sought to discover the relationships between quantitative assessments and participant responses in an effort to determine whether the process of mentoring principals enhanced participant's skill and leadership development. The results indicate a significant increased on pre- to post-scores in all areas of the Ohio Leadership Advisory Council modules as well as across the factors of the Leadership Practices Inventory, with the exception being the Encourage factor. The qualitative responses provided three emergent themes: the importance of relationships, support through communication, and value of networking opportunities were the areas that resonated with the participants.

Implications for further research deemed that the training and selection of mentors should be examined. In addition, the impact of mentoring on principals and/or superintendents should be examined for the potential impact on tenure longevity.

Keywords: climate, coach, culture, effective, instructional leadership, leadership, mentor

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Chapter 1

Statement of the Problem

The importance of the relationship between principal and teacher is no more acutely evident than when analyzing how, together, they can make a difference in improving student achievement. The number one indicator of improving student achievement is the teacher. However, in close proximity to that indicator is the principal's leadership through roles, actions, and exhibited behaviors to support the teaching and learning process. Leadership is a difficult term to define, but defining the leadership skills that positively influence teachers has been researched, and faculty and staff consistently rank leadership as an important factor that affects their work environment. Various styles of leadership have been defined, but none have been solidly proven as the one style that significantly improves student achievement. Student achievement has been found to be higher in strong-leadership schools than in average- or weak- leadership schools. A wealth of articles reveals the leadership traits and skills that are important. The question, then, is how one can be certain that these behaviors are ingrained to have lasting effects on the school environment, the teachers' instructional methods, and, ultimately, improved achievement of students.

Historical Perspective

The focus on student achievement began over 30 years ago when *A Nation at Risk* was written and explained the status of education. The report focused on failing schools and raised questions about teacher effectiveness; prior to that teacher evaluation had been remanded to local discretion. In 1989, President Bush convened the nation's governors to adopt performance goals for 2000. While President Clinton was in office, the Improving

America's School Act of 1994 was passed, and, Goals 2000: Educate America Act provided funding to write standards. In 1997, the Ohio State Board of Education and the Ohio Board of Regents created common expectations for students and initiated the major thrust toward the development of the standards movement. Standards help create quality schools with highly effective principals and teachers who guide instruction that meets the needs of all students. Goals 2000 had not ameliorated this issue. In 2001, a Governor's Commission on Teaching Success convened and President Bush enacted the *No Child Left Behind Act* of 2001(NCLB, 2001). The NCLB Act effectively cancelled Goals 2000 and Senate Bill 1, which mandated the Ohio Academic Content Standards and assessments. In 2004, Governor Taft signed Senate Bill 2 for the Ohio General Assembly to create the Educator Standards Board. Ohio remained diligent about its commitment to quality schools; therefore, in 2005 the State Board of Education adopted standards for teachers, principals, and professional development. These standards were titled the *Ohio Standards for the Teaching Profession,* the *Ohio Standards for Principals,* and the *Ohio Standards for Professional Development* (2005). These standards were to "focus the goals and objectives of educators as they seek to improve the profession" as State Superintendent Susan Tave Zelman stated at that time (Ohio Department of Education [ODE], 2005). *The Ohio Standards for Principals* define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time. Clearly defined standards for students and teachers were developed previously, but there was no consistently used tool to match the principal standards to achievement until recently. All three of these standards were written to

complement one another. If one is not up to par, the goal to provide college and career ready outcomes for Ohio's children will not be realized. In order to become a world-class (ODE, 2007) system, all of these standards must align, be monitored for implementation, and ascertain how individuals will be held accountable if and when they do not fulfill these expectations (Ohio Department of Education [ODE], 2007). As necessity for standards increased, so did the necessity for accountability of the principals – through evaluation processes.

The Wallace Foundation is a national philanthropy that seeks to improve education and enrichment for disadvantaged children. The foundation has an unusual approach: funding projects to test innovative ideas for solving important social problems, conducting research to find out what works and what does not and to fill key knowledge gaps, and communicating the results to help others (2014). In 2004, the Foundation began researching the topic of principal leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004) and, literally, made it their business to analyze leadership as it relates to the principal. Due to the mandate of the No Child Left Behind Act, the topic was front and center and evaluation of the teacher and principal was now firmly tied to improved achievement. In 2007, through a grant with the Wallace Foundation, the Ohio Department of Education convened a group of educational stakeholders from across the state to design a model principal evaluation system aligned to Ohio's Standards for Principals. In the state of Ohio, 50% of a teacher's and principal's evaluations remain tied to raising student achievement. The principal and teacher closely collaborate for the success of improving student achievement. Principal leadership and development are tied to local, state, and governmental decisions due to time, money, and human resources that

are needed as the foundation of these tenets. Selectivity of candidates, pre-service training, and the support principals need in the early years are crucial to insure the skills necessary to lead low-performing schools are modeled and emulated during this time. Key leadership competencies must be outlined in order for effective monitoring and mentoring to take place during pre-service and early service years of principals. Upon reflecting on what has happened since *A Nation at Risk* was written, when the education of our nation's students was on the radar screen, can we say our students' performance has improved? Has the threat of missing opportunities for children and a threat to the stability and security of our nation's educational future been halted? A publication titled, *A Nation Accountable*, also published by the U.S. Department of Education ([ED], 2008), asks: "…what happened to a typical group of 20 children born that year who started kindergarten together in 1988?" (p. 2)? The answer was that only five of the students had earned a degree by spring 2007. The report dictated that we "must redouble our efforts and continue to climb the mountain to make sure that all children can reach the summit" (p. 15).

Problem Statement

The purpose of the current investigation is to examine the efficacy of a first year principals' mentoring program. Research has shown that principals are second only to teachers as having the most profound impact on student achievement. Will the behaviors and/or skills be enhanced or specifically taught through mentoring affect change in the principal's behavior to improve student achievement? Therefore, the current investigation addresses the following research questions:

1. What are the benefits of a mentorship program for beginning principals?

2. What activities are necessary to provide effective mentoring for beginning principals?

3. Has the mentoring provided the participants with the support needed to navigate their first year experience?

4. Is there an impact on the participants' leadership perspectives as measured by Kouzes and Posner Leadership Practices Inventory?

5. What aspects of the first year training are perceived by the participants as beneficial and what lacunae are not addressed by this training?

6. Did the mentorship program lead to an increase in application of standards for principals?

Hypothesis

Principals have much to learn in their first year assignment and this learning curve is exacerbated if they are new to the district. With the myriad of duties they are delegated to oversee, it is very easy to be drawn off task from the ultimate goal of becoming an effective instructional leader. It is hypothesized that the leadership characteristics and principles that beginning principals should prioritize as most important will be actualized when mentors highlight, emphasize, and focus on these behaviors through mentoring activities.

Definition of Key Terms

Climate – refers to quality and character of school life (Cohen, McCabe, Michelli, & Pickeral, 2009, p. 1).

Coach – an individual typically from outside the organization and not necessarily a senior – in age or depth of related professional experience – to the mentee (Bloom, Castagna, Moir, & Warren, 2005).

Culture – the overall feeling of the school: the beliefs, values, and habits. It is the closeness of the staff, student, and parents (Hargreaves as noted in Pepper &Thomas, 2002).

Effective – school districts whose student achievement scores, aggregated to the district level, consistently exceeded the scores of other districts after controlling for student socioeconomic status over a three year period (Murphy, Peterson, & Hallinger, 1986).

Instructional Leadership – defining the school mission, managing the instructional program, and promoting the school learning climate (Hallinger, 1987).

Leadership – the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of completion and conflict, in order to realize goals independently or mutually held by both leaders and followers (Burns , 1978).

Mentor – an organizational insider who is a senior expert and supports a novice (Bloom et al., 2005).

Context of the Study

The study will take place through a mentoring program that is coordinated by the Cuyahoga Educational Service Center (2013) for beginning and assistant principals. Mentee development will be measured two-fold: through the utilization of a self-survey and the Ohio Leadership Assessment Council ([OLAC], ODE, 2008) self-assessment survey for improvement in leadership skills.

Significance of the Study

In this age of accountability, it is imperative that the focus for improved instructional practice to increase student learning is the foremost goal. The learning community must be led by those who know the importance of collaboration, because, leadership is not a study in singularity, but a shared responsibility between teacher and principal. There are principles, tasks, and characteristics that must be exhibited early on by principals so this collaboration is understood by teachers and the learning community. The focus must be sustainable, not in order to be compliant, but to ensure a continuation of implementation and monitoring for the strategies that will provide the necessary conditions that must be evident for student achievement to improve.

The Wallace Foundation initially believed that the principal was the individual who was in a crucial position to ensure that teaching and learning were at the heart of every classroom. It is this researcher's belief that through mentoring, key principles, tasks, and characteristics can be emphasized as important early on at the entry level for beginning principals, and developing the capacity to exhibit these learned behaviors. In order for this type of mentoring to happen, it must be intentional and purposeful. Local and state education agencies and institutions of higher education must see the importance of this

work and provide additional emphasis upon this component, although accredited programs already include mentoring. Through internships and/or beginning principal contracts, this type of support must be ensured for all principals in the initial and ensuing years of their career.

Wallace Foundation Studies

The Vanderbilt Assessment for Leadership in Education (VAL⁻Ed, 2009), in collaboration with The Wallace Foundation, named the Core Components and Key Processes based upon the Interstate School Leaders Licensing Consortium (ISLLC) standards, the utilization of a 360 degree feedback, and that these are learning-centered leadership behaviors that are related to increases in student achievement that should be assessed during principal preparation (Porter, Murphy, Goldring, Elliott, Polikoff, & May, 2008).

The capacities to guide, support, monitor, and evaluate performance affect all levels of the system. The importance of leadership styles and skills must be identified, the standards of leadership must be evaluated through an evidenced-based tool, and the support for leadership must be attained through mentoring. Without these three, the success of our children is doubtful.

An important area in the improvement of state test scores is the study of the factors that make a difference in improving student achievement. The effects of building climate, behavioral traits, classroom conditions, administrative support, and availability of materials, morale, and technology have all been researched in an attempt to prove their positive effect on student test performance. However, overwhelming research has shown that the most effective indicator in raising student achievement is a quality teacher. The

word effective should be operationally defined as: "school districts whose student achievement scores… consistently exceeded the scores of other districts…over a three year period" (Murphy, Peterson, & Hallinger, 1986, p. 154). The objective, then, is to ascertain what is occurring in those districts to ensure that those elements are repeated in order to improve student achievement and exceed the scores of other districts. The most important feature is that good leadership occurs in the building and affects what is happening in the classroom. Leadership behaviors must be identified in order to coach and supervise principals to eventually evaluate them on utilizing or exhibiting these behaviors. This evaluation should determine how they have affected the environment and personnel to ultimately show improvement in student achievement and school effectiveness.

For over a decade, the Wallace Foundation has sustained efforts to improve leadership through research reports and publications on school leadership. In a decade long study, the Wallace Foundation states

> In developing a starting point for this six-year study, we claimed, based on a preliminary review of research, that leadership is second only to classroom instruction as an influence on student learning. After six additional years of research, we are even more confident about this claim (Louis, Leithwood, Wahlstrom, Anderson, Michlin, Mascall, Gordon, Strauss, Thomas, & Moore, 2010, p. 3).

The job description of a superintendent typically includes the responsibility for continuous improvement and the focus of the district work in relation to instruction. The superintendent is the instructional leader ultimately responsible for ensuring the

development and implementation of high-quality, standards-based instruction. The improvement of student achievement lies squarely on the shoulders of this individual. However, the superintendent is not in the school as the direct overseer of the teachers who directly impact student achievement. Hence, the superintendent must have effective principals in place for this purpose. Knowing that certain leadership principles can make a difference in the outcome of high achievement for all when applied appropriately and effectively by principals to increase student achievement, the superintendent has an obligation to purposely and deliberately make certain that these factors are known. To that end, the factors must be monitored to ensure that they are consistently implemented by principals in order to affect this change. The purpose of this study, then, is to determine how specific principles of the principal can be enhanced or specifically taught through mentoring to affect change in the classroom instructional leader and improve student achievement.

Chapter 2

Literature Review

Leadership is one of the most difficult terms to define in education today, but much emphasis is relegated to it in terms of instructional leadership's critical importance in raising student achievement. Leadership can be summed up as things we do, whereas, a leader is the person who gets others to do those things. Katzenbach and Smith (1992) stated that "leadership has traditionally been synonymous with authority and authority has traditionally been understood as the ability to command others, control subordinates and make all the truly important decisions yourself " (p. 129). So, we have become enamored with the traits, characteristics, behaviors, roles, styles, and abilities of leaders who have obtained leadership positions and we continue to know little else about the term. Rost (1991) analyzed a total of 587 works that referred to leadership in the titles, yet he found that roughly half of the works failed to define leadership. While there is a plethora of instructional leadership research, there is little agreement on a concise definition of instructional leadership (Higginson, 2011). To add to this dilemma, it appears that while there remains an absence of a solid definition, the meaning is changing, and in an attempt to shift to a new paradigm, we realize we have not even solidly defined the old one. Barker (1997) stated:

> Consider the word leadership itself. Other words that end in the suffix – ship can
>
> be used to denote a skill, such as in the words statesmanship, seamanship or
>
> craftsmanship, or can also be used to indicate a relationship as in partnership,
>
> apprenticeship, fellowship, and in the word relationship itself. It seems we

potentially have a legitimate semantic choice to use the word leadership either to

indicate an ability or skill, or to indicate a relationship. (p. 347)

In an article titled *How Can We Train Leaders If We Do Not Know What Leadership Is?* the author stated that we focus on the "knowledges [*sic*], skills, abilities and traits of the leader which are presumed to be the most successful in getting followers to do what the leader wants them to do" as the definition in the field of education (Barker,1997, p. 344). He continued to emphasize that there have been significant changes in the role of the educational leader over the last decade. Barker indicated that the word leadership can be used to indicate an ability, skill, or relationship. When focused upon as abilities or traits, he intuits that leadership "serves two important social functions: hope for salvation and blame for failure" (p. 348). This results in a cycle of leaders that do not have the time, the energy, or support necessary to effect the change and sustain the effort, drive, and vision that provided them the position in the first place. Ability is typically associated with management. Is the leader able to set goals, prioritize resources, and articulate a vision of planning as how they will direct those within the organization? Are they skilled with the abilities needed to lead? Barker also typifies leadership as associated with a relationship. Just because one is in a position of a leader, does not necessarily mean they are an effective leader. If seen as a relationship, the leadership "interaction includes mutual influencing, bargaining, coalition building, parochial attitudes, conflict over scarce resources, and competition for limited control" (Burns, 1978). Huber (2004) defined professional school leadership as "firm and purposeful, sharing leadership responsibilities, involvement in and knowledge about what goes on in the classroom" (p. 669).

Principles of Principals

Although many elements can factor into the improvement of student achievement, some factors are external and are not within the sphere of what the teacher is able to manipulate. This parallels with the role of the principal and those factors that are not within their sphere of having an effect upon the teacher. Efforts such as renovating a classroom, increasing salaries to improve morale, and purchasing curricular materials (in rare cases) are not within the control of the principal. However, exhibiting the leadership skills that positively influence teachers has been examined and is especially significant for districts that are academically failing or those with a likelihood of state takeover. In 2004, a symposium was held and it was revealed that "leadership is essential for developing and retaining a quality work environment, and across states where climate surveys were conducted, faculty and staff consistently rank leadership as the most important factor affecting their work environment at school" (Tubbs & Garner, 2008, p. 25). Andrews and Soder (1987) found that student achievement data revealed that the gain scores of students in strong-leader schools were significantly greater in both reading and mathematics than those of students in schools with average or weak leadership. Extensive research that has been done in this area of study reveals that leadership is not always defined the same way. However, the behaviors that Heck (1992) studied, shows many instructional leadership tasks that are routinely included when referring to the principles that principals need to exhibit in order to make a difference in achievement. Heck cited eight instructional leadership tasks including making regular class visits, promoting discussion of instructional issues, minimizing class interruptions and emphasizing test results. In addition, he suggested participating in discussion about how

instruction affects achievement, working to ensure systematic monitoring of student progress, careful attention to communication of instructional goals, and the importance of protecting faculty from external pressures.

Principals must adhere, uphold, and exhibit certain principles in order to be more effective as instructional leaders. Hipp and Bredeson (1995) reviewed a selection of common items from several researchers and multiple studies that indicated the following characteristics can influence a difference within the classroom: communication, consideration, discipline, empowering staff, flexibility, influence with supervisors, inspiring group purpose, modeling instructional expectations, monitoring and evaluating instruction, providing contingent rewards and situational awareness.

They continued to say "the principal is the key to facilitating decisions that affect not only the working conditions of the school, but also those professionals who work in it" (p.49). Walker and Slear (2011) postulated "implementing those behaviors in a differentiated way for each teacher has the potential to unlock tremendously positive advances in both teacher confidence and student achievement" (p.51). An instructional leader who prioritizes support of teachers, a safe educational climate, and encourages visibility and communication and collaboration (two standards for Ohio superintendents and principals) was identified as the most valuable in retaining teachers and maintaining teachers' job satisfaction.

Merely by "increasing teacher's [*sic*] perceptions of administrative support" in order to "increase administrator's' [*sic*] knowledge" of the standards so they can be applied consistently has been shown to make a significant difference to teachers (Tickle, Chang, & Kim, 2011, p. 34). If the impact of what positively influences teachers in the classroom

can be assessed and related to the principal's behavior, the superintendent can directly impact student achievement through evaluation and assessment of the utilization of specific skills exhibited by the principal. Because the principal is not in the classroom, one can only influence student achievement indirectly through the teachers (Quinn, 2002).

The extension of this research is this author's summation that because the superintendent is not in the school, one can only influence teacher improvement indirectly through the principals. Heck and Marcoulides (1993) determined that the effects of principal instructional leadership on student outcomes "…suggest that through manipulating a series of variables at the school level, both secondary and elementary school principals can have a similar positive influence on school achievement" (p. 451).

Robert Marzano (2003) studied effective schools and published *What Works in Schools* to identify factors that schools must address if they plan to enhance student achievement and the leadership implications regarding those factors. In 2012, Marzano categorized the principal actions and behaviors into five domains: (a) data-driven focus on student achievement, (b) continuous improvement of instruction, (c) a guaranteed and viable curriculum, (d) cooperation and collaboration, and (e) school climate. Furthermore, the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC, 1996) have been described as "perhaps the single-most influential initiative in school leadership" (Institute for Educational Leadership, p.11). The Institute states the significance of these Standards as they "remain focused on the central mission of helping create leaders for student learning by grounding criteria and standards for

schools leaders professional practice in a deep knowledge and understanding of teaching and learning" (p. 11). The ISLLC Standards stand out from others; e-Lead (2014) states:

> 35 states have adopted them; the National Council for the Accreditation of Teacher Education (NCATE) used them to develop their standards; tens of thousands of candidates for principal licensure have taken the ISLLC licensing exam; hundreds of preparation programs are revising their curricula aligned with the ISLLC Standards; and other organizations such as the National Association of State Boards of Education (NASBE) have openly, and in writing, recommended the use of the ISLLC Standards by their membership. (para. 2)

Finally, Richard Elmore (2000) stated the importance of instructional leadership:

> Leaders must lead by modeling the values and behaviors that represent collective good. Role-based theories of leadership wrongly envision leaders who are empowered to ask of require others to do things they may be willing or able to do. But if learning, individual and collective, is the central responsibility of leaders, then they must be able to model that which they expect or require others to do. Likewise, leaders should expect to have their own practice subjected to the same scrutiny as they exercise toward others. (p. 21)

Ultimately, these standards were aligned with the Ohio Principal Evaluation System which will be more fully examined later in this study.

Leadership Styles

Laissez-Faire, Autocratic, and Democratic are well-known styles of leadership as Goodnight (2004) provided in an overview.

Laissez-Faire, in the most understood definition, means that a leader follows the practice of noninterference in their leadership style. That understanding is in direct contradiction to the definition of leadership. However, if followers are prepared for this type of leading in this age of accountability, many followers could benefit from being led in this manner.

Autocratic or authoritarian leadership is how one would lead in a hierarchical, chain of command environment (i.e., the military) or, with safety forces (i.e., the police), where dangerous situations could occur. Leaders and followers know that the leader is the decision maker, there is little interaction with followers, and little growth takes place with minimal innovation. There is no buy-in among followers, and cooperation and commitment are often stifled.

Democratic leadership is demonstrated when the leader acknowledges that each person has worth and esteem. Open communication is fostered and the environment is highly positive and motivation-oriented. The leader's role is to function as a facilitator to develop synergy among the group.

Servant leadership, a term coined by Robert Greenleaf (1970), identified specific characteristics that are central to the development of a servant leader. Greenleaf states that "the first priority of any leader should be one of service and putting others first, including employees, customers and the community" (p. 8). In addition, the following 10 characteristics would be observable in a servant-leader:

- Listens intently;
- Exercises empathy;

- Nurtures healing and wholeness, unflinchingly and consistently applies ethics
  and values;

- Builds cooperation through persuasion;

- Dreams big dreams;

- Exercises foresight;

- Understands service and stewardship as the first and foremost priority;

- Nurtures the growth of employees; and

- Builds community within the organization.

Invitational leadership was designed by William Purkey and Betty Siegel (2003)
based on invitational theory. In their book *Becoming an Invitational Leader,* they
explained that the shift is from control and dominance by the principal to one of being
connected, cooperative in nature, and communicating with the team. This type of
leadership is based upon four basic assumptions of optimism, respect, trust, and intention.
Optimism refers to people having an untapped potential for growth and development;
respect is indicating that each person is an individual of worth. Trust is important to
reference that people have confidence in their abilities, integrity and responsibility of
self; intention is purposely acting a certain way in order to achieve and carry out a set
goal.

In 2003, author James MacGregor Burns presented two types of leadership:
transactional and transformational. Transformational leadership is a newer term in
education that is facilitative in nature by creating a climate that supports teachers by
being more positive. Transformational leaders basically have three goals: (a) helping staff
develop and maintain a collaborative, professional school culture, (b) promoting teacher

development, and (c) helping the school community solve problems together more effectively (Leithwood, 1992a). This is in direct opposition to an authoritarian style of leadership where the principal typically rules with an "iron fist" as mentioned earlier. As a principal reflected during a study, he had to realize, through trial and error, that a specific type of leadership approach shows that "concepts go hand-in-hand in building the type of school setting that is important for success" in student achievement (Pepper & Thomas, 2002, p.160). When transformational leadership is utilized, school culture tends to be positive, whereas an authoritarian leadership style could decrease teacher morale and the building climate, which are components found in effective schools (Tubbs & Garner, 2008). Transformational and transactional "model of leadership posits that follower performance can be lifted to a level beyond that which would be normally expected" as noted in Barnett, Marsh, and Craven (2005, p.1).

As indicated above, prioritizing the retention of quality teachers and teacher job satisfaction will be part of the principals' daily responsibilities in the future. The principals' roles as omniscient ones will not likely continue to remain as they will, instead, become the individuals who are seen as "a bridge of knowledge and encouragement" to facilitate learning and a "navigator" to direct the future (Leone, Warnimont, & Zimmerman, 2009, p. 89). Therefore, the satisfaction of the teacher will be important if the principal is to be successful in this new role. Leone et al. (2009) went on to state that in the role of a bridge of knowledge and encouragement, the principal will need to be "supportive of teachers, listening to them, and being responsive to what they are saying" (p. 90). As principals remain up to date with the standards-driven accountability era, their vision will be important to set a course for the building and

future aspirations and goals. The requisite skills and behaviors necessary to fulfill some of these action steps are motivation, technology, dynamic change agent, outreach, clear focus/vision and professional development.

Staff maintenance of a collaborative, professional school culture can ultimately affect student achievement. Bass and Avolio (1995) argued that "transformational leadership can produce extraordinary outcomes in terms of increased commitment to achieving group or organizational goals…raising follower awareness to the importance of achieving group goals, transcending self-interest for the sake of the team…" (para.10). Burns (1978) stated that this type of leadership occurs for leaders and followers, "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Glasman (1984) identified six characteristics or areas of leadership indicative of principal behavior; however, he separated them, as shown, in order to delineate the difference between an educator and an administrator:

Leading instructional improvement and innovation

Developing educational goal consensus in the school educator traits   Educator

Guiding staff development efforts at the school

Seeking district or community support or resources for change

Involving staff in planning administrator traits   Administrator

Making decisions of central importance to the school

There have been additional styles of leadership defined in research, such as managerial, moral, and instructional. The role of the principal solely as managerial leader

is ending as we move from the either/or framework and understand the managerial

leadership role as more than an oxymoron (Yamasaki, 1999). In addition, Leithwood

(1992) argued "that transformational approaches to school leadership are especially

appropriate to the challenges facing schools entering the 21st century" (p. 8). The new

focus for preparing school leaders used to assess principal preparation programs are the

Educational Leadership Constituent Council (ELCC) and ISLLC Standards. These

standards have been jointly used to help current and future school administrators meet the

changing demands of society and schooling. Shipman, Queen, and Peel (2013) stated that

"ISLLC and ELCC Standards will provide the guidance necessary for any model, if

implemented completely and accurately, to be the best program possible. These

Standards have sustained for several years now and are still firm in their intent" (p. xvi)

and are important in the leadership training. Additional cross references of the standards

are illustrated later in this document.

What Should Be Evaluated?

The role of the principal is not well defined, so the futuristic viewpoint is something

to focus upon now, in order to ready those leaders aspiring to stay on course with future

challenges. Presently, principals are evaluated on more managerial tasks than for

improving teaching and learning, that is, until achievement scores are unveiled. Hallinger

and Murphy (1987) stated "that most districts place a higher priority on managerial

efficiency and political stability than on instructional leadership as reflected in norms

implicitly understood by both principals and district office administrators" (p. 90).

Administrators are expected to do more in the area of management and have very little

training on how to be an effective instructional leader. Management tasks typically

include those dealing with "non-instructional issues, student discipline and supervision, employee discipline and non-instructional supervision, office work, building and facility management, parents meetings and district meetings" (Walker, 2009, p. 217). Glasman (1984) also identified the management role as "the rational component of school organization, consisting of that portion of policy, daily operations and decision making that is guided by the functional needs of conducting the work of the school" (p.6). Rosenblatt and Somech (1998) noted that effective principals are involved in acquiring security resources, standard paperwork and communication with stakeholders, providing order in the school through scheduling and monitoring of faculty. With conflicting theories such as these, it is no wonder that Imants and deJong (1999) "tried to comprehend 'management' on the one hand and 'leadership' on the other not as contrary poles but as complementary ones" (p. 673).

The development of the Ohio Principal Evaluation System (OPES) was ultimately created to hold principals partially accountable for improved student achievement. Typically, superintendents are directly responsible for the supervision and evaluation of principals, which makes them indirectly responsible for improved student achievement. Therefore, effective supervision through an evaluation process is critical in order for student improvement to be realized. Hinchey (2010) stated in a report to the National Education Policy Center (NEPC) that the topic of effective supervision has bewildered researchers for years. She stated that "despite decades of research on how best to assess teacher performance…no consensus has evolved on any single assessment strategy or collection of strategies-indicating that the problem of designing adequate and appropriate assessment is inherently complex and controversial" (Hinchey, 2010, p.1).

Throughout the course of this research, it has been discovered that this topic has been pondered from lay person to governmental agencies to the United States presidency, as many have shown interest, but none have taken the lead to solidly resolve this policy problem. One might ask: How did this issue of teacher and principal evaluation come into the purview of governmental organizations? Kingdon (1984) stated that "agenda setting can be viewed as comprising three mostly independent streams of activity (problems, proposals and politics) which occasionally converge, opening a 'policy window' and permitting some matters to reach a governmental agenda" (p. 89). This issue is deeply rooted because many public officials, educators, local and state boards of education, governors, and the private sector have finally come together to find an answer to this question: Why has there not been more improvement in student achievement over the course of several years? Anderson (2006) noted, through the establishment of standards and frameworks for debate, the government actually has substantial influence over who decides how this problem will finally be resolved. After a long history of not intentionally and not purposefully addressing this problem, the ODE has done just that with the latest move toward accountability by establishing teacher, principal, and superintendent standards. Standards are the answer to the question about what will be evaluated.

Ohio Teacher Evaluation System (OTES)

In 2007, the Wallace Foundation was heavily involved with the Ohio Department of Education and had provided a grant to support leadership development. They convened a group of educators to design a model evaluation system to align with the standards that had been developed for teachers. The attention that once was focused on teachers alone

transitioned to principals and became a part of the National Governors' Association (NGA) Best Practices series. Principals can easily detect high and low performing teachers, "yet principals cannot differentiate teacher performance for the approximately 60% of teachers whose effectiveness is average or near average as reported in a best practices study" (NGA, October 2011, p. 2).

A forum on Innovations in Teacher Evaluation was hosted by the Foundation in order to showcase promising practices and discuss implications for state policy. The complexity of this issue was brought to the forefront by developing a proactive agenda which was largely initiated by the Los Angeles Unified School District with their teachers' union. The policy instrument that led the charge for a change in the evaluation system was House Bill 316 (ODE, 2012) which mandated that states develop an evaluation system that would build uniformity throughout the nation for those districts that applied for and received the waiver for NCLB. Nearly two-thirds of the states will be in compliance with the house bill because it is a state directive. As part of the budget of this bill, the ODE requires a new evaluation system by the year 2013-2014 for teachers and principals. The bill's objective was to establish a method of monitoring the effectiveness of teachers. The method set forth was twofold: 50% of the evaluation related to student growth and 50 % of the evaluation related to other assessments such as teacher observations and communication with parents and students (see Figure 1).

Figure 1. Current Model of the Ohio Teacher Evaluation System (OTES)
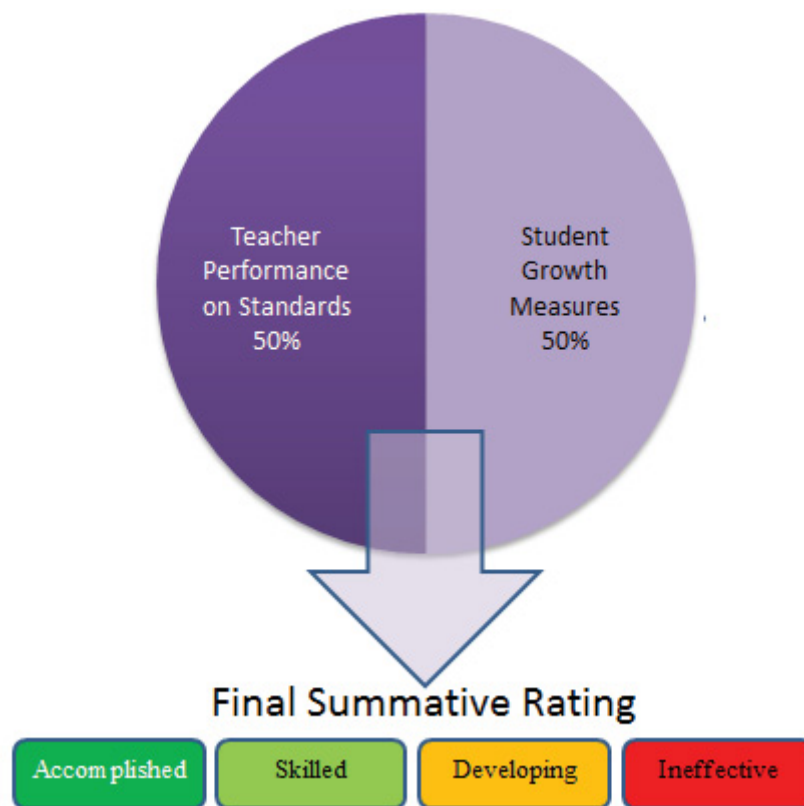
Figure 1. This illustrates the current model of the Ohio Department of Education's

final rating for teacher's evaluations. (The Ohio Department of Education, 2013).

Based upon the model above, districts decide how much weight to give these areas

through the development of the tool with union and teacher officials collaborating:

The major features of the bill are (a) State Board of Education is to develop a standards-

based framework for teachers to be evaluated, (b) Ohio Department of Education is to

assist in developing evaluation policies, and (c) Local Education Agencies are to develop

the evaluation in consultation with the teachers in the district and begin preparation of a

principal's evaluation that is comparable. Both frameworks call for 50% of the

evaluation to be based upon achievement scores of the students (State Board of Education as cited by The Ohio Department of Education, 2008).

The specifics of the evaluation of teachers (Ohio Teacher Evaluation System-OTES) are as follows:

- Provides for multiple evaluation factors, including student academic growth which shall account for 50% of each evaluation;

- Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;

- Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least 30 minutes each and classroom walkthroughs;

- Assigns a rating on each evaluation;

- Requires each teacher to be provided with a written report of the results of the teacher's evaluation;

- Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;

- Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers; and

- Provides for the allocation of financial resources to support professional development (ODE, 2008).

One unresolved topic is the issue of merit pay for those teachers and/or principals who are rated as accomplished. With the introduction of Race to the Top grant (RTTT,

2009), the merit pay discussion increased and became a priority for teachers. Because merit pay was seen as a good thing for school districts, the evaluation was mandated (with or without RTTT funds) for all districts. Unlike the OTES, the OPES can be adapted and used in whole or in part. The Wallace Foundation supported this initiative because, when fully developed, it would be a way to hold teachers and principals more accountable for the ratings on school/district report cards which are all based upon the same standards. The question remains regarding what will happen when a teacher or principal is rated as developing? The ODE, as of this review, is currently examining that problem and the rating will be amended on the performance rubric if changes are in order.

Ohio Principal Evaluation System (OPES)

According to Stout's (1994) description of values, this new evaluation system has an emphasis on the quality of teachers and principals responsible for improving the academic achievement of students (Stout, Tallerico, & Scribner, 1994). How can one separate this value from inequity when some of our lowest performing schools get low performing teachers and, possibly, principals? That question remains to be answered. The OPES requires that every administrator evaluating teachers receive state training on this process. This training is an area cited by the Wallace Foundation as one of the five lessons in *The Making of the Principal,* which was issued by the foundation in June 2012. The five lessons were (a) a more selective, probing process for choosing a candidate for training. The state established a rigorous schedule in order to train every principal so that teachers could be evaluated first and be ready for the 2012-13 school year; the other lessons were (b) providing pre-service training for aspiring principals, (c) districts

exercising power to raise the quality of principal training, (d) states making better use of their power to influence training through program accreditation and similar state level items, and (e) first year assistance for high-quality mentoring and professional development tailored to individual needs. These lessons will be further explored later in this work. In the opinion of this author, the training for the principals was more important and should have been completed first so that all administrators were ready prior to the enforced implementation in school year 2013-2014. As leaders, if the principals do not know how to evaluate, does it really matter how the teachers are evaluated ultimately? Student achievement scores will be used as 50% of a principal's evaluation. The question remains as to how the student growth measure component fits into the evaluation framework.

> As adaptive leaders, principals are now expected to work closely with teachers to help them move their students toward the school's organizational goals. As instructional leaders, principals are expected to work with teachers to help them revise their instructional practice through reflection and collaborative learning. Thus, principals may lead efforts to improve the curriculum and monitor both organizational progress and progress for each teacher (American Institutes for Research [AIR], (2012, p. 2).

The three types of student growth measures are value-added, approved vendor assessments, and locally determined measures. OTES and OPES information has been continually updated monthly and additional components are being added that strengthen

the system, yet complicate it also. At the onset, student measures were a given but there was no clear-cut way as to how that would be defined. Now, however, it is predicated upon 25% of scores from value-added or a vendor assessment, plus Local Education Agency (LEA)measures of 25% in order to bring the total up to 50%. If there is no value-added or approved vendor assessment data available, it will be measured upon the LEA measures (Ohio Department of Education [ODE], 2013). The specific standards that will be targeted in the development of the mentee through the mentoring program are as follows:

Standard 1- Continuous Improvement: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals;

Priority Element 1.1: Principals facilitate the articulation and realization of a shared vision of continuous school improvement;

Standard 2 – Instruction: Principals support the implementation of high-quality standards-based instruction that results in high levels of achievement for all students;

Priority Element 2.2: Principals ensure instructional practices are effective and meet the needs of all students;

Standard 3 – School Operations, Resources, and Learning Environment: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment;

Priority Element 3.4: Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning;

Standard 4 – Collaboration: Principals establish and sustain collaborative learning

and shared leadership to promote student learning and achievement of all

students;

Priority Element 4.2: Principals share leadership with staff, students, parents, and

community members;

Standard 5 – Principals engage parent and community members in the

educational process and create an environment where community resources

support student learning, achievement, and well-being; and

Priority Element 5.3: Principals connect the school with the community

(Educational Service Center, 2013).

Student Achievement and the Evaluation

Leadership and student achievement are associated, but due to their position,

principals inherently influence achievement most directly through the work of teachers.

Hence, superintendents influence achievement most directly through the work and

supervision of principals. Assessments for how principals impact student test scores and

how their performance leads to student achievement and growth (leadership practices,

school improvement plans, teacher retention, etc.) are important dynamics to be factored

into this equation. The new evaluation system emphasizes this framework for evaluating

both the impact and practices. The graphic shows how the evaluation factors are

weighted.

Figure 2. Current Model of the Ohio Principal Evaluation System (OPES)
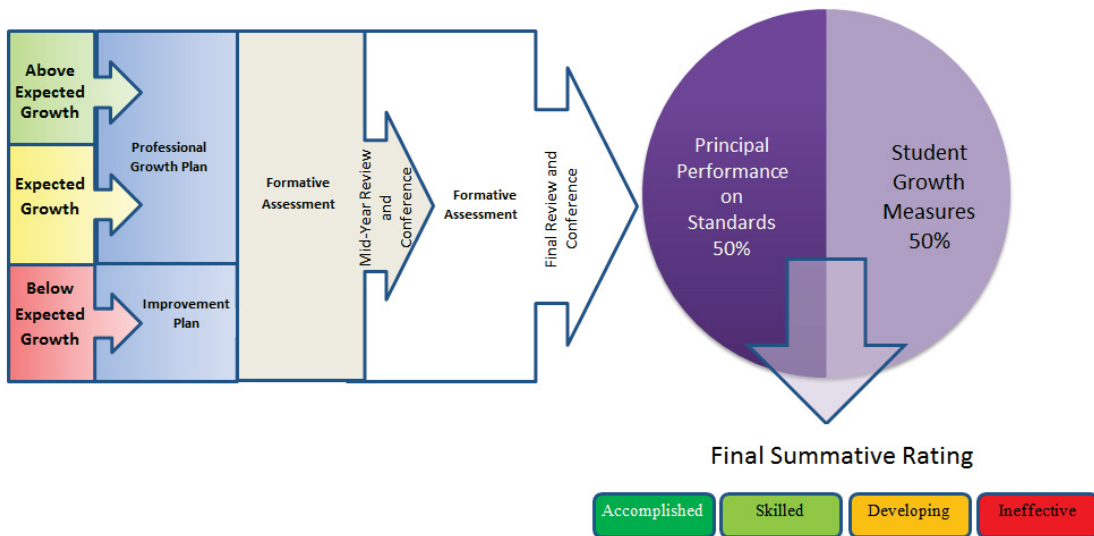
Figure 2. This illustrates the current model of the Ohio Department of Education's Principal Evaluation and how it relates to student growth (The Ohio Department of Education, 2013).

The teachers' evidence of student growth measures is not the only important factor in this picture; the standards are equally important. Principal performance on the standards (left side of graphic) is important and accounts for the other 50% of their overall evaluation. There are five standards that make up this portion of the tool: Standard 1: Continuous Improvement; Standard 2: Instruction; Standard 3: School Operations, Resources, and Learning Environment; Standard 4: Collaboration, and Standard 5: Parents and Community Engagement. As evident in the graphic, there are three areas that are not specifically outlined and delineated in the standards. Those areas are (a) content, (b) assessment, and (c) professional responsibility and growth. Additional information has not been outlined by the Ohio Department of Education for these areas. The principal

performance rating will be determined from a professional growth plan, two-30 minute

observations and walkthroughs. Principals and assistant principals will need to adhere to

this evaluation plan outlined by the Ohio Department of Education.

High stakes accountability programs are in place to assure that students are making

academic progress (Lyons, 2002), but a solid evaluation system must be aligned with the

leadership skills of an effective principal in order for this growth to be sustained. So,

then, what are the components of an effective principal evaluation system? DePaul

(2006) stated that communication is the foundation to an evaluation system that will aid

the principal in the development of those skills that are necessary to lead a school. Goal

setting, conferencing, assessing, and monitoring instruments are a part of the

communication component. Regular administrative meetings that allow new principals to

collaborate with veterans are equally important. Next, concrete, measurable goals are

developed that focus on the building improvement plan, personal and professional

growth, and developmental needs. School needs may be coupled with district needs, but

the goals and expectations still must be concrete and measurable. Conferences are

planned throughout the year, at the building, in order to see the principal in his or her

element and to visit for purposes other than just completing the evaluation. Is this

enough? Evaluation conferences, practices, and procedures that follow this format,

seldom bring about the necessary improvement in student achievement. Clifford and Ross

(2012) stated that evaluations are "perfunctory, having limited value for feedback,

professional development or accountability to school improvement" (p. 18). The authors

continued to state that the evaluations must be consistently administered for the

performance to be consistently measured. They may not align with standards at the state

or national level. Finally, Clifford and Ross stated that these evaluation tools are not high leverage tools that have a level of psychometric rigor to make testing validity and reliability examinable.

The National Association of Elementary Principals (NAESP) and National Association of Secondary School Principals (NASSP) developed the Principal Evaluation Initiative (2011) to develop guidelines to ensure that evaluations systems are "informed by the best available research on principal performance indicators and incorporate best practice into evaluation design" (Clifford & Ross, 2012, p. 18). The research in the *Designing Principal Evaluations Systems* executive summary stated that principal performance evaluations should be educative. In this manner, their primary use would be to foster principal learning, capacity building and performance, inform broader state and district leadership strategies, and be useful in creating a holistic description of practice. Evaluations should be created by and for principals because of the importance of their voice being representative in the performance evaluation design in order to reflect and support the work that they do. They must be valid and reliable in order to provide accurate information about their performance because they will be used to make decisions about professional development and most importantly continued employment. They should be relevant in order to address acceptable standards for professional practice and improve their current work, be monitored and routinely improved to reflect the ever-changing nature of the profession. Fairness in the evaluation is evidenced by differentiating according to their experience level and responsibilities. Expectation should be clearly communicated and understood by those involved in the evaluation and place a high priority on outcomes that principals control. Because research suggests leadership

accounts for 25-30% of school influence, a higher percentage should not be attributed to student growth or achievement. In addition, evaluations should be flexible because even though the evaluation system should be systematic, it should also allow for local flexibility so that local priorities can be taken into account and ultimately they should be embedded in a human capital system. The performance evaluations are not stand alone systems, but are a part of a comprehensive improvement approach to leadership support.

The report continued to state that evaluations should include multiple measures of principal practice, such as professional qualities and practices, professional growth and learning, school culture and climate, stakeholder satisfaction and student educational outcomes (Clifford & Ross, 2012, p. 19).

Davis and Hensley (1999) reported on the politics of the principals' evaluation and how the two related to one another. Unlike teachers, the principals' assessment is complex because it is compounded by the absence of an agreement to theoretical principles regarding effective leadership, the evaluative procedures are poorly developed, and they are inconsistently applied. Yet, the component of politics adds another dimension to the issues of accountability. Principals are under constant pressure within the school, outside from the community, the district office, and society at large. The principal has been placed in a precarious position, one of super-ordinate to those who report to them at the school, while being a subordinate to central office administrators. They are very often caught between a rock (staff requests) and a hard place (district demands) and, in order to survive, they must get support from below, direction from above, and protect themselves in all other directions. Although political factors can significantly influence a formal evaluation, their findings led them to recommend four

areas for improved practice: (a) clearly communicate and consistently apply information ,

(b) establish expectations based on agreement between supervisor and supervisee (c)

target and focus supervisors' perspectives through regular visits and provide ongoing

feedback about various aspects of their performance (d) compose principals' files of

important documents that represent important accomplishments, student achievements,

professional activities, and other quantitative data about the school and its staff, and (e)

principals must develop positive interpersonal relationships with school stakeholders

(Davis & Hensley, 1999).

These elements are a part of the principal's political survival tool kit and will help

guard against arbitrary and capricious evaluation processes and outcomes. The influence

of principals is far reaching stated the New Leaders for New Schools ([NLNS], 2010), an

organization with headquarters in New York City. NLNS was founded in 2000 by a team

of social entrepreneurs; NLNS develops transformational school leaders and designs

effective leadership policies and practices for school systems across the country. The

website boasts that previous research and their experiences confirm that strong school

leaders have a powerful multiplier effect, dramatically improving the quality of teaching

and raising student achievement in a school. NLNS suggests four ideas for improving

principal evaluation systems. The first area of focus is to combine student outcomes and

teacher effectiveness to total 70% of principals' evaluations. The remaining 30% will be

focused on six principal leadership actions developed by NLNS, which have been shown

to drive results: (a) vision for results and equity, (b) planning and operations, (c) culture,

(d) learning and teaching, (e) staff development and management, and (f) personal

leadership and growth. Next is recognizing that an evaluation should be based (for

supervisors of principals and central office staff) primarily on student outcomes and effectiveness. Performance expectations should be high and differentiated, and finally, one should ensure that the system is informed by the principal and other experts and is changed over time to provide for new understanding of the practices that contribute to increased student achievement (NLNS, 2010, p.3).

Their final recommendation is for policymakers at all levels of government. The federal government should use policymaking as a vehicle to promote principal effectiveness. State governing agencies should create conditions to adopt enhanced principal systems and build upon the capacity for successful implementation. Local school systems should create the conditions for enhanced evaluation as well as broader, coherent strategies. The research outlined overwhelmingly indicates that evaluations are critically important in order to improve student achievement, but the type of evaluation tools used, implementation with fidelity, and the monitoring of the processes are keys to what will ultimately be the difference between the developments of an autocratic principal today versus a transformational leader for tomorrow.

Instructional Leadership

As previously presented, the teacher is the number one indicator of improved student achievement as documented in numerous previous studies. The principal can make a difference and support teachers by modeling specific behavioral traits, exhibiting certain characteristics, and providing leadership through various activities. Therefore, an in-depth analysis of the training provided through mentoring of the principal is warranted to ensure those traits, and activities are delivered. The Wallace Foundation has recently updated their 2008 report on the importance of principal preparation and researchers from

the Universities of Minnesota and Toronto (2012) reported: "To date we have not found a single case of a school improving its student achievement record in the absence of talented leadership" (p. 1).

The Mid-Continent Research for Education and Learning **(**Waters & Marzano, 2006) conducted a study in order to ascertain the influence of superintendents on student performance. There were four major findings that emerged from this meta-analysis that involved 2,817 districts and the achievement scores of 3.4 million students. These include: District-level leadership matters, effective superintendents focus their efforts on creating goal-oriented districts, superintendent tenure is positively correlated with student achievement and a surprising and perplexing find: defined autonomy **(**Waters & Marzano, 2006, p. 13).

Five major activities were identified that impact student achievement. According to the report's conclusions, effective superintendents focus their efforts on setting goals to improve district-wide achievement including establishing non-negotiable objectives for improving instruction, obtaining school board support for improvement goals, monitoring progress on improvement goals, and using resources to support the improvement agenda (Waters & Marzano, 2006).

A "bonus" finding was that successful reforms require "constancy of purpose and stable and predictable district leadership for at least five years" as stated by Gerald Natkin a researcher with Southeast Regional Educational laboratory (Black, 2007, p. 56). Simply stated, superintendent tenure is positively correlated with student achievement. As supervisor of the principals, the superintendent is the individual who must ensure that

progress on improvement goals and establishing non-negotiable objectives for improving instruction is monitored.

Principals must work in conjunction with their superintendents in order to create an optimal environment to improve teaching and learning. The Ohio Teacher Evaluation System (OTES), the Ohio Principal Evaluation System (OPES) and the Ohio Superintendent Evaluation System (OSES) that collectively become available for all districts in 2013-2014 will nearly force teachers, principals, and superintendents to work together. However, this partnership comes much later than is optimally desired if substantial gains are to be made to improve student achievement. By the time the evaluation is in place, it will be much too late to make the most difference. Principals need coaching and training during pre-service, but especially during the first year when the actual principalship is underway. By taking a proactive stance through principal preparation programs, local involvement at the district level, and early supervising, supporting, and mentoring by the superintendent, the much needed guidance to ready the principal for the demands of the job in this era of accountability could be readily available.

The Wallace Foundation (2012) spent over a decade studying what it will take to ensure that all public schools have principals that are trained to succeed. The study *The Making of the Principal: Five Lessons in Leadership Training* indicated that there are five principal lessons that could help propel more districts towards the goal of having strong leadership in every school. These lessons are:

- A more selective, probing process for choosing candidates for training is the essential first step in creating a more capable and diverse corps of future principals;

- Pre-service training for aspiring principals that prepare them to lead improved instruction and school change, not just manage buildings;

- Exercising districts' powers to raise the quality of principal training so that graduates better meet district needs;

- Better use of states' powers to influence the quality of leadership training through standard-setting, program accreditation, principal certification, and financial support for highly qualified candidates; and

- High-quality mentoring and professional development needed by principals, especially in their first years on the job, tailored to individual and district needs. (p. 24)

In an article by Butler, (2008), he stated that a "host of principal leadership development programs are aiming to fill the gap, striving to ensure that new and veteran principals are better prepared for today's challenge" (p. 68). The National State Boards of Education singled out Ohio's program of entry for principals a few years ago as one of the better mandated mentoring programs (Wallace Foundation, 2012). However, since that time, the program has been on a hiatus and has been replaced instead with a grant to allow Local Education Associations (LEA) to develop mentoring programs suited to the needs of individual districts.

The American Institutes for Research ([AIR], 2012), in a study titled *The Ripple Effect,* outlined a framework for understanding principal effectiveness. This framework

includes information on the direct and indirect effects of principal practices. The research suggests that "at the center of the ripple effect is principals' practice, which includes principal knowledge, dispositions, and actions" (p. 7).

There are standout programs that are heavily involved in supporting principals through high-quality, sustained mentoring and professional development. In Providence, Rhode Island, Gwinnett County, Georgia, and New York City, mentoring is provided during pre-service training and into the first years of the principalship. The activities are embedded into the district culture and may include several days of collaborative learning with national experts, receiving up to two years of mentoring by highly trained retired district principals, completion of a self-assessment, role playing and simulations mimicking the realities of an actual principalship and providing seminars or group exercises (Corcoran, Schwartz, & Weinstein, 2012).

Through these types of activities, the principals gain an understanding of the district tools and practices. The New York City mentoring program seeks to develop a set of personal qualities and behaviors typically associated with leadership effectiveness which are organized into nine competency areas: personal behavior resilience, communication and the context of learning, focus on student performance, situational problem solving, learning, supervision, management and technology (Corcoran et al., 2012). The competencies are very similar to the core components in The Vanderbilt Assessment for Leadership in Education (VAL-Ed, 2006) program. Vanderbilt Peabody College developed a tool that they believe will help leaders meet the challenge of raising student achievement and closing the achievement gap. This will be accomplished by creating leaders who know how to effectively guide instructional improvement. VAL-Ed is a

research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's performance and focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement. This assessment is taken by the principal, the teachers, and the principal's supervisor, who is typically the superintendent. The VAL-Ed measures core components which refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. It also includes key processes which refer to how leaders create those core components as illustrated in Figure 3. High standards refer to the individual, team, and school goals for rigorous student academic and social learning. The curriculum should provide ambitious academic content to all students in core academic subjects. Quality instruction indicates that effective instructional practices should maximize student academic and social learning. Culture of learning and professional behavior should demonstrate that integrated communities of professional practice in the service of student academic and social learning are in place. There is a healthy school environment in which student learning is the central focus. Connections to External Conditions are related to the linkages to family and/or other people and institutions in the community that advance academic and social learning. Last, is the performance accountability, where leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is "embedded individual and collective responsibility among the professional staff and students" (VAL-Ed, 2006, p. 3).

VAL-Ed asserts that effective, learning-centered leadership is at the intersection of the dimensions of the core components, which are created through key processes. The key

processes are "planning, implementing, supporting, advocating, communicating, and monitoring" (VAL-Ed, 2006, p. 4).

The conceptual framework for VAL-Ed is based on a review of the learning-centered leadership research literature and alignment to the Interstate School Leaders Licensure Consortium (ISLLC, 1996) standards (see Figure 3). Every item in the principal, supervisor, and teacher response form represents a cross-section of one core component and one key process.

The model asserts that in order to improve student learning, leaders must be assessed on leadership behaviors. Learning-centered leadership is the framework for their leadership assessment system which is leadership for student performance. The behaviors and/or competencies do not come naturally or easily, but, must be taught and modeled. Principals must be trained to be successful in exhibiting the key processes.

Figure 3. Model for Vanderbilt Assessment for Leadership in Education™ (VAL-Ed)
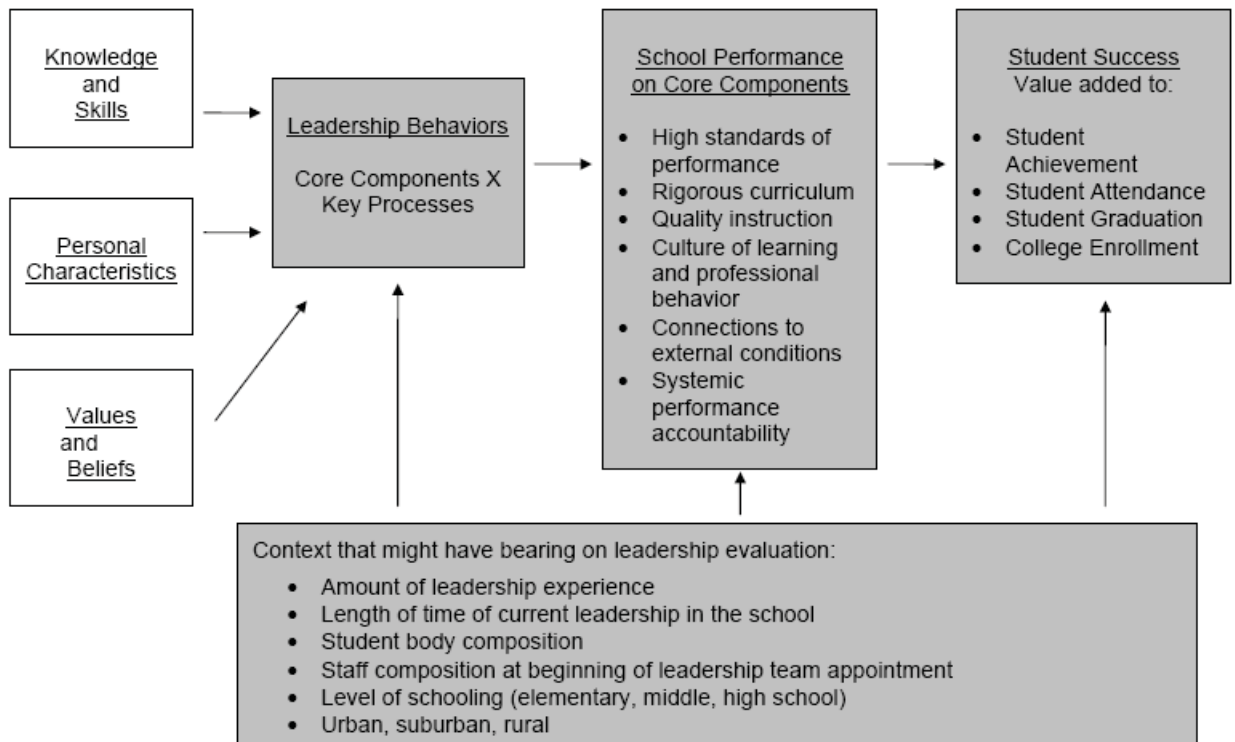
Figure 3. This figure illustrates the Core Components and Key Processes that should specifically be taught or modeled.

The assessment model does not identify direct effect of leadership behaviors that are indicative of student success, but that the behaviors lead to school performance changes which may lead to student improvement and success.

In Arizona, a strategic plan was designed to help leverage resources and provide external assistance to help troubled schools. After selecting a candidate, they strongly wanted to support the individuals in order to ensure success. The Arizona School Site Improvement Support Team ([ASSIST], Judson, Schwartz, Allen, & Miel, 2008) has coaches who are placed in a school depending on the needs and stability of the school. ASSIST hires and trains people according to the needs of the schools, such as Master

Teachers, Mentor Principals, or Turnaround Principals. The state accountability system is in its sixth year and they reflected upon their strategic approach by stating, "Of the 11 schools that have entered the state intervention process, nine successfully reached proficiency levels within two years and were allowed to return to their customary governance without the guidance of the State Intervention Section" (Judson et al., 2008, p. 43). It is subsequently evidenced through research as Mendro (1998) stated, "The quickest way to change the effectiveness of a school, for better or worse is to change the principal" (pp. 263-264).

The evaluation of principals must be based upon standards, which Stronge (2013) said are linked to student results. He indicates that certain behaviors, when implemented effectively, will result in improving student progress (student achievement). The actions are building and sustaining a robust school vision of learning, sharing leadership with teachers, leading a learning community and monitoring and supporting high-quality curriculum and instruction.

As previously indicated, some studies show that as much as 70% of a principal's evaluation has been linked to student learning, whereas others note that due to the principal's indirect influence, it could be as low as 30%. Stronge stated that evaluations must be guided by an assurance that it is value-driven, growth-oriented, and organized around a set of guiding tenets. Numbers alone do not matter; evaluation is designed for 100% of principals, not just those who are failing. Evaluation must balance growth and accountability because "growth without accountability can easily become merely advice; accountability without growth is pointless" (p. 64).

The Association of California School Administrators ([ACSA], Buster, 2001) joined the Leadership Initiative at WestEd and invited superintendents and district teams to think through improving practices related to principal guidance, support, and evaluation (Kearney, 2005). Fast-forward several years later to see the importance ACSA placed upon this when they joined the National Association of Elementary School Principals and the National Association of Secondary School Principals to join efforts across the country to improve current principal-evaluation processes. They have been motivated by a desire to understand the California Professional Standards for Education Leaders ([CPSEL], Kearney, 2005). The work has built an active Community of Practice (CoP) around principal support and evaluation to begin a review and revision of policies and practices by opening up problem-solving dialogues in order to exchange practical solutions (Kearney, 2005). The practical points learned by the Community of Practice are:

- Know what you want and make it public - What is the evaluation intending to measure? What is the district philosophy on the purpose of the evaluation?

- Use it or lose it – Conduct a quick audit to know what principal support and evaluation system is in place. Be certain that "what we are supposed to do" and "what we actually do" should be about continuous improvement, not compliance.

- Focus leadership development on student achievement - Establish or reestablish the link between principal quality and student achievement. What really matters in leader development? How do we keep student achievement as a focus for our leadership development and assessment activities?

- Base your system on standards – Standards for administrators must guide improvement in student achievement. The standards must be a sound foundation

for district support and assessment. What does quality leadership look like in our district?

- Move standards into real work – Our practice must be on a continuum from novice principal and other administrators growing from basic to accomplish in their practice. What do highly accomplished principals know and do to meet student goals and move schools ahead? (Kearney, 2005, p. 6)

The CoP was established for those interested in developing support and evaluation systems for districts seeking ways to develop and support principals on a standards-based, rigorous, fair evaluation to bring coherence to the accountability system. "Our capacity to guide, support, monitor and evaluate principal performance affects every other level of the system" (Kearney, 2005, p. 22). Stewart (2013) acknowledged that despite all of the rhetoric about the difference the principal can make, there has been very little improvement. She asked what educators can learn from looking at school leadership around the world.

At the 2012 International Summit on the Teaching Profession (Stewart, 2013) held in New York City, leaders from 23 high-performing countries agreed that "leadership with a purpose" is central to raising student achievement (p. 49). England, Shanghai, Singapore, Japan, China, and Ontario were excellent in teaching lessons about the defining role of school leaders. However, best international practices target four areas as making a difference, beginning with purposeful recruitment, which should include an expanded set of tools to assess potential, continual development of skills through high-quality training, intensive mentoring, ongoing, job-embedded coaching, and systematic feedback. A concrete plan must be developed for succession planning by proactively identifying and

developing potential leaders and employing modern talent-development approaches such as those listed indicated. This will be accomplished in order to create pipelines to ensure enough support and skill development to make the leadership position attractive.

If this type of systems' approach is to work, Stewart stated that governments can support the development through policy and funding for the modern approach so that we can go beyond pockets of excellence to ensure all schools have quality leaders.

Additional research states that in order to prepare top-notch leaders, training through mentoring is one key indicator. Prince George County, Maryland, one of six districts, has committed $75 million to establish strong principal "pipelines." Four essential elements are needed in obtaining effective principals: (a) principal standards, (b) high-quality training, (c) selective hiring, and (d) a combination of solid on-the-job support (such as mentoring) and performance evaluations, especially for new hires (Mendels, 2012).

Beginning Principals' Mentoring Program

In the spring of 2013, the Educational Service Center of Cuyahoga County applied for and received a grant for a Beginning Principals' Mentorship Program (BPMP, 2013). Coaching would be provided by trained mentors who would focus on the beginning principals' individual needs, provide feedback on performance, and offer technical assistance in such areas as communication, team building, instructional leadership, family engagement, time management, and the use of data to improve student achievement. In order to match appropriate mentor and mentee, the specific criteria shown in Appendix F were preferred.

Mentors and beginning principals also have specific responsibilities that they are to carry out to completion of the program. Beginning principals will complete the self-

assessment tool on the Ohio Leadership Advisory Council (OLAC, 2008) web-site as data points at the beginning and end of the program. In addition, beginning principals will have access to OLAC learning modules to tailor learning to their needs. OLAC is a free site developed jointly through the Buckeye Association of Administrators and the ODE.

The Wallace Foundation has spent an incredible amount of time and money investing in principal development and the qualifications of mentors during their decade long research

> Sustaining and spreading effective leadership training practices will require continued commitment from district…require more universities and districts willing to collaborating in adopting practices that better prepare future school leaders…more states will have to enact stronger policies and incentives. The actions…will take time, money and political will……maintaining subpar leadership training also carries a cost: principals ill prepared to survive the stresses of their jobs and lacking the qualities and skills to turn around failing schools. The cost will be borne most heavily by school children. (p. 27)

To avoid asking the children to bear that cost, principal training and mentorship are extremely critical to their effective development in this age of accountability. District leaders must ensure that during the selection process, individuals can articulate their understanding of the importance of instructional leadership. The evaluation process must be standards-based to address areas for improvement and when identified, beginning principals have the support necessary through mentoring to fulfill the duties in order to raise student achievement.

Chapter 3

Methodology

This investigation will examine the impact of mentoring for first year principals in Northeast Ohio. If mentoring has a positive impact in helping principals improve their leadership skills, the principal will be better prepared to be an instructional leader for the teaching staff.

Study Design

The current investigation is best described as a mixed-methods investigation incorporating an abductive reasoning approach through a multi-phase data collection (Morse, 2003). The delivery of the First Year Principals' Mentoring Program was funded and facilitated by stakeholders, as indicated above. As a part of the deliverables promised to the stakeholders, the First Year Principals' Mentoring Program agreed to administer a Meyers-Briggs Inventory, and the OLAC (pre and post). In an effort to understand the impact, value, and lacunae of the program in conjunction with the first year experiences of the participants, additional measures were proposed. Specifically, several open-ended questions have been developed in an effort to understand the participants' first year experiences, and the value that they associated with their participation in the mentoring program. Likewise, the addition of a pre/post inventory was incorporated in an effort to assess if participation in the program had an impact on the leadership perspectives of the participant, as measured by the Kouzes and Posner Leadership Practices Inventory (2000). Data collection of both the qualitative and quantitative data occurs at the beginning, middle, and end of the program delivery.

The program measures identified below will provide information on the research questions as follows:

OLAC Self-Assessment:

1. Has the mentoring provided the participants with the support needed to navigate their first year experience?

2. Did the mentorship program lead to an increase in application of standards for principals?

Kouzes and Posner Leadership Practices Inventory:

1. What are the benefits of a mentorship program for beginning principals?

2. Has the mentoring provided the participants with the support needed to navigate their first year experience?

3. Is there an impact on the participants' leadership perspectives as measured by Kouzes and Posner Leadership Practices Inventory?

Qualitative Questionnaire:

1. Has the mentoring provided the participants with the support needed to navigate their first year experience?

2. Did the mentorship program lead to an increase in application of standards for principals?

3. What are the benefits of a mentorship program for beginning principals?

4. What activities are necessary to provide effective mentoring for beginning principals?

5. What aspects of the first year training are perceived by the participants as beneficial and what lacunae exist in the program delivery?

The approach of the investigation will reflect program findings of the Beginning

Principals' Mentoring Program (BPMP) and whether there are any measurable changes in

reported knowledge and behavior across an entire school year for the mentees. Chapter

four outlines a description of the participants, instrumentation, and procedures that will

be used in this investigation.

Participants/Setting

The BPMP began as an outgrowth of Principals' Discovery Network in Cuyahoga

County in Northeast Ohio as stated in the BPMP grant. The Principals' Discovery

Network was a pilot for 10 principals that was initiated at the beginning of the 2012-2013

academic year. The planning process was to develop a program that could capitalize on

principal expertise, leadership theory and practice from the state level, and extend that

which was already in place for existing principal preparation programs. The intention was

to form a professional learning community which would expose new administrators to

development activities to improve their leadership skills.

The selection of participants was made through contact with all 31 counties that were

members of the Greater Cuyahoga County Administrators Association (GCCAA), the

Ohio Association of Elementary School Administrators (OAESA), and the Ohio

Association of Secondary School Administrators (OASSA). All of these organizations

were informed of the BPMP program for any beginning principal or assistant principal

who wanted to participate. Specifically, within Cuyahoga County, superintendents were

personally contacted by phone and contacted via e-mail so that they would recommend

principals for this opportunity. The only condition for participation in the program

activities is that the individual was a first year principal and that the principal was willing to participate in the program activities.

The participants who volunteered included eight female participants and 11 male participants. Nine were employed as high school principals, five were employed at the middle school, and five were employed at the elementary school. Five were hired as assistant principals, of which, three were at a high school level and two were at a middle school level. There were two Black participants, one male, and one female. The ages ranged from mid-20s to mid-40s. The majority of the districts were suburban, with two that were rural, and one that was urban/suburban. The teaching background of these individuals was unknown at this time. For the purposes of this investigation, the participants' involvement in the program activities was accomplished via typical case purposive sampling. Purposive sampling is used when a specific group of individuals is sought out for participation (Trochim, 2000). As indicated above, the sampling population was identified for inclusion by contacting various districts in Cuyahoga County. Once the potential participants were identified, these individuals were approached for inclusion in the programming activities.

Instrumentation

The grant guidelines, which outlined the various tools or resources that would be used in the Beginning Principals' Mentoring Program, were identified to be used as an evaluation of the program. These resources were selected as tools that could aide in the development of the beginning principal participants. The originally proposed survey instruments include the following: (a) Ohio Leadership Advisory Council Self-Assessment and (b) the Myers-Briggs type Indicator. A brief explanation of the OLAC

follows, however, the Myers-Briggs will not be included in this investigation since this data was used solely for personal reflection, self-awareness, and development for the beginning principals. Due to confidentiality, it will not be included in the investigation.

The current investigation will also include responses from a pre/post administration of the Kouzes and Posner Leadership Practices Inventory (2000) and an open-ended questionnaire developed to understand participants perception of the program activities. An explanation of each instrument is provided below. Specifically, more information is provided for the OLAC, the Kouzes and Posner Leadership Practices Inventory (LPI), and the qualitative questionnaire.

Ohio Leadership Advisory Council (OLAC). The OLAC Leadership Development Framework (ODE, 2012) identifies the most essential leadership practices across six areas that outline what the superintendent, district leadership team (DLT), and school-level/building leadership team (BLT) must to do to improve instructional practice and student performance. As a part of the grant deliverables, the OLAC Self-Assessment is to be taken at the start of the program (see Appendix A), in an effort to measure growth in the OLAC criteria areas. These six targeted areas for the principal are:

- Data and the Decision-Making Process- Focus on reinforcement that cannot be random, but should include one integrated plan with focused goals based upon data and directly aligned to identified needs;

- Focused Goal Setting Process- Focus on data used to gain clarity around the biggest problems to be addressed and continuous use of data to monitor district and school practices;

- Instruction and the Learning Process- Focus on the importance of clarity of learning outcomes, full access to challenging curriculum, and creating structures to improve use of practices to support high quality teaching and learning;

- Community Engagement Process- Focus on importance of involving stakeholders in establishment of district goals and support for sustaining focus on instruction and student performance;

- Resource Management Process- Focus on broadening thinking about resources and that all resources are used intentionally to support goals for instruction and achievement; and

- Building Governance Process- Focus on the critical role of the board in developing and supporting district goals for instruction and achievement, and that the goals remain primary focus of district work (OLAC, 2008).

These core leadership areas are outlined in the framework and provide the foundation for Ohio's Improvement Process ([OIP], ODE, 2012), as well as the online performance assessment and professional development that are accessible to all districts in Ohio. The Ohio Leadership Advisory Council Self-Assessment modules (ODE, 2012) are used to help individuals determine their level of self-efficacy, useful for school improvement. The self-assessment is divided into nine sections and each section asks questions related to a particular topic (see Appendix A). At the completion of the self-assessment, individuals receive a recommendation regarding which OLAC modules can help address the areas that indicate the least confidence.

The self-assessment can be taken more than once in order to improve the score as the individual develops in these specific areas, through on the job training and resources

available through OLAC, and, in this case, mentoring. A sample report is shown in Appendix B. All participants taking the OLAC have a sign-in code assigned by the Ohio Department of Education. No psychometric data is currently available to assess the validity and reliability of this instrument.

Kouzes and Posner Leadership Practices Inventory (LPI). The Kouzes and Posner Leadership Practices Inventory (Self) (2000) consists of actions selected from the five exemplary practices of effective leadership. This tool was selected to gather additional information beyond what was required by the original grant program deliverables. Through consultation with the grantees, they agreed to the collection of this additional information that might provide evidence regarding the program's efficacy in helping support/improve the first year principals' sense of confidence. Individuals selected an individual ID code in order to match their pre- and post-test survey data.

In the 30-question survey, the practices are translated into behavioral statements. Although there is an observer-based tool for leaders and managers, a separate 360° tool that can be used separately during the mentor evaluation phase of the program, it will not be utilized in this phase of the project. The five practices in the LPI (Fullan, 2007) are:

- Model The Way - Leaders create standards of excellence and then set an example for others to follow. Complex change can overwhelm people and stifle action, so interim goals are set so that people can achieve small wins as they work toward larger objectives;

- Inspire a Shared Vision- Leaders envision the future by creating an ideal and unique image of what the organization can possibly become;

- Challenge the Process - Leaders search for opportunities to change the status quo through innovative ideas through experimentation and take risks;

- Enable Others to Act- Leaders foster collaboration to build teams by actively involving others in the process. They endeavor to create an atmosphere of trust and human dignity; and

- Encourage the Heart - Leaders expect to accomplish extraordinary things, they keep hope and determination alive by recognizing contributions of team members and allowing them to share in the rewards of their efforts (Fullan, 2007).

The LPI survey was selected to emphasize the benefits of mentoring beginning principals to improve their instructional leadership skills. There are several areas targeted to provide the commitment of leadership based upon the Leadership Practices noted in Kouzes and Posner (2000). They are:

- Find your voice and set an example;

- Envision the future and enlist other in a common vision;

- Search for opportunities and experiment by taking risks;

- Foster collaboration and strengthen others by sharing power; and

- Recognize contributions by showing appreciation and celebrate values and victories (Fullan, 2007).

Assessment of these areas will allow the principals to measure their own behavior, administrative style, and perception of leadership skills, strengths, and areas of improvement. The development of these skills will be accomplished while guiding them through simulations, career goal setting, and personal and professional development activities. In a report by Leech and Fulton (2008), support was given for the utilization of

the LPI due to the evolution of the position of principals to create empowering cultures in their schools. The article stated that "preparation institutions must be charged with the task of developing programs that provide experiences which enhance potential leaders' skills to create learning organizations" (p. 640).

Reliability estimates for the LPI (Self) have been found to range from α. = .75 to .87 in a number of studies including roughly 350,000 participants (Posner & Kouzes, 2012).

Open-ended questionnaire. In addition, to allow participants an opportunity to expand or react to specific topics, qualitative, open-ended questions will be utilized. These questions were developed in cooperation with the grant stakeholders and were piloted with stakeholders for appropriateness and relevance to the programs goals. The goal of this additional questioning is to provide participants with the opportunity to inform how well this mentoring program met their needs, as well as what else might be added to improve the program. They will be administered electronically mid-way through the program and include the following:

1. What mentoring program activities helped you become a more effective principal this year?

2. What are the top three benefits that made this a successful mentoring experience?

3. In your experience, what activities are necessary to provide effective mentoring for beginning principals?

4. What components of the mentoring program do you perceive as beneficial?

5. In your opinion, has the mentoring program provided the beginning principals with the support needed to navigate the first year experience? If yes, how so? If no, why not?

6. Scenario:

    You have the opportunity to be a part of the development team for next year's beginning principals' mentoring program. What activities and/or program components would you include to make the experience highly successful? What activities and/or program components would you exclude to improve it?

7. Of the five Ohio Department of Education principal standards, which one do you believe was targeted the most for your personal development and how was that accomplished?

    Standard 1-   Continuous Improvement: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals. How so?

    Standard 2 –   Instruction: Principals support the implementation of high-quality standards-based instruction that results in high levels of achievement for all students. How so?

    Standard 3 –   School Operations, Resources, and Learning Environment: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment. How so?

Standard 4 – Collaboration: Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students. How so?

Standard 5 – Principals engage parent and community members in the educational process and create an environment where community resources support student learning, achievement, and well-being. How so?

8. On a scale of 1-10, with one indicating not much and ten indicating greatly, how have you benefitted from the program?

The rationale behind the inclusion of the questions around the Ohio Standards for Principals stem from the existing linkage between the Ohio Leadership Advisory Council, The Ohio Standards for Teachers and Principals, The Ohio Teacher and Principal Evaluation System, and the ISLLC standards. These have common elements between them that strongly suggest all should be aligned in order to address the improvement of instructional leadership in this age of accountability. These linkages are shown in Table 1.

Table 1 *Linkages among Standards and Leadership Development*

	ISLLC	OLAC	Ohio Evaluation and Standards for Teachers	Ohio Evaluation and Standards for Principals
Vision	✓	✓		✓
Instruction	✓	✓	✓	✓
Culture & Collaboration	✓	✓	✓	✓
Operations & Resources	✓	✓		✓
Collaborating with family & community	✓	✓	✓	✓
Ethics & Fairness	✓		✓	✓

As seen in Table 1, the Ohio Evaluation and Standards for Principals are linked to leadership development. The Ohio Department of Education maintains that the use of these standards will facilitate the assessment of and strengthening of school leaders (2011). Therefore, it is important to understand how the First Year Principal Mentorship program impacts participants understanding of these standards.

Instrumentation Administration

During the program delivery, the measures previously named will be administered in an effort to understand the efficacy and impact of the mentoring program on beginning principals. The schedule of the data collection is shown below in Table 2.

Table 2 *Administration and Schedule of Program Measurements*

Name of Measure	When Administered?	How Administered?	Part of Grant	Anonymous
OLAC	Beginning of program	On-line via ODE modules	Yes	Yes
Kouzes & Posner	Beginning of program	Paper and Pencil w/code (pre-test)	No	Yes
Myers-Briggs	Mid program	Paper and Pencil	Yes	Yes
Qualitative	Mid program	Survey Monkey	No	Yes
Kouzes & Posner	End of program	Paper and Pencil (post-test) w/code	No	Yes
OLAC	End of program	On-line via ODE modules	Yes	Yes

Program Delivery Procedures

Mentors were selected based upon the requirement that they are a first year principal or assistant principal. Upon completion of the program, participants are paid a stipend of $500 for their sustained involvement in this program that will be funded by the ESC grant. The mentors selected are paid a $1000 stipend for their participation and meeting the hourly requirement (weekly contact of an hour) in meeting with the principals outside of the program hours.

During the initial meeting, the beginning principals were expected to share their ideas for personal goals they hope to accomplish during the program as well as specific program goals that they want to have included in the program. Five face-to-face coaching sessions were facilitated by two co-facilitators, the grant coordinator and an assessment coordinator, all of whom are a part of the leadership team to provide the professional

development (PD). This PD takes place at the Cuyahoga County Educational Service Center. During the months that the group does not meet face-to-face, the mentors communicate with the beginning principals via the phone, email, social media, or face-to-face. Trained mentors focus on the beginning principals' individual needs, provide feedback on their performance of duties, and offer technical assistance in a variety of areas that are aligned to the Ohio Principal Standards.

Activities include content to ensure there is a clear understanding of the challenges of a beginning principal and activities that promote a deeper understanding of the standards for principals and teachers. Mid-way through the program, the mentors meet separately from the beginning principals to collaboratively discuss their mentoring experiences and challenges. The curriculum to be used addresses key leadership concepts such as:

- Building relationships;

- Engaged decision making;

- Professional literature study/review;

- Improvement of climate/culture;

- Collaboration;

- Visioning focus on quality;

- Stewardship; and

- Developing others (BPMP, 2013).

At each of the face-to-face group meetings, mentees are afforded the opportunities of in-basket challenges, case studies, and other activities, with time allowed for discussion around management skills concerning time management/organization, career planning, and implementing Board of Education policies/procedures and handbooks.

Mentors were required to read *Blended Coaching: Skills and Strategies to Support Principal Development* by Bloom, Castagna, Moir, and Warren (2011), and beginning principals read *What Great Principals Do Differently* by Todd Whitaker (2011). One session was dedicated to modeling and discussion to support development in the four primary elements of OPES: (a) goal setting, (b) formative assessment, (c) performance on principal standards, and (d) the development of student growth measures. It is expected that the mentors assist the principal in the following ways:

- Developing an individual growth plan;

- Observing the principals as they engage in activities within the context of their role;

- Creating, setting targets, and implementing school improvement efforts;

- Developing problem-solving strategies; and

- Sharing observations, integrating data, and writing an assessment report on each strength or area of improvement necessary in specific skills associated with effective school leadership (Educational Service Center, 2013).

Mentors were selected and approved by a superintendent, unless they are retired, then other references must be made available. Mentors develop (individually or jointly) a principal resource toolbox that includes strategies and/or current topics such as Student Learning Objectives (SLO). The complete timeline of the program is included in Appendix C. Principal mentors provide a crucial support system for beginning principals. They have the opportunity to provide counseling and advice to the principals during this important time of development in their career. Each agenda focuses upon one major goal

to be accomplished, with allotment for face-to-face time for the mentors to meet with their principal. A sample agenda is provided in Appendix D.

Data Analysis

Basic demographic information will be aggregated such as Gender, Race, Age, and Typology of School. The OLAC data will be examined for differences from pre-to-post data collection. The data from this inventory can be used to assess growth on the six criterion areas measured by the OLAC, discussed above. The Kouzes and Posner Leadership Practices Inventory responses will be examined for differences from pre-to-post. Specifically, the inventory responses will be assessed aggregately and for each of the five sub-constructs identified by the inventory for changes that have occurred in the responses from pre-to-post administration.

Qualitative data was analyzed for trends that are present. Each question was examined for trends and anomalies. Additionally, qualitative responses was assessed corporately for any emerging themes. If responses support additional analyses, these analyses might include coding the data for consideration with the quantitative data.

Quantitative data was be input into SPSS 22.0 for descriptive and inferential analyses. Data analyses were conducted in an effort to discover relationships between variables and were driven by the type of data that is provided. All quantitative data was assessed for reliability. These analyses include analysis of factors and difference analysis, as the data permitted. Quantitative data was analyzed after being organized in a qualitative software package.

Data Limitations

The current investigation uses a typical case purposive sampling procedure to acquire participants. Although this non-probabilistic form of sampling can inherently bias the

resulting sample of participants, it was used in an effort to identify a typical group of first-year principals for participation. Therefore, while this sampling procedure can be viewed as a potential limitation, its use lends to the generalizability of the study's results to other typical cases of first-year principals.

A second potential limitation is that all measures are gathered through self-reporting, which can result in response bias (Trochim, 2000). The current investigation has incorporated multi-measures during different phases of program delivery in an effort to provide some response verification.

Finally, the number of participants in the program can be considered a limitation. This group of participants represents approximately 20% of the entire sampling frame, based on the number of potential first year principals in the NE Ohio Cuyahoga area. The use of both quantitative and qualitative data is intended to provide a deeper understanding of the programs impact beyond the programs promised deliverables.

Summary

Chapter three presents an overview of the methodology used for the current investigation. This study examines the impact of a program intended to mentor first year principals. These volunteer first-year principals agreed to participate in the Beginning Principals' Mentoring Program which was funded by the Ohio Department of Education. At the beginning, middle and end of the program activities, data was collected in order to understand how this program impacted the principals' first year experiences. The measures include a pre and post measure of the Ohio Leadership Advisory Council Self-Assessment, a pre- and post- measure of the Kouzes and Posner Leadership Practices Inventory and, a series of open-ended questions to allow for participants to provide input

on the entire mentoring program and experience. All of these measures were identified to be used as an evaluation of the efficacy of the program and as a measure of the impact that mentoring can have on the first-year principal's experience.

Chapter 4

Results

This study seeks to investigate and examine the impact of mentoring on first year

principals. Specifically, this study focuses on mentoring activities and involvement of the

mentors with first year principals and how the benefits of such a program can impact

their leadership practices and behavior. Thus, this research concentrates on how

"leadership with a purpose" is central to raising student achievement (Stewart, 2013, p.

49). One target to make a difference should begin with continual development of skills

through high-quality training, intensive mentoring, ongoing, job-embedded coaching, and

systematic feedback. In essence, this is what the Beginning Principal Mentorship

Program aimed to provide.

The following chapter outlines the results of the current investigation. Nineteen

individuals participated in the program activities to completion. The survey results from

the 19 participants were collected for each inventory. First, the results of the Leadership

Practices Inventory by Kouzes and Posner, which was administered by paper and pencil

at the beginning of the program and, again, at the conclusion, are presented. Secondly,

the OLAC, which was administered via the online ODE modules at the beginning of the

program and then again at the conclusion of the program, follows. Next, the themes that

resulted from the open-ended questionnaire that was administered to all participants by

the on-line survey and questionnaire tool, Survey Monkey, are presented. Finally, the

general themes of participants' reflections, which were written at the end of the program,

are summarized. Table 2 shows the assessments, the number returned, and the

corresponding percentage.

Table 2 *Assessments, Return Amount and Return Rate*

Assessment	Return amount	Return Rate
Leadership Practices Inventory	15/19	78%
Ohio Leadership Advisory Council	12/19	63%
Survey Monkey Questionnaire	14/19	73%
Reflections	17/19	89%

According to Hamilton (2003), an adequate response rate for on-line surveys is 30%. The return rate for this study was 73%; that exceeds the adequacy expectation. Once all of these data collections were completed, the results were transferred into a Microsoft Excel spreadsheet and imported and analyzed using SPSS Version 20.

Demographics

Descriptive data were aggregated from the responses. Demographic variables of gender, role of principal or assistant principal, school size, and type of district and county were included. The various demographic factors requested in the application for mentors to join the program were examined in an effort to understand the participants included in the sample, and to determine if the demographic data were representative of state-wide statistical data for beginning principals. The respondent of each survey was asked to indicate gender. The beginning principals (n = 19) who responded were from Northeast Ohio. There were more male participants than female: n = 11 males (57%) and, n = 8 females (42%). Table 3 provides a summary of the responses by gender.

Table 3 *Summary of Gender of Participants*

Gender	*F*	%
Female	8	43
Male	11	57

As indicated in the Table 3, there was a slight difference in the gender distribution of

male and female beginning principals, with greater than half of participants being male.

These results reflect a similar pattern of gender distribution of principals in Ohio. Based

upon data of the 3,100 head principals in Ohio, it is estimated that 54% are males (Ohio

Educational Directory System, ODE, 2014), with only 46% being female principals.

Respondents were asked to give their role assignment according to whether they were

housed in a high school, middle school, or elementary school, and if they were head

principal or assistant principal. Table 4 represents the role assignments of each of the

participants and that the majority of the respondents were head principals.

Table 4 *Role Assignments of Principals*

Role Assignment	# in BPMP	Percent	# in Cuyahoga County	Percent	# in Ohio	Percent
High School Head	3	16%	58	12%	745	16%
High School Asst.	4	21%	107	22%	834	18%
Middle School Head	3	16%	59	12%	612	13%
Middle School Asst.	2	11%	46	10%	363	.08%
Elementary Head	5	26%	185	38%	1825	39%
Elementary Asst.	0	0%	29	.06%	246	.05%
Total	19		484		4625	

As seen in Table 4, the distribution of Cuyahoga County and Ohio are also provided

(Ohio Department of Education Advanced Report Card, 2014). . These distributions

reveal that the number of principals for the state of Ohio is consistent to the distribution

of principals in the county. Data reveals that there is a larger number of elementary principals relative to any other category. The difference in the percentage of middle school and high school head principals at the county level and state level in miniscule. At the BPMP there was an equal number of high school and middle school principals.

Respondents were not requested to provide information on their racial identity, however, a general summary of the racial breakdown based on observations is provided in Table 5.

Table 5 *Summary of Ethnicity*

Ethnicity	# of participants	Percentage
Black	2	10%
White	15	80%
Other	2	10%

The data in Table 5 reveal that the majority of the respondents were White. These results are not verifiable as consistent or inconsistent since racial data are not gathered by the Ohio Department of Education on administrators.

Table 6 *Summary of the Type of School Districts*

School District Type	# of types of districts in BPMP	Percent	# of types of districts in Cuyahoga County	Percent	# of types of districts in Ohio	Percent
Rural	3	16%	0	0	231	38%
Suburban	11	58%	21	68%	123	20%
Urban	3	16%	10	32%	55	.09%
No Id/small town	2	10%	0	0	200	33%

For purposes of this study, participants were requested to provide a description of their school district as Rural, Suburban, or Urban in the inventory. Table 6 provides an overview of school district types represented and reveals that the majority

of the respondents work in suburban districts. This distribution is consistent with the distribution of district-types in Cuyahoga County. However, in the state of Ohio, the type of district with the largest count is rural, followed by the small town typology. Therefore, the breakdown of school topology for the current investigation is not consistent with the state level distribution, which is due to the fact that this sample was predominately drawn from Cuyahoga County area (Ohio Educational Directory System, Ohio Department of Education, 2014).

Imputation and Reliability Analysis

Data were examined for missing values and there were approximately 3.0% missing responses. Multiple imputation procedures were used to complete the missing responses.

Multiple imputation is one of many methods available for dealing with missing data (Fox-Wasylyshyn & El-Masri, 2005). Multiple imputation was implemented in the present study because it is considered by many researchers to be the superior approach to dealing with missing data (e.g., Allison, 2000; Fishman & Cummings, 2003). Unlike other methods of dealing with missing data, multiple imputation is found to be robust to model violations and is stable with limited samples of data (Allison, 2000; King et al., 2001; Larwin, 2007). Multiple imputation is accomplished through several stages of data analyses in which data from complete cases are used to predict the value of the missing item.

Each subscale of the LPI instrument was analyzed for reliability, independently and globally. Table 7 illustrates the statements related with each factor.

Table 7 *LPI Questions by Factor*

Factor	#	Statements related to each factor
Model the Way	1. 6. 11. 16. 21. 26.	I set a personal example of what I expect of others. I spend time and energy making certain that the people I work with adhere to the principles and standards we have. agreed on. I follow through on the promises and commitments that I make. I ask for feedback on how my actions affect other people's performance. I build consensus around a common set of values for running our organization. I am clear about my philosophy of leadership.
Inspire a Shared Vision	2. 7. 12. 17. 22. 27.	I talk about future trends that will influence how our work gets done. I describe a compelling image of what our future could be like. I appeal to others to share an exciting dream of the future. I show others how their long-term interests can be realized by enlisting in a common vision. I paint the "big picture" of what we aspire to accomplish. I speak with a genuine conviction about the higher meaning and purpose of our work.
Challenge the Process	3. 8. 13. 18. 23. 28.	I seek out challenging opportunities that test my own skills and abilities. I challenge people to try out new and innovative ways to do their work. I search outside the formal boundaries of my organization for innovative ways to improve what we do. I ask, "what can we learn?" when things don't go as expected. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. I experiment and take risks, even when there is a chance of failure.
Enable Others to Act	4. 9. 14. 19. 24. 29.	I develop cooperative relationships among the people I work with. I actively listen to diverse points of view. I treat others with dignity and respect. I support the decisions that people make on their own. I give people a great deal of freedom and choice in deciding how to do their work. I ensure that people grow in their jobs by learning new

		skills and developing themselves.
Encourage the Heart	5.	I praise people for a job well done.
	10.	I make it a point to let people know about my confidence
	15.	in their abilities.
	20.	I make sure that people are creatively rewarded for their
	25.	contributions to the success of our projects.
	30.	I publically recognize people who exemplify
		commitment to shared values.
		I find ways to celebrate accomplishments.
		I give the members of the team lots of appreciation and
		support for their contributions.

As seen in Table 8, reliability estimates are presented for all pre-measures, post-measures, and the latent variable measures of the sentenceLPI.

Cronbach's alpha indicated acceptable reliability on many of the sub-constructs, however, the pre-test of the Enable factor ($\alpha = .57$) demonstrated weak reliability estimates (Field, 2009; Tabachnick & Fidell, 2007). Specifically, Cronbach's alpha that approximate $\alpha = .70$ are deemed ideal, with lower levels indicating potential reliability issues (Tinsley & Weiss, 2000). However, reliability estimates are strongly influenced by sample size, and, it is expected that the limited sample of responses is impacting these values (Tabachnick & Fidell, 2007). Data were checked for any outliers and mis-entries, and the values do reflect the responses of the participants. Since the reliability of the instruments was determined acceptable with this small sample of participants, the analysis proceeded. Analysis results for reliability are in Appendix G.

Table 8 *Pre-, Post-, and Latent Variable Measures of the Leadership Practices Inventory*

Factor	Pre	Post
Model	.77	.77
Inspire	.77	.86
Challenge	.71	.79
Enable	.57	.75
Encourage	.85	.90

Preliminary Analysis

Factors for the pre- and post-administration of the LPI were constructed by summing the scores for participant responses to each item. Descriptive analysis was conducted on these resulting factors. The results of the descriptive analysis are presented in Table 9. The data indicate that all skewness and kurtosis results are within acceptable limits (|2.0|and |5.0|), respectively (Field, 2009). As indicated, all pre-test means were lower than the subsequent post-test means. Standard deviation values are consistent from pre- to post-test**.**

Table 9 *Sums of Scores for the Pre- and Post-Administration of the LPI*

Factor	"Pre" LPI Measures				"Post" LPI Measures			
	Mean	SD	Skew	Kurtosis	Mean	SD	Skew	Kurtosis
Model	26.65	2.69	-.54	-.55	29.21	3.07	-1.39	3.58
Inspire	22.50	4.35	-.19	.53	26.84	4.67	-.10	-.56
Challenge	22.78	3.67	-.43	-.17	27.10	3.44	-.22	.302
Enable	29.26	2.66	-.27	-.39	31.12	2.54	-.58	.01
Encourage	27.63	4.34	-.06	-.82	28.75	4.44	-1.02	1.66

Participant scores on each factor of the OLAC were computed electronically. Descriptive analysis was conducted on these resulting factors for the pre and the post-administration of the OLAC and was constructed from participant responses to each item. The results of the descriptive analysis are presented in Table 10. The data in Table 10 indicate that all pre-test means were lower than the subsequent post-test means.

Table 10 *Sums of Scores for the Pre- and Post-Administration of the OLAC Assessment*

	"Pre" OLAC		"Post" OLAC	
Factor	Mean	SD	Mean	SD
Data Based Educational Reform	.52	.15	.76	.12
Leadership	.41	.15	.66	.13
Collaboration	.55	.13	.87	.12
Teaching & Assessment	.70	.20	.92	.09
Curriculum	.61	.20	.80	.14
Differentiation	.60	.13	.85	.09
Technology	.70	.23	.87	.12
Community Engagement	.79	.24	.97	.97
Resource Allocation	.61	.21	.88	.88

Zero-order correlation analyses were conducted across all of the LPI inventory items and separately across the OLAC items. The results of these correlations reveal that the responses to these were highly correlated across the factors. These values are presented in Appendix G. In an effort to avoid potential bias in the analysis of the pre- to post-change data that may occur due to the high correlations between factors and the use of multiple *t*-tests for both the LPI and the OLAC inventory, the results of significance testing will be evaluated on a more conservative level ($\alpha = .01$) (Tabachnick, & Fidell, 2007).

Analysis of Pre- to Post-Changes

Dependent *t*-test analyses were conducted in an effort to see if the pre- to post-test changes were significant. T-test results for the LPI pre- to post-testing are presented in Table 11. The greatest pre- to post-test differences are found with the *Inspire* factor and the *Challenge f*actor, followed by the *Model* factor. Significant differences are found from pre- to post- for all of the LPI factors, with the exception of the *Encourage* factor (when evaluated at an $\alpha = .01$ level).

Table 11 *Paired Samples Test Data on LPI* (Appendix G)

Factors	Paired Mean Differences	t	df	p	CI
Model	-2.55	-4.37	18	.00	-3.78, -1.33
Inspire	-4.34	-5.86	18	.00	-5.89, -2.78
Challenge	-4.31	-6.70	18	.00	-5.67, -2.96
Enable	-1.86	-3.93	18	.01	-2.86, -0.86
Encourage	-1.12	-1.31	18	.20	-2.91, 0.66

Figure 4. Provides a Graphical Depiction of the Changes from Pre- and Post-Test Scores on the Leadership Practices Inventory Factors
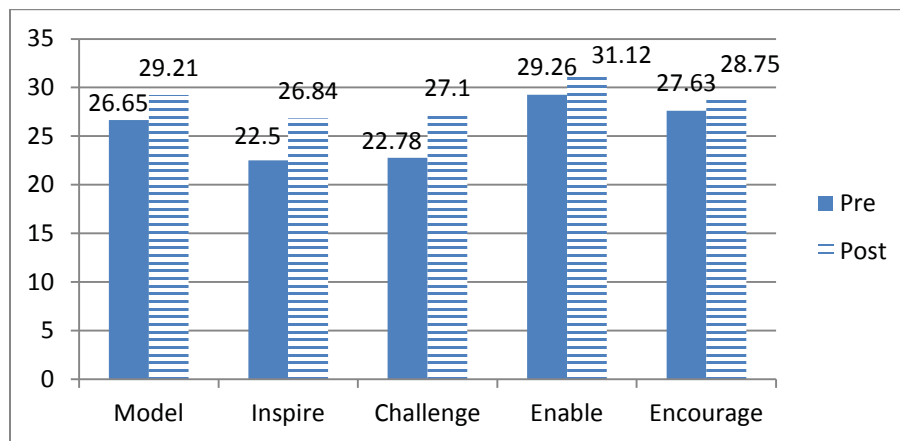
Figure 4. Changes in factors from pre-test to post-test.

Additional dependent sample *t*-tests were conducted to assess changes from pre- to post-test on the OLAC Inventory. These results are presented in Table 12. Analysis results for the paired samples are in Appendix H.

Table 12 *Paired Samples Test Data on OLAC* (Appendix G)

Factors	Paired Mean Differences	*t*	df	*p*	CI
Data Based Educational Reform	-.22	-7.54	11	.00	-.28, -.15
Leadership	-.22	-4.69	11	.01	-.33, -.12
Collaboration	-.30	-7.56	11	.00	-.39, -.21
Teaching & Assessment	-.21	-3.66	11	.00	-.34, -.08
Curriculum	-.17	-5.48	11	.00	-.24, -.10
Differentiation	-.23	-6.41	11	.00	-.31, -.15
Technology	-.17	-2.94	11	.01	-.30, -.04
Community Engagement	-.18	-2.49	11	.03	-.34, -.02
Resource Allocation	-.26	-5.29	11	.00	-.36, -.15

As indicated in Table 12, the greatest pre- to post-test differences are found with the factors of Collaboration, Resource Allocation, and the Differentiation factor. Significant differences (when evaluated at an α = .01 level) are found from pre- to post- for all of the OLAC factors, with the exception of the Community and Engagement factors. Figure 5 presents a graphical depiction of the pre-and post-test scores of the Ohio Leadership Advisory Factors.
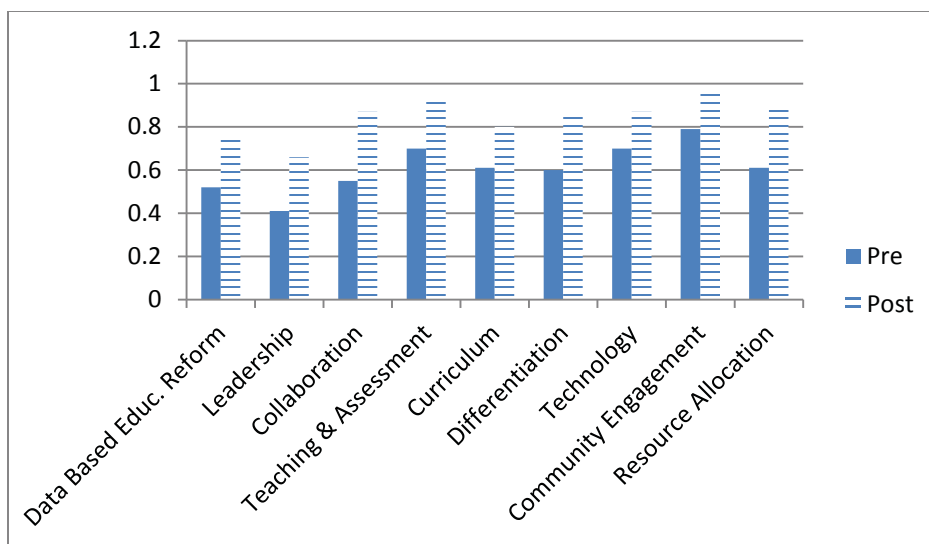
Figure 5. Changes in OLAC modules from pre-test to post-test.

Qualitative Feedback

Participant responses to Survey Monkey questions were coded using MAXQDA11. These are provided in Appendix I. Participant responses to each question were evaluated for key themes and these are presented according to each survey question below:

1. *What mentoring program activities helped you become a more effective principal this year?*

One participant stated "sharing and listening to best practices from other mentors and learning through other mentors successes (or failures) most directly impacted my role this year." Another responded that "guest speakers who provided information on current initiatives were paramount in successfully performing many of the new tasks." The communication from the mentors whether it was the "go-to" phrases or their "philosophies" that the practicing administrators shared were invaluable. The "discussion of the daily challenges I was facing and the options I could consider when working through those challenges" was most valuable for one participant. The self-reflection

utilized when they created a magazine cover to "capture who we are as educators" was quite enjoyable commented another. This same respondent indicated that this activity would be used with the team of teachers at the school in the future to help them define themselves more personally.

2. *What are the top three benefits that made this a successful mentoring experience?*

Every respondent indicated that communication (varying types) and the group discussions were beneficial, however the establishment of having a mentor was the top benefit which was mentioned multiple times. A beginning principal stated, "Networking with other mentees/mentors. This experience proved to be successful in the benefits of networking, information gathering and utilizing understanding of self to encourage the best out of teachers, students and parent interactions." Another principal said, "Relationship built with my mentor. Networking with other beginning leaders as well as hearing from experts in the field (all guest speakers were great) and reflecting on the book read as a group."

One participant indicated that "relationships, networking with other mentees/mentors, being able to get answers to tough questions" and the "ability to share experiences and frustrations" additional benefits to participating in the program. It was evident that the interaction of individuals, whether new or experienced, was deemed as having the most benefit.

3. *In your experience, what activities are necessary to provide effective mentoring for beginning principals?*

Table 13 provides the frequency of activities reported by respondents to question item. The participants were forthcoming in their specificity of items pertaining to this question

and clearly indicated the areas they denoted as most important. According to the feedback

presented in Table 13, participants most frequently indicated that collaboration/

communication were the most important activity associated with effective mentoring.

Table 13 *Activity Frequency*

Activity	f
Actively employed mentor	2
Agenda that is meaningful	2
Collaboration/communication	8
Face-to-Face meetings	4
Observation	2
Presentations	1
Self-Assessments	1

4. *What components of the mentoring program are perceived by you as beneficial?*

Although communication and the establishment of a mentor were significant as

evidenced by the previous answers, several additional activities, beyond mentoring, were

indicated as beneficial. One principal stated that the "surveys were most beneficial

because they uncovered my blind spots." Another participant made suggestions about

what could be done differently when stating that, "Reading the book, on my own was

valuable, further discussion/exit slips would have been as well. Even if we didn't have

time to "process" as a group, that info could be shared electronically as well to learn from

at our convenience. Information dissemination is critical."

Another participant indicated the importance of the mentor being the lead when sharing that, "Informal meetings with my mentor, consistent communication from my mentor (frequent emails with advice, thoughts, ideas of things she was doing in her building as FYI (sometimes I don't know what my questions are)."

5. *In your opinion, has the mentoring program provided the beginning principals with the support needed to navigate the first year experience? If yes, how so? If no, why not?*

Ten of the respondents articulated that, yes, support was provided. One stated "it would be beneficial to have elementary and high school principals meet in different groups so that discussions are more relevant."   Another emphasized that, "The workshop was definitely worth being part of…if another opportunity arose, I would highly encourage my assistant principals to become part of the cohort."

However, for two of the participants, responses were mixed, with one indicating that "the best mentorship I feel is on-site mentorship, but this style is still beneficial to a point." One individual was clear about their thoughts on the program and answered by saying, "Not in my case. I can see the value though. If I were matched with a practicing high school administrator, I would have been able to relate much better and know that they were currently experiencing the same challenges." Finally, one participant identified the mentor as a *sounding board* when handling duties assigned by their principal. This was especially helpful because there was no fear of reprisal in relation to their evaluation. The statement that "my mentor was really involved in helping me" stood out; another participant stated that the program "afforded me the opportunity to get any question

answered and someone to turn to when things began to feel overwhelming." The support of the mentors was felt and seen in many regards by the new principals.

6. *Scenario Question:*

> You have the opportunity to be a part of the development team for next year's beginning principals' mentoring program. What activities and/or program components would you include to make the experience highly successful?

> What activities and/or program components would you exclude to improve it?

For a highly successful program, participants responded that the following program components have to be included: "Off-site observation", more discussion, "more time to collaborate", follow through (with book study, blogs, reflective logs, agenda, etc.), "including time to meet with mentors at the end of the meetings." Breaking the group into separate education levels for some of the meetings in order to "do some grade level specific work"; "more round table discussion on key topics"; meetings being held once a month vs. every other month would be helpful, discussion of the political landscape, and the change process to improve student achievement were indicated as being important to include.

Several participants stated that they enjoyed reading the book, but would have liked more discussion around it; others stated that due to the limited time, the book should be excluded in the next program. Finally, one participant stated that he did not really know what he was getting into; therefore, this indicates that the details of the program should be clearly outlined prior to the implementation.

7. *Of the five Ohio Department of Education principal standards, which one do you believe was targeted the most for your personal development and how was that accomplished?*

Table 14 provides a breakdown of participant responses by each principal standard. One participant indicated a focus "on each one of these for a session would be a great way to organize the program" and "get the principals more involved to present a project that is working or not to bring the standards to light." This indicates that there was a great overview of all of the standards, but more detailed and personalized work could be beneficial. Based upon participant responses, Standard 1 was deemed as the most targeted standard during the program, with Standard 5 being rated the area of least focus.

Table 14 *Frequency of Focus on Ohio Standards for Principals*

Standard	Frequency	Comments
Standard #1: Continuous Improvement	6	*Area for development through the OLAC self-assessment. All activities and conversations led to developing a clearer vision of how to be a visionary leader at a time when expectations are ever-changing. Continually working within the framework of all the goals to create and foster improvement within the overall education process. Guest speakers talking about leadership styles that motivate staff.*
Standard #2: Instruction	3	*Area for development through the OLAC self-assessment.*
Standard #3: School Operations, Resources & Learning Environment	3	*Focus on this standard was accomplished through a variety of resources pertaining...both physical and through dialogue. This was the central focus of my mentor and me.*
Standard #4: Collaboration	3	*Time to discuss topics and receive feedback. It was helpful to hear his [mentor] critique of the [PLC] meeting.* *Collaborated to have supports in place to share ideas.*
Standard #5: Parent & Community Engagement	2	*One participant made no comment, but selected this as the area most targeted for personal development.*

8. *On a scale of 1-10, with one indicating not much and ten indicating greatly, how have you benefitted from the program?*

No one rated the program lower than a six with the majority (84%) rating it a seven and higher. One participant summed up the experience by stating: "Thank you for taking the time with us and giving us tools to be successful in our first year!!"

Participants' Final Feedback

At the conclusion of the program activities, many participants provided written reflections regarding their program experiences. These responses are provided in Appendix J. A number of themes were identified from these post program reflections, including the mentor/beginning principal relationship, support through communication, and the networking opportunities.

Relationships.

The relationships built throughout the course of the program were important as one principal shared, "Having a 'point person' to address concerns with was highly valuable this year. It was helpful when meeting with my mentor and sharing my concerns, successes, and failures, to hear from a veteran that I am normal, that my experiences are normal, and that I am working in the right directions." Another principal stated that following a veteran principal of nine years was difficult, but his reflection about his mentor was that, "He gave me guidance on multiple occasions, gave me direction in dealing with staff members and their issues, and gave me material I could use to deal with the issues I was addressing."

More than one principal described the program as providing a "safety net" and one went on to say that the "safety net relieved some anxiety for me in my first year. My mentor definitely was!" In looking to the future, another emphasized the importance by saying "I should say [he] is a great mentor because the relationship will not end any time soon." Throughout the feedback and surveys, one outlier was clearly not benefitting from the program. I presume this was the same individual, who commented, "Aligning a mentor and mentee appropriately is critical." This same participant went on to strongly

highlight the importance of having actively employed mentors. "Eventually, when you hear 'I never had to deal with that much at the elementary level' – you give up on going out of your way to make the call – because you have no more information that [sic] you started with to solve the problem that is in front of you and just killed and hour of your time."

All other principals said many positives about their experience with their mentor. As one participants shared about her mentor, "she was extremely approachable and understanding when I would ask questions that were so 'first year.'" It is important to note that there were other comments about the importance of actively employed mentors, but the other benefits of the program outweighed that drawback for the other participants.

Support through communication.

The support provided to the beginning principals was evident through their comments and was interesting because, clearly, the need for reinforcement was needed. One participant said, "I have continually called on (mentor name) experiences, being able to bounce my ideas for specific situations. This is done with the assurement [sic] we are speaking in confidence and I can continue to develop my leadership style."

The approach of the mentor taking the lead and jumping in to assist was evident through the words of one participant who stated that his mentor….would always ask, "What do you need? What issues are you having? It was this type of conversation that allowed him to diagnose some things that I might need without knowing and he would provide guidance, resources, or both."

A lack of communication was also evident for one participant who highlighted the absence of the interaction between the meetings. It was stated, "I would have liked to

have a group email going with a group of five or six principals throughout the entire program. This would be a great way to ensure dialogue and support. Even if it was to exchange ideas, blurt out a comment, or to help solve a problem."

The comment of one participant who stated, "…having connections like that to call when a challenge arises is comforting!" This indicates the importance of the regularity of the meetings and/or interaction with the mentors through phone calls, emails, texts or in person meetings to sustain the relationship between the mentor and beginning principal.

Networking.

Networking was the third theme that stood out as vital as a sustainer for the participants more than the program.

As one participant shared, "The establishment of a network of other beginning administrators is highly valuable as we face challenges typical of entry year administrators." One noted that just being with people outside of district proved especially enlightening, "This allowed me to hear fresh perspective on the content taught in college. This widening of perspective was one of the highlight [sic] for me of this mentorship program." Others stated that "I also was able to network and form new relationships with other administrators"; "the large group meeting allowed for new principals to not only create a social network, but helped us in creating an outlet for issues" and finally the gratitude that they were able to "network with so many talented, knowledgeable professionals." To sum it all up, one participant said, "If I had to choose only one benefit of the BEGINNING PRINCIPAL MENTORSHIP PROGRAM, it is that the program exposed me to a support system that includes other 'rookie' administrators being led by seasoned veterans who are thriving and surviving in the profession."

It is evident that many of these participants will continue reaching out to one another and networking due to the implementation of this program.

Mentor feedback.

Mentors also provided a self-reflection (see all responses in Appendix K) about the program that was a big surprise. Nearly every mentor indicated the benefit of being a mentor. Several statements addressed this mutual benefit from the mentors' point of view, as they indicated:

- Worthwhile endeavor for both the mentors and mentees;

- These opportunities were beneficial for both of us;

- I had the opportunity to ask…how he handled some of the things I had questions about;

- I learned many new strategies….the networking is invaluable;

- I hope that we can continue our relationship;

- I believe that I grew as a building principal….a new perspective…to grow as a leader;

- It allowed me to reflect on my practices….learned a few new ideas; and

- The discussions and sharing of information benefitted all members of the program.

This feedback from the mentors provided an unexpected consequence of their participation that could facilitate acquiring new mentors in the future.

Summary

Chapter 4 presents the evaluation and analysis of all data collected for the current investigation. The assessment data tools used: Leadership Practices Inventory-Self was

administered by paper and pencil process at the beginning and end of the program; the

Ohio Leadership Advisory Council was self-administered at the beginning and end of the

program via the Ohio Department of Education's online modules; the questionnaire was

administered via Survey Monkey at the end of the program; and the self reflection

allowed participants to provide additional information on their program experience. The

quantitative data was interpreted after being transferred into an Excel spreadsheet, then

sorted and analyzed using SPSS Version 20. Due to the small sample size and missing

data, it was important to verify reliability and trustworthiness of the data that were

presented. Multiple imputation was implemented through analyses of several stages. A

detailed review of the demographics revealed that 19 participants were represented in this

study. The largest percentages of participants were white, male (60%) head principals

from suburban districts. The majority of the data were consistent with data collected and

analyzed county and statewide for demographic purposes compared to other public

school systems. Quantitative analyses on the LPI and OLAC revealed increase from pre-

to post-measurements that were mostly significant increases. Qualitative feedback

revealed that relationships, support through communication and networking that occurred

as part of this program were valued and appreciated by the participants. Finally, mentor

feedback indicated that they benefitted from the experience of being a mentor and that

they would welcome the opportunity to continue mentoring if the program were repeated

in the following year.

Chapter 5

Summary of Findings, Implications and Conclusions

This chapter discusses the investigation on the effects of mentoring beginning, first year, principals. The chapter begins with a summary of the study, a summary of the findings according to the research questions, and how well the literature reviewed in earlier chapters fits the results of the data collected in chapter four. These results will then be examined for their implication to the research questions. Recommendations will be given for the inclusion of mentoring into principal preparation programs, mentoring programs in school districts, and the importance of this information as it aligns with the Ohio Principal Evaluation System. Finally, the limitations of the study will also be discussed as well as a vision for future research.

Summary of Study

The general purpose of the current investigation is to examine the effects of mentoring on beginning principals. The study design is best described as a mixed-methods investigation incorporating an abductive reasoning approach through a multi-phase data collection process. The research questions for the study were:

1. What are the benefits of a mentorship program for beginning principals?

2. What activities are necessary to provide effective mentoring for beginning principals?

3. Has the mentoring provided the participants with the support needed to navigate their first year experience?

4. Is there an impact on the participants' leadership perspectives as measured by Kouzes and Posner Leadership Practices Inventory?

5. What aspects of the first year training are perceived by the participants as beneficial and what lacunae are not addressed by this training?

6. Did the mentorship program lead to an increase in application of standards for principals?

To answer these questions, data were gathered during attendance at the mentoring sessions, discussion with the beginning principals and the mentoring administrators, and the administration of several assessment tools that will be outlined below.

A summary of the findings is presented for each research question of the current investigation. Lastly, some respondents provided their feelings about the value of the program, once the program activities had ceased.

Summary of Findings

Research Question 1: What are the benefits of a mentorship program for beginning principals?

In the current investigation, participants indicated the greatest pre- to post-test difference in the area of collaboration on the Ohio Leadership Advisory Council. On the Leadership Practices Inventory, the greatest pre- to post-test difference was in the Inspire a Shared Vision factor. This factor is exhibited by a leader who shows passion about making a difference and inspires everyone about the possibilities for the future. Every participant indicated that communication, including collaboration and group discussion, was beneficial on the open-ended questions. Additionally, the participants stated that having an actively involved, currently employed mentor was important. These results are consistent with the findings of Hipp and Bredeson (1995) when they reviewed items that indicated those that could influence a difference within the classroom. Some of those

influential items were communication, which was highly rated on the OLAC as well as the open-ended questions when combining collaboration and communication. Another influential item was empowering staff, which is similar to the LPI factor, Enable Others to Act. This factor is exhibited by a leader who fosters collaborations and builds spirited teams. A third item that Hipp and Bredeson indicated was inspiring group purpose, which has the same characteristics as the Inspire a Shared Vision factor.

These researchers also noted that modeling instructional expectations (similar to the LPI's Model the Way factor) resonated with participants. When leaders Model the Way, they model the way goals should be pursued and how people should be treated. They went on to say that the principal could be "the key to facilitating decisions that affect not only the working conditions of the school, but also those professionals who work in it" (p. 49). Herein lies a connection between principal actions and teacher application. Walker and Slear (2011) also denoted the importance of communication and collaboration as key for principals to retain teachers as well as keeping them satisfied. Finally, Marzano (2012) cited cooperation and collaboration as one of five domains for principal actions and behaviors.

Several respondents indicated that networking with other beginning principals was vitally important and beneficial to the mentoring experience and beyond. This is contrary to previous research as indicated by Davis and Hensley (1999) who reported on the politics of the principals' evaluation. They focused upon the importance of principals developing interpersonal relationships with school stakeholders, negating the importance of collegial networking. Unlike other notable mentoring programs previously mentioned, the Beginning Principal Mentoring Program was funded with plans and a program for

only one year. Therefore, certainly the beginning principals would believe that the support of the mentors and the networking of other colleagues would purportedly end when the program ended. They articulated the importance of this networking so that perhaps it would continue formally versus informally. While no plans were in place to ensure that participants and mentors continued to maintain their communication and network, building in this mechanism could be a recommendation for future mentoring programs. The format of this would serve the members of each cohort specifically.

Notably, the only LPI factor not shown to be statistically significant was Encourage the Heart. When leaders Encourage the Heart they accomplish extraordinary things by keeping hope and determination alive and people feel good about themselves. It appears, based upon participants' post-survey responses that this is not as important, which contradicts the findings of Goodnight (2004). Goodnight suggested that a democratic leader acknowledges that each person has worth and esteem, open communication should be fostered, and the environment is highly positive and motivation-oriented. Similarly, Depaul (2006) stated that communication is the foundation to an evaluation system that will aid the principal in the development of those skills that are necessary to lead a school. Principals are more focused upon raising test scores and sometimes forget to reward members of the team for their efforts and to celebrate the good things that are done that test scores don't show.

Research Question 2: What activities are necessary to provide effective mentoring for beginning principals?

In the current investigation, participants indicated that the activities that were necessary were a meaningful agenda, an actively employed mentor, on-site observations, face-to-face meetings, and, above all, collaboration/communication. In addition, they enjoyed sharing and listening, guest speakers, and discussion. Activities are not just miniscule components of a principal's dossier as Davis and Hensley (1999) noted. The importance of composing and documenting professional activities within the portfolio of a principal's evaluation is critical. These activities are professional in scope to improve leadership capabilities, not just a series of fun and games. These types of activities are consistent in programs researched by Corcoran, et al., (2012), where mentoring is provided during pre-service training and into the first years of the principalship so that they are embedded into the district culture and the activities. These standout program activities could include completion of self-assessments, role-playing, simulations, mimicking the realities of an actual principalship, and group exercises. This type of pre-service training did not reflect the implementation of activities in the Beginning Principals' Mentoring Program, which were coordinated after the principals were hired.

Unlike the implementation features of the BPMP, the New York City (Corcoran, Schwartz, & Weinstein, 2012) mentoring program sought to develop a set of personal qualities and behaviors typically associated with leadership effectiveness, and only two of the nine competencies from that research were directly focused upon in the current program: communication and situational problem solving. Whereas, the other five areas: personal behavior resilience, learning, supervision, the context of learning, a focus on student performance, management, and technology, were not targeted. This counters the importance that previously was placed upon instruction by earlier researchers as

important for principal training and behavior/characteristics that they should exhibit in order to be effective (Heck,1992; Hipp & Bredeson,1995; Marzano, 2003). Again, these inconsistencies may be due to the current political landscape which sole concern is test scores.

Research Question 3: Has the mentoring provided the participants with the support needed to navigate their first year experience?

In the current investigation, 76% of the respondents indicated "Yes" to this question. Two respondents had mixed reviews about the program with one stating that the program would have been more supportive if the mentoring would have been on-site and added that it would have been better to have the elementary and high school principals meet separately. Additionally, one principal said the mentor was a sounding board and someone to turn to when things got overwhelming. These comments are aligned with earlier research regarding the support that is necessary to ensure principals are successfully navigating the early years of their tenure.

The Wallace Foundation (2008, 2012) extensively studied and cited their findings in a publication entitled *The Making of a Principal, 5 Lessons of Importance*. Two of these lessons were about the support needed before hiring and after hiring: providing pre-service training for aspiring principals, first year assistance for high-quality mentoring, and professional development tailored to individual needs. Mendro (1998) maintained that "for better or worse" there is a correlation between the effectiveness of the principal and the effectiveness of a school. Therefore, it logically follows that providing the new principals with good support is critical. Only one principal answered no, the program was

not supportive. This result may have been due to the fact that the mentor assigned was not a currently practicing administrator, therefore he was not "experiencing the same challenges" which the mentee thought as important.

The Vanderbilt Assessment for Leadership in Education (2009) stated that learning-centered leadership behaviors should be assessed during principal preparation (Porter, Murphy, Goldring, Elliott, Polikoff, & May, 2008). This is contrary to the process with the BPMP participants. The BPMP worked with principals already hired, not those in college preparation or programs to get hired. A best practice would be the mentoring of educators in their final year of securing a principal license. Activities could include shadowing a principal to see first-hand their job duties.

The International Summit on the Teaching Profession (Stewart, 2013) examined several countries that were considered excellent in teaching lessons about defining the role of school leaders. They emphasized that best international practices target four areas in making a difference: purposeful recruitment, continual development of skills through high-quality training, intensive mentoring with ongoing job-embedded coaching, and systematic feedback.

Only one of these tools, intensive mentoring, mentioned at the Summit was emphasized during the Beginning Principal Mentor Program. Unlike the Summit data, the Beginning Principal Mentoring Program was not involved in the recruitment of principals, and the program did not focus on continual development of skills, nor provide participants with systematic feedback until the end of the program. These tools are critically important to the success of leadership development of the principal. As the current investigation revealed, an overwhelming 76% of the participants indicated that

they had the support needed to navigate the first year. As such, job-embedded coaching may have happened inadvertently only as a result of the participants' requesting the presence of the mentor at their school. The one area that was implemented similarly was the intensive mentoring, which was the actual focus of the program.

Research Question 4: Is there an impact on the participants' leadership perspectives as measured by Kouzes and Posner Leadership Practices Inventory?

In the current investigation, as evidenced by the improved pre- to post-test ratings on the LPI, there was a positive, significant impact found for all factors except the Encourage factor. In the open-ended questions, participants mentioned an improvement in their leadership skills due to their involvement in the program. This is consistent with research focusing on leadership skills as the priority, primarily due to the high stakes accountability mandates that are part of the new evaluation system for principals in the state of Ohio (2013).

The Leadership Practice's Inventory assesses the Five Practices of Exemplary Leadership. These practices focus on the leader and the followers' relationship. The Inspire factor was highly rated. This is likely due to the importance of leaders having a clear image of the possibilities of their organization, if they persuade others to foster their belief in a common goal. Leaders step out in faith to accept the position, and the Challenge factor is about not accepting the ordinary, but striving for the extraordinary. During this era of accountability, the leader cannot be in charge and alone, but with group purpose, they challenge others to "get with the program" and make a difference.

First and foremost, the leader must be credible if they are to going to be effective. Credibility occurs as they Model the Way through example and commitment to the task in an effort to create progress and build the momentum to reach the highest goals achievable. The principals cannot improve student achievement, but they can Enable Others to get the job done. When the building administrators are on cue with this factor, they will foster collaboration and strengthen others. Confidence will build, risks will be taken, growth will occur.

The area that was not significant in the current investigation was Encourage the Heart. For example, when a group of people are forever identified by a decline in scores on an annual test and/or an increase that is miniscule, the group can give up hope for the lack of progress not made. A leader must show appreciation and create a climate of camaraderie through celebration. This feeling of community spirit can carry a group through the toughest of times and keep them motivated and focused on the work that must continue for the future.

Additionally, a principal evaluation was highlighted in the research conducted by Lyons (2002), who asserted that a solid evaluation system must be aligned with the leadership skills of a principal to be effective. Leadership was found to be second only to classroom instruction in influencing student learning, based on a decade-long study by Louis et al., 2012. Leadership was further identified as pivotal to student success by teaching staff as important to their development and retention (Tubbs & Garner, 2008). These staff rated leadership as the most important element to affect their teaching environment.

Research Question 5: What aspects of the first year training are perceived by the participants as beneficial and what lacunae exist in the program delivery?

In the current investigation, the quantitative data did not capture information about the benefits of the program. However, in the open-ended questionnaire, participants indicated that networking with others who were not in their district was beneficial. The utilization of understanding one's self to encourage getting the best out of stakeholders in their school was also denoted as a benefit. The ability to problem-solve with mentors and other beginning principals, and share frustration and experiences about their first year was helpful. The interaction of individuals, whether talking, discussing, networking, communicating, and/or connecting, was identified by participants as the most valuable and relevant facet of the Beginning Principals Mentoring Program. One principal stated that the "surveys were most beneficial because they uncovered my blind spots." One principal's experience was an outlier, because it was negative about the program, but it was heartfelt as stated:

> This program needs to help make things easier for new administrators – not just one more thing on the laundry list of to-do's [sic]. This year was particularly overwhelming due to the new OTES, PARCC, etc [sic], and I really needed a mentor who was living those mandates as well, who could assist with technology, share strategies or time-saving techniques, or provide guiding examples.

The beginning principal said that these were all things that the mentor was not current with, therefore, help was limited.

The participants clearly indicated the areas that needed further development and/or additional focus if the program is held again. One participant stated that they enjoyed

completing the personality assessments. Another pointed out that "It is always beneficial to take a look at your Myers-Briggs Type as a reminder…would've been great to really delve deeper into the dynamics of working with other types/strategies for more effective communication in varying situations." The principals even suggested that the surveys should be completed early to reap the benefits of knowing areas of growth. "I think the Myers-Briggs and the OLAC are necessary at the beginning of the mentoring program to provide a framework for the absorption of material." They opined that "the only problem that I had with the program is that I always felt as if there was too much going on in my building when I had to attend the program meetings"; instead the time and effort of coming to the off-site meeting could have been better utilized by having the mentor come directly to their school. In addition, 'the utilization of a blog type activity…..to post questions, thoughts, ideas, etc., would be helpful' to communicate, as well as reflective logs… In-between meetings. At the regular bi-monthly meetings, they wanted more time together with their mentor and/or smaller groups separated by school level (elementary and secondary), based upon needs, similarity of duties, issues of importance, and varying challenges unique to each setting.

In addition, key topics such as the change process, the political landscape, and follow-through on some items promised (blog, etc.) fell short by the program organizers. Participants communicated that although the time involved in attending the meetings was demanding, regularity of meetings was preferred over the every other month schedule. Regarding the assigned reading, participants stated that it was an "easy read" or enjoyable, but there was not enough time for in-depth discussion, nor was there an opportunity to provide feedback about the pages read. Yet another participant made

suggestions about what could be done differently in order to dive deeper into the book and suggested exit slips or the utilization of technology for sharing of ideas for this same purpose, because, as one participant stated: "Information dissemination is critical."

The results of what was beneficial/important are not consistent with existing research that suggests a focus of instruction as being vitally important to include in the development of principals as earlier provided. Hipp and Bredeson (1995) suggested the importance of empowering staff in order to make a difference within the classroom. Tickle, Chang and Kim (2011) emphasized that the mere perception by a teacher to increase the knowledge and consistency of applying standards by an administrator has been known to make a significant difference. However, Marzano (2003) indicated school climate as one domain of focus for principal development and Walker and Slear (2011) highlighted climate and support of teachers as having great importance in the development of principals interacting with teachers. These differences may be due to the fact that the emphasis of the program was on the principals' personal development. Whereas, off-site visitations and interaction with the school, staff, and teachers, which was very limited by the mentors, could have been improved had they been in the schools more often.

Research Question 6: Did the mentorship program lead to an increase in application of standards for principals?

In the current investigation the greatest area of difference on the OLAC was in the area of Collaboration, followed by the Resource Allocation factor. The participants especially liked the presentation on the topic of finance. The presentation was specifically

on the topic of funding. The allocation of financial, time, human, and programmatic resources is the actual OLAC focus versus funding. However, respondents did improve in this area on their self-assessment on the OLAC from pre- to post-test to a significant difference. The one self-identified area of weakness is in Community & Engagement. Clearly, this is an area of importance. The Ohio Teacher and Principal Evaluation System (as well as the Professional Standards) designates this as an area to be evaluated. It is a tough area to evaluate since when teachers and principals hold students and/or parents accountable, it often is not an easy task and the relationship must be solid in order to make a positive impact.

On the open-ended questions, *at least four* respondents mentioned the finance presentation as helpful in mentoring their development in this area. This is consistent with the OLAC self-assessment pre- to post- improvement being second highest in this category. The attention to this topic by the Beginning Principals Mentoring Program concurs with the importance that several researchers attributed on the topic of finance which administrators should focus upon as important (Barker, 1997; Burns, 1978; ODE, 2013; Rosenblatt & Somech, 1998; Waters & Marzano, 2006). Colleges of Education should consider more focus on the area school finance.

Additionally, the ODE and ISLLC both identify resources as one of their standards. The limitation in this area could be due to the fact that there was too much content to cover over the course of six meetings. Additionally, there is not a one-to-one correspondence between the OLAC factors and the ODE Principal Standards. Hence, the standards are not directly and distinctly taught, but are covered in the OLAC modules. The LPI does not identify resource allocation as one of the Five Practices of Exemplary

Leadership, so the factors do not directly or indirectly address this area.

Marzano (2003) published *What Works in Schools* to identify factors that schools must address if they plan to enhance student achievement. Cooperation and collaboration (Principal Standard and OLAC area) were two of the domains categorized as a principal action and behavior for effective schools. The Institute for Educational Leadership (1996) stated the significance of the ISLLC Standards as they "remain focused on the central mission of helping create leaders for student learning by grounding criteria and standards for schools leader's professional practice in a deep knowledge and understanding of teaching and learning" (p.11). The actual grant defined specific standards as well as priorities within each standard that concurs with the findings as emphasized by the institute.

Limitations

There are a number of variables that can impact mentoring, thereby impacting the leadership skill development of the principal. Drawing any conclusions regarding the effects of the mentoring program on beginning principals has limitations. In this study, the Beginning Principals' Mentoring Program was supported by a grant from ODE at multiple sites throughout the state.

The first limitation was the limited number of participants. The invitation to participate was open for up to 40 participants; however, this program only served 19 beginning principals who volunteered to participate. The interaction between and among the participants was limited with so few participants. There was another ODE funded mentoring program that many beginning principals attended that was held in the Columbus, Ohio area. The fact that the Cuyahoga County program got underway in late

September may have contributed to many principals already having committed to the southern Ohio program which began earlier in the month. However, this small sample provides a representative sample of new principals in Cuyahoga County. Likewise, the participants were nearly all from Cuyahoga County; therefore, generalizing these results beyond this area of the state should be done cautiously.

A second limitation was regarding the type of mentor that was provided for program participants. There was no requirement regarding the mentor as a successful principal or that they had to have been in their role for a certain number of years. Even more important to the current investigation, there was no requirement that the principal be currently active as a building administrator. Therefore, some beginning principals were matched with retirees, others were matched with someone from a different educational level, and one mentee had an HR Director as mentor. It would be preferable that all mentors be active, up to date on state certifications for evaluation, and highly regarded which was reflected by the feedback of the mentees. The importance of the type of mentor being sought should be a top priority in future delivery of programs such as the BPMP. Although the superintendent had to sign off to approve the mentor principal's involvement in the program, certain requirements should have also been included such as: number of years as principal, certification as an OTES evaluator, completion of the OLAC modules, prior to, or during the program in order to identify with some of the most difficult or sought after areas of development as indicated in the programs assessment.

Future Research

It is recommended that state departments of education will need to take the lead on this initiative to institutionalize the practice for all principal preparation programs as well as requiring that mentoring be a part of the hire process in school districts. They would need regulations on delivery of the program for each Educational Service Center or other entity to abide by in order to provide consistency throughout the state. Because there were no designated features regarding what needed to be done during the program, there were also no pre-stated outcomes for the program, nor was there any type of common assessment for each of the sites to deliver. The two books that were mandated for reading: one for the mentor and one for the beginning principal. Suggestions or parameters regarding the program could have been broad, yet still could have provided direction for the organizations overseeing the program.

This research suggest that a model mentorship program should include the following areas being targeted for uniformity throughout the state: Length of the meeting, how often the meetings should occur, various activities that needed to be included, types of communication (blogs, webcasts, face-to-face, social media, large group meetings, etc.) to be utilized with the mentors, and beginning principals could be surveyed to ascertain if one made more of an impact over the others. Narrowing the focus upon a few areas of topics such as the alignment between the OLAC modules and the Principal standards could have been identified. Topics such as: the change process, resource management, collaborative teams and organizational structure, meeting the needs of diverse learners, community and family engagement, could hone in on certain areas of leadership skill development by the end of the program.

Ultimately, the lack of a state-wide assessment for the program left many questions unanswered such as:

- What are the most important characteristics of a mentor (same educational level, within same district or a neighboring district, etc.)?

- What type of communication is most beneficial to support the principal?

- What are the topics of most importance to be discussed?

- What are the activities that need the most attention?

- Are building-site meetings necessary, if so how many?

- How many meetings are needed off site or on site?

Overall, without the information gleaned from the participants throughout the state to be analyzed, there is no solid way for replication to be accomplished and improvements in the programs to be identified. It will appear that this is yet another shot-in-the arm and life goes back to normal with the next set of beginning principals. Whereas, if these areas are focused upon and assessed, replication of best models could be used for enhancement of leadership skill development in the future.

Additionally, the effect of mentoring superintendents could reap huge benefits since superintendents in low support districts have relatively short tenure. As previously mentioned, Black (2007) stated the bonus finding of successful reforms occurred when there was "constancy of purpose and stable and predictable district leadership for at least five years" (p. 56). While not the focus of the current investigation, it would seem that a mentored, first year principal might have greater longevity in their first-year principal role, relative to a non-mentored principal, the same as the greater longevity for superintendents appears to produce success. Future research should examine the impact

of mentoring on principal and superintendency longevity. Only one known study has examined this question with a sample of 17 participants, and it was inconclusive (Washington-Bass, 2013).

Additional research with larger participation might provide for the ability of the organizers to examine the impact of different moderators in the mentoring model. This could include such moderators as gender, size of district, typology of district, and the effects on principals versus assistant principals as mentors. One study by the National Council of Professors of Educational Administration (2008) signified the importance of gender in a principal preparation program. Specifically, the selection, effects, and the topics of discussion between principals and their mentor, when gender was considered, were important. It was determined that gender must be addressed because of the specific needs perceived by gender experiences. In addition, females were more likely to discus the important educational issues than males. Mentoring is an integral strategy in the development of principals; certainly these additional moderators should be given consideration in order to improve mentoring programs.

Conclusion

The current investigation examines the impact of a Beginning Principal Mentoring Program on participants. The data suggest that participants overwhelmingly improved on the Leadership Practices Inventory measures, and the Ohio Leadership Advisory Council assessment, and they believed they benefited from this programming. While participants provided many recommendations for program improvement, their feedback indicates that the program did make an impact on their first year principal experience and improved their leadership skills. These findings have profound implications for the need for

mentoring for first year principal. An analysis of the results of the assessments reveals a

significant difference in principals' knowledge of standards and leadership skills when

comparing the changes in scores from the pre- to post-test.

Districts, principal preparation programs, and the Ohio Department of Education have

been uncertain about the importance of mentoring. Butler, (2008), stated that a "host of

principal leadership development programs are aiming to fill the gap, striving to ensure

that new and veteran principals are better prepared for today's challenge" (p. 68). By

improving the leadership skills of principals in this era of accountability, numerous goals

could be met, such as: improved teacher satisfaction, improved school culture and/or

climate, articulating a vision of learning and empowering staff according to earlier

researchers (Glasman, 1984; Hipp & Bredeson, 1995; Leone et al., 2009; ODE, 2013;

Tubbs & Garner, 2008; Walker & Slear, 2011). However, the improvement of student

achievement is cited more often than all other topics combined as to the purpose of

improving the leadership skills of principals (Andrews & Soder, 1987; Bass & Avolio;

Kearney, 2005; Porter, Murphy, Goldring, Elliott, Polikoff, & May, 2008; Marzano,

2003, 2012; Murphy, Peterson, & Hallinger, 1986; Pepper & Thomas, 2002; Quinn,

2002; Stronge, 2013; Walker & Slear , 2011). With this in mind, the focus upon this

improvement prior to and early in the tenure of principals should be a priority.

Previous research has shown that the most effective indicator in raising student

achievement is a quality teacher (Murphy et al., 1986), but there is limited research on

teacher mentoring programs, therefore the principal is the key.

If leadership skill development affects student achievement to such a high degree, then

the focus upon leadership development should be at the base of all principal preparation

programs, teacher leadership programs, college level programs, and the support and/or mentoring of principals, when hired, to hone their skills in the earlier specified areas researched and identified as important.

When the Ohio State Board of Education and the Ohio Board of Regents created common expectations and the standards movement began, the focus was on standards that would help create quality schools with highly effective principals and teachers in order to guide instruction to meet the needs of all students. Hipp and Bredeson (1995) stated "the principal is the key to affecting not just the work conditions, but also the professionals in the building" (p.49). Walker and Slear (2011) postulated that when implementing key behaviors for individual teachers, the potential exists to unlock tremendous positive advances for the teacher and students. When the principal is able to exhibit a model of leadership, the performance of the followers can be elevated to a height that would not be expected (Barnett, Marsh, & Craven, 2005). Mentoring can make a difference in providing support through communication, networking and building relationships as they improve their instructional leadership skills. Herein lies a major key to the teacher and principal connection to improved student achievement through the improvement of leadership skills.

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Appendix A

Overview of OLAC Self-Assessment Modules - October, 2013

The Ohio Leadership Advisory Council Self-Assessment modules are used to help individuals determine how confident they feel regarding knowledge and skills that are useful for school improvement. The self-assessment is divided into nine sections and each section asks questions related to a particular topic. When the self-assessment is completed, individuals receive a recommendation about which OLAC modules can help address the areas in which, based upon the scores, the individual is least confident. The 9 sections are as follows:

Collaboration	Community Engagement	Curriculum
Data-Based Educational Reform	Differentiation	Leadership
Resource Allocation	Teaching and Assessment	Technology

Directions to access the OLAC Self-Assessment modules:

Go to: Ohio Department of Education website

$\rightarrow$ Administrators

$\rightarrow$ OLAC Leadership Development Framework

$\rightarrow$ Secure Link: http://www.ohioleadership.org/user_login.php

$\rightarrow$ Create SAFE account or if you already have username/password

$\rightarrow$ Enter username and password and begin self-assessment

These modules can typically be completed at any pace and at any time as learning opportunities during your professional development. However, for purposes of the Beginning Principals' Mentoring Program, you will need to complete it by November 1st. The process should take approximately 30 – 40 minutes.

Appendix B

≡(index_dashboard.php)

OLAC (./)

SELF-ASSESSMENT PROGRESS REPORT

Your Report

Your progress report provides you with a clear picture of where you're making strides and areas you may want to revisit related to OLAC's essential leadership practices. The scores below reflect the results of your most recent Self-Assessment. Future Self-Assessment scores will also be available in this report to show your progress over time.

Your Recommendations

The following modules are recommended based on the topic in which you scored the lowest. Use these modules to deepen your understanding of this topic. Your recommended modules for **Differentiation**:

- Learning Supports (mod_intro.php?mod_id=18)

Self-Assessment Topics	October 6, 2013 - 3:47 pm
Data-Based Educational Reform	79%
Leadership	67%
Collaboration	83%
Teaching and Assessment	71%
Curriculum	42%
Differentiation	40%

http://www.ohioleadership.org/atool_progress.php   4/27/2014

Technology	50%
Community Engagement	83%
Resource Allocation	56%

About the Ohio Leadership Advisory Council (view.php?cms_nav_id=36)
Contact Us (view.php?cms_nav_id=6)

Appendix C

Timeframe	Activities	
August 2013	Begin program information dissemination to the following: • District Superintendents • Beginning principals • Mentors • Advisory Board • Website Identify Program Co-Facilitators Begin Planning Meetings for the Program	
September 2013	Continue Program Information dissemination to the aforementioned Identify Beginning Principals Identify Potential Mentors Continue Organizational/Planning Meetings with Leadership Team	
October 2013	Finalize Beginning Principal and Mentor Participants Match Beginning Principals with Mentor (Building level/geographical consideration) Continue Organizational/Planning Meetings with Leadership Team	
October 29, 2013 9:00 – 11:00 a.m.	Kick Off Meeting for Beginning Principals and Mentors (SESSION #1) • Introduce Participants • Provide initial information regarding expectations, responsibilities, goals, timelines • Initiate Mentor and Beginning Principal	Pre-Leadership Self-Assessment Inventory

	Training	
	• Beginning Principals will complete the LEADERSHIP PRACTICES INVENTORY	
	• Beginning Principals will begin the OLAC Self-Assessment	
	• Time will be given to spend with Mentors/Mentees	
	Assignments:	
	Beginning Principals: Read WGPDD-Pages 1-11, 19-25, 41-56	
	Finish OLAC Self Assessment by November 1, 2013, if not finished on the 29th.	
	Mentors: Read BC-Pages 1-50; Read WGPDD-Pages 1-11, 19-25, 41-56	
	Each Mentor must meet with his/her Beginning Principal prior to November 20, 2013, where they will discuss the OLAC Self Assessment and begin to establish goals	
November 2013	Beginning Principals will complete the OLAC Self-Assessment	OLAC Assessment
	Principal Resource Inventory (developed by resource mentors) will be introduced	
	A date for a Mentor/Principal/Superintendent planning meeting will be scheduled	
	Principal Goal Setting with Mentors takes place prior to November 20, 2013	
November 20, 2013 1:30 – 3:30 p.m.	ESC-Beginning Principals' Meeting with Beginning Principals, Mentors, and Facilitators- NEW LOCATION: ESSEX Place 6393 Oak Tree Independence 44131	
	Principal Visioning Exercise	

	Book Discussion Introduction of Online Forum Introduction of Reflective Log Assignments: Beginning Principals and Mentors: WGPDD: Pages13-18, 27-47 65-70 Mentors: BC: Pages 51-98	
December 2013	Mentor/Principal/Superintendent planning meeting should take place in December or January 2nd Face-to-Face Meeting at which Principal Goal Setting with Mentors takes place (December or January) Online Discussion Forum continues	
December 9, 2013 1:30 – 3:30 p.m.	Beginning Principals (ONLY) Meeting at ESC (ESSEX Place 6393 Oak Tree Independence 44131) Online Discussion Forum continues Professional Readings and Reflective log w/principals, mentors, and facilitators continues OTES/OPES Presentation Beginning Principals and Mentors: WGPDD: Pages 57-63, 71-95	Myers-Briggs Type Indicator
January 2014	Principal shadowing visit #1 should take place in January or February Online Discussion Forum continues Professional Readings and Reflective Log continue Formative Assessment	
January 27, 2014	Beginning Principals' Meeting (Principals and Mentors)	

1:30 – 3:30 p.m.	at ESC: Essex Place	
	Book Discussion	
	Beginning Principals: Read WGPDD-Pages 97-141	
	Mentors: Read BC-Pages 99-120; Read WGPDD-Pages 97-141	
February, 2014	Mentor and Beginning Principal Goal Process Meeting (#2)	
	Online Discussion Forum continues	
March, 2014	Online discussion forum	
	Principal Shadowing Visit #2 should take place in March or April	
April 2014	Online Discussion Forum	
	Principal shadowing visits #2 (if not completed in March)	
	Formative Assessment Update	
April 7, 2014 1:30 – 3:30 p.m.	Beginning Principals' Meeting (Principals and Mentors) at ESC: Essex Place	
	Book Discussion	
May 2014	OLAC Self-Assessment for Principals	Post-Leadership Self-Assessment Inventory
	Mentor and Beginning Principal Goal Process Meeting (#3)	
	ALL: Completed Narrative reflections on goals, progress, goals, discussions, shadowing visits, online forum	
May 19, 2014 1:30 – 3:30 p.m.	Mentor and principal meeting at ESC: Essex Place	
	Program Celebration and Presentations	
	Turn in Narrative reflections on goals, progress, goals, discussions, shadowing visits, online forum	

	Analysis of program discussion	
June 2014	Leadership Team: Grant final project report due	

Appendix D

BEGINNING PRINCIPAL MENTORSHIP PROGRAM

Monday, January 27, 2014

1:30 p.m. – 3:30 p.m.

Educational Service Center of Cuyahoga County

ESSEX PLACE

PLEASE SIT AS MENTOR/MENTEE
AGENDA

1. **Myers-Briggs Interpretation**-The Pendletons

2. **First Half "Successes"** – ALL-OPEN DISCUSSION

3. **Presentation by Larry Weigle**-U of A Professor/Retired Principal of Akron North High School

4. **WHAT GREAT PRINCIPALS DO DIFFERENTLY DISCUSSION with All** – Jim Cahoon and Dave Kircher- **WGPDD: Pages 57-63, 71-95**

5. **Presentation by Tim Freeman-** Principal of Westlake High School

6. **MEETING EVALUATION** – Dave Kircher

7. **Time to spend with Mentor/Mentee**

8. **ADJOURN** – Next Meeting-TOTAL GROUP Meeting (Session #5)

Assignment: **Beginning Principals: Read WGPDD-Pages 97-141**

   Mentors: Read BC-Pages 99-120; Read WGPDD-Pages 97-141

Monday, April 7, 2014

1:30 p.m. – 3:30 p.m.

NEW LOCATION (ESSEX Place 6393 Oak Tree Independence 44131)

Appendix E

ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently
been developed by the Council of Chief State School Officers in collaboration with the
National Policy Board on Educational Administration (NPBEA) to help strengthen
preparation programs in school leadership (Van Meter & Murphy, 1997). The Program in
Educational Leadership uses the ISLLC standards as a requirement for the student's
Learning Portfolio.

There are six standards. Each standard is followed by the K*nowledge* required for the
standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard,
and *Performances* that could be observed by an administrator who is accomplished in the
standard.

Standard 1: A school administrator is an educational leader who promotes the success of
all students by facilitating the development, articulation, implementation, and
stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of
all students by advocating, nurturing, and sustaining a school culture and instructional
program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of
all students by ensuring management of the organization, operations, and resources for a
safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of
all students by with families and community members, responding to diverse community
interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success
of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success
of all students by understanding, responding to, and influencing the larger political,
social, economic, legal, and cultural context.

Appendix F

Mentor Criteria

- ✓ At least five years' successful experience as a building administrator;

- ✓ Ability to assist the beginning principal in setting goals in areas identified in collaboration;

- ✓ Experience in using data to make decisions to improve student achievement and ability to guide beginning principal in that process;

- ✓ Experience in a district similar to the one in which the beginning principal serves (if possible);

- ✓ Possession of good listening skills and ability to guide beginning principal in reflection on problems that affect his/her performance;

- ✓ A collaborative attitude and willingness to promote the professional growth of the beginning principal;

- ✓ Understanding of and empathy for the challenges faced by beginning principal;

- ✓ Understanding of the Ohio Standards for Principals and ability to connect activities and experiences to those standards;

- ✓ Knowledge and understanding of Ohio Teacher Evaluation system, Ohio Principal Evaluation System, electronic record keeping of OTES and OPES in eTPES, Common Core Standards, Student Growth Measures, Value-Added, Student-Teacher Linkage, and the work of Ohio Leadership Advisory Council;

- ✓ Respect for confidentiality of mentor/beginning principal relationship;

- ✓ Willingness to work with one or two beginning principals during the year;

- ✓ Mentors will establish a relationship of mutual respect and trust with the beginning principal;

- ✓ Mentor may work with beginning principals in their own district but may not be their evaluator or supervisor; and

- ✓ May be retired administrator, Educational Service Center employee, or practicing administrator with prior building principal experience.

Beginning principals' criteria:

- ✓ Beginning principals (Beginning APs) will be first year principals who are recommended by their superintendents or self-select with the endorsement of their superintendent. Efforts will be made to include all applicants, but if there are more applicants than can be accommodated, the Co-Facilitators will attempt to maintain a balance among all levels (elementary, middle, and high school), or school district demographics with first consideration to principals before assistants;

- ✓ Beginning principals should make a personal commitment to continuing growth of professional and personal skills that are critical to the effective performance of constantly changing expectations of a principal;

- ✓ Beginning principals will form a trusting relationship with their mentor and be open to reflective examination of their job performance and decision-making; and

- ✓ Beginning principals will be expected to make a commitment to all aspects of the Beginning Principals' Mentorship Program (BPMP, 2013).

Appendix G

Reliability – Model PRE

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.771	6

RELIABILITY

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  /MODEL=ALPHA.

Reliability

Scale: Inspire PRE

Case Processing Summary

		N	%
Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.771	6

RELIABILITY

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Reliability

Scale: Challenge PRE

Case Processing Summary

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	Total	19	100.0

Case Processing Summary

		N	%
Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
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RELIABILITY

 /VARIABLES=PreQ4 PreQ9 PreQ14 PreQ19 PreQ24 PreQ29

 /SCALE('Enable') ALL

 /MODEL=ALPHA.

Reliability

Scale: Enable

Case Processing Summary

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Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0

Case Processing Summary

		N	%
Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0

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Reliability Statistics

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.572	6

RELIABILITY

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Reliability

Scale: Encourage PRE

Case Processing Summary

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| | Total | 19 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

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Reliability

Scale: Model POST

Case Processing Summary

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Reliability Statistics

Cronbach's Alpha	N of Items
.775	6

RELIABILITY

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Case Processing Summary

		N	%
Cases	Valid	19	100.0
	Excluded[a]	0	.0
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Reliability Statistics

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RELIABILITY

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Reliability

Scale: Challenge POST

Case Processing Summary

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Cases	Valid	19	100.0
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Reliability Statistics

Cronbach's Alpha	N of Items
.798	6

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Reliability

Scale: Enable POST

Case Processing Summary

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	Total	19	100.0

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Reliability Statistics

Cronbach's Alpha	N of Items
.750	6

RELIABILITY

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Reliability

Scale: Encourage POST

Case Processing Summary

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Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0

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Reliability Statistics

Cronbach's Alpha	N of Items
.901	6

DATASET NAME DataSet1 WINDOW=FRONT.

COMPUTE enc_post=sum (PostQ5_1, PostQ10_1,PostQ15_1, PostQ20_1, PostQ25_1, PostQ30_1).

EXECUTE.

Appendix H

DATASET NAME DataSet2 WINDOW=FRONT.

 /COMPRESSED.

DATASET CLOSE DataSet1.

FREQUENCIES VARIABLES=Model_Pre Inspire_PRE Challenge_PRE Enable_PRE Encourage_PRE
Model_POST Inspire_POST Challenge_POST Enable_POST Encourage_POST

 /STATISTICS=STDDEV MEAN SKEWNESS SESKEW KURTOSIS SEKURT

 /ORDER=ANALYSIS.

Frequencies

Statistics

		Model_Pre	Inspire_PRE	Challenge_PRE	Enable_PRE
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		26.6579	22.5000	22.7895	29.2632
Std. Deviation		2.69801	4.35571	3.67543	2.66338
Skewness		-.547	-.194	-.436	-.277
Std. Error of Skewness		.524	.524	.524	.524
Kurtosis		-.552	.531	-.177	-.395
Std. Error of Kurtosis		1.014	1.014	1.014	1.014

Statistics

		Encourage_PRE	Model_POST	Inspire_POST	Challenge_POST
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		27.6316	29.2169	26.8420	27.1094
Std. Deviation		4.34883	3.07194	4.67892	3.44895
Skewness		-.006	-1.394	-.100	-.220
Std. Error of Skewness		.524	.524	.524	.524
Kurtosis		-.825	3.589	-.563	.302
Std. Error of Kurtosis		1.014	1.014	1.014	1.014

Statistics

		Enable_POST	Encourage_POST
N	Valid	19	19
	Missing	0	0
Mean		31.1275	28.7555
Std. Deviation		2.54853	4.44167
Skewness		-.583	-1.028
Std. Error of Skewness		.524	.524
Kurtosis		.011	1.667
Std. Error of Kurtosis		1.014	1.014

FREQUENCIES VARIABLES=DBER_Post Lead_Post Coll_Post TeachAss_Post Curr_Post Diff_Post Tech_Post CommEng_Post ResAll_Post DBER_Pre Lead_Pre Coll_Pre TeachAss_Pre Curr_Pre Diff_Pre Tech_Pre CommEng_Pre ResAll_Pre

 /STATISTICS=STDDEV MEAN SKEWNESS SESKEW KURTOSIS SEKURT

 /ORDER=ANALYSIS.

FREQUENCIES VARIABLES=TeachAss_Post Curr_Post

 /ORDER=ANALYSIS.

Frequencies

Statistics

		TeachAss_Post	Curr_Post
N	Valid	13	13
	Missing	6	6

Frequency Table

TeachAss_Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.67	1	5.3	7.7	7.7
	.80	1	5.3	7.7	15.4
	.84	1	5.3	7.7	23.1
	.89	1	5.3	7.7	30.8
	.91	1	5.3	7.7	38.5
	.96	2	10.5	15.4	53.8
	.98	3	15.8	23.1	76.9
	1.00	2	10.5	15.4	92.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	100.00	1	5.3	7.7	100.0
	Total	13	68.4	100.0	
Missing	System	6	31.6		
Total		19	100.0		

Curr_Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.50	1	5.3	7.7	7.7
	.67	2	10.5	15.4	23.1
	.75	3	15.8	23.1	46.2
	.83	3	15.8	23.1	69.2
	.92	1	5.3	7.7	76.9
	1.00	2	10.5	15.4	92.3
	100.00	1	5.3	7.7	100.0
	Total	13	68.4	100.0	
Missing	System	6	31.6		
Total		19	100.0		

frequencies

Statistics

		DBER_Post	Lead_Post	Coll_Post	TeachAss_Post	Curr_Post
N	Valid	13	13	13	13	13
	Missing	6	6	6	6	6
Mean		.7600	.6692	.8708	.9208	.8077
Std. Deviation		.12492	.13678	.12045	.09895	.14934
Skewness		.341	-.110	-.327	-1.611	-.359
Std. Error of Skewness		.616	.616	.616	.616	.616
Kurtosis		-.277	6.006	-.874	2.359	-.053
Std. Error of Kurtosis		1.191	1.191	1.191	1.191	1.191

Statistics

		Diff_Post	Tech_Post	CommEng_Post	ResAll_Post	DBER_Pre
N	Valid	13	13	13	13	12
	Missing	6	6	6	6	7
Mean		.8538	.8792	.9746	.8846	.52
Std. Deviation		.09979	.12045	.09153	.11822	.151
Skewness		-.178	-.755	-3.606	-.533	.669
Std. Error of Skewness		.616	.616	.616	.616	.637
Kurtosis		-.551	-.661	13.000	-1.104	-.039
Std. Error of Kurtosis		1.191	1.191	1.191	1.191	1.232

Statistics

	Lead_Pre	Coll_Pre	TeachAss_Pre	Curr_Pre	Diff_Pre
N Valid	12	12	12	12	12
Missing	7	7	7	7	7
Mean	.4150	.5558	.7033	.6175	.6050
Std. Deviation	.15377	.13042	.20192	.20894	.13581
Skewness	1.327	.607	-.854	.169	.136
Std. Error of Skewness	.637	.637	.637	.637	.637
Kurtosis	-.326	.776	.655	-.731	2.339
Std. Error of Kurtosis	1.232	1.232	1.232	1.232	1.232

Statistics

	Tech_Pre	CommEng_Pre	ResAll_Pre
N Valid	12	12	12
Missing	7	7	7
Mean	.7008	.7908	.6150
Std. Deviation	.23597	.24814	.21052
Skewness	-.423	-1.095	.179
Std. Error of Skewness	.637	.637	.637
Kurtosis	-1.219	.132	-.958
Std. Error of Kurtosis	1.232	1.232	1.232

T-TEST PAIRS=Model_Pre Inspire_PRE Challenge_PRE Enable_PRE Encourage_PRE WITH Model_POST Inspire_POST Challenge_POST Enable_POST Encourage_POST (PAIRED)

/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Model_Pre	26.6579	19	2.69801	.61897
	Model_POST	29.2169	19	3.07194	.70475
Pair 2	Inspire_PRE	22.5000	19	4.35571	.99927
	Inspire_POST	26.8420	19	4.67892	1.07342
Pair 3	Challenge_PRE	22.7895	19	3.67543	.84320
	Challenge_POST	27.1094	19	3.44895	.79124
Pair 4	Enable_PRE	29.2632	19	2.66338	.61102
	Enable_POST	31.1275	19	2.54853	.58467
Pair 5	Encourage_PRE	27.6316	19	4.34883	.99769
	Encourage_POST	28.7555	19	4.44167	1.01899

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Model_Pre & Model_POST	19	.617	.005
Pair 2	Inspire_PRE & Inspire_POST	19	.747	.000
Pair 3	Challenge_PRE & Challenge_POST	19	.691	.001
Pair 4	Enable_PRE & Enable_POST	19	.686	.001

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Model_Pre & Model_POST	19	.617	.005
Pair 2	Inspire_PRE & Inspire_POST	19	.747	.000
Pair 3	Challenge_PRE & Challenge_POST	19	.691	.001
Pair 4	Enable_PRE & Enable_POST	19	.686	.001
Pair 5	Encourage_PRE & Encourage_POST	19	.642	.003

Paired Samples Test

		Paired Differences		
		Mean	Std. Deviation	Std. Error Mean
Pair 1	Model_Pre - Model_POST	-2.55901	2.54715	.58436
Pair 2	Inspire_PRE - Inspire_POST	-4.34204	3.22541	.73996
Pair 3	Challenge_PRE - Challenge_POST	-4.31994	2.80946	.64453
Pair 4	Enable_PRE - Enable_POST	-1.86435	2.06620	.47402
Pair 5	Encourage_PRE - Encourage_POST	-1.12394	3.72066	.85358

Paired Samples Test

		Paired Differences		
		95% Confidence Interval of the Difference		
		Lower	Upper	t
Pair 1	Model_Pre - Model_POST	-3.78670	-1.33133	-4.379

Pair 2	Inspire_PRE - Inspire_POST	-5.89664	-2.78744	-5.868
Pair 3	Challenge_PRE - Challenge_POST	-5.67406	-2.96583	-6.702
Pair 4	Enable_PRE - Enable_POST	-2.86023	-.86848	-3.933
Pair 5	Encourage_PRE - Encourage_POST	-2.91724	.66936	-1.317

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	Model_Pre - Model_POST	18	.000
Pair 2	Inspire_PRE - Inspire_POST	18	.000
Pair 3	Challenge_PRE - Challenge_POST	18	.000
Pair 4	Enable_PRE - Enable_POST	18	.001
Pair 5	Encourage_PRE - Encourage_POST	18	.204

T-TEST PAIRS=DBER_Pre Lead_Pre Coll_Pre TeachAss_Pre Curr_Pre Diff_Pre Tech_Pre CommEng_Pre ResAll_Pre WITH DBER_Post Lead_Post Coll_Post TeachAss_Post Curr_Post Diff_Post Tech_Post CommEng_Post ResAll_Post (PAIRED)

 /CRITERIA=CI(.9500)

 /MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	DBER_Pre	.52	12	.151	.043
	DBER_Post	.7400	12	.10654	.03076
Pair 2	Lead_Pre	.4150	12	.15377	.04439
	Lead_Post	.6417	12	.09815	.02833
Pair 3	Coll_Pre	.5558	12	.13042	.03765
	Coll_Post	.8600	12	.11909	.03438
Pair 4	TeachAss_Pre	.7033	12	.20192	.05829
	TeachAss_Post	.9175	12	.10261	.02962
Pair 5	Curr_Pre	.6175	12	.20894	.06032
	Curr_Post	.7917	12	.14383	.04152
Pair 6	Diff_Pre	.6050	12	.13581	.03921
	Diff_Post	.8417	12	.09360	.02702
Pair 7	Tech_Pre	.7008	12	.23597	.06812
	Tech_Post	.8758	12	.12515	.03613
Pair 8	CommEng_Pre	.7908	12	.24814	.07163
	CommEng_Post	.9725	12	.09526	.02750
Pair 9	ResAll_Pre	.6150	12	.21052	.06077
	ResAll_Post	.8750	12	.11805	.03408

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	DBER_Pre & DBER_Post	12	.737	.006
Pair 2	Lead_Pre & Lead_Post	12	.174	.588
Pair 3	Coll_Pre & Coll_Post	12	.380	.223
Pair 4	TeachAss_Pre & TeachAss_Post	12	.246	.441
Pair 5	Curr_Pre & Curr_Post	12	.869	.000
Pair 6	Diff_Pre & Diff_Post	12	.427	.166
Pair 7	Tech_Pre & Tech_Post	12	.490	.106
Pair 8	CommEng_Pre & CommEng_Post	12	.153	.634
Pair 9	ResAll_Pre & ResAll_Post	12	.591	.043

Paired Samples Test

		Paired Differences		
		Mean	Std. Deviation	Std. Error Mean
Pair 1	DBER_Pre - DBER_Post	-.22165	.10179	.02938
Pair 2	Lead_Pre - Lead_Post	-.22667	.16740	.04833
Pair 3	Coll_Pre - Coll_Post	-.30417	.13925	.04020
Pair 4	TeachAss_Pre - TeachAss_Post	-.21417	.20273	.05852
Pair 5	Curr_Pre - Curr_Post	-.17417	.11000	.03175
Pair 6	Diff_Pre - Diff_Post	-.23667	.12787	.03691
Pair 7	Tech_Pre - Tech_Post	-.17500	.20589	.05944
Pair 8	CommEng_Pre - CommEng_Post	-.18167	.25179	.07268
Pair 9	ResAll_Pre - ResAll_Post	-.26000	.16997	.04907

Paired Samples Test

		Paired Differences		t
		95% Confidence Interval of the Difference		
		Lower	Upper	t
Pair 1	DBER_Pre - DBER_Post	-.28632	-.15698	-7.543
Pair 2	Lead_Pre - Lead_Post	-.33303	-.12030	-4.690
Pair 3	Coll_Pre - Coll_Post	-.39264	-.21569	-7.567
Pair 4	TeachAss_Pre - TeachAss_Post	-.34297	-.08536	-3.660
Pair 5	Curr_Pre - Curr_Post	-.24406	-.10428	-5.485
Pair 6	Diff_Pre - Diff_Post	-.31791	-.15542	-6.411
Pair 7	Tech_Pre - Tech_Post	-.30582	-.04418	-2.944
Pair 8	CommEng_Pre - CommEng_Post	-.34164	-.02169	-2.499
Pair 9	ResAll_Pre - ResAll_Post	-.36800	-.15200	-5.299

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	DBER_Pre - DBER_Post	11	.000
Pair 2	Lead_Pre - Lead_Post	11	.001
Pair 3	Coll_Pre - Coll_Post	11	.000
Pair 4	TeachAss_Pre - TeachAss_Post	11	.004
Pair 5	Curr_Pre - Curr_Post	11	.000
Pair 6	Diff_Pre - Diff_Post	11	.000
Pair 7	Tech_Pre - Tech_Post	11	.013
Pair 8	CommEng_Pre - CommEng_Post	11	.030

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	DBER_Pre - DBER_Post	11	.000
Pair 2	Lead_Pre - Lead_Post	11	.001
Pair 3	Coll_Pre - Coll_Post	11	.000
Pair 4	TeachAss_Pre - TeachAss_Post	11	.004
Pair 5	Curr_Pre - Curr_Post	11	.000
Pair 6	Diff_Pre - Diff_Post	11	.000
Pair 7	Tech_Pre - Tech_Post	11	.013
Pair 8	CommEng_Pre - CommEng_Post	11	.030
Pair 9	ResAll_Pre - ResAll_Post	11	.000

Appendix I

What mentoring program activities helped you become a more effective principal this year?

..Guest Speakers

The guest speakers

..myers-briggs

The activity that I enjoyed the most was the Myers-Briggs survey.

..Guest Speakers
..Communication
..Collaboration

Group discussions, presenters, and chance to collaborate with others.

..Communication
..Mentor
..Collaboration

..myers-briggs

..Communication

..Guest Speakers

..Mentor

Sharing and listening to best practices from other mentors, and learning through other mentors' successes (or failures) most directly impacted my role this year. It is always beneficial to take a look at your Myers Briggs Type as a reminder... would've been great to really delve deeper into the dynamics of working with other types/ strategies for more effective communication in varying situations. But overall, I have been more effective in working with others as I keep this information in mind. Guest speakers who provided information on current initiatives were paramount in successfully performing many of the new tasks at hand. I also appreciated the 'go-to' phrases or philosophies that acting administrators shared.."There's a huge difference between fault and responsibility. Let's not worry about fault, but it is absolutely my responsibility". Or 'the cat's on the roof'.

..Mentor

..Colleagues
..Mentor
..Communication
..Network
..Collaboration

..Co..Discussion

The time I spent with my mentor was valuable because we met to discuss the daily challenges I was facing and the options I could consider when working through those challenges. I appreciate the importance of having a list of colleagues in the field you can call for solid advise. Networking and collaboration is critical to success and survival as a leader. I also enjoyed the activity where we reflected on creating a magazine cover that captured who we are as educators. The discussion that the activity prompted was great. I hope to use that same activity with my staff in the future.

..Mentor

The partnering with an experienced principal was the most effective.

1/2

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..Colleagues ⚲	8	I think meeting with all of the new principal's was helpful and my mentor gave me some really good advice.
..Mentor ⚲		
..myers-briggs ⚲	9	I enjoyed the personality assessment we completed as well as the presentations from experienced principals. It lead to great discussions.
..Guest Speakers ⚲⚲		
..Mentor ⚲		
..Communication ⚲		
..Discussion ⚲		
..Discussion ⚲	10	The most effective activity for me is just discussing and bouncing ideas off of my mentor.
..Communication ⚲		
..Mentor ⚲		
..Mentor ⚲	11	Monthly meetings with mentor
..Com..Mentor ⚲⚲	12	Large group discussions, one on one mentor meetings were very important to my growth, program organization of meetings and topics.
..Discussion		
..meetings ⚲		
..myers-briggs ⚲	13	Reading the book provided, Myers-Briggs Test and discussions
..Communication		
..Com..Mentor ⚲	14	The one-on-one communication with my mentor which included e-mails, building visits, and SMS messages

Q2 What are the top 3 benefits that made this a successful mentoring experience?

..Presenters
..Experienced principal

guest speakers the actual mentors themselves the ability to reach out to the group as necessary

..Myers OLAC
..Mentor meetings
..Presenters

1. The Myers-Briggs survey and the OLAC survey
2. The one on one meetings with my mentor
 3. The guest speakers and their topics for discussion

..Experienced principal

Connection with mentor Experienced principals

..New Principal
..Experienced principal
..Communication

Networking with other mentees/mentors. This experience proved to be successful in the benefits of networking, information gathering, and utilizing 'understanding of self' to encourage the best out of teachers, students, and parent interactions.

..Experienced principal
..Communication
..New Principal
..Experienced principal
..Book
..Group Discussion
..Mentors

Relationship built with my mentor. Networking with other beginning leaders as well as hearing from experts in the field. (all guest speakers were great), and reflecting on the book read as a group.

..New Principal
..Experienced principal

Informal meetings with my mentor Weekly communication with my mentor Book study

..Communication
..Group Discussion

..Communication

1. My Mentor (Tom Faska) 2. Meeting with New Principals 3. Hearing from experienced people in the field.

..Communication
..Communication
..Book
..Mentors
..Group Discussion
..Network
..New Principal

1. Expanded our network of people that we can talk with about administration. 2. Allowed for **discussions** and relfections 3. Reviewed the current expectations and responsibilities that we have as administrators and allowed us to share ideas

a) networking b) another perspective c) the book discussion

..Mentors
..Group Discussion
..Communication

1. Ability to share questions/issues confidentially with mentor 2. Networking with other experienced admin 3. Cohort of first yr building principals

Mentors with knowledge, experience, understanding**. Large group meetings** which permitted us to share experiences, problem solve. Program organization was concise and applicable to everything we experience.

..Myers Briggs
..New Principal

Understanding own leadership style (Myers-Briggs Test), forming a network with other beginning administrators and being able to get answers to tough questions

..Communication
..Group Discussion

1. Collaboration of ideas 2. Ability to share experiences and

1/2

..Group Discussion frustrations 3. Groups discussion highlighting approaches in other districts.

Q3 In your experience, what activities are necessary to provide effective mentoring for beginning principals?

Observation Q&A

..Observation

..Myers-Briggs

I think the Myers-Briggs and the OLAC are necessary at the beginning of the mentoring program to provide a framework for the absorption of material. Because of the results from those surveys, I found myself being drawn to topics that were identified weaknesses which enhanced my overall experience.

Time

..Tme

..Meetings
..Tme

..mentor

It is imperative that face-to-face meetings/observations take place frequently. It is understandable that things come up, but both mentor/mentee must be 'present' for the partnership to be valuable. This interaction grows the relationship and makes those spontaneous calls easier/ more beneficial. Having a mentor who is currently 'in the trenches' to serve as a sounding board is instrumental.

..mentor

A chance to talk through current challenges because hearing from others helps keeps everything in perspective. The role of the mentor in this collaboration was vital to the program success! The program leaders did a great job of learning about the group, determining what the needs of the group were, and establishing a meaningful agenda that made it worth it to take time away from the building/students.

..face to face meetings

Time, set agenda, frequent meetings

..Tme

1. Scholarship 2. discussion 3. On Site Mentoring

..Communication
..mentor
..Tme
..Tme
..Communication

It must allow plenty of time for question and answers, reflections, sharing of ideas and time to work and network.

I think all of the activities have been helpful.

..activities

Observing mentor during meetings to address concerns which are similar toine

..Observation
..mentor
..face to face meetings

Having a mentor. Having the ability to share experiences with other first year Principals. Program materials. Mentor presentations.

..mentor
..activities
..mentor

1/2

13   Collaborative activities

..Communication   14   **Discussing** the ability to delegate work to others.

Q4 What components of the mentoring program are perceived by you as beneficial?

..Meetings

2 Group meetings

..surveys

3 I found all components to be beneficial, but the surveys were most beneficial because they uncovered my blind spots.

..book
..Presentation

4 Reading of the book, presentations, real examples

..book
..Discussion

..OTES/OPES

5 Reading the book, 'what great principals do differently' on my own was valuable, further discussion/exit slips would have been as well. Even if we didn't have time to 'process' as a group, that info could be shared electronically as well to learn from at our convenience. Information dissemination is critical. There were so many changes this year that any morsel of information gleaned was key: OTES/OPES, SGM, VA... all things Steve Rogaski. Having an outside individual to run ideas past, seek advice from is always helpful. Sometimes we are too close to the problem to see all angles.

..book
..Discussion
..Speakers

6 The book selected was meaningful and transferred over to great group discussions. The guest speakers each brought a different perspective or area of expertise to the experience, which meant for a well-rounded opportunity to grow professionally.

..Meetings
..Mentors
..Communication
Question 5 - Program helpful o
..Mentors
Question 5 - Program helpful o

7 informal meetings with my mentor consistent communication from my mentor (frequent emails with advice, thoughts, ideas of things she was doing in her building as FYI (sometimes I don't know what my questions are)

8 I think it was all done well. A good experience.

..Presentation
..Colloborate
..Myers-Brigss

9 The reflections, sharing of presentations, sharing of ideas and experiences, and personality assessments

..Discussion

10 The round table discussions.

..Mentors
Question 5 - Program helpful

11 Monthly meetings with mentor and weekly phone calls

..Mentors
..OLAC
..Mentors
..book
Question 5 - Program helpful o
..OTES/OPES

12 Most Important is the Mentors themselves and their experiences and help and guidance. Other items are OLAC Self-Assessment, Goal Setting with Mentors, Professional Readings and Reflective Logs, OTES/OPES presentations.

13 Collaboration, understanding own leadership style (Myers-Briggs Test) and networking

1/2

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..Communication
..Colloborate
..Mentors
Question 5 - Program helpful o

14 The ability to share, collaborate, and work with a group of very knowledgeable mentors.

Q5 In your opinion, has the mentoring program provided the beginning principals with the support needed to navigate the first year experience? If yes, how so? If no, why not?

..YES

Yes, but not completely. The best mentorship I feel is on-site mentorship. But this style is still beneficial to a point. Thank you,

..YES

I believe that this program has provided the support needed to navigate the first year. The ability to call upon the experience of not only our mentor, but all the mentors in the program afforded me the opportunity to get any question answered and someone to turn to when things began to feel overwhelming.

..MIXED

It would be beneficial to have elementary and high school principals meet in different groups so that the discussions are more relevant.

..NO

Not in my case. I can see the value though. If I were matched with a practicing, high school administrator, I would have been able to relate much better, and know that they were currently experiencing the same changes. Due to their experience in the position, may have a more efficient way of dealing with concerns. I would have loved to observe my mentor in action, and be able to call them for quick bits of advice on topics they were currently dealing with as well (ie: teacher linkage how-to's). Because my mentor is retired, much of the problems or issues I was experiencing, he was not familiar with, or hadn't had to dealt with much because his experience was in the elementary setting vs high school.

..YES

Yes. The workshop was definitely worth being part of. If another opportunity arose, I would highly encourage my assistant principals to become part of the cohort.

..YES

Yes. At the beginning of the school year, it was a resource that was removed from my building and people that knew my district. We were able to meet outside of the new job in a relaxed atmosphere, away from school. Communication from my mentor to me was most helpful. Being able to choose topics for focus for meetings. Focus on OTES and OPES. Really like the Treasurer from Mentor and guest speaker on OIP.

..YES

Yes-My mentor was really involved in helping me.

1/2

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..YES	9	Yes, I was able to gain ideas about making the OTES more efficient, ways to respond to parents, staff, students...etc. pull from experiences that other administrators had...these are all great tools to help in my first year
..YES	10	Yes, it has been good because it helped me have another person to talk to about situations and the meetings were timely.
...MIXED	11	Mostly yes. As an assistant I was able to speak with my principal about issues which he wanted/ had to handled. I used my mentor as my sounding board so that I didn't have to ask my superintendent for direction.
..YES	12	Yes, for all reason listed in question two.
..YES	13	Yes.
..YES	14	Yes. The information from other admins was great. However, the shear work that admins have is overwhelming. There is nothing you can do about that.

Q 6: Scenario: You have the opportunity to be a part of the development team for next year's beginning principals mentoring program. What activities and/or program components would you include to make the experience highly successful? What activities and/or program components would you exclude to better it?

..Off-site visit at mentee build
..book reading, no time

Include off site oberservation. Exclude required readings due to the schedule of administrators.

The only problem that I had with the program is that I always felt as if there was too much going on in my building when I had to attend the program meetings. I completely understand that there will never be a "good time" to have these meetings and therefore mentees need to commit to the program and realize that the sacrifice in time pays off with the benifit of tools to be a more successful principal. I would not change anything.

..time for collboration with men

There should be more discussion around the book as well as more time to collaborate with mentor.

..21st century tools for help

Including websites, blogs, or other relevant information sources would be beneficial- I am all about the tip sheet! I may not need the information now, or know what to do with it, but when the time comes, I like to resort back to those resources. Again, tips or strategies for how to do day to day things more efficiently would be beneficial. (ie- trying to know everything tip sheet) I wouldn't necessary eliminate any portion, but I would ensure that the things that were started are followed through on more thoroughly (book study, online discussions, OPES goals, reflective log, etc.)

..Short professional readings

..follow through on items start

..knowing what is expected bef

All activities were well planned. The only thing I would improve upon is the candidates knowing exactly what they were signing up for. I missed the first meeting, which might be when that took place, but knowing more - even before that initial meeting - would help the principals better understand the program. Other than that, I'd say the leaders have a great handle on how to support new building principals. My mentor was awesome - and I learned a lot from the other mentors in attendance at the various meetings. This program is definitely on the right track when it comes to grooming principals.

..time for collboration with men

I would continue including time to meet with mentors at the end of the meetings. I would allow for more time for this. The shadowing was not really needed as much as just time together focusing on

1/2

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..21st century tools for help

..small focus groups
..exclude whole group-separate

questions from me, but topics that my mentor thought I might need advice on. I think a blog type activity that would be ongoing would be perfect. If there was a place to post questions, thoughts, ideas, etc would be helpful. This could be something that would be continuous. I liked the book; this was great. Small focus groups for conversation would be helpful. breaking up into groups with people we don't know and having to switch for discussion would be helpful. I would have liked and would still like to be able to talk to more of the principals to help build a bigger network. I would REALLY like to continue this as a second year to be able to build on skills. We have an excuse this year to "mess up" or not know what we are doing. Next year, we will be expected to more or less, be a bit more skilled. I know we will be, but this is such a process. I would like to feel like we have a network to continue our stress-free dialogue.

..exclude whole group-separate

8 Breaking the group into elementary, high school and middle school and doing some grade level specific work.

9 1. Include the Personality assessment 2. Experienced principal presentations 3. Sharing ideas for OTES 4. Q and A sessions with everyone

..small focus groups

10 I would include more round table discussions on key topics (OTES, master schedule, etc.).

..Off-site visit at mentor buildin

11 I would add observations of meetings at the mentor's school.

..book reading, no time
..Short professional readings

12 Include all I have noted in question 4. I would omit the required reading "What Great Principals Do Differently" I feel we could focus on short 1-2 page professional articles to facilitate discussion with questions to reflect and answer and/or scenario situations which are directly related to our said positions.

..Regular monthly meetings
..addtl topics

..addtl topics

13 Meet more regularly as a group (once per month); Include information on master scheduling; possibly more information on dealing with political issues; contact information to seek advice on legal issues

..addtl topics

14 Discussion of the change process.

Q7:

Of the 5 Ohio Department of Education principal standards, which one do you believe was targeted the most for your personal development and how was that accomplished? Standard 1- Continuous Improvement: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals. Standard 2 – Instruction: Principals support the implementation of high-quality standards-based instruction that results in high levels of achievement for all students. Standard 3 – School Operations, Resources, and Learning Environment: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment. Standard 4 – Collaboration: Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students. Standard 5 – Principals engage parent and community members in the educational process and create an environment where community resources support student learning, achievement, and well-being.

..Standard 3 Standard 3 - Accomplished through a variety of resources pertaining to this standard both physical and through dialogue.

..Standard 1 ..Standard 2 Standards 1 and 2 were identified for me as areas for development through the OLAC self-assessment.

..Standard 4 Collaboration- time to discuss topics and receive feedback

..Standard 4 Standard 4: Collaboration. When observed by my mentor, I was facilitating our Monthly PLC meeting that focuses on identifying strategies for improved achievement in struggling students in Grade level teams. . It was helpful to hear his critique of the meeting.

..Standard 1 Standard One - All activities and conversations led to developing a clearer vision of how to be a visionary leader at a time when expectations are ever-changing.

Question 7-Targeted Standard a	8	I am not sure that any one of these held the most focus, but I do think that there was a great overview of each of these. If we were able to continue this next year, focusing on each one of these for a session would be a great way to organize the program. It might even be good to have some principal leaders so that we all HAD to bring something to share: and idea, a project that is working, a project that isn't working...to be able to build on resources from each other of charts, ideas, websites, strategies, ...whatever each time we meet would be helpful
..Standard 1	9	Standard 1-Continuous improvement.
..Disussion on topics and feedb	10	Standard 4 would be the closest to what I was able to pull from the program. We collaborated to ensure that we have supports in place to share ideas.
..Standard 2	11	I think instruction was targeted the most.
	12	5
	13	Standard 1: We are continually working within the framework of all the goals to create and foster improvement within the overall educational process.
	14	Standard 1 - Discussions on OTES, OPES; Guest speakers talking about leadership styles that motivate staff
	15	Standard 3 - This was the central focus of my mentor and myself.

16 Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
IIIII	I	II	III	I

Q8:

On a scale of 1 — 10, with one indicating not very much and ten indicating a lot, how much have you benefitted from the program?

—	1 Not very much —	2 —	3 —	4 —	5 —	6 —	7 —	8 —	9 —	10 A lot —	Total —	Average Rating —
(no label)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	15.38% 2	23.08% 3	15.38% 2	23.08% 3	23.08% 3	13	8.15

Comments (4)

Appendix J

4/6/2014 9:51 PM View respondent's answers
My mentor was on vacation for the majority of the mentorship- we played a lot of phone tag... which was honesly just one more thing on my list to get done . I would have appreciated visiting my mentor's school district... observing them in action. Also- it doesn't matter so much what the components are- there is so much to learn- as long as there is follow through.
4/16/2014 12:33 PM View respondent's answers
Now that I am not just feeling like a new prinicpal, I would like the opportunity to really be able to collaborate with my mentor and other principals outside of my district. My district is great and I have a lot of people to look to for support, but to have resources outside of the building would be really good. I don't feel like we were able to network enough. We still need to be able to build relationships with these principals. thank you for this program. Please think about extending it.

4/7/2014 5:05 PM View respondent's answers
thanks for putting this together.
4/7/2014 7:08 AM View respondent's answers
Thank you for taking the time with us and giving us tools to be successful in our first year!!

Respondent #1
This Beginning Principal's Mentorship Program has a number of merits and benefits to the fledgling administrator. Key among these benefits is the formation of relationships and a network of people similar in career advancement, the establishment of a strong 1:1 mentor, and the sharing of information from a new perspective and with new people.
The establishment of a network of other beginning administrators is highly valuable as we face challenges typical of entry year administrators. While each school has its own unique circumstances, a network such as this allows administrators to share ideas and establish prudent person perspectives in handling challenging situations. With a network of professionals, one can verify that he or she is acting properly and at the same time can share experiences with others to combat situations that are similar between districts.
The value of the 1:1 mentor-mentee relationships is even more important based on my experience in this program. Having a "point person" to address concerns with was highly valuable this year. It was helpful when meeting with my mentor and sharing my concerns, successes, and failures, to hear from a veteran that I am normal, that my experiences are normal, and that I am working in the right directions. Administration is an area of education where there is often little outside affirmation, so to have an outside source to find validation in my work was important. If undertaking this program again, it would be ideal to have my mentor spend more time with me in my building. I was also never able to spend time with my mentor in his building because he is a central office administrator.
Finally, there was great benefit to the variety of people presenting at and participating in

this program. Having just completer my administrative licensure and degree, I have spent a great deal of time with the same people sharing the same ideas and learning the same material. I find it fortunate that in this case, there was no one from my college program in this mentoring program. This allowed me to hear fresh perspective on the content taught in college. This widening of perspective was one of the highlight [sic] for me of this mentorship program.

As this program seeks to refine the work being done, I suggest that a narrowing of focus might be in order. The charges of administration are extremely wide and complex. The program made valiant attempts to address many of the concerns and challenges administrators face, but often at the cost of depth. While almost impossible to whittle the topics down to the "most important" it may be worthwhile to focus select issues in depth to make the topics more meaningful.

Respondent #2

The Beginning Principal's Mentorship Program has been the most beneficial professional development item of my seven year administrative career. The meetings have been organized in a fashion which has progressed my knowledge as a first year building Principal. The content within each meeting raised my knowledge of items such as OTES, OPES, school district/building budgets, daily operations, dealing with challenging staff members, locating/utilizing/empowering positive staff members, building/maintaining administrative relationships, creating a shared vision, staying on course with the vision, dealing with the roadblocks which will get in the way of the vision, just to note a few. The readings, activities, and presenters located within each meeting were specific to address the topics which were important to the beginning Principals. The presentation by mentor Tim Freeman focused on leadership style(s), establishing your leadership style, and communicating it through the decisions you will make as a building leader. We truly, as beginning Principals have had the opportunity to bond but realize we are not the only ones who feel on that lonely island of leadership.

However, the most important aspect of this program has been the one on one relationship built with my mentor,_____. I have had the opportunity to draw from his experience, expertise and general overall positive demeanor. I have continually called on _____ experiences being able to bounce my ideas for specific situations. This is done with the assurement [sic] we are speaking in confidence and I can continue to develop my leadership style.

I have utilized many resources from the program including the readings, personality test, and activities from the meetings. The resource I have used and plan to use in the future are the activities from the meetings. These activities we can be [sic] utilized within the building for staff and development activities. The lessons expressed within the activities will build relationships, provide insight to building programming and permit for collaboration with administrators.

My first school calendar year as a building Principal with over 80 staff and 1300 students in [sic] coming to a close. It has gone by very fast and this program has allowed me to set and maintain my focus. The Principalship truly is the position of wearing hats I never imagined I would wear. I hope to one day to give back, participate and be a mentor in a positive program such as this one. I have been able to build relationships, my leadership

style, build my prior knowledge, and learn new items within Principalship.

Respondent #3
The mentorship program was extremely beneficial as my new role of building principal. Coming into this position, I knew I would have a learning curve, but was under the impression that the big ideas would be easily executed. I was wrong. The three biggest benefits of this program were reading the assigned text (What Great Principals Do Differently), the big group meetings, and the personal relationship I developed with my mentor. I do not believe my first year would have been as successful if it were not for these three reasons.

In reading What Good Principals Do Differently, I changed my thought pattern of how to create and maintain a positive culture, understanding how to make change, and filtering out the negatives. I replaced a principal who served in this role for 9 years, and was both a teacher and as assistant principal in the same building for an additional 8 years. The average experience of my staff is 13 years, so most of them have spent their whole careers with her. Any change I wanted to make was questioned and obstructed by a few loud voices. The book helped me re-focus on the goals and navigate through some of the storms.

The large group meeting allowed for new principals to not only create a social network, but helped us in creating an outlet for issues. Although the information presented was good, I would have liked more time in small groups talking about issues we were dealing with and what experiences some of the mentors had. The input from the mentors during the meetings was beneficial, even though only a hand full [sic] of them participated in the conversations.

The largest benefit through this program for me, [sic] was having the one on one assigned mentor. My mentor was very beneficial in my first year being successful. He helped navigate me through a potential change process, by not simply listening, but by observing the meeting and providing resources. He gave me guidance on multiple occasions, gave me direction in dealing with staff members and their issues, and gave me material I could use to deal with the issues I was addressing. He checked in on me several times a month which was great and also stopped up at the building several times. Additionally, he set me up with side resources through his multiple contacts.

Although the district provided me with a mentor, my assigned mentor was much more beneficial. I was able to speak with him about my concerns in the district knowing that he would keep our conversations confidential. The support provided by my mentor is what made the program great. I would highly encourage any new building principal to enter the program.

Respondent #4
When I was first asked to be a part of the Beginning Principals Mentorship Program I was hesitant because I knew it would be yet another commitment of time that I was unsure if I would be able to meet. I was also unsure if the program was suited to my current position as an assistant principal. After taking part in the program, I could not {be} more pleased with its benefits to me both professionally and personally.

The meetings were organized, professional, and relevant. While I did find it difficult at times to make the meetings, I was never disappointed when I attended. Each session

included items that focused on professional growth – OLAC Self-Assessment, OTES/OPES presentation, OIP, and the school funding presentation by Dan Wilson. Sessions also included items that focused on personal growth – Leadership Practices Inventory, Myers-Briggs Type Indicator, What Great Principals Do Differently book, and the presentations by mentor principals. Each of these provided some nugget of growth, but the most beneficial in my opinion was the Myers-Briggs interpretation. I enjoyed this because it highlighted my personality type and helped me to outline potential blind spots for me. Because this information can be used both professionally and personally, I consider it to be vital, thus the high value in my opinion.

The mentor that I had was _____Principal at _____ The benefits of having a one on one relationship with an assigned mentor are many. Being able to call upon ____ expertise at any time was a safety net that relieved some anxiety for me in my first year. While I didn't call on him very much, the conversations we did have were always productive for me. I think it helped that I knew ____ before he was assigned as my mentor. The true benefit to this partnership was in the prescriptive nature of what Sean was able to provide. He would always ask, "What do you need? What issues are you having?" It was this type of conversation that allowed him to diagnose some things that I might need without knowing and he would provide either guidance resources, or both.

This program came with such an enormous amount of information that I found it difficult to put much of it to use immediately. This is in part due to the frantic nature that I think many first year principals experience. It is also a product of simply not knowing where, when or how to implement some of the resources we were provided. I found that through this year, I was going back to the WWHAT GOOD PRINCIPALS DO BETTER [sic] and the Myers-Briggs interpretation to hone my craft in interacting with teachers. Being an assistant principal whose primary responsibilities are discipline and evaluations, I found that those two resources were most beneficial to me. Certainly, as I progress in my professional career I will draw upon the resources provided from this program to provide guidance.

In closing, I would only like to say thank you for the opportunity to take part in such a program. I can only hope that this program can continue to exist for the benefit of entry year principals.

Respondent #6

"Leadership and learning are indispensable to each other" are the simple yet powerful words of the 35th President of the United States, John F. Kennedy. As I reflect on my year in the Beginning Principal Mentorship Program, I am reminded of President Kennedy's words. Becoming an assistant principal came with many emotions. These emotions included, but were not limited to worry, confidence, doubt, pride, and humbleness. I've been called a natural leader all my life (whatever that is). However, when the time came for me to actually put these leadership skills to work in the field (education) that I absolutely love, I froze. Knowing with all my heart that I was more than capable of getting the job done, there was still just a small glimpse of fear in my mind. One way or another I would find a way to put that fear in a file folder and mark it complete before the year was over. Ironically, the way to do that came in an email from my superintendent _____ It was an invitation for me to be a part of a program for beginning principals and assistant principals.

In September, I was assigned a mentor to work with me. I was a little confused at first because he was an elementary principal and I and a high school assistant principal. However, the confusion quickly vanished! _____ rocks! He was an awesome, no I should say is a great mentor because the relationship will not end any time soon. He was there for me whenever I needed anything. I remember working with the other assistant principal in my building and we were stuck about what to do with an OTES issue. I told him I knew just the person to call. I called _____ and he answered all of our questions and emailed us some support documents. That's just one of the many times he helped me this year. However, what will always stand out to me is the word "congratulations." That's what _____ i stated to me after I told him I had a 6year old high functioning, autistic daughter. We were having dinner at the Cheesecake Factory and I was simply stunned with his response. He said congratulations are in order because it's truly an award and blessing from God to raise a child with Asperger's/Autism. I didn't know whether to cry, hug him, or make a toast. That sealed the deal. I knew that day he would help me become a better principal because not only was he a good leader, he had a good heart. We joked that I may even send my daughter to his school since they have open enrollment. Thanks.

Attending the monthly group meetings were [sic] great and I always enjoyed them. The only downfall is we never had enough time. I loved all of the speakers and learned so much. They always brought in speakers to address the concerns we were having such as OTES, OPES, school culture, and finance. I even teased with my colleague that my mentoring program was better than his. He attended a program as well because he's a new administrator also. However, I always came back with more to tell and share (lol). Thank you all so much for having me and thank you _____ for inviting me. Oh and I loved the book that we read What Great Principles Do Differently, and thanks to my awesome mentor (Ken) [sic] I will get to see Todd Whitaker next month at Kalahari. I have to say thanks to _____ as well because she will be paying for it.

Respondent #7
The Beginning Principal Mentorship Program was a positive experience and I feel fortunate to have been part of the group. Throughout the year, I have enjoyed all of the networking, discussions, sharing of ideas and mentorship. It is important to take time to reflect and communicate with colleagues; however, it may become difficult due to time constraints. The BEGINNING PRINCIPAL MENTORSHIP PROGRAM allowed me to take the time for professional development and networking with other principals throughout the area.

I thoroughly enjoyed the discussions and presentations. The speakers presented case studies and situations that are relevant and current with the trends of education. I implemented many of the ideas and theories presented in the meetings including appropriately grouping my teachers by personalities. As discussed by one presenter, I ordered the book about leadership and have been enjoying the viewpoints and theories regarding leadership. I even used the phrase with a parent, "I may not be at fault, but it is my responsibility to make things right."

My mentor and I have had great discussions and he made me feel comfortable discussing any issues or situations I may be facing. He gave me the idea of a morning OAA Tutoring session that I instituted this year. I called it OAA Bootcamp [sic] and it was a great

success! By talking to my mentor, we were able to discuss what I needed to do in order to begin the program and sustain the tutoring sessions. It has inspired me to continue the morning sessions with our school, and change the way we provide our tutoring sessions. I appreciated all of my time with my mentor and respect him as a leader and friend.

I took away numerous ideas throughout the sessions. The OTES guidance, learning about different personalities, situational case studies, and professional literature and books, are just a few of the many valuable items I will take away from the program! I also was able to network and form new relationships with other administrators throughout the area. The Assistant Principal at the HS attended the sessions and we were able to brainstorm ideas for next year in our buildings.

As a first year principal, I wanted to attend more professional development; however, I was unable to leave the building. Leaving the building was a rare occasion for me, but the meetings I attended were well worthwhile. The OTES tips in the beginning of the year were invaluable! I adjusted my OTES approach and it was more time efficient and provided more "real time" evidence for my staff. I respect and appreciate any information that experienced administrators provide, so one of my most beneficial meetings was when we had the principal presentations. Our group leaders were so helpful and available for anything that we needed and allowed for the group to determine the topics for the classes. That was an extremely efficient way to run the meetings and I appreciate all of their time and compassion towards the program. They were all well organized, available and used our time wisely! I look forward to maintaining contact and hope that our paths cross at additional professional development opportunities.

Respondent #8
The roller coaster or my first year as principal was filled with ups and downs, moved very fast all the time, and seems like it is coming to an abrupt stop, much to my astonishment! After so many years of wondering what it would be like to have my own building, teaching staff, and grave responsibilities of the education and safety of a building of students, I realized that once upon a time dream. I reflected along the way, and tried to take it slowly. However, I think that was an impossible feat. The ever moving day after day requirements that were put upon me kept me going without even knowing it! Just as the roller coaster moves up and down hills, twists and turns through tunnels and surprising turns, somehow it never stops regardless of going up and down. This was how my year progressed from the very start. This describes my first year of being a principal. I wouldn't have wanted it any other way!

This program was like a safety net. My mentor definitely was! I enjoyed the goal of making it to the next meeting or discussion that I would have with my mentor. The mentor part of the program was by far, the greatest benefit. I only wish I had more time to talk and deliberate with her. I would have preferred for each meeting that we had at the ESC to have more time for conversation with my mentor. Even if it was prescribed topics, this was the best feature of the program. I enjoyed the book. It was an easy read. I would have enjoyed reading more, but I started taking classes the second semester of the year, so I had plenty of grounding with reading. I think that the idea of mentorship is what I would use in the future. Think that I would use this within my building to pair teachers for collaboration. Teachers get grouped in schools by grade level or subject level. I think that I would capitalize on this do some personality grouping, similar to what

we did with our personality rating. I would like to spend more time with elementary principals that [sic] are just starting. We were never divided into grade groupings in this mentorship program. I think that it would be helpful to be able to network with a smaller group of elementary principals instead of the whole group. I do not feel like I really networked with many principals except for my mentor. I would have liked to have a group email going with a group of five or six principals throughout the entire program. This would be a great way to ensure dialogue and support. Even if it was to exchange ideas, blurt out a comment, or to help solve a problem. This would solve the discussion board dilemma.

I would like to propose the idea of keeping this group in tack [sic] and not just letting go. The progress that a group like this could make if it had the chance to continue bonding over the years could be very powerful. If a grant is being written for another first year program, I propose that you try to extend this program. If this group of leaders were able to continue bonding, collaborating, and solving problems together, imagine the force that this could be down the line! I would love to see this continue as a professional development experiment. I would even be willing to see if this could turn into part of my dissertation. (I am not far enough along to know if this is a possibility; however it might certainly be an option.)

In summary, I clearly enjoyed this. Any chance to deliberate with wonderful professionals is a positive. This was a group well-chosen [sic] with smart activities. Thank you for allowing me to be a part of this community of leaders and thinkers. The power of a group of supporters all with the same goal in mind: to help education become stronger is incredibly fierce! Thank you for this opportunity to have this be a part of my roller coaster!

Respondent #9
The benefit of the entry year principal program can be divided onto three categories: a) mentor mentee relationship, b) the book study, and c) the meetings. All of these items were helpful in their own way because they allowed me to grow as an individual and have made this program a worthwhile endeavor.

The relationship between my mentor, _____, and myself [sic] has grown over the course of the year. Our relationship has been helpful because of his vast experience and his previously working at Strongsville High School. This has given him a unique perspective on many of the challenges I have faced in my initial year. We have talked primarily about building a positive culture and ways to help my building move forward after the strike of last year. _____ has been helpful in this proves in giving suggestions from how to improve communication with staff and improving PTA meetings to name a few. However without a doubt the biggest contribution _____ has given me is, I have another colleague to collaborate with and talk to when making difficult decisions. This fall he and I worked extensively when moving through the process if dealing with a difficult National Honor Society situation. I am hopeful our relationship can continue long after our mentor/mentee relationship is over.

The next benefit to this program was the book study. I thoroughly enjoyed this book, because it broke down specific behaviors great principals engage in. this book was both reassuring and challenging. It was reassuring because some of the items I am/was already doing, and the challenge came from items I want to get better at or take on entirely. The

item of proposal emphasis was recognizing the efforts and empowering great teachers. This is something I am trying to get better at and engage in on a regular basis.

Although I had difficulty making it to all meetings, when I attended the meetings they were very helpful. It is great to hear the perspectives of others and engage in professional discussions. I found the discussion by_____ on the OTES process to be particularly helpful. His knowledge and easy to follow presentation was informative and made the OTES process a little less taxing.

This program was worthwhile and has allowed me to become a more reflective practitioner. I am grateful for this opportunity to grow and work with the administrators at different points of their careers in a collaborative and collegial way.

Respondent #10
First I will preface this paper with…I did not know I was 'enrolled' in this program until I missed the first meeting. Perhaps I missed out on a lot that day and was never really 'caught up' or being from the outside of the Cuyahoga County ESC I did not have as much exposure to the program, but I feel like the overall initial communication could have been improved. As I began the year as a new assistant principal, my email was inundated with information – I had no idea what was truly important and what was just forwarded on…sometimes there's great value in communicating via snail mail or telephone. I realize that in its infancy, this program has a lot of kinks to work out and the aforementioned may explain away some of my concerns. Nonetheless, I and providing you with my candid opinions with the intent of providing feedback that will help grow this BPBP [sic] into a hugely successful and mutually beneficial experience that I know it can be. I am grateful for the opportunity and am taking away many valuable insights. Benefits of the program (meetings, readings, activities, presentations, etc.): I am interested in learning the responses to the case study in May. I would absolutely consider doing a 'scenario a day' at each meeting – so the mentees can learn about similar situations mentors experienced and their (legal) opinions. Sometimes we benefit more from hearing about what did not go so well… or 'if I had it to do over I would's' [sic]…without having to actually go through that. The scenarios could provide a valuable frame of reference in handling our own situations with the hard learned experience of others. (Particularly [sic] in time-sensitive/legal matters) [sic] So – while I felt the book, "WHAT GOOD PRINCIPALS DO BETTER" was a helpful resource, I preferred to just read it and use it as I needed rather than worry about what chapter we will [sic] be discussing. We always seemed to run out of time for that anyway. I would still recommend supplying it, but perhaps instead of the book study – ask one or two questions or key concepts each session and focus more on situations mentors have dealt with.

c. Benefits of the one on one relationship: Aligning a mentor and mentee appropriately is critical. It is more important, in my opinion, to align mentor/mentee by position in their respective districts than it is to worry about location. It is also much more relevant to have a mentor that is currently employed in a school district. I would have loved to observe my mentor in action… [sic](even) [sic] to just see the way he interacts with parents, students, teachers, etc.). As a retiree of an elementary school, we were already at a loss. There were honestly so many things I would have loved to ask about… (expulsions [sic], diversion hearings, SRO,) but we were coming from two completely

different environments. Eventually, when you hear 'I never had to deal with that much at the elementary level' – you give up on going out of your way to make the call – because you have no more information that [sic] you started with to solve the problem that is in front of you and just killed and hour of your time. This program needs to help make things easier for new administrators – not just one more thing on the laundry list of to-do's[sic]. This year was particularly overwhelming due to the new OTES, PARCC, etc [sic], and I really needed a mentor who was living those mandates as well, who could assist with technology, share strategies or time-saving techniques, or provide guiding examples. What are they including in their OPES portfolio that I'm forgetting? How do I write a PGP? What does your faculty meeting look like? How have you celebrated teacher appreciation week in the past? It is always valuable to get an outside perspective.
d. What have you used: I have absolutely used all information/tips involving OTES/OPES. In fact, as one of the schools that started teacher evaluations very late in the year, as a result of our group discussions on OTES, I was able to make connections with another mentee that provided me with a template that I currently use to make sense of it all. I am always aware of my Meyers-briggs [sic] Type and try to keep that in mind when dealing with teachers, students, or parents that [sic] likely have different types. Just as our teachers are expected to know our students [sic] learning styles, I will be having our teachers complete the Meyers-briggs [sic] to understand themselves better as well.
e. What might you use in the future: In the future, I am certain the school building funding information will come in handy, as will the resource contacts provided. I would have loved a little more guidance on the technology footprint – relevant websites, blogs, and tech tools available to increase efficiency. I may even use the book discussion points in the future as well. A lot of what I appreciated most about this experience is just gathering information and strategies to have in my back pocket in case the situation arises.
f. Closing commentary: I am hopeful that my situation is the outlier, and the program was far more beneficial to others. I believe that it could be. Perhaps proximity is the greatest obstacle. I know everyone is extremely busy, and as a hew administrator, adding one more thing to the plate is overwhelming, so the mentor really needs to be dynamic and take the lead on initiating contact, or just show up! They really need to be invested in helping; [sic] 'hey, did you try this…when we did ___in my district, here's what we did…here's a strategy I use for ____. [sic] At this point I am so focused on getting things done, that looking for more innovative ways of doing it is daunting.

Respondent #11
Thinking back to August, it was the uncertainty of the unknown that dominated my brain. I was confident that my fourteen years of working experience with adolescents combined with the Educational Leadership Program from Baldwin Wallace University had provided a foundation that had set me up for success in my future endeavors. The question that remained was simple, what would the position look, feel and sound like on a daily basis? It was on this level that I truly believe that the BEGINNING PRINCIPAL MENTORSHIP PROGRAM successfully supplemented the academic and experiential training that I had received.
Looking back especially at the mentorship program, a few aspects stand out to me, personally, as most beneficial. My personal advisory with _____ would lead the way. To

have access to such an accomplished personality from the field proved invaluable. Not only had _____ successfully served in the educational leadership field, he had done so in a community within close proximity of Rock River and was actually a resident of the community that I am working in! Throughout the year, _____has provided valuable insights and has served as an amazing sounding board for me as I have attempted to navigate through one year of my leadership career.

In addition to the personal advisory, the diverse collection of speakers that the program has provided has proven extremely helpful. A few of the presentations that have been most useful to my experience include the discussions facilitated by _____and_____ I believe that the amazing caliber of mentors that the program has provided is what has made it so successful.

Finally, I believe the most valuable component that the program has provided for me in my first year has been the ability to network with so many talented, knowledgeable professionals. The mentors have been extraordinary, however, the ability to build a cohort of other young educational leaders that have a built-in empathy, an understanding of the new principal mindset, and those that [sic] face the same obstacles daily has provided a professional foundation for myself.

The New Principal Mentorship Program has provided advisory, essential knowledge and a cohort of young professionals to set my career up for success. I would highly recommend the program to ALL new educators as they begin their personal journeys.

Respondent #12

Being part of the Principal's Mentoring Program this year has had a positive impact on my growth as a building leader. I believe I benefitted equally from our workshops together, as well as time spent with my mentor. In both situations, I was given the opportunity to become more informed about new initiatives and challenges in the field of education while hearing from colleagues how to successfully navigate those changes within the building I am charged to manage. Being a new leader can certainly be a lonely job because you have few people you can confide in and discuss daily challenges with. Having a mentor to call and colleagues to brainstorm with when we met as a group gave me the forum I needed to grow as a leader this year.

I felt the guest speakers chosen to address our group were informative and brutally honest about the challenges of school leadership given the high stakes [sic] changes taking place in education today. Even though I had already attended workshops regarding OPES, eTPES, and OLAC modules, our group was able to openly discuss frustrations and challenges rather [sic] than treat the conversation as a "sit and take" experience. Even though being out of my building was difficult for me, I never regretted the time spent with the other beginning principals. I left each workshop with more knowledge of what was expected of me, as well as various suggestions as to how to best proceed with this knowledge inside my building. I also enjoyed the various sharing activities our leaders had us participate inn at the monthly meetings. I was able to learn from my colleagues as well as take those activities back to my building to be used in my monthly staff meetings. Because of the support and learning I experienced this year, I would love to see my two assistant principals enjoy this workshop if it remains an option in the future.

I enjoyed my work with my mentor. We were able to schedule times to meet where we focused on our current challenges and brainstormed different approaches to take. She was

extremely approachable and understanding when I would ask questions that were so "first year." Because many of the initiatives were new to both of us, we found ourselves sharing ideas and supporting each other through sharing what was working in our respective buildings. We also enjoyed connecting at the monthly meetings, which afforded us the opportunity to continue to [sic] our conversations or touch base given the initiatives discussed.

I would recommend this program to all new building leaders. The mentoring model is supportive and safe. The leaders of this program were extremely educated and had a wealth of experiences to draw from. For the new leaders in the room, it was comforting to know that they experienced great success by networking, taking chances and staying focused on student success as they brought vision to whatever building they led. Having connections like that to call when a challenge arise is comforting!

Respondent #13
Oh, the Places You'll Go! Is a popular children's book written by Dr. Seuss in 1990. That is the same year I graduated from Waverly High School, located in Pike County, Ohio. Never in my wildest dreams as an 18-year-old did I believe that the "places I'd go" over the next two decades would lead me to public education, let alone to a high school principal position. My first year has flown by and has seemed like only 5 minutes – with my head held underwater. I often feel as if I'm on an island by myself with a tsunami of events, deadlines, mandates and issues coming at me. The support system of a high school principal is very small, especially when things go awry. If I had to choose only one benefit if the BEGINNING PRINCIPAL MENTORSHIP PROGRAM, it is that the program exposed me to a support system that includes other "rookie" administrators being led by seasoned veterans who are thriving and surviving in the profession.

Of course, I have benefitted in many other ways than simply being connected with a support group. The presentations, activities and readings have been extremely beneficial in providing insight and perspective on a variety of different situations this school year. To be more specific, the following are example [sic] of how I have used or plan to use information gained from this program:

OTES – Our district piloted the OTES program this year. While I have heard nothing but overwhelming and often maligned comments about the process from colleagues, I found it to be very rewarding and beneficial. I approached the process with an open mind, emphasized a collaborative effort with the teachers, and relished in the professional conversations on personal improvement. A principal is supposed to be the "principal educator." This process facilitated that responsibility.

Myers-Briggs Test – ISTJ…what could that possibly mean? Getting to know myself – my trends, tendencies and quirks – is not only valuable in learning my leadership style, but also how I am likely to react to a myriad of situations and how others will perceive me. It is an exercise that I will use next year with my staff, albeit a cheaper generic version of the test. The test also prompted me to explore learning style tests that can be used by teachers to improve learning and teaching.

The "Laws of Leadership" – Tim Freeman presented two "laws" that have stood out in my mind. The first is the "law of origin." I have used it often in communicating to my staff that schools weren't created so that teachers could teach or that principals could lead, rather, it [sic] was created so that students can learn. It is a lesson on perspective.

The more important law, however, is the "law of accountability." I learned that I am accountable for all aspects of my building, regardless of where the fault lies. It is a lesson in ownership. Only when one accepts ownership can he or she break barriers and overcome adversity.

WHAT GOOD PRINCIPALS DO BETTER – I have gained much insight by reading this book. The one theme that comes through in the book is the message about being positive at all times. I have found this to be true. When I have a "bad day" and choose to radiate negativity, those around me will absorb it – students, teachers, secretaries, parents, etc. Some may say, "You never know who's watching you." In this job, I say, "Everyone is watching you all of the time." As a follow up to this book, I would like to read Whitaker's book, What Great Teachers Do Differently, and share with my staff next year. To conclude, I have thoroughly enjoyed the experience of this program. My one-on-one experience was very limited. To no one's fault, we are all extremely busy professionally and personally. Although my mentor was available whenever I asked, I rarely asked. I am respectful of other's time and, honestly, have had little time of my own to spare. In the future, I would suggest implementing more on OPES. Many of those standards and sub-standards should be explored in more detail. I would also address school safety with the group, allowing for collaboration and sharing of strategies, policies and procedures used by other districts. Thank you to all who organized and implemented this program. Your dedication and devotion to leading and mentoring us "newbies" is [sic] greatly appreciated.

Respondent #14

As a beginning year administrator, there are an overwhelming number if procedures and policies to learn. One thing that I quickly realize is that the responsibilities of a building principal are endless. Seeing as how I transitioned from the classroom directly into a head principal role, I often felt this year I was simply trying to keep my head above water. Although I am fortunate to have amazing colleagues in the other elementary buildings, we rarely had time to meet and collaborate. The support system of a new elementary principal is extremely small and I was often time left to "figure things out" on my own. It is for this very reason that I found the BEGINNING PRINCIPAL MENTORSHIP PROGRAM to be so valuable. I truly appreciated the wisdom, insight, and experience that these seasoned professionals were able to share with us "newbies."

   In addition, to the support network provided by the program, there were many other benefits of being a part of this first year program. The activities, conversations, readings, and presentations have been an extremely valuable tool in providing me with direction and clarity on a variety of different situations that took place throughout the school year. The following are examples of how I have used or plan to use information gained from this program:

WHAT GOOD PRINCIPALS DO BETTER – I have truly gained a great deal of insight from reading this book. One of the most profound messages to me was the concept that it is people not programs that determine the quality of a school. I have used this mindset to provide adequate and appropriate professional development for my staff members based upon individual strengths and weaknesses. Throughout this year, I have also provided the staff with a variety of activities to relieve stress and have some fun in the workplace. Additionally, I have worked hard to promote an overall positive atmosphere in the

school. I have done this by leading by example and trying to always smile and remain calm despite any issues that came about.

OTES – I found the time we spent going over the OTES rubric and information to be very valuable since my district piloted the OTES program this year. I think that it would be helpful for new administrators to receive even more guidance in regards to this area. Perhaps providing members of the group specific examples of completed rubrics and observations as well as discussing in detail what others have found to be beneficial while working through the system. This would provide new administrators with a strong foundation of the system.

Myers-Briggs Test – This was a very interesting component to the program. I found the test to be very true to who I am as a person and as a leader. I plan to use this information during my different team meetings next year. I feel that the more teachers know about each other in regards to teaching styles and personality traits, the better the organization can run as a whole. I plan to have my teachers take this assessment at the beginning of the year next year. I will then use the results to compose and guide some of my different leadership teams.

In conclusion, I did find this program to be of value. I know that I will take many things away from the sessions that I can apply throughout my career. Despite the knowledge I have gained, I would have like [sic] to have had more time to meet with the mentors one-on-one. This was often squeezed in at the very end of a session and to me, this is one of the most important components of the program. Additionally, it may be beneficial in the future to provide breakout sessions w have enjoyed my experience with the program here elementary principals can dialogue and interact with other elementary principals. This would allow for mentors to address specific topics that impact elementary school administrators. Overall, I have enjoyed my experience with the program and look forward to being able to be a mentor down the road. I thank you for allowing me to be a part of this program.

Respondent #13
The first year/BEGINNING PRINCIPAL MENTORSHIP PROGRAM and Assistant Principals Mentorship Program provided by the Cuyahoga County Educational Service Center has truly been a beneficial and rewarding experience for me. Other programs were offered by the state, but this one is more regional so we could have an easier time relating to the trials, tribulations, and successes of our mentors and fellow mentees.

Some of the benefits of the program include the ability and accessibility to a multitude of I seasoned veteran administrators as well as fellow rookies like me. The meetings, activities and presentations are just the right amount to not overwhelm anyone. I especially liked the presentations from outside presenters from the state. The one on one relationship [sic] are good as well because it allowed a perspective different from those from my own building and district. I was not too fond of the reading assignments because of the overwhelming nature of the job in general, but was able to skim the books [sic] chapters to get the important and relevant parts.

The biggest subject of information I have used from this program cane from the many items and presentations about testing and Ohio Teacher Evaluation System. I feel comfortable enough to continue my professional relationship with my mentor because of our similarity in schools, systems, and backgrounds.

In closing, I wholeheartedly feel this administrative mentorship program is worthy and I recommend that it continue [sic] to foster in a new collection of administrators for years to come.

Thank you for everything. It was a worthwhile and productive year. Now it's time for year two.

Respondent #14

As a first year building administrator, I am very thankful to have been enrolled in the BEGINNING PRINCIPAL MENTORSHIP PROGRAM sponsored by the Cuyahoga County Educational service center [sic]. I believe, and my district would concur, that very little is offered in house for Beginning Principals regarding professional development and support during one's initial years as a building administrator. This Program afforded me the opportunity to have on and off the record conversations with experienced administrators. This is especially helpful given the era of extreme change that public education is going through.

The program in [sic] of itself had many benefits. I especially found the face-to-face meetings and presentations from other administrators to be very helpful. I felt the agenda items were tailored to the feedback that the program coordinators received from the mentors and mentees. I especially like the presentation on the history of school funding and the current practices in finance. Additionally, I enjoyed the discussion about improving classroom behavior through the recommendation of relationship building. This is something that I have put into practice already this school year. I noted at the beginning of our time together that my OLAC self-evaluation results pinpointed understanding the methodology of change as an area of weakness. The post-evaluation concluded that I made growth in my weak areas. For this, I am happy.

The biggest part of the program form which I gleaned most was the one-on-one relationship that I was able to forge with my mentor. She was very approachable at any time. She came to my building, and I was able to go to hers [sic]. I was able to ask her questions that I did not feel comfortable asking people in my district. This was certainly true when I was offered another position in a different district. Jackie was able to help me see both the positive and negative aspects of this offer. Ultimately, I chose not to take the position even though it was closer to home and offered more money.

The part of the program that I felt could have been done better was the integration of the required reading. I felt like I was doing the readings for my own good. I know that the solution may have been longer meetings, but that takes away from our time in our building. Next time, I would recommend selecting a reading whose [sic] chapter [sic] could be explicitly integrated into the presentations made by administrators. I felt that presentations were good, but a connection to the book's chapters would have given the book's premise weight in real life application.

Respondent #15

As the 2013-2014 school year began, I learned of the BEGINNING PRINCIPAL MENTORSHIP PROGRAM from my superintendent. Initially, I recognized this as a wonderful opportunity to develop relationships and gain valuable feedback from individuals who would not be involved in my evaluation. Throughout the year, I came to understand that this program also would enlighten me in the areas of school finance,

OTES, OPES, leadership styles and management skills.

I realized when I accepted the principal position that I would need a lot of support. Throughout the year, I would often lean on other district administrators, including fellow principals and the superintendent for guidance. As mentioned above, the mentoring program enlightened me to areas and topics that were not typically discussed during the year. Much of the information I learned during the sessions I shared with my district's administrative team. One piece of information that stood out as being critical was _____message about trying to know everything that is going on in your building. As a building manager and instructional leader, I have found it extremely important to ensure I am knowledgeable about all things that occur in and around my building. _____spoke of several methods that I have incorporated into my daily and weekly routines, including individual meetings with each of my administrative assistants, head custodians, department chairs and guidance counselors. In addition to the list described in our mentoring session, I also require our coaches and club advisors to put information and achievements on twitter. At the end of my day, I sit and read about all of our clubs and athletic events that occur in our school using this social media platform.

The relationship I developed with my mentor,_____, proved to be extremely beneficial. Throughout my initial year, I would often call my superintendent for advice in handling situations that arise [sic] in my building. While I often relied on my direct supervisor for support, I continuously thought about being judged in a manner that could affect my employment or my future relationship with my superior. It was nice to know that I could turn to _____ for advice in handling situations. This year, for example, West Geauga School District struggled with several controversies, including open enrollment, the reassignment of the superintendent and school finance. It was nice to talk to _____ about many of these issues in order to gain skills and options when contacted by board member, parents and community members regarding the situations.

I am not alone in the field of education and it is important to establish a professional network where ideas can be shared. Ideas gained from the mentoring program have been used to enhance my staff and leadership skills. I will continue to use this network and reach out to explore other networks in order to provide the best opportunities for my students, teachers and peers. Currently, I am using Twitter to connect with even more peers in the educational leadership field where I learn new techniques regarding instructional strategies, Next Generation Assessments, parental involvement and staff development.

I am finding that being a building principal and district administrator can often be a lonely position. I am the leader of 833 students and 100 teachers and support staff that continuously look to me for guidance. The professional network of peers from the mentoring program, and those I have developed relationships with in other arenas, act as my support system where thoughts can be presented without judgment. I appreciate this program for introducing me to the many ideas that others share which I now incorporate into my leadership style.

Thank you to the BEGINNING PRINCIPAL MENTORSHIP PROGRAM organizers for the time that has been committed to making this a successful venture for all of the new principals.

Respondent #16

I believe that his was a worthwhile experience for a new Principal to go through. Numerous aspects of the program had a positive impact on my first year as Principal at Brunswick High School. My mentor assigned to me was _____. This was a great match for me because _____and I talk the same language and have many similar beliefs and philosophy on teaching and learning. I was able to express what I wanted to accomplish to _____ and he was able tto give me advice building on his previous experiences. We had a tragic event in our building this year with the suicide of two students on the same weekend and before I callled anyone else, I called _____. He was able to give me really valuable advice and help me navigate through that difficult time. I also enjoyed reading the book <u>What Great Principals Do Differently</u> [sic]. It is often difficult to find time to read during the school year but tis was an extremely worthwhile read that gave me numerous ideas and things to think about that I may not have otherwise. I enjoyed being able to get to meet other year principals as well. I thought that being able to sit by _____, Principal at Strongsville and our schools [sic] rival was a great experience and will pay dividends as we work together for years to come. As I have quickly figured out, having a network of individuals and connections is very important in a Principalship and this cohort was able to provide time and make connections with others beginning their new positions as well. It was comforting to know that you are not alone and that other people are having the same experiences as you. I thought that the guest speakers were also a very important aspect of what this program was able to provide. One speaker that stuck out for me was the Principal from Westlake. I have found myself referring to two things that he said over and over this year "it may not be my fault as the principal, but it is my responsibility" and "these people are not your friends!" These two pieces of advice really sunk in for me. Overall this was a very rewarding experience and it was time well spent. In a time period in my life when time is my most valuable commodity that is saying something! I would like to thank _____ for organizing and providing the leadership to make this happen.

Appendix K

Principal Mentorship program
May 11, 2014

When I went into the program I wasn't sure what to expect. I was worried about finding the time to collaborate and to be a good mentor for Mike Draves, Principal of Brunswick High School. Mike and I have been long time friends so we were lucky to not have to jump over any hurdles that two people would have had to do if they were not acquainted with each other. We were able to talk on numerous occasions both on the phone and in person. I advised Mike on several different issues and situations that he encountered on a daily basis as a Principal. We were able to sit down and compile a list of things to expect or may not expect in the life of a principal. I also, had many opportunities to ask Mike how he handled some of the things that I had questions about, that he was dealing with in his school. So, we were able to help each other. As we all know, we are not experts on everything, we run into obstacles, or new challenges almost daily as a High School principal. As I told Mike from the beginning, there is nothing that prepares you for the life of a Principal. You just have to learn on the job. No matter how prepared you are as an Assistant Principal, it is a totally different set of responsibilities that you encounter when you step into the office of Principal.

Early on in Mike's tenure, he had to deal with two suicides in the course of a weekend. He called me for some advice and guidance. I was able to give him the best advice I could and a checklist to follow that I used when dealing with a similar incident the year before. Again, it goes to my point of encountering new and unforeseen circumstances that only living through them can provide.

I found it ironic that one of the books chosen to read was What Great Principals Do Differently. It already was one of the many books I refer to when looking for answers or ideas. A lot of what I do or have experience with comes from reading this book. I have and will continue to read and use this book as a reference.

One of the highlights of this experience was the meetings with the new principals and the mentors. I can honestly say that after every meeting I walked away with a new idea or something to reflect on. One of the most important results of this program is the connections that were made from meeting other principals and listening to their ideas and strategies. It's also amazing to hear, that we all have had to deal with similar situations and hear different ways on how they were handled. Not every way is the same, but it may be just as effective. It is

something I also have with the principals I work with in the WSC. I love to have conversations with them regarding curriculum ideas or other programs within their schools. So, this experience gives me another avenue to run ideas by, use as a reference or to ask for advice if needed.

This was a very worthwhile experience for both of us. I can honestly say that this was helpful to me as a professional to be a mentor to new principal. More importantly, to work with Mike Draves, someone that I know and respect helped make this a rewarding experience for me. I am confident that Mike will be a successful principal for many years to come. This has proved to be an excellent program and I am sure the rest of the group feels the same.

The individuals that made this cohort work, Jim, Dave, Marva and Marty deserve a "Big" Thank you for lending their time and expertise to this wonderful endeavor. It is a program that should continue and prosper in the coming years. I appreciate all the thought and effort that was put into this program.

I have found the Mentorship Program to be an exciting program and one that I was so happy to be a part of. Being a facilitator and a mentor gives me a unique perspective on the program and a little different status. I believe personally I was a much better facilitator than a mentor. Michael May, Amherst Steele High School, came to the program with very strong skills and definitely got the short end of the stick from me. We have though created a friendly professional relationship, and I believe he knows that my help is available to him long past the program.

I greatly enjoyed the books. They were exceptional in their content and very useful in their practicality. I believe we might have devoted more time during the meetings for discussion (because the material was so good). The outside presenters we had were outstanding. Steve Rogaski probably provided the greatest impact at the time (to the beginning principals only), though all other presenters framed our program well. People seemed to enjoy the Myers-Briggs portion of the program; I tend to be a situational personality so for me the Myers-Briggs does not hold up as an absolute. We tried to make the agendas full so that there was a free flow of information and it never got stale. In doing that, we also skimmed over material and sometimes never got as deep as we should/could have.

My sessions with Mike were terrific. The conversations were easy. Mike was well trained at Westlake High School under Tim Freeman (a fellow mentor). His preparedness for the job was exceptional. He targeted some items along the first part of the year, which he felt were significant to the success of his school and to his principalship. His targeted activities most notably the schedule has produced some great outcomes for him as his first year wraps up. He is a communicator and is actively involved in all things Steele. He has a very well used Twitter account and has changed the logo of the school district. His future is exceptional as long as he doesn't burn out by his ubiquitous involvement.

Every time I participate in a professional development activity, I find great resources to be used in the future. Putting them to use will be difficult for me as a retired administrator. Being a better person, listener, with greater knowledge base will be easy. This has been a wonderful experience.

I congratulate the Ohio Department of Education and the Cuyahoga County ESC for putting on the program. I believe it was beneficial in its implementation and in its conceptual set up. Beginning Principals are not alone; they now know they have substantial resources at their disposal. A personal mentor as well as the knowledge that there are others in their shoes with slightly different circumstances will be helpful to them as they progress. I am excited about the 360, which we are about to provide.

If the program continues, I hopefully will be considered to return as a facilitator. My recommendations would be to not allow the facilitator to be a mentor and for us to discuss with the participants at the first meeting what schedule would work for them (alternating morning/afternoon or how we had it). The school year has different flows and in order to have greater participation, I believe we need participant input with the schedule. It has been an honor working with the leadership of the ESC, particularly Dave Kircher and Marty Motsco. The learning from them has been as essential as the program itself.

2013-2014 Beginning Principal Mentorship Program

The Beginning Principal Mentorship Program provided exceptionally beneficial networking and professional support to both new administrators and their veteran mentors. New principals rarely have many opportunities to process daily occurrences with colleagues in their own district, let alone others from other districts. This program provided support, very practical readings and realistic scenarios that were an excellent extension of required coursework needed to become an administrator.

One of the key components missing in most administrative preparation programs is the opportunity to meet and discuss real-life, on-the-job situations with veteran administrators who have experiences and levels of knowledge that can be helpful. These opportunities were the core and most powerful part of the Beginning Principal Mentorship Program. Another key support built into the structure of this program was the relevant and timely book studies that supplemented the discussions and experiences that occurred throughout the school year. The intentionally-selected timing of the various readings matched the timing of related events that occurred throughout the school year. The mentor and mentee then had opportunities to meet and/or to discuss these readings and experiences and share lessons learned. The review of scenarios and discussion of possible solutions and/or courses of action was quite powerful. The opportunity to hold full group discussions on the scenarios proved beneficial to all participants.

The one-on-one relationship I was able to forge with my mentee was a key component of the program. The focus on using a coaching model throughout the mentorship process amplified the experience beyond a discussion of the mentor's experiences and helped both participants delve into a reflective and non-judgmental discussion of effective practice. The scheduling of regular participant/mentor contact and meetings outside of full group meetings provided the necessary flexibility of scheduling and on-going support needed.

The emphasis on the coaching model is certainly applicable to many situations for me as both a mentor of others and as a principal. The skills and focus are relevant to the coaching of both future new administrators as well as to new teachers, support staff and other relationships outside the school environment. The contacts I made as a mentor in the program have already been helpful to me in my daily work as I have solicited support and information from other mentors in the program.

In my opinion, the Beginning Principal Mentorship Program was exceptionally beneficial to both new principals and the mentors who worked with them. The outcomes of the relationships built, the discussions held and the on-going, collaborative spirit developed will continue to be powerful for years to come.

Sincerely,
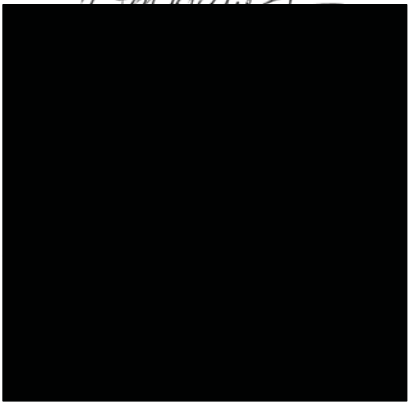
May 19, 2014

Benefits of the Program:

Clearly, the mentees are the ones who responses this query are central. What matters is whether those folks derived benefit. That being said, those those who help help themselves by helping. Thus, the benefits of the program go beyond that stated goal of assisting mentees. As a mentor, I also benefited and learned.

I thought the speakers, readings, and discussion topics were well chosen and on-point. Meetings were comfortably structured yet purposeful. Mentees experiencing the pressure of a principalship profit from engaging in professional development with peers in a totally supportive, safe, non-judgmental setting. The meetings allowed mentees to hear a variety of opinions from others who have no agenda other than being of assistance.

Benefits of the one-on-one relationship:

The one-on-one relationship has the benefit of being tailored around the specific needs of the mentee. Mentors may be able to bring some degree of expertise based on experience to bear or my just listen. The response depends on what the mentee needs, and what the mentor knows, or does not know.

What have you used?

As a mentor, I have used some ideas learned from my mentee in the classes I teach at The University of Akron. Being principal of West Geauga High School presents challenges that I never faced as high school principal in the Akron Public Schools. While seeing, hearing, and reading about West Geuaga reinforced my kids-are-kids notion, some of the issues that went beyond dealing with students were foreign to me. I fully realize how what I, as a mentor, used is not a program goal.

What might you use in the future?

This is my 42nd year in education but my first time serving as a one-on-one mentor. I was not satisfied with my performance (I never am) and would be able to build on this experience if the opportunity to mentor comes my way again.

Closing comments:

This program is worthwhile. When not agreeing with some decision I made, teachers sometimes said to me, "You forgot what it was like to be a teacher!" While I do not think I ever said it is response the thought was that this person has never spent one second in my shoes. I think that this mentoring program is a fine attempt to address the isolation principals experience. I hope the program continues and can build on what I see as promising start.

May 19, 2014

The Cuyahoga ESC/ODE Beginning Principal Mentorship Program has been a resounding success. There are several reasons which indicate this to me. First, is the quality and quantity of discussion during the six meetings set throughout the year. It is imperative that the new principals have developed networks among themselves and are not only utilizing their mentors, but each other as sources of information and professional growth this year. Many of the participants stay after the meetings and network among themselves on pressing issues within their schools.

The six meetings have been invaluable and have utilized the mentors expertise in various areas as presenters. The speakers have addressed topics of vital interest to new principals and have allowed real life experiences to be shared with the new administrators. The feedback on these sessions has been very positive.

The textbook discussions have been valuable and the comments on the author's insights into everyday school leadership situations, have proven to be a positive influence on the new principals. Several of the new principals have indicated that they are sharing their readings with their colleagues in the home districts and have lead to some very interesting discussions.

The several self-analysis exercises have had several of the participants take pause at their leadership style and examine how they could further develop their positive leadership efforts within the school setting. They have also been able to take some of this information and apply it to their staff members to better utilize them on committees and presentations during faculty meetings.

The mentor/mentee relationships have been very rewarding. During the time mentors/mentees spend together, the discussions have been fruitful with insights and ideas that have been taken back to the mentees home schools.

My own mentor/mentee relationship has been somewhat disappointing in that the assistant principal with whom I have been working has a very strong principal and assistant superintendent in his home district. They have been working hard to develop him this year and have moved him forward quickly. I have provided resources for him, but did not want to overshadow the good work that the home district has been doing with him this year. It has been a delicate balance of providing support, but not interfering with the home district's initiatives. Next year, it would be worth investigating the home school dynamics with asst. principals before including them in the mentorship program.

Appendix L

Leadership Practices Inventory-Self

Instructions:
You are being asked to evaluate your leadership behavior. Please read each statement carefully, and using the RATING SCALE, ask yourself:
"How frequently do I engage in the behavior described?"
• Be realistic about the extent to which you actually engage in the behavior.
• Be as honest and accurate as you can be.
• DO NOT answer in terms of how you would like to behave, or in terms of how you think you should behave.
• DO answer in terms of how you typically behave on most days, on most projects, and with most people.
• Be thoughtful about your responses. For example, giving yourself 6s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or 3s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
• If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case assign a rating of 3 or lower.

**For each of the 30 statements, decide on a response and then check the appropriate box to the left of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. Every statement must have a rating. When you are finished, please answer the 2 short demographic questions at the end. The entire survey is 32 questions and should only take 10-15 minutes to complete.

Rating Scale
1=Rarely
2=Seldom
3=Occasionally
4=Fairly Often
5=Usually
6=Very Frequently

When you have completed the entire survey, please select "Done". Thank you for your assistance.

1. I set a personal example of what I expect of others.

☐ I set a personal example of what I expect of others. 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

2. I talk about future trends that will influence how our work gets done.

☐ I talk about future trends that will influence how our work gets done. 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

3. I seek out challenging opportunities that test my own skills and abilities.

☐ I seek out challenging opportunities that test my own skills and abilities. 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

4. I develop cooperative relationships among the people I work with.

☐ I develop cooperative relationships among the people I work with. 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

5. I praise people for a job well done.

☐ I praise people for a job well done. 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

6. I spend time and energy making certain that the people I work with adhere to the principles and
standards we have agreed on

☐ I spend time and energy making certain that the people I work with adhere to the principles ar
on 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

7. I describe a compelling image of what our future could be like.

☐ I describe a compelling image of what our future could be like. 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

8. I challenge people to try out new and innovative ways to do their
work.

☐ I challenge people to try out new and innovative ways to do their work. 1=Rarely

☐ 2=Seldom

☐ 3=Occasionally

☐ 4=Fairly Often

☐ 5=Usually

☐ 6=Very Frequently

9. I actively listen to diverse points of view.

☐   I actively listen to diverse points of view.   1=Rarely

☐   2=Seldom

☐   3=Occasionally

☐   4=Fairly Often

☐   5=Usually

☐   6=Very Frequently

10. I make it a point to let people know about my confidence in their abilities.

☐   I make it a point to let people know about my confidence in their abilities.   1=Rarely

☐   2=Seldom

☐   3=Occasionally

☐   4=Fairly Often

☐   5=Usually

☐   6=Very Frequently

11. I follow through on the promises and commitments that I make.

☐   I follow through on the promises and commitments that I make.   1=Rarely

☐   2=Seldom

☐   3=Occasionally

☐   4=Fairly Often

☐   5=Usually

☐   6=Very Frequently

12. I appeal to others to share an exciting dream of the future.

☐   I appeal to others to share an exciting dream of the future.   1=Rarely

☐   2=Seldom

☐   3=Occasionally

☐   4=Fairly Often

☐   5=Usually

☐   6=Very Frequently

13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

☐   I search outside the formal boundaries of my organization for innovative ways to improve wh..

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

14. I treat others with dignity and respect.

□ I treat others with dignity and respect. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

□ I make sure that people are creatively rewarded for their contributions to the success of our p

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

16. I ask for feedback on how my actions affect other people's performance.

□ I ask for feedback on how my actions affect other people's performance. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

17. I show others how their long term interests can be realized by enlisting in a common vision.

□ I show others how their long term interests can be realized by enlisting in a common vision.

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

18. I ask "what can we learn?" when things don't go as expected.

□ I ask "what can we learn?" when things don't go as expected. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

19. I support the decisions that people make on their own.

□ I support the decisions that people make on their own. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

20. I publically recognize people who exemplify commitment to shared values.

□ I publically recognize people who exemplify commitment to shared values. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

21. I build consensus around a common set of values for running our organization.

□ I build consensus around a common set of values for running our organization. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

22. I paint the "big picture" of what we aspire to accomplish.

□ I paint the "big picture" of what we aspire to accomplish. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

□ I make certain that we set achievable goals, make concrete plans, and establish measurable programs that we work on. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

24. I give people a great deal of freedom and choice in deciding how to do their work.

□ I give people a great deal of freedom and choice in deciding how to do their work. 1=Rarely

□ 2=Seldom

□ 3=Occasionally

□ 4=Fairly Often

□ 5=Usually

□ 6=Very Frequently

25. I find ways to celebrate accomplishments.

□ I find ways to celebrate accomplishments. 1=Rarely

- 2=Seldom
- 3=Occasionally
- 4=Fairly Often
- 5=Usually
- 6=Very Frequently

26. I am clear about my philosophy of leadership.

- I am clear about my philosophy of leadership. 1=Rarely
- 2=Seldom
- 3=Occasionally
- 4=Fairly Often
- 5=Usually
- 6=Very Frequently

27. I speak with a genuine conviction about the higher meaning and purpose of our work.

- I speak with a genuine conviction about the higher meaning and purpose of our work. 1=Rare
- 2=Seldom
- 3=Occasionally
- 4=Fairly Often
- 5=Usually
- 6=Very Frequently

28. I experiment and take risks, even when there is a chance of failure.

- I experiment and take risks, even when there is a chance of failure. 1=Rarely
- 2=Seldom
- 3=Occasionally
- 4=Fairly Often
- 5=Usually
- 6=Very Frequently

29. I ensure that people grow in their jobs by learning new skills and developing themselves.

- I ensure that people grow in their jobs by learning new skills and developing themselves. 1=F
- 2=Seldom

- 3=Occasionally
- 4=Fairly Often
- 5=Usually
- 6=Very Frequently

30. I give the members of the team lots of appreciation and support for their contributions.

- I give the members of the team lots of appreciation and support for their contributions. 1=Rar
- 2=Seldom
- 3=Occasionally
- 4=Fairly Often
- 5=Usually
- 6=Very Frequently

Next

Appendix M